

Adolescent Reproductive Health Working Group

Workshop summary

August 20-22, 2002

Rajendrapur, Bangladesh

Workshop attendees

See attached participants list (Appendix A). Participants represented:

Voluntary Health Services Society, MSCS, CMES, ICDDR,B, Directorate of Family Planning, MOHFW, MOE, Bangladesh Scouts, FPAB, ICMH, MOYS, BCCP, CWFD, BRAC (Bangladeshi organizations)

and UNICEF, USAID, UNFPA, DFID, Save the Children (USA), JHU/CCP, and Population Council (International Organizations).

Format and Conduct of Workshop

This workshop used participatory techniques to elicit participants' perspectives and analysis, and to build consensus within the group. Most of the time spent in the workshop was spent working in small groups (Group Work), analyzing problems in adolescent reproductive health and communication objectives to address these problems. There were several activities and icebreakers to help participants get to know each other and become comfortable working together, and to energize the group.

During the workshop there were few lecture-format presentations, and each was followed by question and answer discussions. This presentation format was only used to summarize data that was previously unavailable to the participants (i.e., results of the baseline study), and to review activities of the ARHWG to date. The workshop organizers intentionally kept lecture-format to a minimum, because this format allows only limited participation from the group.

Small group work encouraged each participant to contribute his or her ideas and analysis. Although a participant may be shy to make a statement in front of a large group, he or she is not shy to talk with a small group of peer participants sitting together. The small group more closely resembles a conversation than a formal lecture or presentation, and this format encourages informal discussion.

Facilitators and participants used "VIPP" – Visualization in Participatory Process (see below). VIPP encourages group "ownership" of ideas and discourages individual ownership. Each small group wrote its ideas on cards and organized the cards on a tack board to express ideas and concepts. Working with written cards allows everyone in a group to 'own' an idea, to refer to it, and to refine it. Cards may easily be re-written or discarded as an idea evolves within the small group.

The workshop used facilitators to facilitate (guide) the group process. Facilitators gave instructions to small groups about what process they should follow in each activity, but did not say what conclusions a group should reach. For example, in the Group Work on Problem Analysis (Wednesday morning), Neill gave instructions and an example of one key problem, causes of the problem, and outcomes of the problem. Each group was then free to choose its own problem and decide on the causes and outcomes of each problem.

Facilitators served as timekeepers of the workshop. Each morning, facilitators went over the day’s schedule with the participants, and the schedule was posted in the workshop space. At the beginning of each activity, facilitators reminded participants how much time they had for that activity, and made sure that activities stayed within the allotted time.

Feedback Group

At the beginning of the workshop, facilitators asked for volunteers from the plenary to provide feedback to the facilitators. Members of the feedback group were responsible for gathering participants’ comments on the conduct of the workshop, and communicating these likes, dislikes, and suggestions to the facilitators. After sessions and during tea breaks, participants could talk informally with members of the feedback group about the workshop, and members of the feedback group could pass these comments along to the facilitators. By having this discussion during the workshop, facilitators were able to adjust the workshop situation to address participants’ likes and dislikes. Facilitators did not have to wait until they received final evaluations to find out how the participants felt about the workshop. The feedback group was welcome to report to the facilitators at any point during the workshop, and were asked to report to the facilitators on the second day, and to the facilitators and the plenary on the third day.

VIPP

VIPP uses cards in various sizes, shapes, and colors to capture ideas. Participants are strongly encouraged to follow the rules of card writing, so that VIPP boards are understandable.

Rules of Card-Writing

- One idea per card
- Write only key words
- Only three lines per card
- Use both Upper and lower case
- Legible handwriting
- Writing to be visible up to 8 meters
- Follow colour codes, e.g., all pink rectangle cards represent similar concepts or a similar level of analysis, which is different from green rectangle cards and blue rectangle cards, etc.

Tuesday August 20th

15:00	Welcome and introductions	Neill
	Objectives and schedule	Neill
15:20	Expectations and Fears	Nuzhat
	Rules of Card Writing	Nuzhat

16:00	Appointment of feedback groups	Nuzhat
	Introduction of ACPR research team	Sanjeeda
	Presentation of ARH baseline research	ACPR
16:20	Tea/coffee	
16:40	ARH Working Group	Sanjeeda
	Presentation of existing ARHWG communication package and video “It’s My Puberty”	Sanjeeda
17:30	Exercise in Challenges of our Adolescence	Nuzhat
18:30	Break and physical exercise	
20:00	Dinner	
20:30	ARHWG Video: “New Feelings, New Passions”	

Welcome and introductions

Neill welcomed participants to the workshop and asked each participant to introduce him/herself. Neill introduced Nuzhat Shahzadi, who helped facilitate the workshop activities.

Objectives and schedule

Neill went over the objectives of the workshop and the schedule for Tuesday afternoon and Wednesday morning.

Workshop objectives

1. Give an overview of progress of Adolescent Working Group communication materials and strategy.
2. Plan for dissemination and utilization of ARH Working Group materials and other appropriate existing materials.
3. Further strengthen the Communication Strategy, including its link to health and family welfare service provision, education system, as well as policy development.

Overall Workshop Activities

- Baseline study presentation and discussion (Tuesday)
- ARH Communication Package – presentation and discussion (Tuesday)
- Problem analysis (Wednesday)
- Segmentation of target audiences for different categories of adolescents (Wednesday)
- Implementation plan – materials, channels, partners (Thursday)
- Follow-up required (Thursday)

Expectations and Fears

Nuzhat asked each participant to think about his or her expectations and fears for the workshop. She asked participants to write one expectation for the workshop on a card, and one fear for the workshop on another card. The results were presented Wednesday morning.

Feedback Group

Nuzhat asked for volunteers to join a feedback group. The Feedback Group met with the facilitators on Tuesday at lunchtime. On Wednesday morning the Feedback Group presented the participants’ likes and dislikes for the workshop to the plenary (participants and facilitators).

Baseline Research

Sanjeeda introduced ACPR, the research team that conducted the baseline research for the ARH Working Group. (See Appendix B for report of baseline research.) Following their report ACPR answered questions about the baseline research.

ARH Working Group

Neill described the formation and activities to date of the ARH Working Group (ARHWG). (See Appendix B: Communication Strategy for ARH in Bangladesh.) The group formed in 1999 for the Focus on Young Adults project, and conducted research on the information gaps of adolescents. This led to the question/answer booklets in the “Know Yourself” package (see below). The group has continued working together to coordinate ARH activities within Bangladesh.

Presentation of Existing Communication Package

Sanjeeda presented the existing ARHWG package of materials:

“Jante Chai, Janate Chai” is a 52-part radio magazine program for adolescents. The show has been on air since August 2001.

“Eyi Megh, Eyi Roudro” is a 26-part serial drama on reproductive, maternal, and child health. The show was launched on BTV in August 2001. Four of the episodes were devoted to ARH. A future TV program targeted directly to adolescents is also planned.

Currently in development, the “*Know Yourself*” Package has four units. Each unit will contain a question/answer booklet, a video, and a video facilitator’s guide.

- “It’s My Puberty” on physical and emotional changes of puberty.
- “New Feelings, New Passions” on attraction, conception, and delayed sexual debut.
- “Preventing Risks to our Future” on STIs and HIV/AIDS.
- “Preparing for Marriage” on family planning for soon-to-be-married adolescents.

BRAC has printed copies of the “It’s My Puberty” and “Preparing for Marriage” question/answer booklets. The materials will be branded with the ARH Working Group logo and will be available for distribution.

“It’s My Puberty” video

The plenary watched the first video in the ARH Working Group Know Yourself package, “It’s My Puberty.” This video is intended for younger adolescents (10-14) and focuses on the physical and emotional changes of puberty, including menstruation, wet dreams, and family relationships. A facilitator’s guide for the video has been pretested and is being finalized. The guide contains life skills exercises and discussion guides related to the video and question/answer booklet.

Challenges in our Adolescence

As an icebreaker, Nuzhat asked each participant to find a partner whom they did not know well before the workshop. Each partner shared a story about his or her adolescence, about a challenging situation s/he faced and in which s/he had to make a decision that has influenced the course of his or her life and brought him or her to where s/he is today. Each participant introduced his or her partner to the plenary on Wednesday morning.

“New Feelings, New Passions” video

After dinner, the plenary watched the second video in the “Know Yourself” series, “New Feelings, New Passions.” This video deals with the emotional changes of puberty, attraction, and conception.

Wednesday August 21st – Morning

8:15	Presentation of expectations and fears	Nuzhat
8:30	Adolescent changes	Nuzhat
9:10	Brief review of ARH Strategy	Neill
9:30	Group formation	Neill
9:45	Intro to Group Work – problem analysis	Neill
	Group work: Problem Analysis	Neill
10:30	Coffee/tea	
10:50	Presentation of group work and discussion	Groups
12:45	Lunch	

Expectations and Fears

Instructions to plenary: “Write one expectation that you have for this workshop”

The expectations centered around the following themes (bullet points are text from individual cards)

Networking and Ownership:

- Strengthen networking
- ARH BCC strategy will be owned widely
- ARH working group broaden
- More government involvement and NGOs

BCC Strategy Development

- To formulate a need-based strategy
- Work together to jointly plan ARH BCC strategy and implementation
- A concrete strategy which should be followed by all
- To conceive idea to do better for the adolescent

New Materials

- To get ideas about new materials

Beyond Reproductive Health

- Expand the adolescent initiative horizon beyond RH/RR

Integration

- Expand the platform to work for adolescents in Bangladesh
- Showing adolescent issues in a wider forum

ARH Material Feedback

- Get feedback on ARH materials
- Not involved directly on the issue and with group

Info on ARH

- Know more about the functions of the ARH Working Group
- Update knowledge on the issue/subject
- Update information on ARH
- Help me in ARH ideal - exchange ideas
- Know what others are doing on ARH

“Write one fear that you think may stop you from achieving your objective”

Participation Lacking

- Coordination among stakeholders
- Absence of other organizations
- All organizations are not available here

Lack of Consensus

- No consensus building on vital issues

Little Outcome

- No actual policy come out
- Practical and appropriate strategy will be found
- Achieving the third objective
- Dissemination plan isn't viable

Not Enough Time

- Not enough time to do whole BCC strategy
- Not have time to discuss
- Strategy needs more time to develop
- Can we come up with that in time?

Too Much Time

- Worried about office work, thought about education curriculum about ARH
- Three days – long time!! Difficult to stay

Materials to use?

- Whether I will be able to utilize materials

Too focused on RH

- Might end up with the notion – “RH is the only way to reach adolescents”

May get out of focus

- We may get out of focus

Gender left out

- The gender issue will not be discussed

Adolescent Changes

The plenary formed a circle. Each participant gave his or her partner's name and organization, and recounted the story that his or her partner had told about a significant decision made in adolescence.

Brief review of ARH Strategy

Neill presented the existing ARH Strategy (see Appendix B: Communication Strategy for ARH in Bangladesh). The draft (January 2002) Communication Strategy was distributed and participants were asked to review and comment on the Strategy after the workshop.

Group Formation

After some discussion, the group divided into four groups for Group Work on Problem Analysis. Discussion centered on how to address "high risk," "hard to reach", and married adolescents, since these populations do not belong to any particular age category. The plenary decided to have two groups address younger adolescents (10-14) and two groups address older adolescents (15-19).

- *Group 1* (younger adolescents): Aruna, Dipa, Fatima, Syeed, Nafisa, Morten, Zareen, Alam
- *Group 2* (younger adolescents): Samiha, Fahmida, Awal, Tasmia, Shahjahan, Amdad, Catherine, Nadira
- *Group 3* (older adolescents): Sohail, Nazmul, Nahar, Ismat, Caroline, Selina, Mustari, Sanjeeda
- *Group 4* (older adolescents): Fariha, Shahid, Merina, Matt, Noor, Hannan, Lira, Tanjina

Group Work: Problem Analysis

Neill asked the groups to discuss the key problems of their target group, then identify 3-10 key problems which communication can help to address. Each group then identified the immediate, underlying, and basic causes for each of the key problems, and a few outcomes of each problem.

Example:

Outcome:	high infant and maternal mortality
Key problem:	teenage pregnancy
Immediate causes:	unprotected sex
Underlying causes:	lack of knowledge, pressure to have children
Basic causes:	economic, social norms, gender inequity

After the morning tea break, each group reported back to the plenary on its work:

Following Group 4's presentation, participants broke for lunch.

Wednesday August 21nd – Afternoon

14:15	Instructions on group work	Neill
14:25	Group Work: Audiences and Behaviors	
16:00	Tea/Coffee	
16:20	Presentation of Group Work	
17:45	Organization for evening	
	Brainstorm uses of ARHWG package	Neill
19:30	Dinner	
20:30	Show and Tell	

Group Work: Audiences and Behaviors

Neill asked each group to consider its problem analysis and decide on categories of adolescents. Group 1 examined younger adolescents in school and out of school; Group 2 examined younger adolescents who are married and unmarried, Group 3 examined older adolescents who are in school and out of school, and Group 4 examined older adolescents who are married and unmarried. Each group decided on 1-3 priority problems that can be addressed through communication, and decided on who the primary, secondary, and tertiary audiences are for our communication strategy. The groups then decided on desired behaviors for each category of audience to address the key problems. After the afternoon tea break, the groups presented their findings (combined findings of group work is presented below).

Organization for evening

Neill asked participants who had brought materials to set them up in the workshop space.

Brainstorming

The plenary brainstormed all possible uses of the ARHWG package of communication materials. Participants called out their ideas for uses of the package, and there was no discussion or censorship of the ideas. Ideas were:

List of possible outlets for dissemination

- Showing Videos
- Show Videos in Sensitization meetings
- Send booklets to school libraries (Educational Institutions)
- Publish in Newspaper as series
- Video through youths clubs
- Video through mothers clubs
- Cinema halls
- Local leaders
- Video through schools
- Linking with other organizations
- Booklets through service centers
- Send to all newly weds
- Scouts gatherings and girls guides

Web page
Through health complex
Wall paintings
Brothels
Advertisements in newspapers
Booklets through youths clubs
Messages on busses etc.
Booklets through marriage registry
Aarong Etc.
Schools
Rotary & Lions Clubs
Teachers Training Institutes
NGO Programs
Youth Training Centers
Puppet Show
Service Centers
Public Shows
Screening in market
Video shops
Mobile vans
Screen through video clubs
Cinema hall
Cable Network
Marketing Booklet
Mobile Library
Non formal education
Book fairs
Religious leaders
Health fairs
Mass Communication Department
Billboards
Associations e.g. Trackers Association etc.
Hotels
ETV and others private channels
Advertising package through video spots
Workshop participants to show to families
Colleges and Universities
Cyber cafe
Training institutions
Gifts to newly weds
Students hostel
Orphanage
Musical tours and multimedia
Police, Ansar, Army, BDR camps
Cadet Colleges
Audio cassettes in busses
Religious places
Garments factories
Employees resident hostel

Promotion by stars
 Tea garden workers
 Polytechnic Vocational inst.
 Ladies Hostel
 Sports clubs
 School uniform
 Boat workers
 Brothels
 Border areas
 Political party office
 National Board Curriculum development
 Railway/bus/launch station
 Logo promotion
 Airport
 Bazaar

Show and Tell

After dinner, several groups displayed their ARH materials. BRAC, UNICEF, BCCP, *CMES*, *VHSS*, *Population Council* all presented BCC materials.

Thursday August 22nd

8:15	Feedback group report	Feedback Group and Nuzhat
8:30	Warm-up	Nuzhat
8:45	Instructions for Group Work	Neill
9:00	Group Work: Strategy Development	Neill
10:30	Coffee/tea	
10:50	Presentation of group work and discussion	Neill
12:00	Capacity Building	Nuzhat
12:30	Lunch	
14:00	Follow-up actions	Neill
15:00	Evaluations	Nuzhat
	Closure	Nuzhat

Feedback Group Report

The feedback group reported the following “Likings” about the workshop

- Brainstorming
- Good logistics
- Highly participatory
- Open discussion on videos
- Good time management by facilitators

The feedback group reported the following “Dislikings”

- Exhaustive schedule
- All sweet snacks at tea breaks
- Not up to the expectations

The feedback group noted that the last “disliking” might be addressed through the workshop activities that were to be conducted later that day (the third day).

Group Work: Strategy Development

Neill introduced four groups to the plenary, and asked participants to join these groups according to individual interest. As in other group work, groups were formed with consideration of gender-balance within the group, and one international person was included in each group.

Each group was to pull a key problem from previous Group Work, look at brainstorming output on channels to reach adolescents, and develop a framework for reaching the group’s assigned population of adolescents. The framework included existing materials (blue cards), materials that could be developed (yellow cards), channels (green cards) and partnerships (pink cards). After the morning tea break, each group presented its findings.

(*insert a photo from the workshop in this space – photo from day 2 afternoon or day 3 morning, showing the VIPP boards)

Capacity Building

Nuzhat presented her experience with dissemination of the UNICEF programs Meena (South Asia) and Sara (Africa), to discuss the need for capacity building with the ARHW. Master trainers, NGOs, service providers, teachers, NGO-ARH trainers, and GOB core-trainers were involved in the Meena and Sara programs. Facilitators received capacity building to use the Meena and Sara materials for developing psychosocial life skills with adolescents. Facilitators were also trained in counseling and interpersonal communication. For Meena, partners were BRAC, rural development program (RDP), NFPE, training division, and NGOs. For both programs, UNICEF and the UN, NGOs, and government were involved as well.

Following the Meena/Sara model, the ARHWG materials (videos, booklets, users’ guides) will need strong advocacy, ownership and commitment, and a TOT for master trainers as part of the implementation plan.

Follow-up Actions

Neill asked the plenary to divide into buzz groups of three, and asked each group to discuss what has to happen next to implement the plan and make it a success. Each group received three cards and wrote their top three priority ideas on the cards. In plenary, the group clustered these priority ideas:

Advocacy Plan

- Formation of a advocacy unit w/in the Working Gr. for policy makers, GOB
- Advocacy to policy makers
- Advocacy to influence/convince policy makers

Institutional capacity building

- Capacity building of implementing organizations
- Develop a group of master/core trainers

- Form a group of trainers
- Training needs assessment & standardization
- Capacity building of field-level workers

Adolescent Involvement

- Continue discussion/dialog w/ adolescents
- Adolescent panel

Resources

- Assess available resources/material
- Resource mobilization
- Organizational buy-in to the strategy

Define Core Package

- ARH BCC package to be finalized
- Develop new material for specific target groups
- Identify what materials are missing in the package
- Working group meet for developing new materials

Implement the Plan

- ARH WG Meeting (soon)
- Implementation plan to be discussed at the ARH Working Gr.
- Decide on follow-up actions for next step forward
- Organize meeting with the Program Manager of MOHFW/ME [Ministry of Health & Family Welfare, Ministry of Education]
- Documenting/stock taking actions
- Feedback on operations research
- Division of labor in roll-out ARH materials
- Coordination of operations research
- MIS of program
- Collaboration & coordination – using materials
- Identify activities
- Contact the implementing partner
- Monitoring & evaluation
- Indicators

Organization of Working Group

- Involve key stakeholders in ARH WG
- Media organizations
- Form subgroup: 1) TA unit 2) measure impact
- More involvement of GOB
- ARH + ? [what other issues should working group cover?]
- Reform working group
- ARH expanded G. (ARH Working Group to co-opt relevant persons)
- More strengthening the Working Group
- Technical group for developing materials

- Clarify objective of ARH Initiative

Final Evaluation

Nuzhat distributed a final evaluation form and explained it to participants. Overall the evaluation was positive. Final evaluation results are:

	1 = most negative				7 = most positive		
	1	2	3	4	5	6	7
1. Achieved Objective 1			1		2	18	7
2. Achieved Objective 2		1	2	4	9	6	6
3. Achieved Objective 3	1	1	2	6	5	9	4
4. Overall participation						13	15
5. Developed a sense of ownership regarding ARHWG materials		1	1	4	7	8	7
6. Facilitation					6	11	11
7. Duration			1	4	9	10	3
8. Overall management					5	10	13

Closure

Nuzhat thanked all the participants for attending and for their valuable input. BRAC and UNICEF shared the costs of the workshop facility, and Nuzhat and the other participants thanked Erum of BRAC and Morten of UNICEF for their organizations' support.