

# **Intentional Design:**

*Exercises to Guide You Through Your  
Program Design and Implementation*

*10 Steps, 15 Exercises  
Packet*

2.10.21

## Introduction and Directions:

The following worksheets and exercises are designed to help guide you through a process of thoughtful, intentional program design for girls in the communities you work in. These worksheets can be done on your own and/or with collaboration and discussion with Population Council colleagues.

The process by which you complete these exercises is up to you – you can use the worksheets and exercises as is, adapt them to your context, or use other girl-driven/community-based methods to capture the information detailed here, using the exercises as a guidepost for the kind of information you should be collecting to better inform your program design and implementation. The purpose, overall, of these worksheets is to document lessons that you may learn while building your program. Further, it is important that as often as possible, you are engaging girls and other relevant community members in the exercises themselves, making sure you are gaining a well-rounded, girl-centered perspective to ensure efficacy of your program design decisions.

The first exercise, not listed here, is the Girl Roster. Once you have completed the Girl Roster you can use those results to make specific plans for girls. Having the output tables from your rostering will be helpful in completing these exercises and making concrete plans.

Each worksheet reflects the "Intentional Design" model. Please find the steps listed below.

Feel free to reach out to us at any time for questions.

1. **Identify the places with the highest concentrations of off-track girls.**
  2. **See the full universe of girls in those places.**
  3. **Segment the universe of girls into like-situated groups for intervention.**
  4. **Prioritize and locate the most excluded segments in affected communities, both in relation to each other and to community physical features and facilities.**
  5. **Intentionally recruit priority segments.**
  6. **Secure a regular, safe community space in which girls can meet regularly, mindful of seasonal stressors and risk scenarios.**
  7. **Build indigenous social support—mentors to recruit girls and deliver programs, and provide support, a local safety net, and links to resources.**
  8. **Build meaningful content keyed to girls' real lives that establishes positive, achievable metrics.**
  9. **Design programmatic on-ramps assuring girls' access to public/private resources in their walkable communities.**
  10. **Pull it all together in systematic, per-segment planning, and offer a sound basis for future evaluation and measurement of program outcomes.**
- The Girl Roster**
- The Girl Roster Output Tables**

# EXERCISE 1 (STEP 3): READING AND ANALYZING YOUR GIRL ROSTER OUTPUT TABLES

You have been provided access to your Girl Roster results. If you are having any technical trouble or are unsure of where those results are, please contact the team so we can assist you.

You will be provided several different types of tables. They are described here.

1. *Overview Output Table* – the primary table that displays and summarizes the collected information – girls' ages and other sociodemographic characteristics. It assigns each girl to a single segment according to characteristics that are most likely to reflect exclusion from basic entitlements and/or mark a division that carries critical programming implications – starting with marital status at the top and age to the left.
2. *Girls with Children Table* – While having a child marks a dramatic change in the life of a girl or young woman, mothers who are younger, unmarried, and out of school are likely to have distinct needs and face distinct barriers to participating in programs, compared to older and married girls. This table shows how girls' marital, schooling, and childbearing status intersect.
3. *On-Track/Off-Track Girls Tables* – Shows the proportions of girls who fall into one or more off-track categories by age.
4. *Exception Report* – where skips or incomplete answers were entered, the exception report captures those errors.

Before reviewing your own results, please revisit some of the ways in which you can analyze Girl Roster results. For starters, make sure you know how to read the Girl Roster by using the next several pages which explain some of the ways in which you can interpret and understand your results, starting with just understanding how to read the Overview Output Table. These are results taken from a densely populated HIV-affected urban community in Haiti, but the type of analysis done can assist you in thinking about your own.

# The Standard Overview Output Table

**Girl Roster Overview Output Table**  
**Densely Populated Program Site of HIV-Affected Commune in Haiti**

	Unmarried						Married			Total
Age Group	In School			Out Of School			Has A Child	Has A Child	Doesn't Have A Child	
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent				
<b>06-09</b>	270	98	27	30	19	5	--	--	--	<b>449</b>
<b>10-12</b>	206	87	36	15	13	9	--	--	--	<b>366</b>
<b>13-14</b>	80	28	11	11	3	9	0	0	2	<b>144</b>
<b>15-17</b>	107	65	37	10	10	10	2	6	7	<b>254</b>
<b>18-19</b>	69	34	27	10	6	5	25	12	4	<b>192</b>
<b>20-24</b>	99	45	45	16	30	25	69	84	28	<b>441</b>
<b>Total</b>	<b>831</b>	<b>357</b>	<b>183</b>	<b>92</b>	<b>81</b>	<b>63</b>	<b>96</b>	<b>102</b>	<b>41</b>	<b>1846</b>

# How does the Girl Roster support you in your program design decisions?

**Girl Roster Overview Output Table**  
**Densely Populated Program Site of HIV-Affected Commune in Haiti**

	Unmarried							Married		Total
	In School			Out Of School				Has A Child	Has A Child	
	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent	Has A Child	Has A Child			
<b>06-09</b>	270	98	27	30	19	10	2	6	7	<b>449</b>
<b>10-12</b>	206	87	36	15	13	10	2	6	7	<b>366</b>
<b>13-14</b>	80	28				10	2	6	7	<b>144</b>
<b>15-17</b>	107	65				10	2	6	7	<b>254</b>
<b>18-19</b>	69	34				5	25	12	4	<b>192</b>
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There are several girls under the age of 13 who are living with neither parent

There is an interesting drop-off from age segments 10-12 to 13-14 in school status. This could be due to the difference in the segment size (spanning 3 versus 2 ages) or might be indicative of actual drop out.

There is a high number of girls married and with children in this program site

Further investigation of these girls to see if they are relatively on-track (i.e. are not 2+ years behind school) can tell you about the pool of potential mentors you might have

# How does the Girl Roster support you in your program design decisions?

As previously mentioned, you will be provided on/off-track output tables but you can also do the analysis yourselves using the Overview Output Table. Here is an example of how that is done.

22% of girls 6-17 are off-track by Category 1:

Girls 6 to 17 who meet at least one of these conditions: **out of school** OR **married** OR **has a child** OR is **living with neither parent**

Girl Roster Overview Output Table										
Densely Populated Program Site of HIV-Affected Commune in Haiti										
	Unmarried						Married			
Age Group	In School			Out Of School			Has A Child	Has A Child	Doesn't Have A Child	Total
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent				
<b>06-09</b>	270	98	27	30	19	5	--	--	--	<b>449</b>
<b>10-12</b>	206	87	36	15	13	9	--	--	--	<b>366</b>
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45% of girls 6-17 are off-track by Category 2:

Girls 6 to 17 who meet at least one of these conditions: **out of school** OR **married** OR **has a child** OR is **living with neither parent** OR **is living with one parent**

**Girl Roster Overview Output Table**  
**Densely Populated Program Site of HIV-Affected Commune in Haiti**

	Unmarried						Married			
Age Group	In School			Out Of School			Has A Child	Has A Child	Doesn't Have A Child	Total
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent				
<b>06-09</b>	270	98	27	30	19	5	--	--	--	<b>449</b>
<b>10-12</b>	206	87	36	15	13	9	--	--	--	<b>366</b>
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To determine the number of girls behind schooling level for their age, you would use analysis of the back-end information collected to find this value (see in red below). This is not something immediately presented in your Overview Output or other tables.

**75% of girls 6-17 are off-track by Category 3:**

Girls 6 to 17 who meet at least one of these conditions: **out of school** OR **behind schooling level for age (2+ years)** OR **married** OR **has a child** OR is **living with neither parent** OR **is living with one parent**

Girl Roster Overview Output Table										
Densely Populated Program Site of HIV-Affected Commune in Haiti										
	Unmarried						Married			
Age Group	In School			Out Of School			Has A Child	Has A Child	Doesn't Have A Child	Total
	Living with both parents	Living with one parent	Living with neither parent	Living with both parents	Living with one parent	Living with neither parent				
06-09	270 <sup>+7</sup>	98	27	30	19	5	--	--	--	449
10-12	206 <sup>+10</sup>	87	36	15	13	9	--	--	--	366
13-14	80 <sup>+15</sup>	28	11	11	3	9	0	0	2	144
15-17	107 <sup>+28</sup>	65	37	10	10	10	2	6	7	254
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## EXERCISE 1 (STEP 3): READING AND ANALYZING YOUR GIRL ROSTER OUTPUT TABLES

Now that you have reviewed some of the basics of analyzing output tables, you can look at your own output tables, starting with the Overview Output Table(s). You might do this per walkable community as well as at an aggregated level, depending on the level of decision-making you are looking to make. Consider the following questions:

- How do the results from the Roster differ from what you expected to find, if at all?
- What surprises you about what you found?
- What are the largest segments?
- What trends do you see in schooling status/marital status/childbearing status/living arrangement?
- At what age(s) do girls go off-track in this community? Starting with segments of girls before they go off-track is one way to set your priorities, that is reaching them before they face higher risk. The transition between primary and secondary school is often a critical time for girls, so knowing at what age that happens can be another helpful piece of information to consider when looking at patterns.

At the end of this review, and given the personal goals of your project, you should be able to identify and quantify the segments of girls you will prioritize.

## EXERCISE 2 (STEP 3): SEGMENTS YOU WILL PRIORITIZE

You have completed the Girl Roster and now will use the output tables generated to complete this worksheet, which asks you to determine the segments of girls you will prioritize for intervention. As a reminder, a **segment** is a specific grouping of like-situated girls, using basic characteristics like schooling, marital and childbearing status. Examples include: 10-14-year-old girls who are out of school and living apart from both parents, or 15-17-year-old girls married and with children. Use the Overview Output Table analysis you just conducted (Exercise 1) to select your priority segments. Please provide:

- a detailed description of who the segment is, accounting for relevant characteristics found in the Roster (age, schooling, living arrangement, marital and childbearing statuses) as well as any other important observations you have made;
- an explanation of why you are choosing this segment;
- and a final count using your output tables; you can also use this sub-section to calculate approximately how many girls in this segment you might find in ALL communities in which you plan to implement your program, not just in the communities you explicitly rostered.

Note: You might choose to work with more than two segments; please adapt this worksheet to fit your program planning needs.

**Program Area:**

**Segment 1 Description**

**Segment 2 Description**

**Why this segment?**

**Why this segment?**

**Segment 1 Count:**

**Segment 2 Count:**

## EXERCISE 3 (STEP 4): THE COMMUNITY OVAL EXERCISE

Now that you've selected the segment(s) of girls you plan to work with, let's think about how they are connected (or not) to the resources in their community, using an exercise called **The Community Oval** (see the next page). Each walkable community you plan to work in should have its own Community Oval worksheet.

Fill the circles in the bottom half of the Oval with the names of your segments (from Exercise 2).

Next, in the top half, list out the resources in the community that exist and that anyone should ideally be benefitting from, using one circle per resource (e.g., schools, clinics, food distribution centers, youth centers, playing fields, etc.) We have provided a few examples for you to begin.

Keeping in mind the segment of girls you have prioritized, use a scale of 1-5 (1 signifying the lowest access and 5 signifying the highest access), and identify how much access to this resource girls in your segment are likely to have:

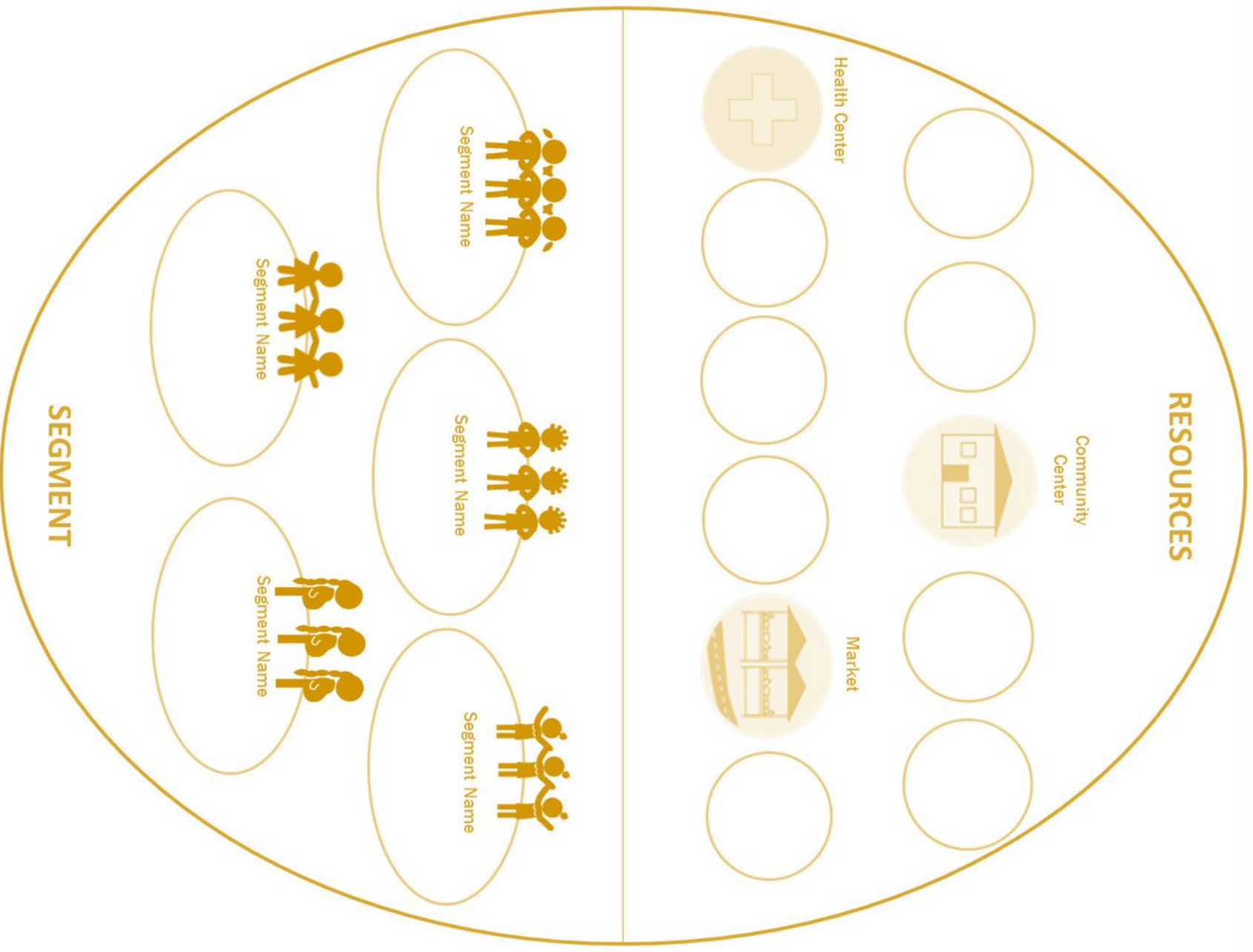
1. Due to cultural and/or social restrictions, girls are not likely to be found here
2. This place could serve girls but is unlikely to be currently doing so
3. This facility is female-centered, but mostly used by adult unmarried and married females
4. There is some age-appropriate access (youth/adolescents/children), but this place doesn't have dedicated, age-graded, girls-only time.
5. Girls are found here and have a safe space and time in this location

Draw a line from the segment to each of the resources. Next to the line, write a number from the above scale (1-5) to denote the "accessibility" of this resource. You can even use a dashed or solid line to dignify the difference (dashed being low access, solid being high).

The Community Oval worksheet is on the next page.

# EXERCISE 3 (STEP 4): THE COMMUNITY OVAL EXERCISE

Program Area: \_\_\_\_\_

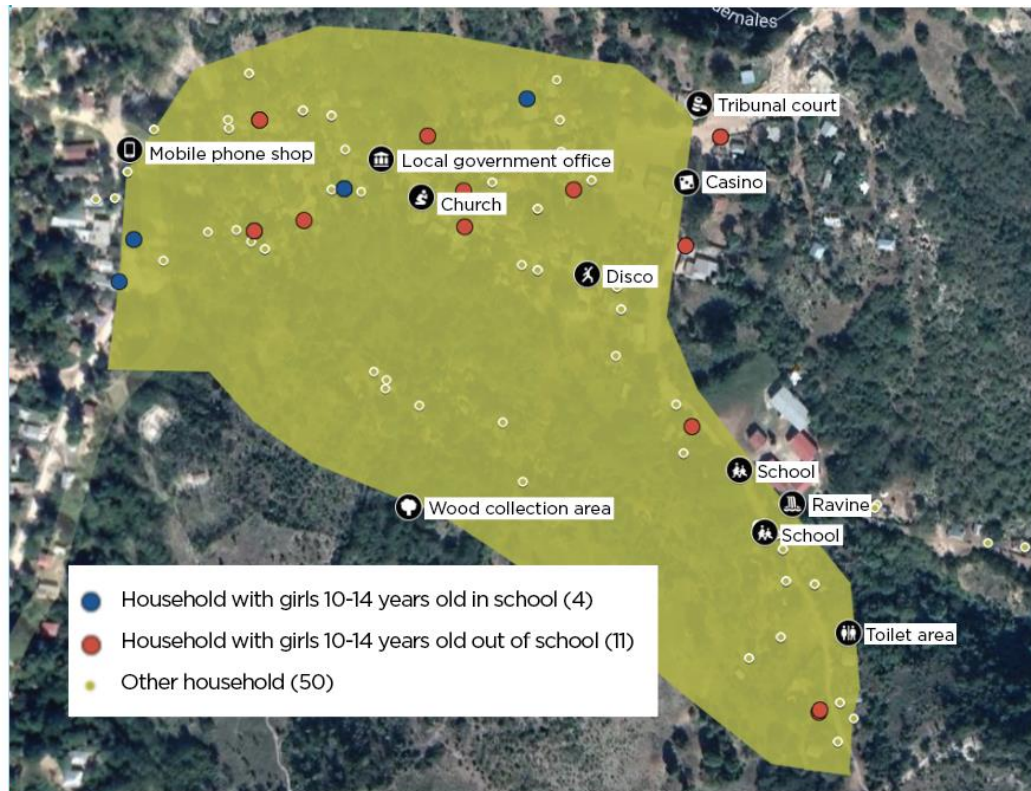


## EXERCISE 4 (STEP 4): THE COMMUNITY RESOURCE SCAN

You may want to make a digital map of the community resources you identified. The Community Resource Scan can help you do so. It is possible you have already conducted this exercise, as we often encourage it be done simultaneous or near the time of the Girl Roster. If not, and it interests you, please contact us if you would like to discuss how to make digital maps and customize an information-gathering tool for your context.

The mapping exercise can be done in approximately the time it takes to walk around the community. Having such a map can be especially useful when combined with the map of your Girl Roster results, enabling you to see where your segment(s) of girls live in relation to community resources. As an example, please take a look at this example of Girl Roster results and Resource Scan results from Haiti.

Figure: Overlaying Girl Roster results for 10-14-year-olds by schooling status with Community Resource Scan



## EXERCISE 5 (STEP 4): CORE NEEDS TO BE ADDRESSED

Now that you have identified your priority segments, located them in the community both in relationship to each other and to key resources, just spend a little time considering what you think their core issues will be. You will refine this list later as you dive further into what assets you will prioritize (Step 8) but for now, it is important to center your program around these girls and think about what the biggest challenges they might face are. In Year 1 on your program, what needs of your priority segments would you aim to meet. And if they were to participate for four years, how might those needs have evolved and what might you be doing differently?

**Program Area:** \_\_\_\_\_

**Segment 1**

Description: \_\_\_\_\_

**Year 1**

**Year 4**

**Segment 2**

Description: \_\_\_\_\_

**Year 1**

**Year 4**

# EXERCISE 6 (STEP 5): RECRUITMENT STRATEGY WORKSHEET

Now that you've selected your segments and thought about their access to resources and facilities in their community, let's think about different ways to reach the girls in your segments to invite them to join the program. For each segment you have selected, consider the list of recruitment methods in the left-hand column, writing out the benefits (pro) of this method for that segment, and the drawbacks (con). If you have another method in mind, list it in the "Other" row. After you have considered all the possible recruitment methods per segment, develop the strategy for how you will recruit that segment. This might involve several methods in stages. For example:

We are recruiting married girls with children who are 18-19 years-old and girls 15-17 years-old out of school and likely in domestic work. We decided that because this is a religious community, we might be able to reach both segments after church services. We will work with the religious leader to give us time to introduce this program to potential participants after the service. After this step, we will go house-to-house to find the 15-17-year-olds in domestic work, while for the 18-19-year-olds we will visit the marketplace, where we know we can find them in the morning.

*Note:* You can adapt this worksheet however you need, adding more rows for more recruitment methods or adding more columns for additional segments you are prioritizing.

Program Area: _____	Segment 1 Description: _____		Segment 2 Description: _____	
RECRUITMENT METHOD	Pro	Con	Pro	Con
School				
Marketplace				
Religious venue				
House to house				
Peer Network				
Text/Social Media				
Radio				
Community Leader(s)				
Other: _____				
<b>Final Strategy</b>				

# EXERCISE 7A (STEP 6): SAFETY SCAN (By place or activity)

This exercise is an opportunity for girls in your priority segments to reflect on places in the community and activities they commonly do or should be able to do, and whether these are safe, sometimes safe, or unsafe. Some common places and activities are listed here, but the group should brainstorm the places that are relevant locally. You can start with places that were identified in the Community Oval exercise, and more places may arise in discussion that were not mapped before. To get the discussion going, it can be helpful to ask girls not about their own experiences, which might be too personal to share, but rather about girls like them in the community. NOTE: Repeat this worksheet with girls in each of your priority segments.

Program Area: _____	SEGMENT 1 Description: _____				
PLACE OR ACTIVITY	Always Safe	Sometimes Safe	Never Safe	What would make it safer?	Notes
Taking public transportation					
Accessing health services					
Going to school					
Going to the bank					
Going to the police station					
Visiting the community center					
Visiting the marketplace					
Going to the playing field					
Going to the religious center					
At the salon					
Other: _____					
Other: _____					



# EXERCISE 7A (STEP 6): SAFETY SCAN (By place or activity)

This exercise is an opportunity for girls in your priority segments to reflect on places in the community and activities they commonly do or should be able to do, and whether these are safe, sometimes safe, or unsafe. Some common places and activities are listed here, but the group should brainstorm the places that are relevant locally. You can start with places that were identified in the Community Oval exercise, and more places may arise in discussion that were not mapped before. To get the discussion going, it can be helpful to ask girls not about their own experiences, which might be too personal to share, but rather about girls like them in the community. NOTE: Repeat this worksheet with girls in each of your priority segments.

Program Area: _____	SEGMENT 2 Description: _____				
PLACE OR ACTIVITY	Always Safe	Sometimes Safe	Never Safe	What would make it safer?	Notes
Taking public transportation					
Accessing health services					
Going to school					
Going to the bank					
Going to the police station					
Visiting the community center					
Visiting the marketplace					
Going to the playing field					
Going to the religious center					
At the salon					
Other: _____					
Other: _____					





# EXERCISE 7C (STEP 6): SAFETY SCAN (By season/holiday)

This exercise is an opportunity for girls in your priority segments to reflect on the seasonality of their risk and safety. What seasons or holidays influence their lowered or heightened risk and what can be done to reduce that risk? The worksheet offers you space to add context-relevant holidays, traditional rituals, and any other season/holiday that has not been accounted for. Only use the rows that are relevant to you (e.g., if your communities do not face issues of drought, the drought column does not need to be completed).

Note: This worksheet can be adapted to fit your context.

Program Area: _____	SEGMENT 1 Description: _____		SEGMENT 2 Description: _____	
<b>SAFETY BY SEASON/HOLIDAY</b>	<b>Does the season bring risk? Why?</b>	<b>What can be done to reduce risk?</b>	<b>Does the season bring risk? Why?</b>	<b>What can be done to reduce risk?</b>
Harvest season				
Rainy season				
Migration for work				
School on break				
School in session				
Drought season				
Traditional ritual: _____				
Traditional ritual: _____				
Holiday: _____				
Holiday: _____				
Other: _____				

# EXERCISE 7D (STEP 6): SAFETY SCAN (By day of the week)

This exercise is an opportunity for girls in your priority segments to reflect on the days of the week in which they feel most or least safe. To complete this, have the girls select which day(s) they feel most safe and place a check-mark in the "most safe" column next to the day(s) identified. Then, have them select which day(s) they feel least safe and place an X mark in the "least" safe" column next to the day(s) identified. Please ask them to explain why and add that comment to the relevant box.

*Note:* You are not completing EVERY row of the worksheet, only the boxes that apply to their "most safe" and "least safe" selections.

Program Area: _____	SEGMENT 1		SEGMENT 2	
	Description: _____		Description: _____	
DAY OF THE WEEK	Day of the week I feel most safe is...	Day of the week I feel least safe is...	Day of the week I feel most safe is...	Day of the week I feel least safe is...
Monday	Why?:	Why?:	Why?:	Why?:
Tuesday	Why?:	Why?:	Why?:	Why?:
Wednesday	Why?:	Why?:	Why?:	Why?:
Thursday	Why?:	Why?:	Why?:	Why?:
Friday	Why?:	Why?:	Why?:	Why?:
Saturday	Why?:	Why?:	Why?:	Why?:
Sunday	Why?:	Why?:	Why?:	Why?:

# EXERCISE 8 (STEP 6): POTENTIAL VENUES WORKSHEET

Now that you have analyzed safety on many levels (Exercises 7A-7D), you should have enough information to think about where you would host your girl-only safe space. What will your potential venue for programming be? Choosing a safe, accessible, regular place for girls to meet is one of the keys for program success. Think about what the segments of girls have told you about where they feel safe, when, and why. Offer a description and make note of anything you might need to negotiate in order to secure that space:

- Who manages this space? Will you have to negotiate for its use?
- Will it be available to you during the days and times you need it?
- What are the safety considerations and what do you still need to know to set this up as the venue for your main program activities?

**Program Area:** \_\_\_\_\_

## SEGMENT 1

Description: \_\_\_\_\_

**Place:**

**Day(s)/Time(s):**

### Safety and Other Considerations

Based on your assessment of safety in this community, what must you consider when using this venue for the girls' club? What else do you still need to know (e.g., availability) or do (e.g., talk with the venue's manager) to finalize this venue for your program?

## SEGMENT 2

Description: \_\_\_\_\_

**Place:**

**Day(s)/Time(s):**

### Safety and Other Considerations:

Based on your assessment of safety in this community, what must you consider when using this venue for the girls' club? What else do you still need to know (e.g., availability) or do (e.g., talk with the venue's manager) to finalize this venue for your program?

## EXERCISE 9 (STEP 7): MENTOR JOB DESCRIPTION

*The Girl Roster has not only supported you in identifying who and where your priority segments are, but also who appears to be on-track, that is, who potential mentors are and where you might find them. With deeper inquiry and consideration, you can now work to attain their support of your program.*

*The following worksheet – the Mentor Job Description – compiles together the many considerations you must make when thinking about using a mentorship structure to support your program.*

- What will the central purpose of the mentors be?*
- Who will qualify as potential mentors per segment?*
- How will you recruit them?*
- What kind of commitment will you ask of the mentors?*
- What will their daily responsibilities and long-term role be?*
- How will you compensate and retain them?*
- How will you train the mentors, and will they require ongoing support/supervision/training?*

*As a complement the worksheet, and to sort through these considerations, we encourage you to go through the Population Council's Mentor Toolkit: [https://www.popcouncil.org/uploads/pdfs/2019PGY\\_MentorToolkit.pdf](https://www.popcouncil.org/uploads/pdfs/2019PGY_MentorToolkit.pdf).*

*The worksheet can be found on the next page.*

## EXERCISE 9 (STEP 7): MENTOR JOB DESCRIPTION

<b>SEGMENT 1</b> Description: _____	<b>SEGMENT 2</b> Description: _____
-------------------------------------	-------------------------------------

<b>Club Location (Ward, Community):</b>	<b>Meeting Day(s) and Time(s):</b>
---	------------------------------------

**Number of club members:**

<b>Total Mentor Time Commitment (weekly):</b>	<b>Compensation (monthly):</b>
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**Role** – *What is the main purpose the mentor will serve in your program?*

**Daily Club Management Responsibilities** – *What will the mentor be responsible for during the day-by-day of the program?*

- \*
- \*

**Long-Term Role** – *What are the larger, long-term responsibilities of the mentor? E.g., Be an advocate for the girls*

- \*
- \*

**Basic Qualifications** – *Age, Schooling, Language/Literacy/Numeracy Skills, etc.*

**Preferred Additional Skills**

**Training and Supervision**

*\* Before the program begins, how will you train the mentors? How much time will you need? Who will train them?*

*\* Supervision Visits – how will you supervise your mentors? How frequently? Who will supervise them?:*

*\* Follow-Up Trainings – will you provide a re-training as the program progresses? How often? Who will train them?*

**Key Differences in Mentors for Segment 1 and Segment 2**



## EXERCISE 10 (STEP 8): THE ASSET EXERCISE

*In the Intentional Design model, we encourage a process to foster an evidence-anchored and realistic assessment of which specific skills or knowledge (assets) girls should have by a certain age.*

*It is effective to conduct an Asset Exercise early in the agenda of your program implementation as it, like discussions of recruitment strategies and safety, focuses participants on the heavy responsibilities some girls bear at young ages.*

*Using the Building Assets Toolkit (found here: <https://www.popcouncil.org/research/building-assets-toolkit-developing-positive-benchmarks-for-adolescent-girls>) can support you in identifying key priority assets for your target population. Then, using Exercise 10 – the Turning Protective Assets into Program Content Worksheet – you can assess the capacity to build these assets, crafting a careful plan to execute specific program activities in your context as they pertain to each of these assets. This worksheet is contained in this set but can also be found in the back of the Building Assets Toolkit.*

*Everything you need to do the Asset Exercise can be found here. We also can provide you a direct training on this exercise as it is an essential one. Please contact us if interested.*

## EXERCISE 11 (STEP 8): TURNING ASSETS INTO PROGRAM CONTENT

Now that you have identified several priority assets, you must consider how you would:

1. Measure this asset being built;
2. How you will deliver this asset – through what program content;
3. And who will deliver that program content

The following worksheet (see next page) gives you the room to add up to 7 priority assets. Note: you can expand this to include more assets if you wish.

The worksheet can also be found in the Building Assets Toolkit.

You will do this exercise per priority segment you have selected.

First, list out the priority protective assets you previously selected (Exercise 8).

For each asset, think about the risks of your girl segment. What potential risk to your girl segment does this asset most relate to? E.g., if the asset is “knows where to get an HIV test”, you might consider what potential risk your girl segment faces by NOT knowing where to get an HIV test.

Next, consider the status of program content. If several of your assets fall under an overall category of literacy, for example, do you have program content available as is? If not, what kind of adaptation will it require? Or will new content need to be developed? Be as descriptive as possible.

Next, think about the delivery of that content and asset. Who is best equipped to do so? If this is going to be part of your curriculum, is that being delivered by program staff or mentors? Is this something better done peer-to-peer? Or are there existing community resources/facilities that could help build this asset, and you need to consider how to build that collaboration? Again, be as descriptive as possible.

Next, complete the “Thinking ahead” column. What other considerations must you keep in mind with this specific asset?

And finally, think about how you will measure success for each asset at the end of your program (Time 2). For example, if the asset is “has 5 friends”, how will you measure that this asset has been built at the end of your program?

# EXERCISE 11 (STEP 8): TURNING ASSETS INTO PROGRAM CONTENT

## Segment 1

Description: \_\_\_\_\_

### PROGRAM PLANNING WORKSHEET: TURNING ASSETS INTO PROGRAM CONTENT

#### CORE ASSETS

List up to 20 core assets  
(turn over for more space; make copies as needed)

#### STATUS OF PROGRAM CONTENT

For each asset, identify the status of the program content by checking the box and making notes in the space provided.

Content is available as is	Content needs adaptation by:			New material to be developed
	reading level	language	examples	

#### DELIVERY OF PROGRAM CONTENT

Note who will deliver program content.

Mentor only	First by mentor, then by girl leaders	Peer to peer
-------------	---------------------------------------	--------------

#### THINKING AHEAD/ THINKING STRATEGICALLY

For each asset, provide additional comments to help plan and execute the program in your context. This may include ways to engage parents and the larger community. Keep in mind that some assets may create risks for girls and plans should be made to enable girls to protect and control them.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# EXERCISE 11 (STEP 8): TURNING ASSETS INTO PROGRAM CONTENT

## Segment 2

Description: \_\_\_\_\_

### PROGRAM PLANNING WORKSHEET: TURNING ASSETS INTO PROGRAM CONTENT

#### CORE ASSETS

List up to 20 core assets  
(turn over for more space; make copies as needed)

#### STATUS OF PROGRAM CONTENT

For each asset, identify the status of the program content by checking the box and making notes in the space provided.

Content is available as is	Content needs adaptation by:			New material to be developed
	reading level	language	examples	

#### DELIVERY OF PROGRAM CONTENT

Note who will deliver program content.

Mentor only	First by mentor, then by girl leaders	Peer to peer
-------------	---------------------------------------	--------------

#### THINKING AHEAD/ THINKING STRATEGICALLY

For each asset, provide additional comments to help plan and execute the program in your context. This may include ways to engage parents and the larger community. Keep in mind that some assets may create risks for girls and plans should be made to enable girls to protect and control them.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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## EXERCISE 12 (STEP 9): HOW-TO ADDRESS/ENGAGE COMMUNITY MEMBERS

Now you have documented some key aspects of the social context in which your priority segments live, which must be addressed at different points in program design and implementation. The first stage is when initial introductions are made to allow the Girl Roster exercise and others like it to be conducted. Initial buy-in is a must. In later stages of program design, it is important to determine whether critical actors in the communities will be allies in supporting girls, potential consumers (e.g., they might also be interested in the financial literacy girls are receiving), or barriers to girls' participation and benefit (gatekeepers). These individuals might include parents/guardians, teachers/principals, husbands, village elders, siblings, employers, vendors, religious figures, etc. Their roles might also vary depending on the specific segment – for instance, they might be friendly to school-going girls but unsupportive of those in domestic service.

For each of the community members listed below, please consider how they might be: AN ALLY, A POTENTIAL CONSUMER, AND/OR A GATEKEEPER to each of your priority segments. Brainstorm how you would address/engage them, if you can, to ensure that they do not interfere with the success of your program. NOTE: You can add any additional community members you like, in the spaces for "Other" allotted below and add columns if you are doing this exercise for more than two segments.

Community Area: _____	Segment 1	Segment 2
Community Member	Description: _____	Description: _____
Parents/guardians		
Teachers/principals		
Husbands		
Village elders		
Siblings		
Employers		
Vendors		
Religious figures		
Other: _____		
Other: _____		

## EXERCISE 13 (STEP 9): DEVELOPING A COMMUNITY CONTRACT

*You might explore developing a community contract – a formal agreement or contract with certain communities, particularly with community leaders, to commit to certain things you need to succeed in the program e.g., supporting girls' financial literacy at an emotional/value level, or at a logistical level, such as promising certain spaces/safety for girls only. To learn more about how to develop such a contract and its importance, please visit pg. 85 of the Girl-Centered Program Design Toolkit:*

<https://www.popcouncil.org/research/girl-centered-program-design-a-toolkit-to-develop-strengthen-and-expand-ado>.

