

A Partner Who Cares About Me



Elizabeth Glaser
Pediatric AIDS
Foundation

Until no child has AIDS.



Project Summary

The Eswatini Ready, Resourceful, Risk Aware (Triple R) Project: OVC, Adolescent Girls, and Young Women (locally named Insika Ya Kusasa) aims to prevent new HIV infections and to reduce vulnerability among orphans and vulnerable children (OVC) and adolescent girls and young women (AGYW) in Eswatini. Insika Ya Kusasa helps HIV-negative OVC and AGYW stay HIV-free and supports those who are HIV-positive to lead healthy lives. To these ends, the project increases socio-economic resilience to the impact of HIV and uptake of high-impact HIV, sexual and reproductive health, family planning, and sexual and gender-based violence services among OVC and AGYW.

For more information about the project or Pact, the organisational lead for this project, please contact us:

Tel : +268 2404 5579

www.pactworld.org/country/eswatini/

Acknowledgements

This job aid was developed with technical assistance from the Johns Hopkins Center for Communication Programs (JHCCP) for Pact's Ready, Resourceful and Risk Aware (Triple R) Project. It was written by Nosisa Mkhwanazi, Beth Deutsch, Nontobeko Dlamini and Lungile Dlamini-Zwane, with technical support from Tyler Best and Jen Boyle, for Life Mentors in Eswatini to use with AGYW aged 15-29 in small group sessions and through one-on-one mentorship. Input was provided by Pact's Mphikeleli Dlamini, Chantelle Hulett and Nicole Miller and was further refined through feedback from pre-test focus group discussions with AGYW and Life Mentors.

Job aid themes and priorities were developed based on focus group discussions held in July 2019 with AGYW reached within the Insika programme and Life Mentors. An Innovations Workshop conducted with beneficiaries, Life Mentors and Field Officers in August 2019 further refined content and approach for new job aids, and are intended to reference key content and messages covered from previous Insika job aids.

Key inspiration for messages for this job aid reflect the voices of AGYW and Life Mentors within the Insika programme. Some content and activities for this job aid were adapted from Grassroots Soccer AMAA SKILLZ Toolkit (2016) and JHCCP (2008) African Transformation. Video content of Swati male voices and leader's perspectives on the protection and support of AGYW is original. Special thanks to Nontsikelelo Ncongwane who took the beautiful cover picture for this job aid pro bono.

Disclaimer

This job aid is made possible by the generous support of the American people through the United States Agency for International Development (USAID) and the U.S. President's Emergency Plan for AIDS Relief (PEPFAR), under the terms of Award No. 72067418CA00007. The contents are the responsibility of Pact and Johns Hopkins Center for Communication Programs (JHCCP) and do not necessarily reflect the views of USAID, PEPFAR, or the United States Government.

CONTENTS

DISCUSSION GOALS

Explore the qualities and actions of a partner who cares about me and identify actions to protect myself from risk.

DISCUSSION TOPICS AND ACTIVITIES

Reflections (3 minutes)

Activity 1: Circle Game: Qualities Of A Good Partner (10 minutes)

Activity 2: A or B for Bae – Choosing The Right Partner (10 minutes)

Activity 3: Support Group Meeting: What Could She Do? (15 minutes)

Activity 4: Changing Community Perspectives (15 minutes)

Take-Home Activity (3 minutes)

Wrap-Up (2 minutes)

Note to mentor:

By end of mentorship session, AGYW should:

- ✓ Identify qualities of a caring partner
- ✓ Recognise good and/or bad qualities in their own partner
- ✓ Be able to identify signs and share strategies for action including immediate support or services needed
- ✓ Understand basic protections of the SODV act and what they can do if they need support
- ✓ Recognise that positive change is happening in Eswatini
- ✓ Agree on next group or one-on-one mentorship session

DISCUSSION LENGTH | 58 minutes

KEY TO ACTIVITY PLANNING



Activity Objectives



Activity Time



Materials Needed

Getting Started

- ✔ Find a comfortable, private location for you and your mentee(s) to sit together to talk.
- ✔ If you are working with a small group, ask everyone to sit comfortably in a circle. Everyone should be sitting at the same level, including yourself. *(If having a one-on-one session, just sit facing each other with the AGYW/mentee.)*
- ✔ Ask your mentee(s) to quickly share something good that has happened since the last session.

Reflection

- ✔ Remind the AGYW (or group) of key messages learned from the last time you were together.
- ✔ Ask the mentee(s) to share any actions taken to achieve her (their) goals based on the previous discussions.
- ✔ Check for any questions on the previous topic(s) that the mentee(s) would like to discuss.
- ✔ Politely correct any wrong information without embarrassing the person who gave it.

Introduce Mentorship Topic

- ✔ During this session, we will discuss the type of partners we want in our lives. In this session we will spend time discussing qualities and characteristics of good men and how to choose someone who cares about us. First, let's start with a look at the qualities of a good partner.

ACTIVITY 1: Qualities of a Good Partner (Icebreaker - Circle Game)



To discuss what qualities to look for in a partner in order to identify whether they are a good partner or not



10 Minutes



None

Step 1: Ask everyone to sit in a circle (*or sit with your mentee face-to-face, if having a one-on-one*).

Step 2: Explain rules.

Tell the AGYW, we are going to play a simple game called “Ama-Tricky-Triser”, which we’ll play in a slightly different way from the norm.

How? - Hands on lap, clap them together, then snap fingers one by one in rhythm. Once they get the rhythm, tell them they are going to do the hand clap while singing as follows:

“Ama-Tricky-Triser, Zoom Zachariser. Anything? Like What? Good Partner Qualities!” Then, each AGYW will name one quality of a good partner they can think of, going around the circle.

However, each person has to repeat the qualities the others before her have said and add her own quality to those. It should go around until everyone has repeated all the qualities of a good partner.

Examples that could come up:

- He respects me
- He listens to me
- He trusts me
- He supports me
- He is not controlling
- He is not angry
- He is not someone who hits
- He tells me I am important
- He helps me with my work
- He is interested in my personal growth
- He comforts me when I’m sad
- He likes to laugh with me
- He is interested in my ideas and feelings

If you are doing this one-on-one, then you both can alternate adding a quality, repeating the one said before until you have run out of ideas.

You should start as the Life Mentor - see *box on previous page for examples*.

At the end of the game, make sure to add those in the box that the AGYW might not have mentioned.

Step 3: Summarise:

- ▼ These are all important qualities of caring and safe partners.
- ▼ Every one of us wants to be with a partner who treats us this way because it reinforces the fact that we matter.
- ▼ Sometimes, however, it can be confusing or hurtful when our partner doesn't always show us these qualities.
- ▼ None of us is perfect, but it is important to recognise warning signs of a partner who is not caring and is not safe.
- ▼ First, let's see if you can tell the difference between someone who supports you or one who is more interested in himself.

ACTIVITY 2: A or B for Bae



Learn to listen for signs of a partner who cares versus a partner who is more concerned about himself by paying attention to what he says (or doesn't say)



10 Minutes



Male voice recordings

- Step 1:** Tell the AGYW that they are going to choose their boyfriend based on what he says. Get two pieces of paper and label one paper as Potential Boyfriend A and the second paper as Potential Boyfriend B and place them on two opposite sides of the area you're meeting in.
- Step 2:** Ask the AGYW to stand in the middle of these two points.
- Step 3:** Play the recording of the men - you could also read out the things these two men will be saying in the recording. After listening to scenario 1 from both boyfriends, AGYW should go stand next to the boyfriend they would want to date between the two.
- Step 4:** Before you move to the next set of scenarios, ask the AGYW:
- ▼ Why did you choose that particular potential boyfriend?
 - ▼ What good qualities do you see in him?

Proceed to Scenarios 2, then 3, up to 5. After each set of scenarios, let AGYW choose which of the two boyfriends they would want to date as well as explain why they made that choice.

	Potential Boyfriend A	Potential Boyfriend B
1.	I have a wife, but I want you to be my girlfriend. I will give you money and buy you nice things. All I want from you is for you to be available whenever I want to see you.	I don't have much but what I do have I will be willing to share with you; I want us to grow together as a couple.
<p>Ask: • Why did you choose that particular potential boyfriend? • What good qualities do you see in him?</p> <p>Add the following to their reasons for good quality selections, if not mentioned: Potential Boyfriend B – he's not selfish; he is willing to share his life with me. (However, be aware that some people can lie just to sound like they are serious about you, so it's important to take your time to know someone and find out more about him.)</p>		
2.	Wait, let me go get some condoms.	I am allergic to condoms but don't worry I always know when to pull out, so you won't get pregnant.
<p>Ask: • Why did you choose that particular potential boyfriend? • What good qualities do you see in him?</p> <p>Add the following to their reasons for good quality selections, if not mentioned: Potential Boyfriend A – he values his health and by so doing is protecting you.</p>		

	Potential Boyfriend A	Potential Boyfriend B
3.	All the best with your exams. Let me know when you are free so I can come see you.	<i>Ubusy uyajola lapho es'kolweni</i> and hiding under the fact that you are writing exams. I don't understand why you are even going to school because I will take care of you.
<p>Ask:</p> <ul style="list-style-type: none"> • Why did you choose that particular potential boyfriend? • What good qualities do you see in him? <p>Add the following to their reasons for good quality selections, if not mentioned: Potential Boyfriend A – he respects the fact that you have dreams and goals of your own and supports you by giving you the time and space to go pursue those goals.</p>		
4.	After missing his phone call, he leaves this voice message: <i>Yewena ngwadla! Why are you not answering my phone call; ungentelani silima? Don't think you are the only girl in this world, I can have any girl I want phela mine.</i>	After missing his phone call, he leaves this voice message: Hi! I was calling you just to check on you, but please get back to me as soon as you can. There's something we need to discuss.
<p>Ask:</p> <ul style="list-style-type: none"> • Why did you choose that particular potential boyfriend? • What good qualities do you see in him? <p>Add the following to their reasons for good quality selections, if not mentioned: Potential Boyfriend B – although you can hear the urgency in his message, he is in control of his emotions and understands that you will not always be available to answer his every call. Potential boyfriend A sounds abusive. By belittling you and calling you all those nasty words, it is a major red flag (danger sign) and is actually a type of emotional abuse.</p>		

Potential Boyfriend A	Potential Boyfriend B
<p>5. After asking him why he is not circumcised: It has never crossed my mind to get circumcised and, to be honest, I am not aware of the benefits of being circumcised. Now that you have brought it up. I will find out more information about it and decide on whether or not I want to get circumcised.</p>	<p>After asking him why he is not circumcised: I don't care what you or anybody thinks, I will never do that thing and everyone that suggests otherwise can just go to hell (<i>hamba kahhele!</i>)</p>
<p>Ask:</p> <ul style="list-style-type: none"> • Why did you choose that particular potential boyfriend? • What good qualities do you see in him? <p>Add the following to their reasons for good quality selections, if not mentioned: Potential Boyfriend A – although he is unaware of the benefits of circumcision, he is open to you advising him on health issues and taking action after your discussion. It shows that this guy values your thoughts and opinions and doesn't think he is always right.</p>	

Step 5: Takeaways:

- ▼ How many of you have heard men speak like the ones we have just heard from the potential boyfriends? Sometimes you can identify the type of person you are with by how he speaks to you.

- ▼ But it is important to know that we have all been in situations where the person we met may not always stay the same. We can suddenly realise that he is not the person we thought he was.
- ▼ Some of the warning signs to look out for are:
 - Not being able to control his anger
 - Controlling / manipulative (tries to get you to do something or say something by making you feel guilty)
 - Making you feel like your concerns or thoughts are invalid or wrong
 - Violent / abusive
 - Belittles you (makes you feel small and unimportant) and is verbally abusive
 - Makes fun of you in a way that is not nice
 - Takes advantage of you
 - Takes away your freedom
- ▼ It is also important to remember that our backgrounds may be different (*asikakhuliswa ngekufana*). We may have different beliefs and expectations about rights and behaviour – but it is important to know the warning signs when the situations we face make us vulnerable to risk.

Step 6: Summarise by reflecting on typical situations AGYW might face with their partners (using previous job aids as reference where needed):

Tell AGYW: Think back to some of the things we talked about in previous sessions. When I state a situation, decide what you would do.

Ask: What would you do if you knew your partner was being unfaithful?

Responses:

- ✔ Communicate to him how he is putting both yours and his health and life at risk by having more than one sexual partner.
- ✔ Tell him that using a condom is a good way to prevent pregnancy as well! Or offer to put it on him - *(prompt: do you remember the other statements you could say from our discussion about condoms? Which one do you think works best?)*
- ✔ Protect yourself by visiting the nearest health facility or DREAMS on Wheels mobile clinic for a safe and confidential discussion on PrEP and initiate PrEP if it is right for you, to reduce your chances of getting HIV.

Ask: What would you do if he refuses to use a condom?

Responses:

- ✔ Be clear that you feel more free if he uses a condom – or state clearly, that no condom means no sex. *(Again, think about the statements from the condom job aid – is there one that would work best?) (Statements could include: I will have better peace of mind when using a condom and will enjoy sex more; I want to use condoms to protect both our health; Using a condom will protect against pregnancy and STIs that may have been transmitted from previous relationships; Condoms these days are designed to enhance pleasure; We haven't been tested together, so I want to be safe.)*
- ✔ If you don't feel you can negotiate condoms in this relationship, consider the benefits of PrEP to prevent HIV.

- ▼ We can talk about this together or I can help you access the nearest health facility or DREAMS on Wheels mobile clinic for a safe and confidential discussion on PrEP and initiation, if it is right for you, to reduce your chances of getting HIV.
- ▼ Visit the nearest health facility or DREAMS on Wheels mobile clinic for a safe and confidential discussion on contraceptives and choose the best method that is best for you to help prevent an unplanned pregnancy. (*Remind them of the forms of contraceptives discussed in My Children and Me job aid.*)

Ask: What would you do if he is not circumcised?

Responses:

- ▼ Remind him of the benefits of circumcision for you and for him. *Do you remember what they are? (Improved hygiene; Reduced risk of cervical cancer for you; Reduced risk of getting STIs for both of you; Reduced risk of penile cancer for him.)*
(Refer to discussions from “Protecting the Men in My Life”).
- ▼ Suggest that he visits the nearest healthcare facility to get more information. You can offer to accompany him if he doesn't mind.

Now, let's look at how this happens in real situations you may face.

ACTIVITY 3: Support Group Meeting: What Could She Do?



Practice identifying the issue and explore solutions



15 Minutes



Scenario cards

Step 1: While seated in a circle, ask a few AGYW to pick a card each from the deck of scenario cards. *(If having a one-on-one, sit across your mentee and read through each of the scenario cards together.)*

Say: Imagine we are in a support group meeting and each of you with a card will tell us the situation that brings you to our support group, according to the card you're holding. The rest of us will listen, then provide the support we feel you need.

Step 2: Ask the AGYW with a card to read out their scenario.

After each scenario is read, ask the AGYW the following questions. *(Do not forget to include the suggested responses, if they are not mentioned):*

- ▼ Do you think this is a situation of abuse, lack of respect (*kungahloniphani*), submission (*kutfoba*) or violation of one's rights (*kuhlukubeteka emalungelweni*)?
- ▼ What advice would you give her?

Read the following scenario cards and discuss responses:

Card 1:

My partner insists on taking all my salary at the end of the month. He then spends most of it on alcohol and other girls, leaving me and the kids in a bad financial situation, to a point where we sometimes go to bed hungry.

- ▼ Do you think this is a situation of abuse, lack of respect (*kungahloniphani*), submission (*kutfoba*) or violation of one's rights (*kuhlukubeteka emalungelweni*)?
- ▼ What advice would you give her?

Suggested responses for the situation and advice (include if not mentioned):

SITUATION: Financial abuse and violation of rights – He is taking your money from you.

ADVICE: Find someone he respects and listens to (it could be a family member of his or an older person) and ask them to talk to him about this issue, if he refuses to listen to you. If all else fails, go to the chief/inner council or the police.

Card 2:

My partner insists on having sex with me even when I don't feel like it. For example, during my period, I feel uncomfortable with being with a man but, because he is my partner, I feel I have to have sex with him whenever he wants, otherwise, he will get it from other girls.

- ▼ Do you think this is a situation of abuse, lack of respect (*kungahloniphani*), submission (*kutfoba*) or violation of one's rights (*kuhlukubeteka emalungelweni*)?
- ▼ What advice would you give her?

Suggested responses for the situation and advice (include if not mentioned):

SITUATION: Expectation of submission and abuse – She has no control over her body because she was raised to believe that a woman has no choice in such situations and that if she is not submissive, he has every right to have sex with other women.

ADVICE: Talk it out with your partner, explaining to him that, just like him, you sometimes also don't feel like having sex and ask that he respects that.

Ask: If he continues in that behaviour, what action should she take?

ADVICE: She should consider talking to a pastor, if she has one, or getting counselling together and, if all else fails, she should think about leaving the relationship to find someone who loves and respects her. If she can't leave, she should consider taking PrEP to protect herself from HIV and use contraceptives to ensure she prevents unplanned pregnancy.

Card 3:

My partner never takes my contribution towards decisions that involve us (as a couple or family) into consideration. He always tells me my ideas are stupid, that is why he never listens to them. Sometimes he agrees to do things the way we have agreed upon but turns around and does the total opposite without my consent.

- ▼ Do you think this is a situation of abuse, lack of respect (*kungahloniphani*), submission (*kutfoba*) or violation of one's rights (*kuhlukubeteka emalungelweni*)?
- ▼ What advice would you give her?

Suggested responses for the situation and advice (include if not mentioned):

SITUATION: Lack of Respect: He expects her to do whatever he says. This is not a positive relationship.

ADVICE: Talk it out with your partner, explaining to him that his behaviour makes you feel bad. If he is not receptive to the conversation or does not care, consider leaving the relationship. Find a supporter (a friend, sister, relative, someone you trust) who can help you decide what to do.

Card 4:

My partner wants to send our 14-year-old daughter into marriage next year because he believes this will help reduce the number of mouths to feed in the family and the lobola he will receive through the marriage will aid him to provide for the other children left behind. I want a better future for her because I had her at a very young age so I understand the hardships she will have to face if she ends up married at the age of 15.

- ▼ Do you think this is a situation of abuse, lack of respect (*kungahloniphani*), submission (*kutfoba*) or violation of one's rights (*kuhlukubeteka emalungelweni*)?
- ▼ What advice would you give her?

Suggested responses for the situation and advice (include if not mentioned):

SITUATION: Violation of rights – While there may be cultural practices around lobola and man's control over the household, she is under-aged and cannot legally engage in sex or be married off. Marriage should also be her choice.

ADVICE: Go to the traditional leader for help. If that doesn't help, report this matter to the police.

Card 5:

My partner changes every time we are in front of people. One time I remember asking him for money to get something to eat while we were out with his friends. He threw a temper tantrum asking me how is it that I cannot afford to buy myself a plate of food costing just E25. "What kind of person leaves the house without a single cent on them?" he asked. He then proceeded to give me the money but instead of giving it to me, he threw it on the floor. He also tells me the things I do wrong only when people are around. For example, he would tell me I don't know how to cook a certain dish, yet I have cooked it before when it was just the two of us and he never said anything about the dish. There are quite a number of instances where he says bad or mean things about me and says things that make me feel stupid or useless in front of people.

- ▼ Do you think this is a situation of abuse, lack of respect (*kungahloniphani*), submission (*kutfoba*) or violation of one's rights (*kuhlukubeteka emalungelweni*)?
- ▼ What advice would you give her?

Suggested responses for the situation and advice (include if not mentioned):

SITUATION: Lack of respect/ emotional abuse. He is treating her badly. This disrespect can also lead to other risks for her. He may not want to use condoms when she asks, become physically abusive, and even force sex.

ADVICE: She deserves to be treated with respect and love. She should try to talk to him and explain how his behaviour makes her feel. If she can't talk to him, she should leave if she can. If she feels she cannot leave, she should also consider PrEP to reduce her vulnerability to HIV and contraception to avoid pregnancy.

Takeaways:

- ▼ Where there is mutual trust and respect, men and women protect each other's health.
- ▼ A partner who cares about you will care about your health and future too.
- ▼ Remember your value – your health and safety are the most important things.
- ▼ It is important to remember there are laws under the Sexual Offences and Domestic Violence Act (SODV) that are there to protect you and your family.

Ask: Do you know what these rights are? (Take a moment to review the summary of key points on SODV Act.)

- ▽ Remember that respect should go both ways – mutual respect is key to a healthy and lasting relationship
- ▽ It is important to have a conversation about respect in your relationship (setting clear ground rules) because the lack of respect (*kungahloniphani*) tends to lead to confusion of abuse, submission (*kutfofa*) and violation of rights (*kuhlukubeteka emalungelweni*).
- ▽ There are always options to make your relationship safer.
 - Knowing your HIV status as a couple – self-test kits are an option as a first step – DREAMS on Wheels provides kits.
 - Use your condom negotiation skills using the statements provided in How To Protect Myself With Condoms job aid.
 - Discuss the benefits of VMMC with your partner as a health decision, as well as other issues around protecting each other's health (Protecting The Men In My Life).

Summarise the key points to remember on the SODV Act

The Sexual Offences and Domestic Violence (SODV) Act is a national law meant to protect men, women, but especially children and women, against abuse.

This abuse can be physical, sexual, emotional or financial.

By informing communities about the Act, it seeks to reduce or discourage problems of violence and promote positive behaviours to protect all community members.

The SODV Act also outlines specific punishment for violent crimes motivated by or due to gender-based violence (GBV).

This punishment is meant to be stiffer than those previously in place and those that were not covered before. For example, the law now criminalises, and gives new meaning to: incest (*kulalana kwetihlobo*), flashing (*kuvetela umuntfu sitfo sangansense abe angakujabuleli loko*), stalking (*kulandzelelana nemuntfu, kufaka ekhatsi kufuna kwati konkhe lakwentako angatsandzi*) and abduction (*kutfumba*).

The SODV Act will only be effective if those subjected to violence report such cases and are NOT silent because they fear that they will suffer more violence as a result.

If you feel that you or someone you know is affected by these types of violence, it is important to get support from me, someone you trust, or contact the GBV numbers provided in the *Health Services Referral Directory*.

- ❖ Don't forget to watch for danger signs of someone who is abusive. For example, if he can't control his temper, doesn't care for your opinions, treats you in a disrespectful way that makes you feel bad about yourself, withholds your money from you to maintain power, or is violent in any way to you, it may be a sign that he is abusive.
- ❖ If you are in a situation where you feel unsafe, and don't feel you can easily initiate conversations with your partner, you can do something. Come to me, as your Life Mentor or another supporter (someone you trust), who can assist you to get help. You can also call these numbers – SWAGAA 951 (Toll Free) 2505 2899 (Land Line), Police 999 or 9999 (Toll Free).
- ❖ If you can't get out of the relationship right away – consider PrEP as a short-term method to prevent HIV and find a contraceptive method to prevent pregnancy (visit Dreams on Wheels or your nearest health facility).
- ❖ It is very important to take time to know someone and don't let what they say intimidate you. Remember that it is not worth it to stay with someone who doesn't honour and respect you. It may even cost you your life.

ACTIVITY 4: Changing Community Perspectives



Share positive male voices with AGYW to reassure them that there are good men out there and they can choose partners who care about them. They will also understand that there are leaders who are driving positive change in their communities to protect AGYW



15 Minutes



Positive male voices video

Step 1: Introduction: Say: While we may experience difficult situations with the men in our lives or in our communities, it is important to know that there are a lot of men in Eswatini who actually love and respect their partners. We are even seeing more change happening in communities supported by our community leaders.

Let's watch this short video to learn what is happening.

Step 2: Show video of positive and supportive partners and the changing community leaders' perspectives on protection of AGYW:

At the end of the video, ask AGYW what they learned from the video?

Reinforce that:

1. There are good men out there.
2. Everyone is a product of their culture. It sometimes happens that men in our lives do not recognise when they are being disrespectful to us. That is why engaging in conversation is important.
3. There are leaders who are taking a stand towards protecting women from any form of oppression, including GBV and things that contribute to risk.
4. Leaders can be important supporters when you are facing difficult issues.
5. Know your rights and the support that is available to you.

Take-Home Activity

- Say:** Keeping in mind everything we learnt today, tonight, I want you to think about the man (or men) in your life:
- ✔ Take a piece of paper; on the one side write down all the things you feel he does that make you feel he is a good partner, then on the other side write down all the things that make you feel like he is not a good partner.
 - ✔ If there are any bad things that make you feel unsafe, consider different ways you can protect yourself.

WRAP UP

1. Thank AGYW again for coming. Ask each AGYW to mention one thing that they have learnt today and one thing that they are looking forward to applying in order to ensure they put themselves first and eventually end up with a partner who respects and loves them.
2. Ask if there are any more questions about today's discussions that anyone would like to ask.
3. Agree on and remind everyone of the time and place for the next meeting and say you look forward to seeing them all again there.

The End

Specific probing questions for one-on-one mentorship or follow-up

- ▼ How supportive and respectful do you feel your partner is?
- ▼ What in your life makes you feel unsafe?

Key Checklist of Next Steps For Mentorship Support:

- ▼ Organise for one-on-one so she can talk to someone more about her particular problem.
- ▼ Remind her of specific services offered that she might need (*contraceptives, PrEP, condoms, post GBV care, OVC support*).
- ▼ Always reference specific job aid content done that may come out as a renewed need for her or for the small group. (*Getting the Love I Deserve, PrEP and PEP, Condoms, etc.*)
- ▼ Link her to livelihoods, where applicable.
- ▼ Suggest she joins the Insika social media platforms (**Facebook, WhatsApp or U-Report**), where she can engage with other AGYW on these and other issues or ask questions in an anonymous way.

Check Your Mentee's Progress Towards Meeting Goals and Actions that were set during Job Aids 1 and 2:

- Let's review your Goals and Actions.
- Have you taken any steps to reach those goals?

ACTION STEP for LM:

- Mark any completed goals in mobile tool/phone as "COMPLETE", "NOT STARTED" if it hasn't started, or "ONGOING" if it has started but is not complete.
- Find out why the goals are not complete and address any needs for linkage.

REFERENCES

The Insika Job Aids are evidence-based materials drawn from formative research with AGYW and Life Mentors reached through the Insika programme and further refined through joint development of themes and content through an Innovations Workshop. The methodologies used are drawn from well-known behavioural theories and adapted curricula. Two key theories provide the foundation for curricula design: Albert Bandura’s Social Learning Theory – which proposes that people learn new behaviours and identify their own strengths and self-efficacy when they see them modelled in others and Paolo Friere’s Empowerment - Education model, which states that knowledge comes not from “experts” but rather, group discussions and knowledge people have from within themselves and their communities.

The job aids are meant to be used as a package in conjunction with a mentorship guide that outlines targeting based on age profiles, key content and participatory methodologies based on USAID mentorship curricula, as well as a simplified mentorship process and template. Specific reference is made to priority Insika job aid themes previously covered for further discussion on issues that come up through mentorship discussion. Highlighted job aids referenced here include Insika’s Job Aid 3: How Do I Protect Myself With Condoms, Job Aid 3: What Services Are Available For Me, Job Aid 4: Getting The Love I Deserve, Job Aid 5: My Children And Me, and Job Aid 7: PrEP and PEP.

While the issues tackled in this job aid have not been previously extensively dealt with through evidence-based SBC materials, where possible, every effort was made to engage existing curricula which are based on these models. Tested experiential techniques were reviewed and specific activities adapted to AGYW in the Eswatini context. Additional new content was developed to enhance individual mentorship plan development and mentorship sessions. Detailed references are provided below for each activity source and adaptation.

Activity 1: Circle Game: Qualities of A Good Partner: original content.

Activity 2: A or B for Bae: Choosing The Right Partner: original content, partly adapted from from JHCCP (2008) African Transformation.

Activity 3: Support Group Meeting: What Could She Do? original content, partly adapted from the Sexual Offences and Domestic Violence (SODV) Act, Eswatini, 2018.

Activity 4: Changing Community Perspectives: original video content of positive male voices and leaders’ perspectives on the protection and support of AGYW.

Take-Home Activity: Concept adapted from Grass Roots Soccer AMAA SKILLZ Toolkit (2016)

INSIKA YA KUSASA JOB AID SET DEVELOPED FOR AGYW (15-29) MENTORSHIP SESSIONS

