



Breaking the Cycle of HIV Transmission

TOOLS BACKGROUND:

Four strategic tools have been developed to help programs working with Adolescent Girls and Young Women (AGYW) to design successful interventions for HIV Prevention.

The insights and frameworks in these tools are built upon a foundation of mixed-method user-centered research with high-risk* AGYW (aged 15-24 years).

This document serves as is the first of the four tools.

The next page provides an overview of the tools and the ideal sequence for their use.

*Our working definition for high-risk AGYW:

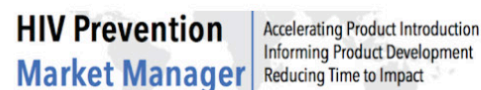
- Living in areas with high HIV prevalence
- Had unprotected sex in the past 6 months

One of the two relationship conditions:

- Either had a single partner but knew he had other sexual partners
- Or had multiple sexual partners).

High-risk AGYW are referred to in these tools in short-form as "AGYW"

In collaboration with:



Supported by the Bill & Melinda Gates Foundation



SUMMARY OF THE 4 TOOLS:



01 FOUNDATION

What are AGYW's biggest challenges?

Understand the challenges faced by AGYW along their journey to healthy sexual relationships

02 PRIORITIZATION

Which problems should be focused on?

Select where to focus efforts to maximize impact

03 INTERVENTION DESIGN

How could they be solved?

Create ideas for interventions that address specific barriers for AGYW

04 SEGMENTATION GUIDELINES

How can AGYW be distinguished?

Identify AGYW by Segments and/or Journey Stage.

Contents:

- Tools background
- Summary of the 4 tools
- Purpose of this tool
- How to navigate this document

OVERVIEW

- HIV prevention context
- Segment overview
- Journey framework overview

STRATEGIC OBJECTIVES

- Summary of objectives
- Objective 1
- Objective 2
- 2 stages to focus on

SUMMARY OF CHALLENGES

- Themes
- Prioritized challenges

SEGMENTS DEEP DIVE

- Journey milestones
- Segment attributes



Segment 01

- Who she is
- Her relationship expectations & dynamics
- What she values and what concerns her
- Her relationship motivations
- Her journey milestones
- Her perception of risk towards HIV
- Her ability to manage sexual relationships
- Her Support Structures: Negative influences
- Her Support Structures: Positive influences



Segment 02



Segment 03

 Click on the content description to go to that section.

**Purpose of this tool:**

Understand the challenges faced by AGYW along their journey to healthy sexual relationships.

What this tool is:

An insight framework to help programs working with AGYW on HIV prevention to understand:

- Behavior and decision-making of AGYW from their perspective
- Challenges, motivations, and needs of AGYW in managing sexual relationships
- A reference to ensure that AGYW thinking and voices are at the centre of our engagements with AGYW.

What this tool informs:

- Creation and refinement of programs and interventions
- Program implementation
- Resource allocation
- Strategy and policy
- Research planning
- Stakeholder engagement and frontline staff empathy



How to navigate this document:

How to access content

Review as an individual or in study teams

- Review electronically with interactive PDF
- Review on paper, printed on A4 and bound into handbook

What it contains

AGYW view of HIV prevention from:

- Opportunities to maximize the impact of programs
- Ways to help AGYW build healthy prevention habits
- Three distinct AGYW segments and the key differences between them



Where you see the printer icon, those pages should be printed in color for best results.

Click on the icons in the top right of the page to skip to details about the 3 AGYW segments or to return to the contents page.



Overview

HIV PREVENTION CONTEXT:

High-Risk AGYW are focused on relationship management and not HIV.

HIV Prevention strategies need to:

- Align with AGYW's goals for relationships in order to have relevance (3 AGYW segments)
- Target the specific stage in the AGYW relationship and sexual health pathway

SEGMENT OVERVIEW:

There are 3 types of AGYW based on their different relationship goals.

Each type of AGYW (segment) has a unique motivation in the context of sexual relationships:

**LIFESTYLE
LULU**

Prioritizes functional
or material needs

**AFFIRMATION
AYABONGA**

Looks for emotional
support, validation
and understanding

**RESPECT
RETHABILE**

Looks for equity
and being heard

*Click on the icons above to skip to
details about the 3 AGYW segments*

JOURNEY FRAMEWORK OVERVIEW:

There are 5 stages in the AGYW journey to healthy sexual relationships.

The 'Big Flip': Realignment of AGYW priorities.



EXTERNALLY FOCUSED

Preserving her relationships is prioritized over her sexual health.

INTERNALLY FOCUSED

Maintaining better sexual health is prioritized after the 'Big Flip.'

1 | Shaping

OPINION
FORMED

I filter what I see in the world and learn what to expect based on my goals, and form my opinion accordingly.

2 | Seeing

NEW
RESOLUTIONS

I experience a reality check in my relationships that impacts my perspective and my response provides me comfort.

3 | Recalibrating

THE BIG
FLIP

I start forming new ways to deal with my partners driven by my needs and my ability to cope.

4 | Embedding

LIFESTYLE
ALIGNED

I am trying to make new choices because I want to realign my relationships with my goals.

5 | Evolving

I consistently stick to my choices without deliberation, and adapt my routine as my life changes.



Strategic Objectives

SUMMARY OF OBJECTIVES:

Programs and interventions need to focus on two strategic objectives:

Objective 1: Help AGYW form positive opinions to drive the formation of healthy prevention habits in sexual relationships

Objective 2: For those with positive opinions, help establish and sustain healthy prevention habits in sexual relationships

To ensure AGYW develop healthy relationships and better sexual health habits, making a 'big flip' in their attitudes moving from:



EXTERNALLY FOCUSED

Prioritizing preserving her relationships over her own sexual health and being only focused on the needs of her partners.

INTERNALLY FOCUSED

Prioritizing maintaining her own sexual health and focusing on herself.

1 | Shaping

OPINION
FORMED

2 | Seeing

NEW
RESOLUTIONS

3 | Recalibrating

THE BIG
FLIP

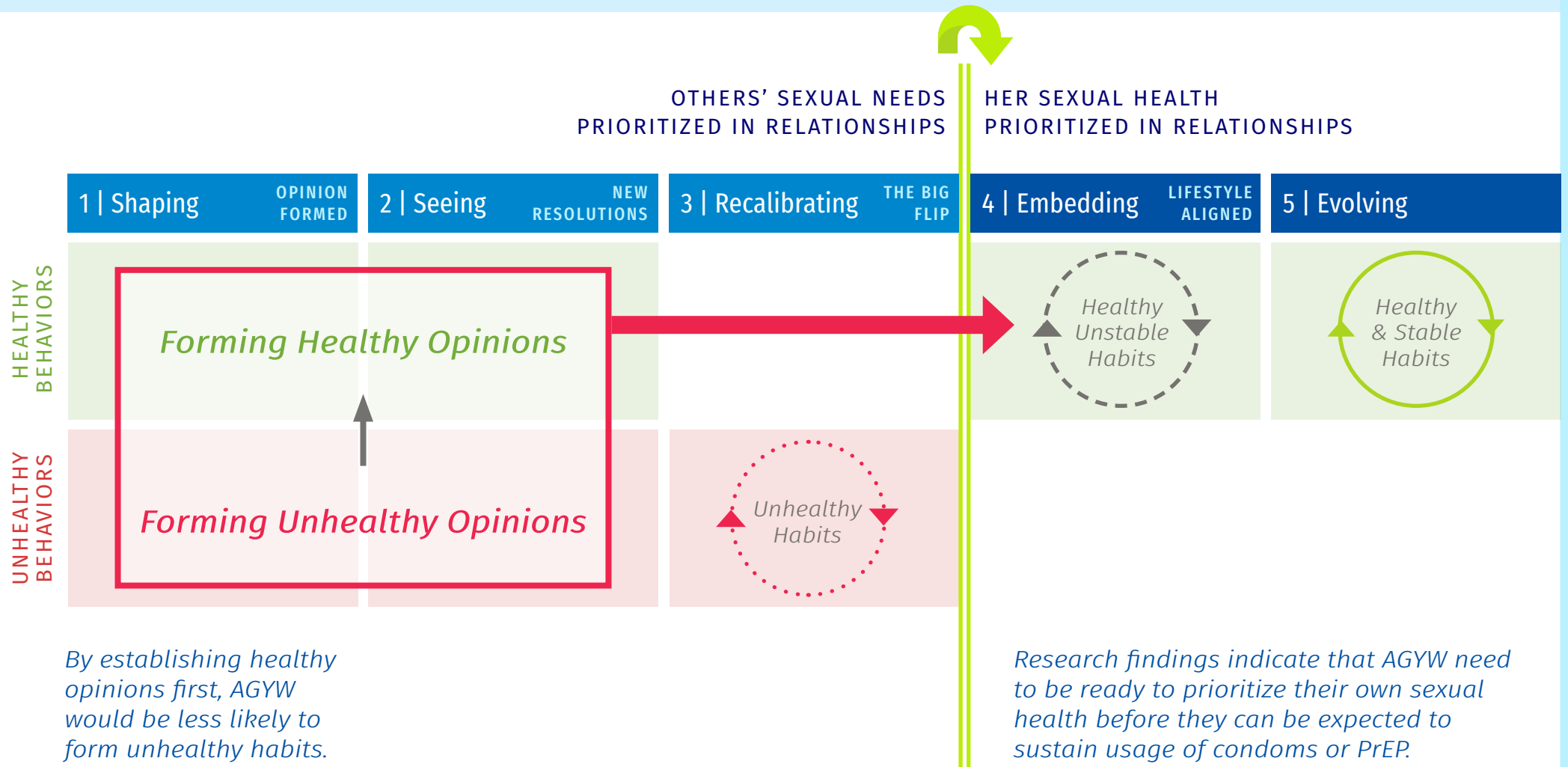
4 | Embedding

LIFESTYLE
ALIGNED

5 | Evolving

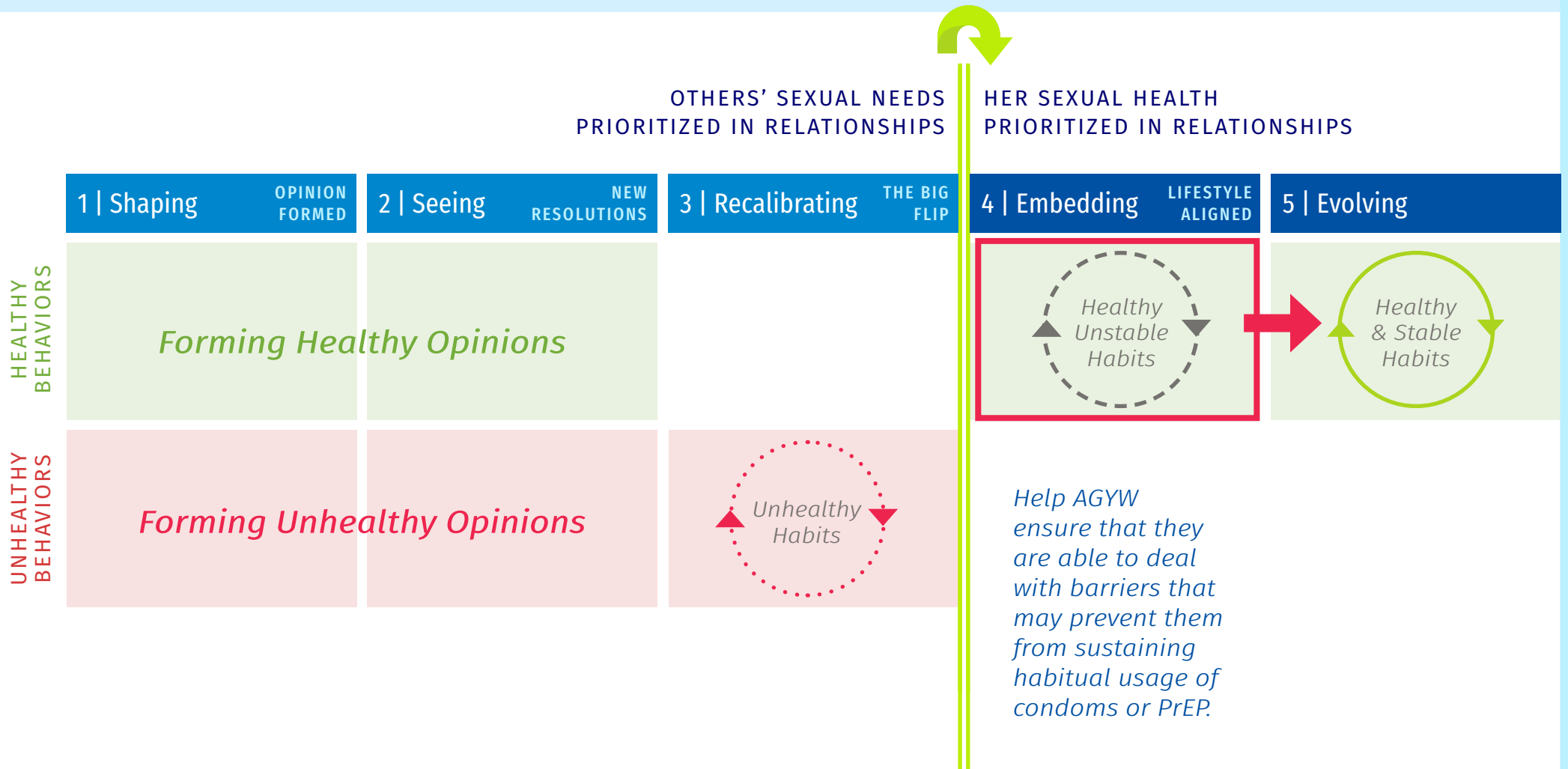
OBJECTIVE 1:

Help AGYW form positive opinions to drive the formation of healthy habit



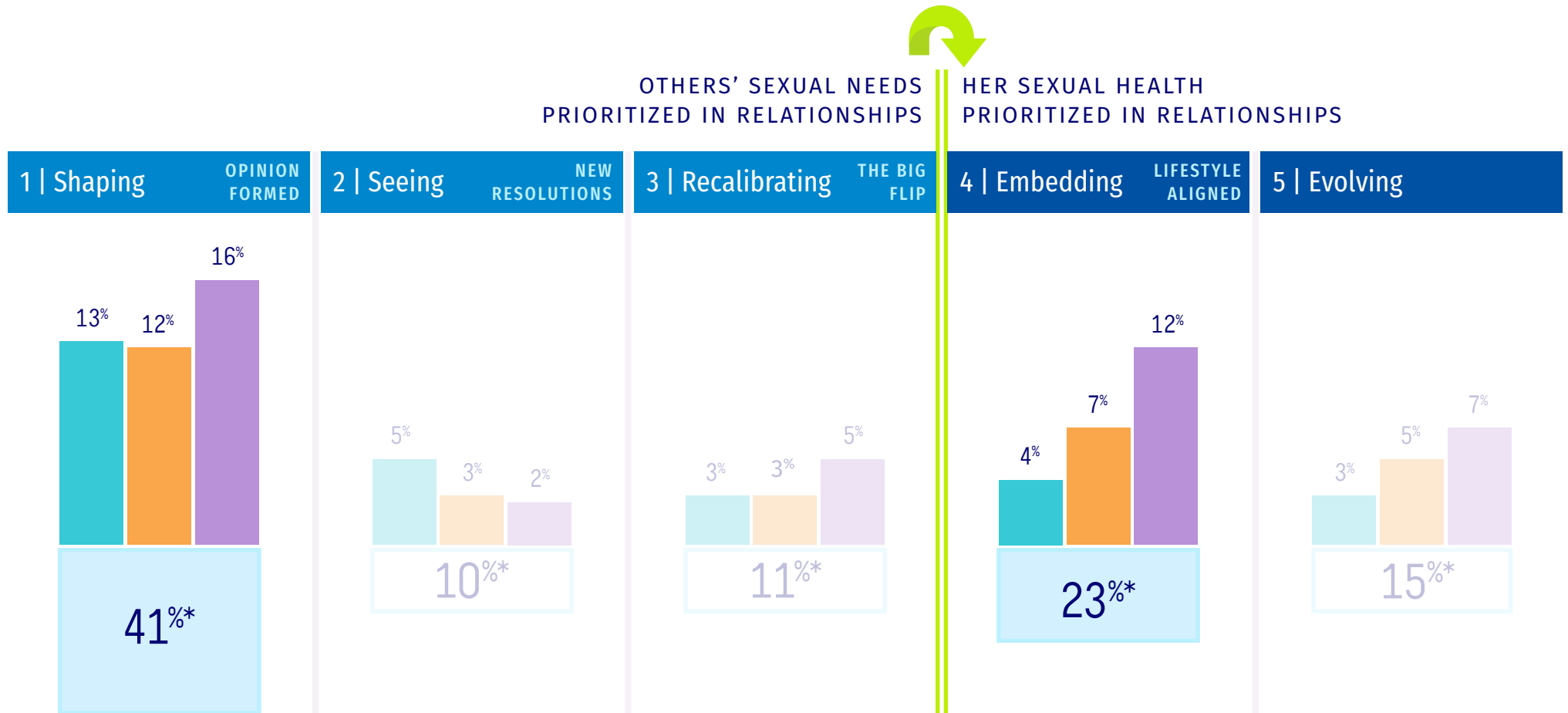
OBJECTIVE 2:

Help AGYW establish healthy prevention habits in relationships



2 STAGES TO FOCUS ON:

Stage 1 and 4 are the most important for enabling behavior change and could reach the most significant number of AGYW.



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHABILE

*of high-risk AGYW in stage



*Summary of
Challenges*

THEMES:

4 Themes define the challenges faced by AGYW towards healthy sexual relationships. They are prioritized in the order as shown (1-4).

Efforts to address risk perceptions will be ineffective if HIV prevention is not a relevant goal. Efforts to help her build coping ability will be ineffective without perceived risk.



Priority 1

GOAL RELEVANCE
How relevant HIV prevention is to her relationships goals.

Create plan:
Help her create a personal plan for life goals.

PERCEPTION OF RISK
How she personalizes or attributes risk to other factors.

Internalize risk:
Help her internalize risk

Internalize risk:
Help her internalize risk

COPING ABILITY
How she perceives her ability to deal with sexual relationships by herself.

Manage influences:
Help her deal with negative influences.

Manage influences:
Help her deal with negative influences.

SOCIAL IDENTITY
How she identifies with social groups

Strengthen identity:
Help her feel part of a healthy group.

Priority 4

PRIORITIZED CHALLENGES:

6 prioritized areas within 4 themes for greatest expected impact.

They have been prioritized as they affect the largest population of AGYW.

SEGMENT FOCUS:

Designing for one target segment at a time inspires unexpected and innovative solutions.

Targeted concepts can be adapted to be relevant to a broader population. It's rarely effective to start by designing for everyone.

STAGE 1:

Program intervention opportunities

Create plan: Help her create a personal plan for life goals.



RESPECT RETHABILE

See alternatives

Help her to see other ways to receive respect and not rely on sexual relationships.

Internalize risk: Help her internalize risk



LIFESTYLE LULU

Personalize consequences

Help her personalize consequences of using sexual relationships to achieve her desired lifestyle.

Manage influences: Help her deal with negative influences.



AFFIRMATION AYABONGA

Increase independence

Help her feel she fits in without relying on people that encourage risky behavior.

STAGE 4:

Program intervention opportunities

Internalize risk: Help her internalize risk



RESPECT RETHABILE

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

Manage influences: Help her deal with negative influences.



RESPECT RETHABILE

Defend preferences

Help her defend her HIV prevention preferences

Strengthen identity: Help her feel part of a healthy group.



AFFIRMATION AYABONGA




Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

PRIORITIZED CHALLENGES:

15 challenges have been identified within the areas of highest impact.

For more description of the 15 challenges and tips for solving for the, reference the Design Intervention Tool.

Create plan			
 RESPECT RETHABILE See alternatives	1	Find role models 1A	Increase confidence 1B
		Help her connect to other women who are self-reliant	Help her feel confident in her plan to achieve her relationship goals safely.
Internalize risk			
 LIFESTYLE LULU Personalize consequences	2	Increase exposure 2A	Understand implications 2B
		Inspire her to choose safer ways to achieve her relationship goals.	Help her to feel confident about choosing safer ways to achieve her relationship goals.
Manage influences			
 AFFIRMATION SEEKER Increase independence	3	Avoid judgment 3A	Feel acceptance 3B
		Help her get healthy sexual relationship advice without feeling judged.	Help her feel accepted for seeking information about sexual relationships.

Internalize risk			
 RESPECT RETHABILE Recognize ongoing risk	4	Separate safety + trust 4A	Resist trust expectations 4B
		Help her remember that HIV prevention can be used without reducing trust.	Help her deal with partners who question trust in the relationship if she wants to use HIV prevention.
			Confidence in decisions 4C
			Help her build confidence to be consistent with HIV prevention when relationships change.
Manage influences			
 RESPECT RETHABILE Defend preferences	5	Plan to speak Up 5A	Resist challenges 5B
		Help her be ready to speak up for her sexual health.	Help her deal with situations that challenge her HIV prevention preferences.
			Get positive feedback 5C
			Help her build her confidence for taking her own health decisions.
Strengthen identity			
 AFFIRMATION SEEKER Feel belonging	6	Connect to group 6A	Resist judgment 6B
		Help her connect with groups who have safe lifestyle habits.	Help her ignore those who judge her because of her healthy habits.
			Feel proud 6C
			Help her feel proud of being the kind of person who always protects her sexual health.



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHABILE






Segments Deep Dive

JOURNEY MILESTONES:



SEGMENT ATTRIBUTES:



	 LIFESTYLE LULU	 AFFIRMATION AYABONGA	 RESPECT RETHABILE
RELATIONSHIP EXPECTATION <i>what do you want from a partner?</i>	Functional/material 55% Provides gifts and other material needs	Emotional Validation 60% Makes me fee safe and desired	Mutual Respect 76% Respects me
POWER BALANCE IN SEXUAL DECISION- MAKING	Ceded sexual decision making to partner 51% Partner decides most often/always 51% Partner gets angry to use condoms	Willing to trade or risk for emotional rewards 33% Partner decides most often/always 30% Partner gets angry to use condoms	Most perceived control and negotiating power 28% Partner decides most often/always 23% Partner gets angry to use condoms
PERCEIVED HIV RISK <i>relative to other AGYW</i>	Minority number of AGYW believe they are lower risk 32% Believe less likely	Almost half number of girls believe they are lower risk 48% Believe less likely	Overconfident - Majority believe they are lower risk 62% Believe less likely
EMOTIONAL RESPONSE TO HIV	Likely to trigger freeze response 67% Scared 60% Hopeless	Likely to trigger avoidance 67% Hopeless 37% Confused	Likely to trigger action (<i>fight/flight</i>) 72% Scared 31% Angry



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHABILE



Segment 1:

Lifestyle Lulu



WHO IS SHE:

- Ambitious, entrepreneurial, street smart, and a trendsetter.
- Enjoys looking her best.
- Believes having material things makes her look successful.
- Worries about her future and how she will maintain the lifestyle she wants.
- Dreams of always being able to afford nice things.
- Driven to take risks to achieve her goals.

WHAT SHE WANTS IN RELATIONSHIPS:

- Sees relationships as temporary.
- Expects proof of a partner's willingness to provide for her - this makes her feel safe and desirable.
- Views new partners as new opportunities - more partners mean more benefits.
- Sees partners as helping her make connections with people that can help her meet her lifestyle goals.
- Feels comfort from the advice that older partners can provide.

"Yes, I have multiple partners, but I have many needs. I also deserve to have an iphone and have a weave. Yes, I got it the way I got it, but I don't care what people think."

– MPU Urban, 15 - 19



LIFESTYLE
LULU



LIFESTYLE
LULU



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WHAT SHE THINKS ABOUT HER RISK *(pre-flip)*:

- Recognizes she has high chances of getting HIV, but puts this possibility out of her mind.
- Feels scared and hopeless when thinking about HIV.
- Accepts that her partners have other relationships because it is hard for her to give up the benefits she receives from him.
- Uncomfortable talking about sex with older people in her life.
- Gets unhealthy advice from young women her own age.
- Believes having older partners is normal.

WHAT SHE DOES TO FEEL SAFE FROM HIV *(pre-flip)*:

- Feels concerned about a partner breaking up with her and getting angry or violent if she asks him to use HIV prevention.
- Relies on her partners to decide whether to use HIV prevention.
- Avoids conflict, HIV testing, and the risk of feeling judged by healthcare workers.



WHAT SHE THINKS ABOUT HER RISK *(post-flip)*:

- Fears getting infected with HIV because she realizes the negative impact it will have on her lifestyle.
- This motivates her to think about different ways to achieve her lifestyle goals.
- Becomes more comfortable talking about sex with her mother and other family members.
- Chooses to spend time with people who care about her sexual health.

WHAT SHE DOES TO FEEL SAFE FROM HIV *(post-flip)*:

- Driven by her lifestyle goals and has found healthy ways to achieve them.
- Realizes she does not have to compromise her safety to live the life she wants.
- Learns to be self-reliant and confident in her own abilities to provide for herself.
- Finds it challenging to resist the
- Temptation of partners who promise her money and gifts.



HOW TO COMMUNICATE WITH HER:

- She is interested in pop culture, fashion, celebrity news, and staying in-the-know:
 - Online - blogs, social media pages such as Facebook, Instagram, Whatsapp.
 - Social events and settings such as clubs, parties, concerts, restaurants, and cafés.
 - Health and beauty spaces such as hair salons, nail salons, and the gym.
- She knows her risks but may become defensive if confronted with them, as it is a blow to her ego to consider herself as vulnerable.
- She is motivated in ensuring the sexual gratification for her partners and keeping sex fun and exciting.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- She has her own secret code language to communicate privately in mixed company.
- Help should come from someone relatable, but who is now in a better position to offer advice, such as Zodwa Wabantu. She is independent and empowered; yet relatable because of her lifestyle.



LIFESTYLE
LULU



LIFESTYLE
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RESPECT
RETHABILE



HER SUPPORT STRUCTURES:

NEGATIVE INFLUENCES



Friends, school / workmates play two important roles for the Lifestyle Seeker:

- Help her feel she belongs and validated when receiving gifts from men. She sees it as the norm for AGYW like herself.
- Help her relax, have fun (forget her troubles), and find partners that support the "good life".



Older partners may:

- Reinforce the notion of men as providers, thereby preventing her from forming a healthier opinion.
- Use authority / power in relationship to drive his motives for not using protection methods and putting her at risk.

"I saw that here is a person who can caution me on things. Maybe he has matured in such a way that he has experienced some things before - so when you get something you should scrutinize it and not only just jump into it. You need to think about it before you do it."

– Inanda A, KZN, 20–24



LIFESTYLE
LULU



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHABILE



HER SUPPORT STRUCTURES:

POSITIVE INFLUENCES



Peer Mentors:

- Help her consider alternative ways to reach lifestyle goals.
- Help her make better choices, change perspective and protect herself.



Sister / cousin:

- Supports her growth through the encouragement of new ideas and experiences.
- Helps her take small changes with positive outcomes.
- Gives her a way to consider how she can fit into groups, community, school or work.



Mother:

- Gives advice and information about difficult situations before they happen.
- Supports lifestyle adjustments that are more positive for her health.



Health Care Worker:

- Helps her make better trade-offs by changing risk perceptions associated with older partners.
- Gives confidence that she is making the right choices and encourages self-sufficient decisions.



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHABILE



Segment 2:

Affirmation Ayabonga



AFFIRMATION AYABONGA



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHABILE



WHO IS SHE:

- Caring and kind towards others.
- A people pleaser - puts others' needs and preferences ahead of her own.
- Compares herself to others and seeks approval about herself and the choices she makes.
- Wants to protect their "good girl" status, as it's a core part of her identity.

WHAT SHE WANTS IN RELATIONSHIPS:

- Wants to feel accepted and loved by the people in her life.
- Seeks a true connection, real affection, and to feel admired.
- Looks to sexual relationships to try to secure lasting affection, security, and stability.
- Feel accepted from admiration, affection, and gifts from partners.
- Has multiple partners until she finds partners that can provide her with deep emotional affection.

"It's difficult, what if he leaves me if I suggest/insist on using condoms? I love him these days... it's hard to start a new relationship from scratch. This one knows me already and he understands things, like my curfew at home. Someone else might not be able to understand."

– 20-24, MPU Rural



**AFFIRMATION
AYABONGA**



**LIFESTYLE
LULU**



**AFFIRMATION
AYABONGA**



**RESPECT
RETHABILE**



WHAT SHE THINKS ABOUT HER RISK (*pre-flip*):

- Sees her risks of getting HIV as similar to other women around her.
- Avoids the topic of HIV because it makes her feel hopeless and confused.
- Is in denial that her partner could be having sex with other women with HIV.
- Uncomfortable talking about sex with older people in her life.
- Gets unhealthy advice from young women her own age.

WHAT SHE DOES TO FEEL SAFE FROM HIV (*pre-flip*):

- Lets her partner decide on HIV prevention.
- Proves to him that she's trustworthy and committed; so she can get affection in return.
- Sees trust in her relationship as reason to be less consistent her use of HIV prevention.
- Does not see the need for testing or HIV prevention.



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LULU**



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**RESPECT
RETHABILE**



WHAT SHE THINKS ABOUT HER RISK *(post-flip)*:

- Fears passing HIV to loved ones more than of getting it herself.
- Vulnerable to partner questioning her motivations for HIV prevention.
- Makes exceptions to HIV prevention when partners exploit her desire for stable relationships.
- Feels encouraged to make HIV prevention decisions for herself.
- Becomes more comfortable talking about sex with her mother and other family members.
- Chooses to spend time with people who care about her sexual health.

WHAT SHE DOES TO FEEL SAFE FROM HIV *(post-flip)*:

- Realizes she does not need to rely only on her sexual relationships to feel accepted.
- Finds approval from building positive social network and learns to be less reliant on partners for emotional support.
- More confident about making her own decisions for HIV prevention - less concerned about losing her partner as a source of affection.



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**LIFESTYLE
LULU**



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**RESPECT
RETHABILE**



HOW TO COMMUNICATE WITH HER:

- It is key for them to first develop trust and establish safety in any interactions before she will open up.
- Culturally, religiously, and locally rooted solutions may help her feel her HIV prevention goals are connected to her morals and values.
- Provide solutions she feels will also appeal to parents, family, partners, and her community to help her feel they are not just pursuing an HIV prevention solution for herself, but the partner/family/community at large.
- She is extremely motivated to maintain her privacy and “good image”; so she desires consultations by unknown professionals (such as social workers and psychologists) within familiar surroundings.
- Communication through digital platforms such as Facebook and WhatsApp with professionals could help provide the privacy she desires.
- Do not be judgemental or aggressive, otherwise it will likely be the last time she ever seeks help from you again.
- A gentle, supportive tone is more important to her than the professional qualifications of the person helping her.
- She wants to share stories with someone who is relatable to them and not be more than 10-15 years older than her. They would prefer the tone of an “auntie vibe”.
- Role models should be local and culturally significant - someone successful but down to earth.



AFFIRMATION AYABONGA



LIFESTYLE
LULU



AFFIRMATION
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RESPECT
RETHABILE



HER SUPPORT STRUCTURES:

NEGATIVE INFLUENCES



Friends, and school/workmates play essential roles for the Affirmation Seeker:

- Discourage her to challenge existing social structures and values.
- Make her feel she will only fit in if she complies with the expectations and norms of the group, for example:
 - *To have multiple partners or*
 - *Have unprotected sex or*
 - *Give in to the demands of the partner regardless of the implication to her health.*
- Let the group make her decisions regarding which men she should be with.
- Tell her HIV is easily managed.



Sexual partners may:

- Assure her that he can be trusted and the relationship is healthy.
- Not respect her right to make her own decisions, expressing hostility toward the advice of her social network if it goes against his wishes.
- Set expectations that condom usage is dependent on THEIR MUTUAL "good behavior."
- Question her motivations for asking to use a condom.
- Exploit her desire for stable relationships by emphasizing the security of the connection as a reason to abandon/make exceptions to her rules for him.



HER SUPPORT STRUCTURES:

POSITIVE INFLUENCES



Mother:

- Helps her feel liked and accepts her for who she is, so that she feels a sense of belonging without relying on those who would encourage risky behavior.
- Helps her find safer alternatives for social acceptance.
- Demonstrates lifestyle adjustments that are more positive for her health.
- Provides advice and information for challenging situations before they may arise.
- Supports her during changes in her relationships when she is emotionally vulnerable.



Sister / cousin:

- Helps her understand the realities of living with HIV.
- Helps her understand the realities of relationships concerning HIV transmission
- Provides her non-judgmental advice so that she feels like she fits in without relying on those who would encourage risky behavior.
- Helps her understand that she shouldn't be reliant on men for her self-validation and self-confidence
- Helps her resist those who would take advantage of her desire for stable relationships and talk up the security of the connection as a reason to abandon/ make exceptions to rules.



Health Care Worker:

- Helps her oppose staying in a relationship if she knows it may be risky for her health.



Peers:

- Support her during changes in her relationships to still protect herself.
- Help her resist men who could take advantage of her.
- Support her sexual health choices and habits.



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHABILE



Segment 3:

Respect Rethabile



RESPECT
RETHAIBLE



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHAIBLE



WHO IS SHE:

- Smart and informed.
- Involves herself in her community and feels pride in how other people view her.
- Confident and determined about her plans for her future.
- Believes that women deserve a consideration and a voice in relationships and society.

WHAT SHE WANTS IN RELATIONSHIPS:

- Feels desirable when she feels respected.
- Looks for a partner who cares about her opinions, her well-being, and treats her as an equal.
- Feels respected when she feels included in his life, and when he is discreet about his other sexual relationships.
- Knows he may have other partners but as long as she is his main partner she accepts this.
- She ultimately seeks a partner who is ambitious and she sees potential for a long-term relationship with.

“He can buy alcohol that can fill up the whole table and other things for all I care. But this is my body and future, so no, I won’t. Okay, say I go and sleep at his house and have sex with him. Tomorrow he calls another one to come. Then who will get sick at the end? It’s me, not those girls...”

– 15-19, KZN Rural



RESPECT
RETHAIBLE



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHAIBLE



WHAT SHE THINKS ABOUT HER RISK *(pre-flip)*:

- Overconfident in her ability to protect herself from HIV by making good decisions when choosing her partners.
- Feels well informed about HIV, however the knowledge that some possess is mostly incorrect.
- Uncomfortable talking about sex with older people in her life.
- Gets unhealthy advice from young women her own age.

WHAT SHE DOES TO FEEL SAFE FROM HIV *(pre-flip)*:

- Does not see the need to protect herself during sex with her main partner because she is confident in her ability to choose partners she believes are safe.



RESPECT
RETHAIBLE



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHAIBLE



WHAT SHE THINKS ABOUT HER RISK *(post-flip):*

- Realizes that she is putting herself at risk of HIV by not being consistent with protection.
- Feels scared and angry about HIV because she it is not fully in her control.
- Realizes even if she is loyal to partners, he may get infected from someone else.
- Fears that if she got HIV, her community would lose respect for her, her family would be disappointed, and she would let herself down.
- Knows she can only rely on her own actions to protect herself
- Becomes more comfortable talking about sex with her mother and other family members.
- Chooses to spend time with people who care about her sexual health.

WHAT SHE DOES TO FEEL SAFE FROM HIV *(post-flip):*

- Chooses partners who support her decisions and care about her health.
- Believes being safe is what builds trust and respect in the relationship.
- Continues to struggle to insist on HIV prevention when her partner is trustworthy but does not take HIV as seriously as she does.



RESPECT
RETHAIBLE



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHAIBLE



HOW TO COMMUNICATE WITH HER:

- She is more likely to engage with an intervention if she feels there would be something new to learn.
- She is more likely to respect the advice of slightly older women.
- In some circumstances, she may prefer direct truths and not the “sugar-coated” version.
- It is still important the message should come across as “Girl-talk” - or woman to woman.
- She has a global view of aspirational figures (Oprah, Michelle Obama).
- She may be the most likely to develop a good relationship with a health professional, so could be more to interventions that were delivered by health professionals.



RESPECT
RETHAIBLE



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHAIBLE



HER SUPPORT STRUCTURES:

NEGATIVE INFLUENCES



Family members:

- Protect AGYW from needing to think about the dangers of HIV and propose their own opinions about how to avoid risk.
- Encourage her to stay in relationships or maintain her current belief.
- Encourage her to stay with a man as the best way to ensure her safety and present leaving him as a more significant risk.
- Pressure AGYW to maintain risky behavior (have sex without condoms) for fear of losing the partner, and losing a sense of safety.



Partners:

- Use AGYW's desire for stable relationships to convince her to have unprotected sex by promising a future with her.
- Reinforce the idea that risk is dependent on the specifics of a relationship.
- They might counter any feeling of threat by compliments, gifts, and creating a sense of comfort through promises.



RESPECT
RETHAIBLE



LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHAIBLE



HER SUPPORT STRUCTURES:

POSITIVE INFLUENCES



Friends and school/workmates:

- Support and assist her in achieving her future goals.



Partners:

- Support her decision for prevention method and to stick to it.
- Provide her reassurance of the importance to make decisions that are right for her sexual health.

The most influential partners are those who see the relationship as a mutual effort and share future goals.



Breaking the Cycle of HIV Transmission

TOOLS BACKGROUND:

Four strategic tools have been developed to help programs working with Adolescent Girls and Young Women (AGYW) to design successful interventions for HIV Prevention.

The insights and frameworks in these tools are built upon a foundation of mixed-method user-centered research with high-risk* AGYW (aged 15-24 years).

The next page provides an overview of the tools and the ideal sequence for their use.

*Our working definition for high-risk AGYW:

- Living in areas with high HIV prevalence
- Had unprotected sex in the past 6 months

One of the two relationship conditions:

- Either had a single partner but knew he had other sexual partners
- Or had multiple sexual partners).

High-risk AGYW are referred to in these tools in short-form as "AGYW"

In collaboration with:

HIV Prevention Market Manager
Accelerating Product Introduction
Informing Product Development
Reducing Time to Impact

upstream

askafrika
market research intelligence

finalmile.
a fractal company



Supported by the Bill & Melinda Gates Foundation



SUMMARY OF THE 4 TOOLS:



01 FOUNDATION

What are AGYW's biggest challenges?

Understand the challenges faced by AGYW along their journey to healthy sexual relationships

02 PRIORITIZATION

Which problems should be focused on?

Select where to focus efforts to maximize impact

03 INTERVENTION DESIGN

How could they be solved?

Create ideas for interventions that address specific barriers for AGYW

04 SEGMENTATION GUIDELINES

How can AGYW be distinguished?

Identify AGYW by Segments and/or Journey Stage.

This Prioritization Tool should be used with The Foundation Tool

Contents:

- **Tools background**
- **Summary of the 4 tools**
- **Purpose of this tool**
- **How to use this tool**

UNDERSTANDING THE PRIORITIZATION MAP:

- **Introduction**
- **Themes**
- **Building healthy habits**

STEPS FOR USING THE PRIORITIZATION TOOL

- **Step 1: Match interventions to needs**
- **Step 2: List key skills / value received**
- **Step 3: Rate intervention effectiveness**
- **Step 4: Select challenge(s)**
 - Example prioritization 1: Journey Stage 1
 - Example prioritization 2: Journey Stage 4
 - Example prioritization 3: Theme
 - Example prioritization 4: Opportunity area
 - Example prioritization 5: Segment
 - Example prioritization 6: Gap filling
- **Next steps**

 *Click on the content description to go to that section.*

**Purpose of this tool:**

*Prioritize
where to
apply efforts
to maximize
impact*

What this tool is:

A visual map to help choose problems to tackle across the AGYW journey to healthy sexual relationships.

What this tool informs:

- Identifies gaps in current programming
- Guides future programming

Key outputs:

Where to focus activities and resources to enable behavior change.

- Where existing interventions need to change to better meet the needs of AGYW.
- Where to create new interventions.

This Prioritization Tool should be used with the Foundation Tool to understand how AGYW see HIV prevention

How to use this tool:

1. Read and understand the Foundation Tool (Tool #1).

2. Read and understand the Prioritization Map.

3a. Print the instructions and Prioritization Map

or ...

3b. Read the pdf of the instructions on your computer and navigate to the Prioritization Map.

- This tool can be used by an individual, but is best used as a group activity of up to 8 people.
- For the best results, include participants with different experiences and perspectives (donors, government departments, and/or implementors).
- You can also type directly into the worksheet (page xx) so that it can be easily shared with others.



Where you see the printer icon, those pages should be printed in color for best results.



Understanding the Prioritization Map

UNDERSTANDING THE PRIORITIZATION MAP:

Introduction

Below is an image of the worksheet referred to as the Prioritization Map. This Map is used to help you determine where your organization would like to focus to better meet the HIV Prevention needs of AGYW.



STAGE 1 ←
→ STAGE 4

THEMES: 4 →

OPPORTUNITIES: 6 →

CHALLENGES: 15 →

Create plan			
RESPECT RETHABILE 1	Find role models 1A	Increase confidence 1B	
See alternatives	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Internalize risk			
LIFESTYLE LULU 2	Increase exposure 2A	Understand implications 2B	
Personalize consequences	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Manage influences			
AFFIRMATION AYABONGA 3	Avoid judgment 3A	Feel acceptance 3B	
Increase independence	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

You can either:

1. Print and fill it in by hand or
2. Type directly onto the pdf file for easy sharing

Print as 1 x A3 page that fits the whole map or as 2x A4 sheets.

← STAGE 1
STAGE 4 →

Internalize risk			
RESPECT RETHABILE 4	Separate safety + trust 4A	Resist trust expectations 4B	Confidence in decisions
Recognize ongoing risk	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Manage influences			
RESPECT RETHABILE 5	Plan to speak Up 5A	Resist challenges 5B	Get positive feedback
Defend preferences	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Strengthen identity			
AFFIRMATION AYABONGA 6	Connect to group 6A	Resist judgment 6B	Feel proud

UNDERSTANDING THE PRIORITIZATION MAP:

Themes

4 themes define the challenges faced by AGYW towards healthy sexual relationships. Prioritize in the order as shown (1-4).


Efforts to address risk perceptions will be ineffective if HIV prevention is not a relevant goal. Efforts to help her build coping ability will be ineffective without perceived risk.

Priority 1

GOAL RELEVANCE

How relevant HIV prevention is to her relationships goals.


Create plan

 RESPECT RETHABILE 1 See alternatives	Find role models 1A	Increase confidence 1B	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

PERCEPTION OF RISK

How she personalizes or attributes risk to other factors.


Internalize risk

 LIFESTYLE LULU 2 Personalize consequences	Increase exposure 2A	Understand implications 2B	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

COPING ABILITY

How she perceives her ability to deal with sexual relationships by herself.


Manage influences

 AFFIRMATION AYABONGA 3 Increase independence	Avoid judgment 3A	Feel acceptance 3B	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	


SOCIAL IDENTITY

How she identifies with social groups

Internalize risk

 RESPECT RETHABILE 4 Recognize ongoing risk	Separate safety + trust 4A	Resist trust expectations 4B	Con in d
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Manage influences

 RESPECT RETHABILE 5 Defend preferences	Plan to speak Up 5A	Resist challenges 5B	Get feel
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengthen identity

 AFFIRMATION AYABONGA 6 Feel belonging	Connect to group 6A	Resist judgment 6B	Fee pro
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Priority 4

UNDERSTANDING THE
PRIORITIZATION MAP:

Building healthy habits

The objectives for changing AGYW's HIV prevention behavior are to first build their intent to create healthy habits and then to sustain those healthy habits. This requires a systematic approach. Interventions must ensure that needs are met repeatedly, rather than just one-off events.

STAGE 1

To build the intent for healthy habits:

In stage 1, AGYW have not yet formed habits to prevent HIV.

For each opportunity area in stage 1, there are two challenges AGYW face that must be solved to help them build the intent for healthy habits.

STAGE 4

To sustain healthy habits:

In stage 4, AGYW are forming healthy habits, but they are not yet consistent.

For each opportunity area in stage 4, there are three challenges faced by AGYW that must be addressed to help them sustain healthy habits consistently.



Steps for using the Prioritization Tool

Steps for using the Prioritization Tool:

STEP 1: MATCH INTERVENTIONS TO NEEDS

- Review the challenges on the
- Prioritization Map. Identify which ones
- are already addressed by current program
- interventions.

STEP 2: LIST KEY SKILLS / VALUE RECEIVED

- Write the skills or value relevant to HIV
- prevention that AGYW receive from each of
- the interventions onto the Prioritization Map

STEP 3: RATE INTERVENTION EFFECTIVENESS

- Rate how effectively a current
- intervention addresses the challenge
- as described.

STEP 4: SELECT CHALLENGE

- Select an appropriate
- challenge(s) to prioritize

STEP 1: MATCH INTERVENTIONS TO NEEDS

Identify which challenges are already addressed

- Think about AGYW that you know and how these challenges personally affect them.
- Identify which challenges are fulfilled by current program interventions.
- Start by considering the themes. Then identify the opportunity areas and challenges.
- Last, determine whether an intervention helps build the intent for healthy sexual habit (Stage 1) or sustains healthy sexual habit (Stage 4).

Create plan			
RESPECT RETHABILE See alternatives	1 Find role models 1A	Increase confidence 1B	
	<input type="checkbox"/>	<input type="checkbox"/>	
Internalize risk			
LIFESTYLE 2 Personalize consequences	2 Increase exposure 2A	Understand implications 2B	
	<input type="checkbox"/>	<input type="checkbox"/>	
Manage influences			
AFFIRMATION AYABONGA 3 Increase independence	3 Avoid judgment 3A	Feel acceptance 3B	
	<input type="checkbox"/>	<input type="checkbox"/>	

Internalize risk			
RESPECT RETHABILE 4 Recognize ongoing risk	4 Separate safety + trust 4A	Resist trust expectations 4B	Confidence in decisions 4C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage influences			
RESPECT RETHABILE 5 Defend preferences	5 Plan to speak Up 5A	Resist challenges 5B	Get positive feedback 5C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthen identity			
AFFIRMATION AYABONGA 6 Feel belonging	6 Connect to group 6A	Resist judgment 6B	Feel proud 6C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP 2: LIST KEY SKILLS / VALUE RECEIVED

Write key skill / value next to the challenge met

- Think about the key messages, skills learned, or value that a program provides to AGYW. Add the name of your program after your description of the key skill / value.
- Write the skills or value relevant to HIV prevention that AGYW receive from each of the interventions onto the Prioritization Map.
- More than one skill / value can be added per challenge, if appropriate.
- You can start by identifying service gaps for just your own programs.
- To broaden your view, you can include other programs that are serving the region.

Create plan			
RESPECT RETHABILE See alternatives	1 Find role models 1A	Increase confidence 1B	
	<input type="checkbox"/>	<input type="checkbox"/>	
Internalize risk			
LIFESTYLE LULU Personalize consequences	2 Increase exposure 2A	Understand implications 2B	
	<input type="checkbox"/>	<input type="checkbox"/> Reframing risk of IG relationships [Program B] <input type="checkbox"/>	
Manage influences			
AFFIRMATION AYABONGA Increase independence	3 Avoid judgment 3A	Feel acceptance 3B	
	<input type="checkbox"/>	<input type="checkbox"/>	

For Example:

Help her to feel confident about choosing safer ways to achieve her relationship goals.	2B
<input type="checkbox"/> Reframing risk of IG relationships [Program B]	
<input type="checkbox"/>	

Internalize risk			
RESPECT RETHABILE Recognize ongoing risk	4 Separate safety + trust 4A	Resist trust expectations 4B	Confidence in decisions 4C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage influences			
RESPECT RETHABILE Defend preferences	5 Plan to speak up 5A	Resist challenges 5B	Get positive feedback 5C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthen identity			
AFFIRMATION AYABONGA Feel belonging	6 Connect to group 6A	Resist judgment 6B	Feel proud 6C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP 3: RATE INTERVENTION EFFECTIVENESS

Rate how effectively current intervention meets AGYW need

When selecting your answer, consider if the current intervention:

- Meets the need described for the majority or minority of participants?
- Meets the full description of the need, or partial description?
- Creates a clear and obvious change in behavior or not?

Create plan			
RESPECT RETHABILE See alternatives	1 Find role models 1A	Increase confidence 1B	
	<input type="checkbox"/>	<input type="checkbox"/>	
Internalize risk			
LIFESTYLE LULU Personalize	2 Increase exposure 2A	Understand implications 2B	
	<input type="checkbox"/>	<input checked="" type="checkbox"/> Reframing risk of IG relationships (Program B)	
Manage influences			
AFFIRMATION AYABONGA Increase independence	3 Avoid judgment 3A	Feel acceptance 3B	
	<input type="checkbox"/>	<input type="checkbox"/>	



Check the box if your intervention IS closely aligned to the challenge



Cross the box if your intervention needs refinement to address the challenge

Internalize risk			
RESPECT RETHABILE Recognize ongoing risk	4 Separate safety + trust 4A	Resist trust expectations 4B	Confidence in decisions 4C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage influences			
RESPECT RETHABILE Defend preferences	5 Plan to speak Up 5A	Resist challenges 5B	Get positive feedback 5C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthen identity			
AFFIRMATION AYABONGA Feel belonging	6 Connect to group 6A	Resist judgment 6B	Feel proud 6C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP 4: SELECT CHALLENGE

Select appropriate challenge(s) to prioritize

CONSIDER:**Where are the gaps?**

Now you have completed your Prioritization Map showing the interventions available to AGYW, look for patterns of gaps or over-coverage, by:

- *By stage*
- *By theme*
- *By opportunity area*
- *By AGYW segment*
- *By challenge type (ie column A, B, or C)*

To help you select which challenges to prioritize based on the gaps you identify, we have provided 6 example approaches that prioritize by:

- Journey Stage 1
- Journey Stage 4
- Theme
- Opportunity Area
- Segment
- Gap filling

EXAMPLE PRIORITIZATION 1: JOURNEY STAGE 1

Build intent for healthy habits

This potential approach involves prioritizing challenges across one or more themes in stage 1.

The research suggests that adoption of HIV prevention products (such as condoms and PrEP) may not be a priority in this stage*, but may be more relevant in stage 4.

Interventions focused on stage 1 may take longer to produce results than those focused on stage 4. However, the impact of stage 1 interventions may be greater for two reasons:

1. Population of AGYW in stage 1 is larger vs stage 4.
2. Bad habits have not yet formed in stage 1.

*Refer to the Foundation Tool #1 for more detail.

Create plan			
RESPECT RETHABILE See alternatives	1 Find role models 1A	1B Increase confidence	
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Learning financial planning [Program B] <input type="checkbox"/>	
Internalize risk			
LIFESTYLE LULU Personalize consequences	2 Increase exposure 2A	2B Understand implications	
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Reframing risk of IG relationships [Program B] <input checked="" type="checkbox"/> Explaining risks of IG relationships [Program A]	
Manage influences			
AFFIRMATION AYABONGA Increase independence	3 Avoid judgment 3A	3B Feel acceptance	
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Providing access to anonymous information [Program A]	

To decide which challenge to start with in Stage 1, consider further prioritization by:

1. THEME
2. OPPORTUNITY AREA
3. SEGMENT

Internalize risk			
RESPECT RETHABILE Recognize ongoing risk	4 Separate safety + trust 4A	4B Resist trust expectations	4C Confidence in decisions
	<input checked="" type="checkbox"/> Reframing trust in relationships [Program C] <input checked="" type="checkbox"/> Seeing sexual health as criteria for relationship [Program E]	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Manage influences			
RESPECT RETHABILE Defend preferences	5 Plan to speak up 5A	5B Resist challenges	5C Get positive feedback
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Learning importance of making own decisions [Program D]	<input checked="" type="checkbox"/> Anticipating difficult situations [Program A]
Strengthen identity			
AFFIRMATION AYABONGA Feel belonging	6 Connect to group 6A	6B Resist judgment	6C Feel proud
	<input checked="" type="checkbox"/> Encouraging her to talk to others about safe sex [Program Y] <input checked="" type="checkbox"/> Creating a system of safety buddies [Program X]	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Preparing her to face judgment from peers [Program X]

EXAMPLE PRIORITIZATION 2:
JOURNEY STAGE 4

Sustain healthy habits

including adoption of HIV prevention products

This potential approach involves prioritizing challenges across one or more themes in stage 4.

Interventions in stage 4 may lead to shorter term results than those for stage 1 because AGYW in stage 4 have already established intent for a healthy habit and started to take action.*

However, impact may be less since the AGYW population in stage 4 is smaller than stage 1.

*Refer to the Foundation Tool #1 for more detail.

Create plan			
RESPECT RETHABILE	1	Find role models 1A	Increase confidence 1B
See alternatives		<input type="checkbox"/>	<input checked="" type="checkbox"/> Learning financial planning [Program B]
		<input type="checkbox"/>	<input type="checkbox"/>
Internalize risk			
LIFESTYLE LULU	2	Increase exposure 2A	Understand implications 2B
Personalize consequences		<input type="checkbox"/>	<input checked="" type="checkbox"/> Reframing risk of IG relationships [Program B]
		<input type="checkbox"/>	<input checked="" type="checkbox"/> Explaining risks of IG relationships [Program A]
Manage influences			
AFFIRMATION AYABONGA	3	Avoid judgment 3A	Feel acceptance 3B
Increase independence		<input type="checkbox"/>	<input checked="" type="checkbox"/> Providing access to anonymous information [Program A]
		<input type="checkbox"/>	<input type="checkbox"/>

To decide which challenge to start with in Stage 4, consider further prioritization by:

1. THEME
2. OPPORTUNITY AREA
3. SEGMENT

Internalize risk			
RESPECT RETHABILE	4	Separate safety + trust 4A	Resist trust expectations 4B
Recognize ongoing risk		<input checked="" type="checkbox"/> Reframing trust in relationships [Program C]	<input type="checkbox"/>
		<input checked="" type="checkbox"/> Seeing sexual health as criteria for relationship [Program E]	<input type="checkbox"/>
Manage influences			
RESPECT RETHABILE	5	Plan to speak up 5A	Resist challenges 5B
Defend preferences		<input type="checkbox"/>	<input checked="" type="checkbox"/> Learning importance of making own decisions [Program D]
		<input type="checkbox"/>	<input type="checkbox"/>
Strengthen identity			
AFFIRMATION AYABONGA	6	Connect to group 6A	Resist judgment 6B
Feel belonging		<input checked="" type="checkbox"/> Encouraging her to talk to others about safe sex [Program Y]	<input type="checkbox"/>
		<input checked="" type="checkbox"/> Creating a system of safety buddies [Program X]	<input type="checkbox"/>
			<input checked="" type="checkbox"/> Preparing her to face judgment from peers [Program X]

EXAMPLE PRIORITIZATION 3: THEME

Address the challenges by common theme

This potential approach involves prioritizing challenges across one theme based on alignment with you organization's strengths.

Create plan			
RESPECT RETHABILE 1 <i>See alternatives</i>	Find role models 1A <input type="checkbox"/> <input type="checkbox"/>	Increase confidence 1B <input checked="" type="checkbox"/> Learning financial planning [Program B] <input type="checkbox"/>	
Internalize risk			
LIFESTYLE LULU 2 <i>Personalize consequences</i>	Increase exposure 2A <input type="checkbox"/> <input type="checkbox"/>	Understand implications 2B <input checked="" type="checkbox"/> Reframing risk of IG relationships [Program B] <input checked="" type="checkbox"/> Explaining risks of IG relationships [Program A]	
Manage influences			
AFFIRMATION AYABONGA 3 <i>Increase independence</i>	Avoid judgment 3A <input type="checkbox"/> <input type="checkbox"/>	Feel acceptance 3B <input checked="" type="checkbox"/> Providing access to anonymous information [Program A] <input type="checkbox"/>	
Internalize risk			
RESPECT RETHABILE 4 <i>Recognize ongoing risk</i>	Separate safety + trust 4A <input checked="" type="checkbox"/> Reframing trust in relationships [Program C] <input checked="" type="checkbox"/> Seeing sexual health as criteria for relationship [Program F]	Resist trust expectations 4B <input type="checkbox"/> <input type="checkbox"/>	Confidence in decisions 4C <input type="checkbox"/> <input type="checkbox"/>
Manage influences			
RESPECT RETHABILE 5 <i>Defend preferences</i>	Plan to speak up 5A <input type="checkbox"/> <input type="checkbox"/>	Resist challenges 5B <input checked="" type="checkbox"/> Learning importance of making own decisions [Program D] <input type="checkbox"/>	Get positive feedback 5C <input checked="" type="checkbox"/> Anticipating difficult situations [Program A] <input type="checkbox"/>
Strengthen identity			
AFFIRMATION AYABONGA 6 <i>Feel belonging</i>	Connect to group 6A <input checked="" type="checkbox"/> Encouraging her to talk to others about safe sex [Program Y] <input checked="" type="checkbox"/> Creating a system of safety buddies [Program X]	Resist judgment 6B <input type="checkbox"/> <input type="checkbox"/>	Feel proud 6C <input checked="" type="checkbox"/> Preparing her to face judgment from peers [Program X] <input type="checkbox"/>

To decide which challenge to start with within your selected theme, consider further prioritization by:

1. STAGE
2. OPPORTUNITY AREA
3. SEGMENT

EXAMPLE PRIORITIZATION 4: OPPORTUNITY AREA

Address the challenges by Opportunity Area

This potential approach involves prioritization of multiple challenges within one opportunity area.

For the greatest likelihood of building or sustaining healthy habits, prioritize opportunity areas where all of its challenges can be fulfilled.

Create plan			
RESPECT RETHABILE See alternatives	1 Find role models 1A	1B Increase confidence	
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Learning financial planning [Program B] <input type="checkbox"/>	
Internalize risk			
LIFESTYLE LULU Personalize consequences	2 Increase exposure 2A	2B Understand implications	
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Reframing risk of IG relationships [Program B] <input checked="" type="checkbox"/> Explaining risks of IG relationships [Program A]	
Manage influences			
AFFIRMATION AYABONGA Increase independence	3 Avoid judgment 3A	3B Feel acceptance	
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Providing access to anonymous information [Program A] <input type="checkbox"/>	

Internalize risk			
RESPECT RETHABILE Recognize ongoing risk	4 Separate safety + trust 4A	4B Resist trust expectations	4C Confidence in decisions
	<input checked="" type="checkbox"/> Reframing trust in relationships [Program C] <input checked="" type="checkbox"/> Seeing sexual health as criteria for relationship [Program E]	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Manage influences			
RESPECT RETHABILE Defend preferences	5 Plan to speak up 5A	5B Resist challenges	5C Get positive feedback
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Learning importance of making own decisions [Program D] <input type="checkbox"/>	<input checked="" type="checkbox"/> Anticipating difficult situations [Program A] <input type="checkbox"/>
Strengthen identity			
AFFIRMATION AYABONGA Feel belonging	6 Connect to group 6A	6B Resist judgment	6C Feel proud
	<input checked="" type="checkbox"/> Encouraging her to talk to others about safe sex [Program Y] <input checked="" type="checkbox"/> Creating a system of safety buddies [Program X]	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Preparing her to face judgment from peers [Program X] <input type="checkbox"/>

To decide which challenge to start with within your selected opportunity area, consider further prioritization by:

1. STAGE
2. THEME
3. SEGMENT

EXAMPLE PRIORITIZATION 5: SEGMENT

Address the needs of one segment

This potential approach involves prioritizing multiple challenges for one segment to ensure maximum impact to the selected segment.

This would be appropriate if you have channels that are effective at reaching one specific segment.

Create plan			
RESPECT RETHABILE See alternatives	1 Find role models 1A	1B Increase confidence	
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Learning financial planning [Program B] <input type="checkbox"/>	
Internalize risk			
LIFESTYLE LULU Personalize consequences	2 Increase exposure 2A	2B Understand implications	
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Reframing risk of IG relationships [Program B] <input checked="" type="checkbox"/> Explaining risks of IG relationships [Program A]	
Manage influences			
AFFIRMATION AYABONGA Increase independence	3 Avoid judgment 3A	3B Feel acceptance	
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Providing access to anonymous information [Program A]	

To decide which challenge to start with for your selected segment, consider further prioritization by:

1. STAGE
2. THEMES
3. OPPORTUNITY AREAS

Internalize risk			
RESPECT RETHABILE Recognize ongoing risk	4 Separate safety + trust 4A	4B Resist trust expectations	4C Confidence in decisions
	<input checked="" type="checkbox"/> Reframing trust in relationships [Program C] <input checked="" type="checkbox"/> Seeing sexual health as criteria for relationship [Program E]	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Manage influences			
RESPECT RETHABILE Defend preferences	5 Plan to speak up 5A	5B Resist challenges	5C Get positive feedback
	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Learning importance of making own decisions [Program D]	<input checked="" type="checkbox"/> Anticipating difficult situations [Program A]
Strengthen identity			
AFFIRMATION AYABONGA Feel belonging	6 Connect to group 6A	6B Resist judgment	6C Feel proud
	<input checked="" type="checkbox"/> Encouraging her to talk to others about safe sex [Program Y] <input checked="" type="checkbox"/> Creating a system of safety buddies [Program X]	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Preparing her to face judgment from peers [Program X]

EXAMPLE PRIORITIZATION 6: GAP FILLING

Provide as broad coverage as possible

This potential approach involves selecting a diverse set of challenges across segments, stages, and challenges.

Find unmet needs that no current interventions meet and then fill those gaps.

Create plan			
RESPECT RETHABILE See alternatives	1	Find role models 1A	Increase confidence 1B
		<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Learning financial planning [Program B] <input type="checkbox"/>
Internalize risk			
LIFESTYLE LULU Personalize consequences	2	Increase exposure 2A	Understand implications 2B
		<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Reframing risk of IG relationships [Program B] <input checked="" type="checkbox"/> Explaining risks of IG relationships [Program A]
Manage influences			
AFFIRMATION AYABONGA Increase independence	3	Avoid judgment 3A	Feel acceptance 3B
		<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Providing access to anonymous information [Program A] <input type="checkbox"/>

To decide which challenge to start with, consider further prioritization by:

1. STAGE
2. THEME
3. OPPORTUNITY AREA
4. SEGMENT

Internalize risk			
RESPECT RETHABILE Recognize ongoing risk	4	Separate safety + trust 4A	Resist trust expectations 4B
		<input checked="" type="checkbox"/> Reframing trust in relationships [Program C] <input checked="" type="checkbox"/> Seeing sexual health as criteria for relationship [Program E]	<input type="checkbox"/> <input type="checkbox"/>
Manage influences			
RESPECT RETHABILE Defend preferences	5	Plan to speak up 5A	Resist challenges 5B
		<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> Learning importance of making own decisions [Program D] <input type="checkbox"/>
Strengthen identity			
AFFIRMATION AYABONGA Feel belonging	6	Connect to group 6A	Resist judgment 6B
		<input checked="" type="checkbox"/> Encouraging her to talk to others about safe sex [Program Y] <input checked="" type="checkbox"/> Creating a system of "safety buddies" [Program X]	<input type="checkbox"/> <input type="checkbox"/>
			<input checked="" type="checkbox"/> Preparing her to face judgment from peers [Program X] <input type="checkbox"/>



Once you have selected the appropriate challenge(s) to prioritize:

Find the associated pages in the Design Intervention Tool to help you solve for that challenge.

Reference the challenge number / letter to help you find the right pages.

Page 2 of the Design Intervention Tool has a visual reference of all 15 challenges that you can click on to skip to the appropriate pages for your selected challenge.

Create plan: Help her create a personal plan for life goals.



**RESPECT
RETHABILE**

1

See alternatives

Help her to see other ways to receive respect and not rely on sexual relationships.

Help her connect to other women who are self-reliant **1A**

☐☐

Help her feel confident in her plan to achieve her relationship goals safely. **1B**

☐☐

Internalize risk: Help her internalize risk



**LIFESTYLE
LULU**

2

Personalize consequences

Help her personalize consequences of using sexual relationships to achieve her desired lifestyle.

Inspire her to choose safer ways to achieve her relationship goals. **2A**

☐☐

Help her to feel confident about choosing safer ways to achieve her relationship goals. **2B**

☐☐

Manage influences: Help her deal with negative influences.



**AFFIRMATION
AYABONGA**

3

Increase independence

Help her feel she fits in without relying on people that encourage risky behavior.

Help her get healthy sexual relationship advice without feeling judged. **3A**

☐☐

Help her feel accepted for seeking information about sexual relationships. **3B**

☐☐

STAGE 1

Instructions:

- STEP 1: MATCH INTERVENTIONS TO NEEDS**
Review the challenges and identify which ones are already addressed by current program interventions.
- STEP 2: LIST KEY SKILLS / VALUE RECEIVED**
Write the skills/value relevant to HIV prevention that AGYW receive from each of the interventions.
- STEP 3: RATE INTERVENTION EFFECTIVENESS**
Rate how effectively a current intervention addresses the challenge as described.
- STEP 4: SELECT CHALLENGE(S)**
Select an appropriate challenge(s) to prioritize.

For more detail, refer to the instructions provided for the Prioritization Map.

STAGE 4

Internalize risk: Help her internalize risk



**RESPECT
RETHABILE**

4

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

Help her remember that HIV prevention can be used without reducing trust. **4A**

☐☐

Help her deal with partners who question trust in the relationship if she wants to use HIV prevention. **4B**

☐☐

Help her build confidence to be consistent with HIV prevention when relationships change. **4C**

☐☐

Manage influences: Help her deal with negative influences.



**RESPECT
RETHABILE**

5

Defend preferences

Help her defend her HIV prevention preferences

Help her be ready to speak up for her sexual health. **5A**

☐☐

Help her deal with situations that challenge her HIV prevention preferences. **5B**

☐☐

Help her build her confidence for taking her own health decisions. **5C**

☐☐

Strengthen identity: Help her feel part of a healthy group.



**AFFIRMATION
AYABONGA**

6

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

Help her connect with groups who have safe lifestyle habits. **6A**

☐☐

Help her ignore those who judge her because of her healthy habits. **6B**

☐☐

Help her feel proud of being the kind of person who always protects her sexual health. **6C**

☐☐

STRATEGY TOOL

03

INTERVENTION
DESIGN

Breaking the Cycle of HIV Transmission

TOOLS BACKGROUND:

Four strategic tools have been developed to help programs working with Adolescent Girls and Young Women (AGYW) to design successful interventions for HIV Prevention.

The insights and frameworks in these tools are built upon a foundation of mixed-method user-centered research with high-risk* AGYW (aged 15-24 years).

The next page provides an overview of the tools and the ideal sequence for their use.

*Our working definition for high-risk AGYW:

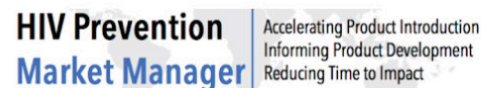
- Living in areas with high HIV prevalence
- Had unprotected sex in the past 6 months

One of the two relationship conditions:

- Either had a single partner but knew he had other sexual partners
- Or had multiple sexual partners).

High-risk AGYW are referred to in these tools in short-form as "AGYW"

In collaboration with:



Supported by the Bill & Melinda Gates Foundation



SUMMARY OF THE 4 TOOLS:



01 FOUNDATION

What are AGYW's biggest challenges?

Understand the challenges faced by AGYW along their journey to healthy sexual relationships

02 PRIORITIZATION

Which problems should be focused on?

Select where to focus efforts to maximize impact

03 INTERVENTION DESIGN

How could they be solved?

Create ideas for interventions that address specific barriers for AGYW

04 SEGMENTATION GUIDELINES

How can AGYW be distinguished?

Identify AGYW by Segments and/or Journey Stage.

The Intervention Design Tool should be used with The Foundation Tool + The Prioritization Tool

Contents:

- Tools background
- Summary of the 4 tools
- Purpose of this tool
- How to use this tool
- Introducing the worksheets
- Finding the worksheet pages
- Steps for using the Intervention Design Tool
- Step 1: Compare intervention against tips
- Step 2: Design new interventions
- Step 3: Adapt intervention
- Step 4: Design additional interventions

 *Click on the content description to go to that section.*

Purpose of this tool:

Generate ideas for interventions that address specific barriers for AGYW

What this tool is:

A problem solving blueprint that makes it easier to design high impact solutions.

This will help stakeholders to generate ideas based on AGYW research findings and their own experience and expertise.

What this tool informs:

- Creation and refinement of programs and interventions

Key information:

- How to refine existing interventions and design new interventions to enable behavior change.
- How your organization can most effectively target AGYW segments.
- Implications of AGYW Journey stage on intervention design.
- How to generate ideas that address the AGYW barriers to healthy sexual relationships.

The Intervention Design Tool should be used together with the Foundation Tool to understand AGYW's needs and the Prioritization Tool to identify where to focus.

How to use this tool:

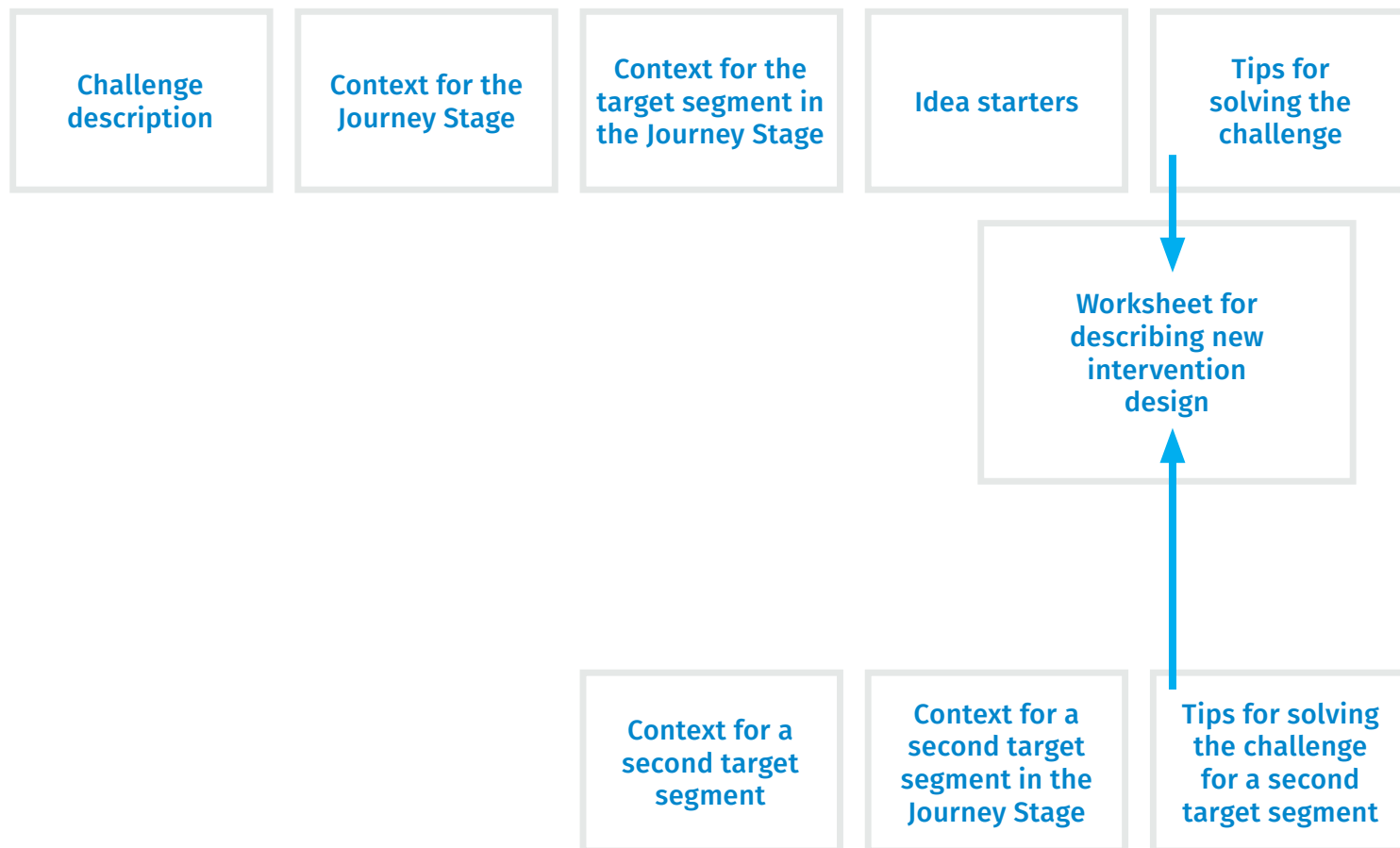
1. Read through and understand the Foundation Tool (Tool #1).
 - 2a. Print the instructions and the worksheets for your selected challenge(s) onto A4 paper.
 - 2b. Read the pdf of the instructions on your computer and navigate to the selected worksheets.
- Using this tool to design interventions is best done as a group activity of up to 8 people..
 - For the best results, include participants with different experiences and perspectives (donors, government departments, implementors, and/or AGYW).
 - Separate the step of generating concepts from the step of critiquing/judging them. Review and select the more promising concepts as a separate step.



Where you see the printer icon, those pages should be printed in color for best results.

Understanding the design intervention worksheets

The worksheet for each challenge has the 9 pages described below to help you design your intervention.



STEPS 1 & 2:

Use these 6 pages to design your intervention for the target segment who is most affected by the challenge (by population of AGYW).

Focus your design efforts on one target segment at a time to inspire unexpected solutions.

STEP 3 (optional):

If you feel the intervention you have designed may need to be adapted to make it relevant to a broader population, then use these pages to complete Step 3.

These pages will provide you the context and tips to adapt your design to a second target segment, who is the next most affected by the challenge.

Finding the worksheet pages for your selected challenge.



To make it easy to find the pages you need, go to the page that looks like this in the worksheet pdf file of the Intervention Design Tool and click on the challenge you have selected. This will take you to the appropriate pages you need to design your intervention.

Note: you should have previously selected an appropriate challenge to address using the Prioritization Tool.

Help her connect to other women who are self-reliant. 1A	Help her feel confident in her plan to achieve her relationship goals safely. 1B	Help her remember that HIV prevention can be used without reducing trust. 4A	Help her deal with partners who question trust in the relationship if she wants to use HIV prevention. 4B	Help her build confidence to be consistent with HIV prevention when relationships change. 4C
Inspire her to choose safer ways to achieve her relationship goals. 2A	Help her to feel confident about choosing safer ways to achieve her relationship goals. 2B	Help her be ready to speak up for her sexual health. 5A	Help her deal with situations that challenge her HIV prevention preferences. 5B	Help her build her confidence for taking her own health decisions. 5C
Help her get healthy sexual relationship advice without feeling judged. 3A	Help her feel accepted for seeking information about sexual relationships. 3B	Help her connect with groups who have safe lifestyle habits. 6A	Help her ignore those who judge her because of her healthy habits. 6B	Help her feel proud of being the kind of person who always protects her sexual health. 6C

Steps for using The Intervention Design Tool:

STEP 1: COMPARE INTERVENTION AGAINST TIPS

- If refining an existing intervention,
• describe it using the structure provided
• and compare it against the tips provided

STEP 2: DESIGN NEW INTERVENTIONS

- Create ideas for new intervention designs
• *(reference the context for the stage,*
• *segment, idea starters, and tips)*

OPTIONAL EXTRA STEPS:

STEP 3: ADAPT INTERVENTION

- Adapt intervention concepts so they
• help a second target segment

STEP 4: DESIGN ADDITIONAL INTERVENTIONS

Create additional concepts
based on other idea starters
(repeat steps 1-3)






STEP 1: COMPARE INTERVENTION AGAINST TIPS


If refining an existing intervention, describe it using the structure provided and compare it against the tips provided


The tips and idea starters can help you understand how to refine your current intervention or design a new concept.


Consider getting feedback from AGYW about the effectiveness of specific aspects of your intervention if you are unsure.


1B
Increase Confidence
RESPECT RETHABILE


 CONTENT What knowledge, skills or attitudes does it aim to build?	 INFLUENCER Who would be most influential person to communicate this?	 COMMUNICATION STYLE What communication style would be most effective?	 DELIVERY When, where and how would AGYW want to engage with it?	 DEMAND CREATION How would they find out about it?
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CONTENT


INFLUENCER


COMMUNICATION STYLE

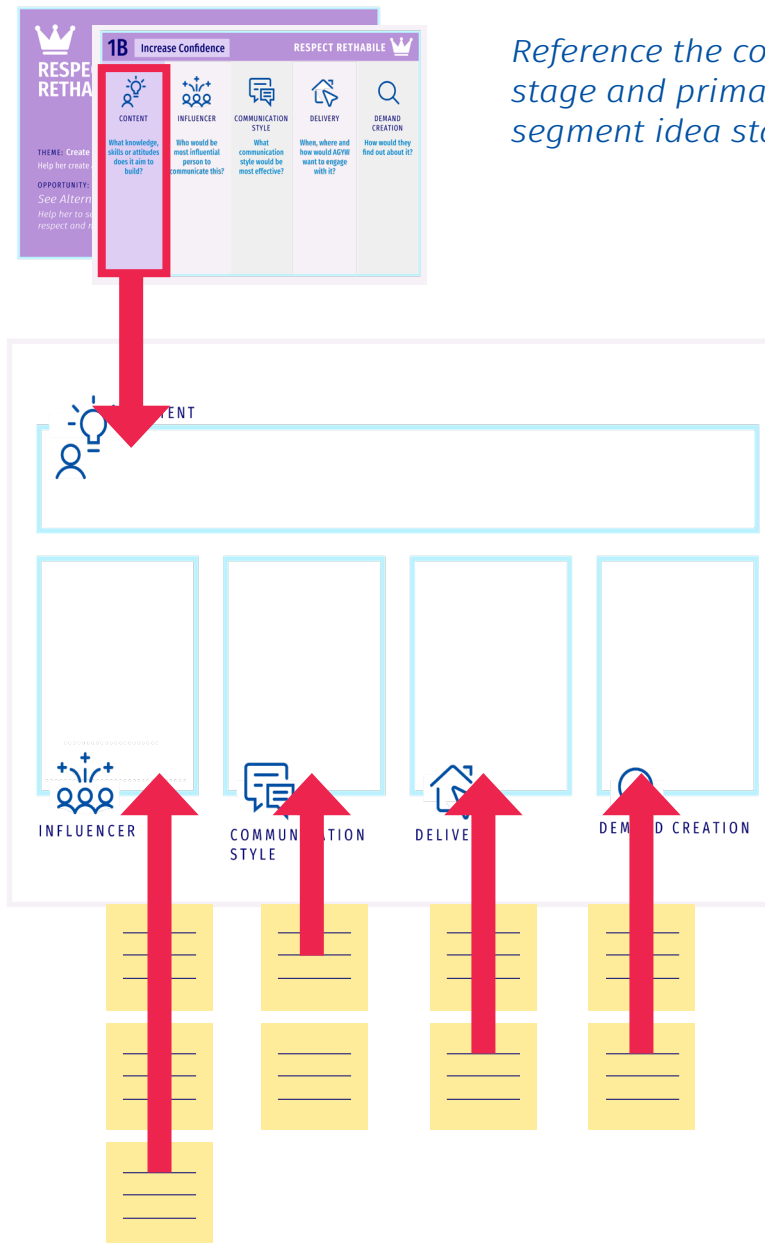

DELIVERY


DEMAND CREATION

STEP 2: DESIGN NEW INTERVENTIONS

Create ideas for new intervention designs

- Think about what an AGYW would consider a successful experience to help her overcome this challenge.
- Once you have multiple ideas for how each of the 5 aspects of your intervention concept would work, decide on which ideas you believe would be most effective and capture your concept as shown.
- Discuss or test ideas with AGYW to determine which would be most effective.



Reference the context for the stage and primary target segment idea starters and tips

Write your ideas on Post-It Notes so you can move them around, making different intervention concepts from different combinations of ideas.

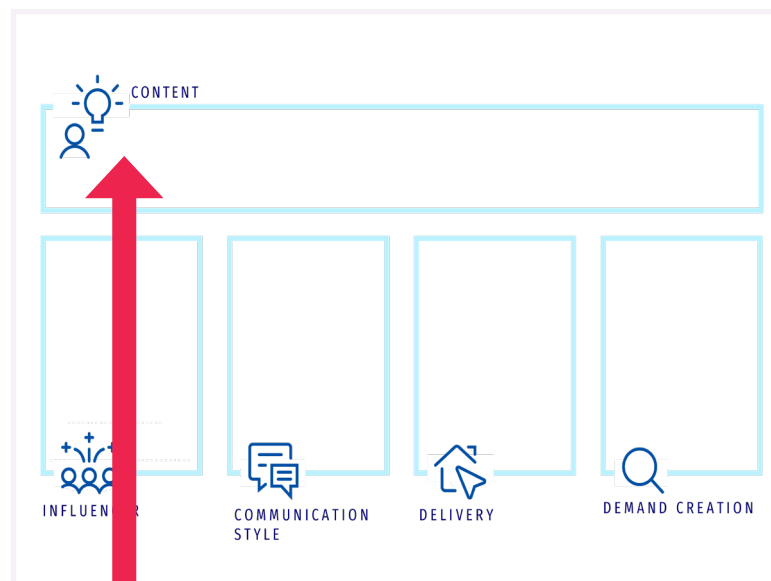
STEP 3: ADAPT INTERVENTION

Adapt your concept to be relevant to the second target segment

If you feel the concept you have designed may need to be adapted to make it relevant to a broader population, then use Step 3.

The secondary target segment has been selected because they face similar challenges to the primary target segment, under the same theme and Journey stage.

Refer to two Secondary Challenge pages that describe the context of the secondary target segment in the stage and provide tips for adapting your intervention.



1B	Secondary Challenge				LIFESTYLE LULU
 CONTENT	 INFLUENCER	 COMMUNICATION STYLE	 DELIVERY	 DEMAND CREATION	
What knowledge, skills or attitudes does it aim to build?	Who would be most influential person to communicate this?	What communication style would be most effective?	When, where and how would AGYW want to engage with it?	How would they find out about it?	

STEP 4: ADDITIONAL CONCEPTS

Create additional concepts based on other idea starters

Repeat:

STEP 1: COMPARE INTERVENTION AGAINST TIPS

STEP 2: DESIGN NEW INTERVENTIONS

STEP 3: ADAPT INTERVENTIONS



STRATEGY TOOL

03

INTERVENTION
DESIGN

worksheets

Breaking the Cycle of HIV Transmission

First, select an appropriate challenge to address using the Prioritization Tool.

Then click on the box below that represents the challenge you selected. This will lead you to the section of pages you will need to design your new intervention.

Help her connect to other women who are self-reliant. **1A**

Help her feel confident in her plan to achieve her relationship goals safely. **1B**

Help her remember that HIV prevention can be used without reducing trust. **4A**

Help her deal with partners who question trust in the relationship if she wants to use HIV prevention. **4B**

Help her build confidence to be consistent with HIV prevention when relationships change. **4C**

Inspire her to choose safer ways to achieve her relationship goals. **2A**

Help her to feel confident about choosing safer ways to achieve her relationship goals. **2B**

Help her be ready to speak up for her sexual health. **5A**

Help her deal with situations that challenge her HIV prevention preferences. **5B**

Help her build her confidence for taking her own health decisions. **5C**

Help her get healthy sexual relationship advice without feeling judged. **3A**

Help her feel accepted for seeking information about sexual relationships. **3B**

Help her connect with groups who have safe lifestyle habits. **6A**

Help her ignore those who judge her because of her healthy habits. **6B**

Help her feel proud of being the kind of person who always protects her sexual health. **6C**



RESPECT RETHABILE



THEME: Create plan

Help her create a personal plan for life goals.

OPPORTUNITY:

See alternatives

Help her to see other ways to receive respect and not rely on sexual relationships.

CHALLENGE:

Help her **1A**
connect to other
women who are
self-reliant

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

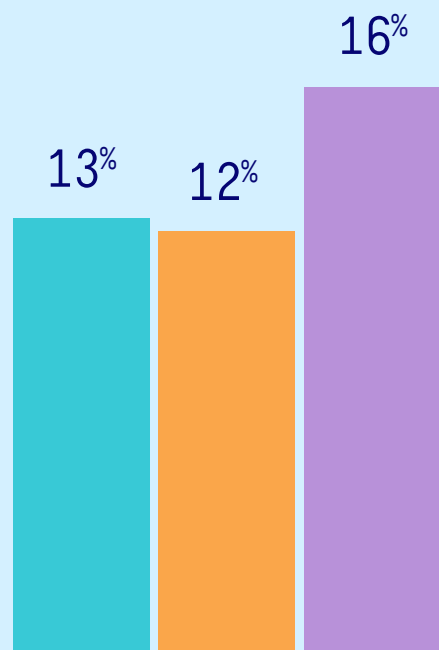
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 1 SEGMENT DISTRIBUTION



LIFESTYLE LULU



AFFIRMATION AYABONGA



RESPECT RETHABILE

STEP 2: DESIGN NEW INTERVENTIONS

Stage 1 context:

In Stage 1, AGYW form personal views and opinions about relationship management and sexual health (including HIV protection).

AGYW in this stage are especially influenced by the opinions of their peers and likely to follow/mimic their advice on how to achieve their life goals.

If they form an unhealthy (or inaccurate) opinion of what HIV means to them within the context of relationship management, that opinion is reinforced in stages 2 and 3 and becomes harder to change.

Our research suggests that Stage 1 is the easiest time to positively influence opinions, before negative health habits are strongly formed.



RESPECT RETHABILE

THEME: Create plan

Help her create a personal plan for life goals.

OPPORTUNITY:

See alternatives

Help her to see other ways to receive respect and not rely on sexual relationships.

CHALLENGE:

Help her **1A**
connect to other
women who are
self-reliant

STEP 2: DESIGN NEW INTERVENTIONS

Who she is at this stage:

She seeks equity and being heard

She has aspirations for her life – wanting to finish school, graduate college, get a job, and have a stable family; but not a plan for the steps needed to get there.

Feeling respected in her relationship makes her feel desirable and safe.

In Stage 1, she believes she is smart with her partner choices and over-confident that she is choosing partners that are not risky.

Her conflict

She is being told to stay away from risky relationships (with peers & partners)

Her choice

She has to choose her need for affection from a partner over her longer term goals.

Her feeling about her choice

Feeling comforted that she is smart enough to know if a partner is risky or not

Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Respect Seeker

**WHAT SHE VALUES AND WHAT CONCERNS HER:**

- She values respect. This for her means an open, honest, and trustworthy relationship.
- She feels respected when her partner:
 - Makes an effort to show her that he cares (giving her money).
 - Shows that she is an integral part of his personal and social life (talking about it and taking her to his family and friends).
- Respect for her does not mean that he is only having sex with her.
 - Respects means for her that:
 - *He will not shame her*
 - *He will at least try and hide any evidence of other sexual relationships*
- He expresses concern and supports her sexual health by using protection with other women.
- She looks for men who tell her what they want and who avoid getting in the way of her life plan.



"It makes me happy, because I see that I have an important role in his life - even though his family is against us. He does things that make me happy."

– Ntuzuma, KZN, 15-19

"Things that I pay attention to in my relationship are respect, love, trusting each other, and being caring too much. We communicate about everything that is happening in our lives and whatever that maybe he has experienced."

–Umlazi, KZN, 20-24



RESPECT RETHABILE

THEME: Create plan

Help her create a personal plan for life goals.

OPPORTUNITY:

See alternatives

Help her to see other ways to receive respect and not rely on sexual relationships.

CHALLENGE:

Help her **1A**
connect to other
women who are
self-reliant



STEP 2: DESIGN NEW INTERVENTIONS

Idea starters

- Help her reframe the meaning of respect to include safe sexual behaviours and self-sufficiency.
- Share stories from young women who have experienced increased respect as a result of their increased independence.
- Share testimonials from peers like her who have been adversely affected by over-reliance on men.
- Challenge her to rethink her idea of 'risk' by showing her that she is no less at risk than 'those other girls'.
- Inspire her to see other pathways to her goals.
- Guide her in connecting her aptitudes to her interests (E.g career counselling).
- Share an inventory of real occupations in her community to inspire new thought about what options are possible.
- Introduce her to different kinds of professionals and occupations in her community to inspire new thoughts.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her see that respect includes safety and self-sufficiency.
- Inspire her to be more self-reliant by demonstrating that it results in receiving more respect.
- Appeal to her fear of losing respect from her family and community (if she were to become infected from HIV) to motivate change.
- Address her overconfidence in her ability to select safe partners. She may rely heavily on visual cues or observable partner behaviors to gauge risk.



INFLUENCER

Who would be most influential person to communicate this?

- She may find it difficult to discuss sexual health / relationships with her parents, but they may be a source of encouragement to help her pursue her goals.
- Slightly older female relatives (aunts, sisters etc.) will be easier for her to openly discuss sexual matters with.
- She is more likely to respect the advice of slightly older women.

COMMUNICATION
STYLE**What communication style would be most effective?**

- She will be put off by anyone who is judgemental.
- She is likely to connect with a tone of independence as she aspires to 'woke' woman status.
- She respects someone who is direct and honest with her, without sugarcoating facts.
- It is important to her the message should come across as woman-to-woman (equals).
- Connect messages about her risk to her personal life, to make it more relatable.



DELIVERY

When, where and how would AGYW want to engage with it?

- Involve existing events, locations, and sites (online & offline) that are popular with her and enable her to lead, shine or elevate her respect.
- Consider how to reduce any disruption to her routine and make it easily accessible to her.
- Use only locations that make her feel safe and free from judgment.
- Allow for socializing between her and her support groups.
- Consider the cost and implications of using data and cellular connectivity.



DEMAND CREATION

How would they find out about it?

- Consider how we might appease concerns of her family about her discussing sexual matters openly.
- Consider how we can make her feel sure that her confidentiality is maintained.
- She is more likely to engage with an intervention when it is clear that is something new for her to learn.





LIFESTYLE LULU

THEME: Create plan

Help her create a personal plan for life goals.

OPPORTUNITY:

See alternatives

Help her to see other ways to receive respect and not rely on sexual relationships.

CHALLENGE:

Adapt your intervention design **1A**

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

They will help you adapt your intervention design for a second target segment (reference the instructions for Step 3 for more detail).

This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Explain how safer sexual behaviors positively affect her lifestyle (financially and emotionally) to inspire thought about different ways to achieve her goals.
- Appeal to her desire to feel secure and certain of her future (financially and emotionally).
- Appeal to her more realistic opinion about her HIV risk to nudge her towards action.



INFLUENCER

Who would be most influential person to communicate this?

- Consider how to strengthen her interactions with women she looks up to who can guide her towards healthier ways to achieve her goals.
- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).

COMMUNICATION
STYLE

What communication style would be most effective?

- Avoid confronting her with her risks - even though she knows them, it is a blow to her ego to consider herself as vulnerable.
- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

When, where and how would AGYW want to engage with it?

- She likes to be seen, to look good, and things that portray high status and success.
- She enjoys social events and settings such as clubs, parties, concerts, restaurants, and cafés.
- Health and beauty spaces such as hair salons, nail salons, and the gym interest her.
- Use only locations that make her feel free from judgment.
- Consider how you can guide her to the right support and resources to help her address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.





RESPECT RETHABILE



THEME: Create plan

Help her create a personal plan for life goals.

OPPORTUNITY:

See alternatives

Help her to see other ways to receive respect and not rely on sexual relationships.

CHALLENGE:

Help her feel confident in her plan to achieve her relationship goals safely. **1B**

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

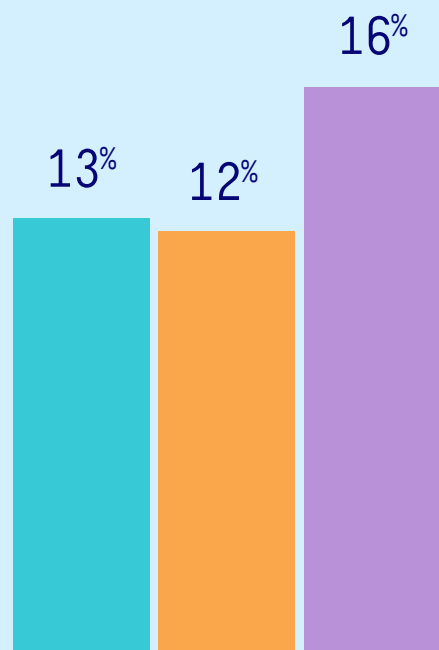
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DEMAND CREATION

How would they find out about it?

STAGE 1 SEGMENT DISTRIBUTION



LIFESTYLE LULU



AFFIRMATION AYABONGA



RESPECT RETHABILE

STEP 2: DESIGN NEW INTERVENTIONS

Stage 1 context:

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RESPECT RETHABILE

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OPPORTUNITY:

See alternatives

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CHALLENGE:

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STEP 2: DESIGN NEW INTERVENTIONS

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RESPECT RETHABILE

THEME: Create plan

Help her create a personal plan for life goals.

OPPORTUNITY:

See alternatives

Help her to see other ways to receive respect and not rely on sexual relationships.

CHALLENGE:

Help her feel confident in her plan to achieve her relationship goals safely. **1B**



STEP 2: DESIGN NEW INTERVENTIONS

Idea starters

- Help her create a personalized plan to achieve her goals that reduces dependency on others.
 - Encourage setting goals that are realistic and achievable for each individual.
 - Help AGYW to break down goals into actions to take by week, month, season.
 - Create guidelines for evolving her financial plan for goals based on a list of common life events, such as having a child or getting married.
- Celebrate progress toward her future goals to make them seem more tangible.
- Encourage AGYW to share her long-term vision with people she trusts to establish emotional commitment to the vision.
- Help her make storyboards or scrapbooks that show what achieving her future goal will look and feel like.
- Help her learn new skills she will need to achieve her goals.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her create a personalized plan to achieve her goals that reduces dependency on others.
- Give her easy ways to measure her progress.
- Appeal to her desire for social recognition as it builds her confidence and motivation.
- Help her feel in control of her choices and build ownership towards her plan.



INFLUENCER

Who would be most influential person to communicate this?

- She is more likely to listen to people who advise her based on their own life experiences.
- Connect her to young women who are of similar age, and can inspire her with their recent progress towards self-reliance.
- Connect her to role models who share similar goals and can support her in making a plan to achieve them.

COMMUNICATION
STYLE

What communication style would be most effective?

- She will be put off by anyone who is judgemental or asserts their authority to drive her obedience.
- She is likely to connect with a tone of independence as she aspires to 'woke' woman status.
- She respects someone who is direct and honest with her, without sugarcoating facts.
- Communication should come across as woman-to-woman (equals).



DELIVERY

When, where and how would AGYW want to engage with it?

- Involve existing events, locations, and sites (online & offline) that are popular with her and enable her to lead, shine or elevate her respect.
- Consider how to reduce any disruption to her routine and make it easily accessible to her.
- Use only locations that make her feel safe and free from judgment.
- Help her access guidance and resources that are relevant to her goals.



DEMAND CREATION

How would they find out about it?

- Consider how we might appease concerns of her family about her discussing sexual matters openly.
- Consider how we can make her feel sure that her confidentiality is maintained.
- She is more likely to engage with an intervention when it is clear that is something new for her to learn.





LIFESTYLE LULU

THEME: Create plan

Help her create a personal plan for life goals.

OPPORTUNITY:

See alternatives

Help her to see other ways to receive respect and not rely on sexual relationships.

CHALLENGE:

Adapt your intervention design

1B

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

They will help you adapt your intervention design for a second target segment (reference the instructions for Step 3 for more detail).

This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Appeal to her desire to feel secure and certain of her future (financially and emotionally).
- Help her create a personalized plan to achieve her goals that reduces dependency on others.
- Help her plan steps toward safer sexual behaviors that are specific and achievable.
- Help her track progress toward safer sexual behaviors to increase her motivation.
- Help her reflect and overcome her tendency to avoid thinking about things that scare her.



INFLUENCER

Who would be most influential person to communicate this?

- Consider how to strengthen her interactions with women she looks up to who can guide her towards healthier ways to achieve her goals.
- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).



COMMUNICATION STYLE

What communication style would be most effective?

- Avoid confronting her with her risks - even though she knows them, it is a blow to her ego to consider herself as vulnerable.
- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

When, where and how would AGYW want to engage with it?

- She likes to be seen, to look good, and things that portray high status and success.
- She enjoys social events and settings such as clubs, parties, concerts, restaurants, and cafés.
- Health and beauty spaces such as hair salons, nail salons, and the gym interest her.
- Use only locations that make her feel free from judgment.
- Consider how you can guide her to the right support and resources to help her address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.





LIFESTYLE LULU



THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Personalize consequences

Help her personalize consequences of using sexual relationships to achieve her desired lifestyle.

CHALLENGE:

Inspire her to **2A**
choose safer
ways to achieve
her relationship
goals.

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

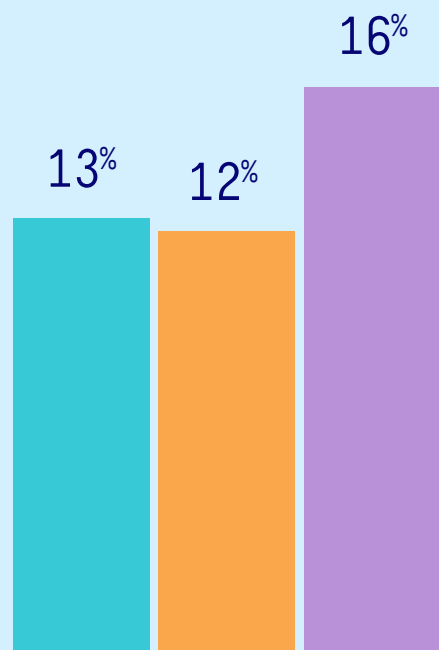
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 1 SEGMENT DISTRIBUTION



LIFESTYLE LULU



AFFIRMATION AYABONGA



RESPECT RETHABILE

STEP 2: DESIGN NEW INTERVENTIONS

Stage 1 context:

In Stage 1, AGYW form personal views and opinions about relationship management and sexual health (including HIV protection).

AGYW in this stage are especially influenced by the opinions of their peers and likely to follow/mimic their advice on how to achieve their life goals.

If they form an unhealthy (or inaccurate) opinion of what HIV means to them within the context of relationship management, that opinion is reinforced in stages 2 and 3 and becomes harder to change.

Our research suggests that Stage 1 is the easiest time to positively influence opinions, before negative health habits are strongly formed.



LIFESTLYE LULU

THEME: **Internalize risk**

Help her internalize risk

OPPORTUNITY:

*Personalize
consequences*

*Help her personalize
consequences of using sexual
relationships to achieve her
desired lifestyle.*

CHALLENGE:

Inspire her to
choose safer
ways to achieve
her relationship
goals. **2A**

STEP 2: DESIGN NEW INTERVENTIONS

Who she is at this stage:

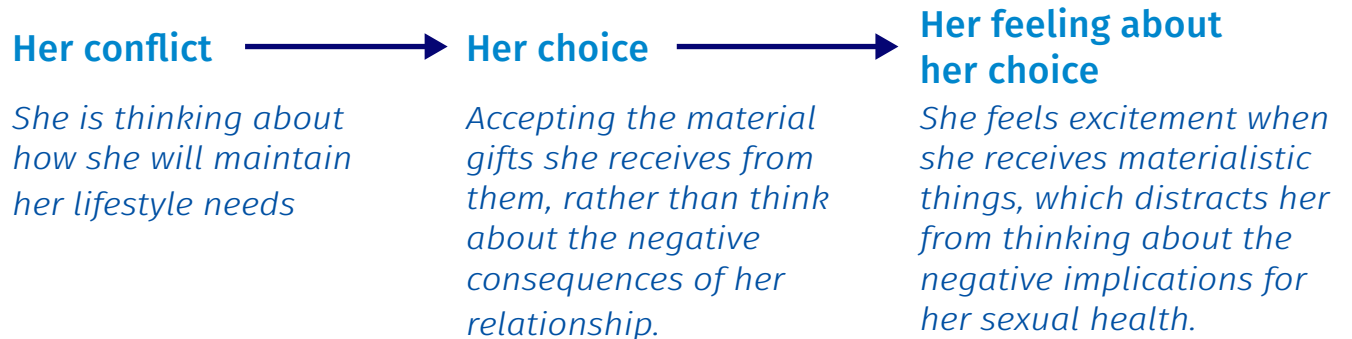
She seeks to prioritize functional or material needs.

In Stage 1, she is guided by the belief that if a partner cares about her, he should prove it by providing her with gifts.

The Lifestyle Seeker looks for relationships that support her lifestyle needs. She is motivated by being seen as “on par” with her peers.

She wishes to feel secure and certain of her future and a tendency to avoid thinking about things that scare her.

Her relative risk perception of HIV is the highest of the 3 segments but still an underestimation of her real risk.



Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Lifestyle Seeker

**HER PERCEPTION OF RISK TOWARDS HIV:**

- Her relative risk perception is the highest of the three segments but she still underestimates her real risk.
- She is scared and hopeless when thinking of HIV - thus she could freeze / avoid rather than act on prevention.
- She is scared of an HIV positive diagnosis because of the impact on her lifestyle (physically, emotionally or socially).
- She does not yet accept her fear as her own.
- She feels hopeless because she believes she is unable to change her fate or influence others with information on treatment.



"It is scary because when you have it, you don't become happy - you have a shadow. When you walk around, you will feel like everybody knows that you are infected."

– Siphelanyane, MPU, 20-24



LIFESTYLE LULU

THEME: **Internalize risk**

Help her internalize risk

OPPORTUNITY:

*Personalize
consequences*

*Help her personalize
consequences of using sexual
relationships to achieve her
desired lifestyle.*

CHALLENGE:

**Inspire her to
choose safer
ways to achieve
her relationship
goals.**

2A

STEP 2: DESIGN NEW INTERVENTIONS

Idea starters

- Explain the certainty of negative outcomes from dating older partners by sharing stories from experienced women in the community.
- Help her make a true comparison of the lifestyle that she can realistically achieve from relationships with older men vs. the lifestyle she desires.
- Provide examples comparing the low security of help from men, with the high security of self-sufficiency.
- Help her identify aspects of her sexual behavior that put her at risk.
- Share examples of how young women like them created the lifestyle they desired, through means other than men.
- Share a list of real occupations in her community to inspire new thoughts about what options are possible.





STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Explain how safer sexual behaviors positively affect her lifestyle (financially and emotionally) to make this a relevant goal for her.
- Appeal to her desire to feel secure and certain of her future (financially and emotionally).
- Appeal to her more realistic opinion about her HIV risk to nudge her towards action.



INFLUENCER

Who would be most influential person to communicate this?

- Consider strengthening her interactions with experts or experienced people who can guide her towards forming healthy opinions and behaviours.
- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).

COMMUNICATION
STYLE

What communication style would be most effective?

- Avoid confronting her with her risks - even though she knows them, it is a blow to her ego to consider herself as vulnerable.
- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

When, where and how would AGYW want to engage with it?

- She likes to be seen, to look good, and things that portray high status and success.
- She enjoys social events and settings such as clubs, parties, concerts, restaurants, and cafés.
- Health and beauty spaces such as hair salons, nail salons, and the gym interest her.
- Use only locations that make her feel free from judgment.
- Consider how you can guide her to the right support and resources to help her address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.





RESPECT RETHABILE

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Personalize consequences

Help her personalize consequences of using sexual relationships to achieve her desired lifestyle.

CHALLENGE:

Adapt your intervention design

2A

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

They will help you adapt your intervention design for a second target segment (reference the instructions for Step 3 for more detail).

This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her see that respect includes safety and self-sufficiency.
- inspire her to be more self-reliant by demonstrating that it results in receiving more respect.
- Appeal to her fear of losing respect from her family and community (if she were to become infected from HIV) to motivate change.
- Address her overconfidence in her ability to select safe partners. She may rely heavily on visual cues or observable partner behaviors to gauge risk.



INFLUENCER

Who would be most influential person to communicate this?

- She may find it difficult to discuss sexual health / relationships with her parents, but they may be a source of encouragement to help her pursue her goals.
- Slightly older female relatives (aunts, sisters etc.) will be easier for her to openly discuss sexual matters with.
- She is more likely to respect the advice of slightly older women.

COMMUNICATION
STYLE**What communication style would be most effective?**

- She will be put off by anyone who is judgemental.
- She is likely to connect with a tone of independence as she aspires to 'woke' woman status.
- She respects someone who is direct and honest with her, without sugarcoating facts.
- It is important to her the message should come across as woman-to-woman (equals).
- Connect messages about her risk to her personal life, to make it more relatable.



DELIVERY

When, where and how would AGYW want to engage with it?

- Involve existing events, locations, and sites (online & offline) that are popular with her and enable her to lead, shine or elevate her respect.
- Consider how to reduce any disruption to her routine and make it easily accessible to her.
- Use only locations that make her feel safe and free from judgment.
- Allow for socializing between her and her support groups.
- Consider the cost and implications of using data and cellular connectivity.



DEMAND CREATION

How would they find out about it?

- Consider how we might appease concerns of her family about her discussing sexual matters openly.
- Consider how we can make her feel sure that her confidentiality is maintained.
- She is more likely to engage with an intervention when it is clear that is something new for her to learn.





LIFESTYLE LULU



THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Personalize consequences

Help her personalize consequences of using sexual relationships to achieve her desired lifestyle.

CHALLENGE:

Help her to feel **2B**
confident about
choosing safer
ways to achieve her
relationship goals.

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

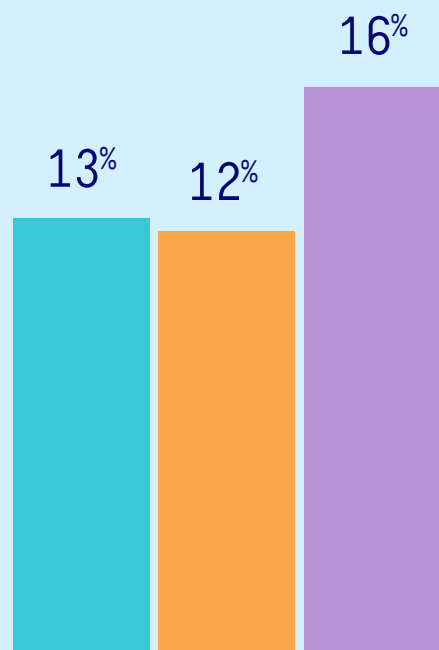
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 1 SEGMENT DISTRIBUTION



LIFESTYLE LULU



AFFIRMATION AYABONGA



RESPECT RETHABILE

STEP 2: DESIGN NEW INTERVENTIONS

Stage 1 context:

In Stage 1, AGYW form personal views and opinions about relationship management and sexual health (including HIV protection).

AGYW in this stage are especially influenced by the opinions of their peers and likely to follow/mimic their advice on how to achieve their life goals.

If they form an unhealthy (or inaccurate) opinion of what HIV means to them within the context of relationship management, that opinion is reinforced in stages 2 and 3 and becomes harder to change.

Our research suggests that Stage 1 is the easiest time to positively influence opinions, before negative health habits are strongly formed.



LIFESTYLE LULU

THEME: **Internalize risk**

Help her internalize risk

OPPORTUNITY:

*Personalize
consequences*

*Help her personalize
consequences of using sexual
relationships to achieve her
desired lifestyle.*

CHALLENGE:

Help her to feel **2B**
confident about
choosing safer
ways to achieve her
relationship goals.

STEP 2: DESIGN NEW INTERVENTIONS

Who she is at this stage:

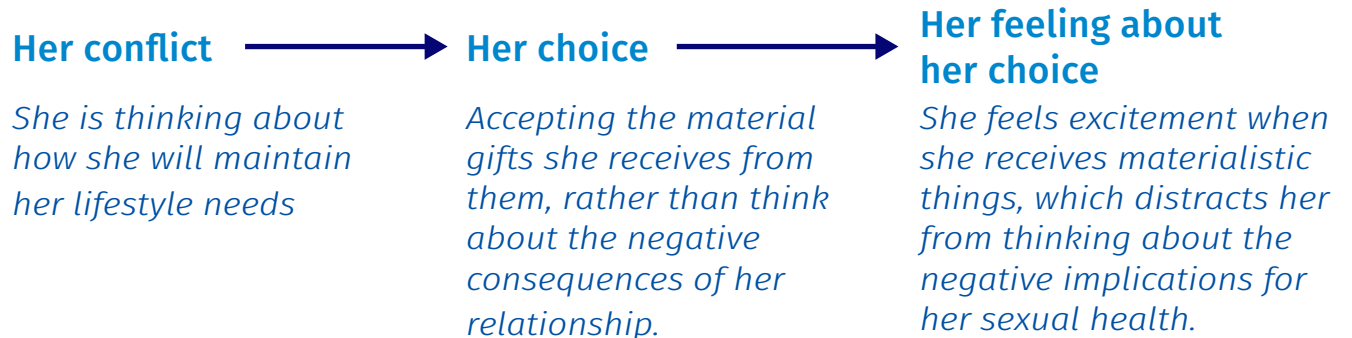
She seeks to prioritize functional or material needs.

In Stage 1, she is guided by the belief that if a partner cares about her, he should prove it by providing her with gifts.

The Lifestyle Seeker looks for relationships that support her lifestyle needs. She is motivated by being seen as “on par” with her peers.

She wishes to feel secure and certain of her future and a tendency to avoid thinking about things that scare her.

Her relative risk perception of HIV is the highest of the 3 segments but still an underestimation of her real risk.



Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Lifestyle Seeker

**HER PERCEPTION OF RISK TOWARDS HIV:**

- Her relative risk perception is the highest of the three segments but she still underestimates her real risk.
- She is scared and hopeless when thinking of HIV - thus she could freeze / avoid rather than act on prevention.
- She is scared of an HIV positive diagnosis because of the impact on her lifestyle (physically, emotionally or socially).
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LIFESTLYE LULU

THEME: **Internalize risk**

Help her internalize risk

OPPORTUNITY:

*Personalize
consequences*

*Help her personalize
consequences of using sexual
relationships to achieve her
desired lifestyle.*

CHALLENGE:

**Help her to feel
confident about
choosing safer
ways to achieve her
relationship goals. 2B**

STEP 2: DESIGN NEW INTERVENTIONS

Idea starters

- Help her create a plan to change specific aspects of her sexual behavior that place her at risk.
- Help her create a personalized plan to achieve life goals that reduce dependency on others.
- Encourage setting goals that are realistic and achievable for the individual.
- Help AGYW to break down goals into actions to take by week, month, season.
- Help her create a financial plan that adapts to common life events such as having a child, getting married, or moving out of parent's home.
- Guide her with support on how to obtain a social grant, scholarship etc. to meet her needs.
- Help her to make future goals seem more tangible.
- Help her make storyboards or scrapbooks that show what achieving her future goal will look and feel like.
- Recognize and celebrate progress toward her future vision and goals.
- Encourage her to share her long-term vision with people she trusts to establish emotional commitment to the vision.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her plan steps toward safer sexual behaviors that are specific and achievable.
- Help her track progress toward safer sexual behaviors to increase her motivation.
- Help her change her preference for short-term, functional relationships by providing her confidence to manage unexpected financial events.
- Help her reflect and overcome her tendency to avoid thinking about things that scare her.



INFLUENCER

Who would be most influential person to communicate this?

- Involve a positive influencer who can make her feel safe and inspire confidence in her financial abilities.
- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).
- Help her meet mentors who can guide her towards forming healthy opinions and behaviours.

COMMUNICATION
STYLE

What communication style would be most effective?

- Avoid confronting her with her risks - even though she knows them, it is a blow to her ego to consider herself as vulnerable.
- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

When, where and how would AGYW want to engage with it?

- She likes to be seen, to look good, and things that portray high status and success.
- She enjoys social events and settings such as clubs, parties, concerts, restaurants, and cafés.
- Health and beauty spaces such as hair salons, nail salons, and the gym interest her.
- Use only locations that make her feel free from judgment.
- Help her find resources to address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.





RESPECT RETHABILE

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Personalize consequences

Help her personalize consequences of using sexual relationships to achieve her desired lifestyle.

CHALLENGE:

Adapt your intervention design

2B

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

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This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her create a personalized plan to achieve her goals that reduces dependency on others.
- Help her plan steps toward safer sexual behaviors that are specific and achievable.
- Help her track progress toward safer sexual behaviors to increase her motivation.
- Give her easy ways to measure her progress.
- Appeal to her desire for social recognition as it builds her confidence and motivation.



INFLUENCER

Who would be most influential person to communicate this?

- She may find it difficult to discuss sexual health / relationships with her parents, but they may be a source of encouragement to help her pursue her goals.
- Slightly older female relatives (aunts, sisters etc.) will be easier for her to openly discuss sexual matters with.
- She is more likely to respect the advice of slightly older women.



COMMUNICATION STYLE

What communication style would be most effective?

- She will be put off by anyone who is judgemental.
- She is likely to connect with a tone of independence as she aspires to 'woke' woman status.
- She respects someone who is direct and honest with her, without sugarcoating facts.
- It is important to her the message should come across as woman-to-woman (equals).
- Connect messages about her risk to her personal life, to make it more relatable.



DELIVERY

When, where and how would AGYW want to engage with it?

- Involve existing events, locations, and sites (online & offline) that are popular with her and enable her to lead, shine or elevate her respect.
- Consider how to reduce any disruption to her routine and make it easily accessible to her.
- Use only locations that make her feel safe and free from judgment.
- Allow for socializing between her and her support groups.
- Consider the cost and implications of using data and cellular connectivity.



DEMAND CREATION

How would they find out about it?

- Consider how we might appease concerns of her family about her discussing sexual matters openly.
- Consider how we can make her feel sure that her confidentiality is maintained.
- She is more likely to engage with an intervention when it is clear that is something new for her to learn.





AFFIRMATION AYABONGA



THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Increase independence

Help her feel she fits in without relying on people that encourage risky behavior.

CHALLENGE:

Help her get
healthy sexual
relationship
advice without
feeling judged.

3A

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

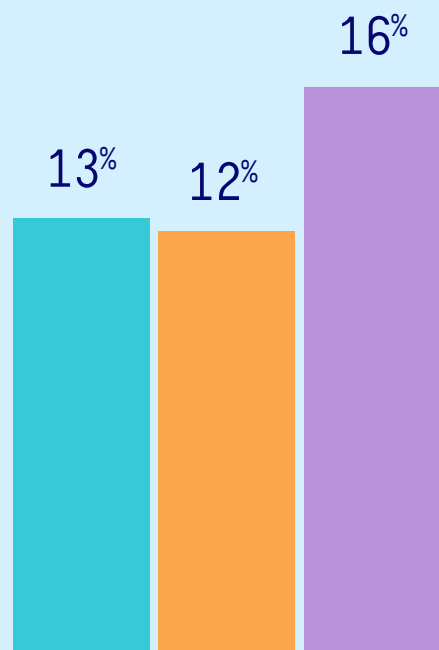
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 1 SEGMENT DISTRIBUTION



LIFESTYLE LULU



AFFIRMATION AYABONGA



RESPECT RETHABILE

STEP 2: DESIGN NEW INTERVENTIONS

Stage 1 context:

In Stage 1, AGYW form personal views and opinions about relationship management and sexual health (including HIV protection).

AGYW in this stage are especially influenced by the opinions of their peers and likely to follow/mimic their advice on how to achieve their life goals.

If they form an unhealthy (or inaccurate) opinion of what HIV means to them within the context of relationship management, that opinion is reinforced in stages 2 and 3 and becomes harder to change.

Our research suggests that Stage 1 is the easiest time to positively influence opinions, before negative health habits are strongly formed.



AFFIRMATION AYABONGA

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Increase independence

Help her feel she fits in without relying on people that encourage risky behavior.

CHALLENGE:

Help her get healthy sexual relationship advice without feeling judged.

3A

STEP 2: DESIGN NEW INTERVENTIONS



Who she is at this stage:

She seeks emotional support, validation and understanding.

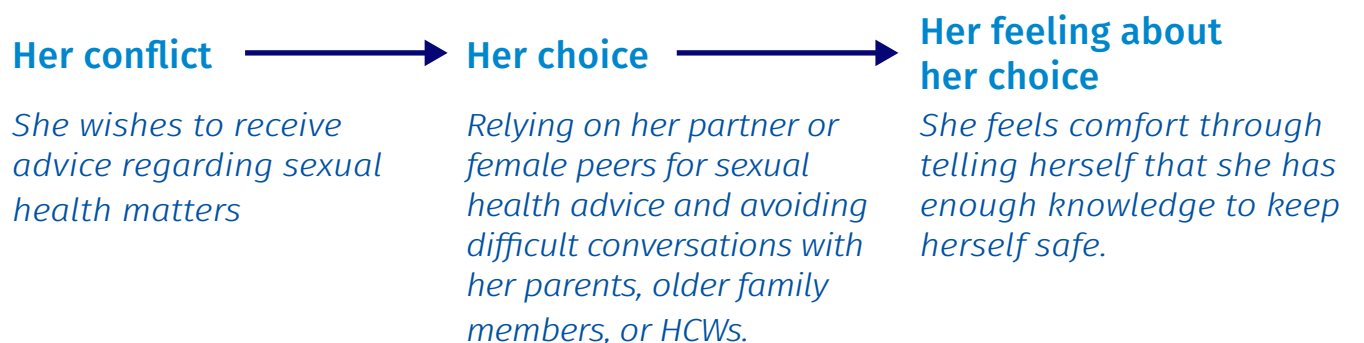
In Stage 1, she feels validated by social admiration and affection in her romantic relationships.

This desire for validation from others makes her very open to positive or negative influence by people who make her feel like she fits in.

Having multiple partners means access to multiple sources of emotional affirmation.

She is likely to see gifts as a surrogate for affection.

Her relative knowledge about HIV is the lowest of the 3 segments.



Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Affirmation Seeker

**HER ABILITY TO MANAGE SEXUAL RELATIONSHIPS:**

When she feels scared, she tries to avoid or rationalize positive outcomes.

Her experiences with partners

Most Affirmation Seekers:

- Fear that her partners may not want her or give her the time and attention she needs.
- Are looking for acceptance from outside sources and this makes them more vulnerable to peer pressure and the persuasion techniques of men.
- Trade safety for affection and admiration in sexual relationships.
- Have more control over sexual decision making than the Lifestyle Seeker, but less than the Respect Seeker.

Her experiences with the healthcare system

- This segment is the most likely to engage with the Health care system regularly for pregnancy prevention, compared to the other two segments.
- Health care workers (HCW) are especially prominent in providing them with sexual health information.
- Where the influence of HCW has been positive, they helped her feel like she fits in.
- HCW with positive influence advises them to resist those who would make her feel like she only fits in if she engaged in risky behavior.

Her experiences with peers

- They avoid conflict and exclusion by doing what they think others expect of them.
- They feel pressured to conform to harmful peer norms such as having multiple boyfriends, seeking risky behaviors, or complying with boyfriends sexual requirements - regardless of consequences to her personally.
- They encourage relationships that would benefit her social standing and social connections.

Loss of motivation

- HIV prevention would imply mistrust in her partner and risk her losing the partner.
- To keep the security in the relationship, she avoids upsetting the status quo.



AFFIRMATION AYABONGA

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Increase independence

Help her feel she fits in without relying on people that encourage risky behavior.

CHALLENGE:

Help her get healthy sexual relationship advice without feeling judged.

3A

STEP 2: DESIGN NEW INTERVENTIONS



Idea starters

- Help her find services and people in her community that she is comfortable with for sexual health and relationship advice.
- Provide her with guidelines to evaluate if a source of information is trustworthy.
- Help her access information through channels that promise safety and privacy.
- Build a decentralized support service that she can text questions and get responses.
- Create a pin-up board where she can anonymously ask questions to mentors, so that everyone gets benefit from answers (to overcome dislike around being judged by her questions).
- Provide consultations by professionals (such as social workers and psychologists) within familiar surroundings that do not know her to allay her fears for her privacy.
- Coach parents and guardians to be more approachable for sex related discussions by their daughters.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- The accuracy of her HIV knowledge is quite low, so consider how you can make her curious to learn about HIV.
- Appeal to her fear of passing on HIV to her loved ones or of letting her family down (if infected by HIV) to motivate change.
- Help her feel she is not just pursuing HIV prevention for herself, but for her partners, family, and community.



INFLUENCER

Who would be most influential person to communicate this?

- She is most likely to approach slightly older female relatives (sisters/ cousins) for sexual health advice.
- She wants to share stories with someone who is relatable to them and not be more than 10-15 years older than her.
- As she looks for validation of others, she can be positively or negatively influenced by someone who makes her feel like she fits in.
- Ideal influencers are local and culturally significant - someone successful but down to earth (like as Zizo Beda for example).

COMMUNICATION
STYLE**What communication style would be most effective?**

- Take the time to establish trust and for her to feel safe before discussing her sexual relationship challenges.
- A gentle, supportive tone is more important to her than the professional qualifications of the person helping her.
- Do not be judgemental or aggressive, otherwise it will likely be the last time she ever seeks help from you again.
- She will prefer the tone of an “auntie vibe”.
- Consider how you can address her anxiety of facing social stigma.



DELIVERY

When, where and how would AGYW want to engage with it?

- Make it easy for her to maintain her privacy and “good girl” image.
- It will be easier for her to attend a program if she feels it will be supported by her parents, family, partners, and community.
- Solutions that feel rooted cultural, religiously, and locally will help her feel HIV prevention is connected to her values.
- Communications through digital platforms such as Facebook and WhatsApp could provide the privacy she desires.



DEMAND CREATION

How would they find out about it?

- Involve churches and other locations in her community which are approved by her family and community.
- Consider how to provide her confidence that her privacy will be maintained.
- Increase her awareness for multimedia platforms that offer advice and support.





LIFESTYLE LULU

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Increase independence

Help her feel she fits in without relying on people that encourage risky behavior.

CHALLENGE:

Adapt your intervention design

3A

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

They will help you adapt your intervention design for a second target segment (reference the instructions for Step 3 for more detail).

This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Explain how safer sexual behaviors positively affect her lifestyle (financially and emotionally) to inspire her to seek advice for different ways to achieve her goals.
- Appeal to her desire to feel secure and certain of her future (financially and emotionally).



INFLUENCER

Who would be most influential person to communicate this?

- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.



COMMUNICATION STYLE

What communication style would be most effective?

- Avoid confronting her with her risks - even though she knows them, it is a blow to her ego to consider herself as vulnerable.
- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

When, where and how would AGYW want to engage with it?

- She likes to be seen, to look good, and things that portray high status and success.
- She enjoys social events and settings such as clubs, parties, concerts, restaurants, and cafés.
- Health and beauty spaces such as hair salons, nail salons, and the gym interest her.
- Use only locations that make her feel free from judgment.
- Consider how you can guide her to the right support and resources to help her address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.





AFFIRMATION AYABONGA

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Increase independence

Help her feel she fits in without relying on people that encourage risky behavior.

CHALLENGE:

Help her feel **3B**
accepted for
seeking information
about sexual
relationships.

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

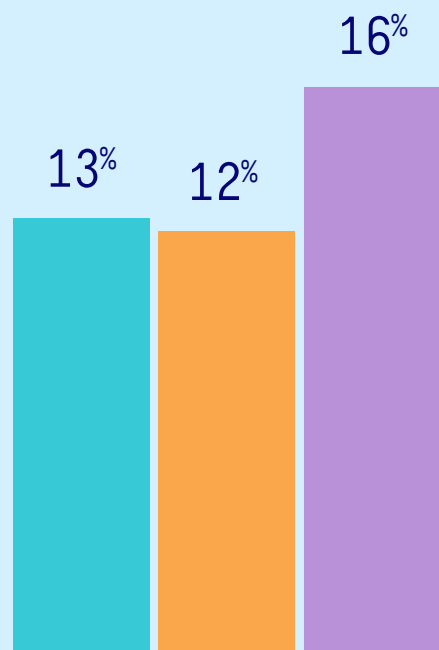
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 1 SEGMENT DISTRIBUTION



LIFESTYLE LULU



AFFIRMATION AYABONGA



RESPECT RETHABILE

STEP 2: DESIGN NEW INTERVENTIONS

Stage 1 context:

In Stage 1, AGYW form personal views and opinions about relationship management and sexual health (including HIV protection).

AGYW in this stage are especially influenced by the opinions of their peers and likely to follow/mimic their advice on how to achieve their life goals.

If they form an unhealthy (or inaccurate) opinion of what HIV means to them within the context of relationship management, that opinion is reinforced in stages 2 and 3 and becomes harder to change.

Our research suggests that Stage 1 is the easiest time to positively influence opinions, before negative health habits are strongly formed.



AFFIRMATION AYABONGA

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Increase independence

Help her feel she fits in without relying on people that encourage risky behavior.

CHALLENGE:

Help her feel accepted for seeking information about sexual relationships. **3B**

STEP 2: DESIGN NEW INTERVENTIONS

Who she is at this stage:

She seeks emotional support, validation and understanding.

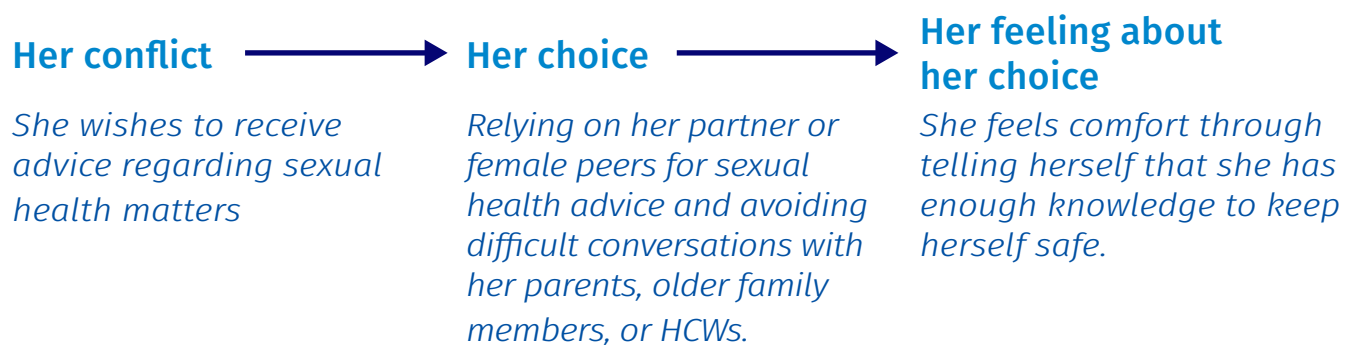
In Stage 1, she feels validated by social admiration and affection in her romantic relationships.

This desire for validation from others makes her very open to positive or negative influence by people who make her feel like she fits in.

Having multiple partners means access to multiple sources of emotional affirmation.

She is likely to see gifts as a surrogate for affection.

Her relative knowledge about HIV is the lowest of the 3 segments.



Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Affirmation Seeker

**HER ABILITY TO MANAGE SEXUAL RELATIONSHIPS:**

When she feels scared, she tries to avoid or rationalize positive outcomes.

Her experiences with partners

Most Affirmation Seekers:

- Fear that her partners may not want her or give her the time and attention she needs.
- Are looking for acceptance from outside sources and this makes them more vulnerable to peer pressure and the persuasion techniques of men.
- Trade safety for affection and admiration in sexual relationships.
- Have more control over sexual decision making than the Lifestyle Seeker, but less than the Respect Seeker.

Her experiences with the healthcare system

- This segment is the most likely to engage with the Health care system regularly for pregnancy prevention, compared to the other two segments.
- Health care workers (HCW) are especially prominent in providing them with sexual health information.
- Where the influence of HCW has been positive, they helped her feel like she fits in.
- HCW with positive influence advises them to resist those who would make her feel like she only fits in if she engaged in risky behavior.

Her experiences with peers

- They avoid conflict and exclusion by doing what they think others expect of them.
- They feel pressured to conform to harmful peer norms such as having multiple boyfriends, seeking risky behaviors, or complying with boyfriends sexual requirements - regardless of consequences to her personally.
- They encourage relationships that would benefit her social standing and social connections.

Loss of motivation

- HIV prevention would imply mistrust in her partner and risk her losing the partner.
- To keep the security in the relationship, she avoids upsetting the status quo.



AFFIRMATION AYABONGA

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Increase independence

Help her feel she fits in without relying on people that encourage risky behavior.

CHALLENGE:

Help her feel accepted for seeking information about sexual relationships. **3B**

STEP 2: DESIGN NEW INTERVENTIONS



Idea starters

- Help her develop an identity with positive peer groups that reinforce the importance of being informed (about HIV prevention).
- Connect her to online social platforms where she can participate, learn and build an identity with positive peer groups.
- Build a support group that becomes a safe space to ask questions about sexual health and relationships.
- Create a system of 'safety buddies', where an experienced peer provides her with timely advice and reinforces safe choices.
- Pair AGYW with same-sex peers (like the big sister program) to help her feel like she belongs.
- Describe HIV prevention as a larger social goal and impact to her community. E.g. "What can you do to develop yourself and the girls in your community?"
- Connect her to resources that praise her for being informed.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Because she compares herself with others, provide her with positive benchmarks to compare herself against.
- Help her feel she is not just pursuing HIV prevention for herself, but for her partners, family, and community.
- Appeal to her fear of passing on HIV to her loved ones or of letting her family down (if infected by HIV) to motivate change.



INFLUENCER

Who would be most influential person to communicate this?

- She is most likely to approach slightly older female relatives (sisters/ cousins) or peers for sexual health advice.
- She wants to share stories with someone who is relatable to them and not be more than 10-15 years older than her.
- As she looks for validation of others, she can be positively or negatively influenced by someone who makes her feel like she fits in.
- Ideal influencers are local and culturally significant - someone successful but down to earth (like as Zizo Beda for example).



COMMUNICATION STYLE

What communication style would be most effective?

- Take the time to establish trust and for her to feel safe before discussing her sexual relationship challenges.
- A gentle, supportive tone is more important to her than the professional qualifications of the person helping her.
- Do not be judgemental or aggressive, otherwise it will likely be the last time she ever seeks help from you again.
- She will prefer the tone of an “auntie vibe”.
- As she looks for social approval before she engages with anything, consider how to use social proof to effectively communicate with her.



DELIVERY

When, where and how would AGYW want to engage with it?

- Make it easy for her to maintain her privacy and “good girl” image.
- If she feels programs will be supported by her parents, family, partners, and community - then it will be easier for her to attend.
- Consider how might we appease concerns of her family about her discussing sexual matters openly.
- Communications through digital platforms such as Facebook and WhatsApp could provide the privacy she desires.



DEMAND CREATION

How would they find out about it?

- Involve churches and other locations in her community which are approved by her family and community.
- Consider who might make sure that confidentiality is maintained when reaching out to her.
- Increase her awareness for multimedia platforms that offer advice and support.





LIFESTYLE LULU

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Increase independence

Help her feel she fits in without relying on people that encourage risky behavior.

CHALLENGE:

Adapt your intervention design

3B

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

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This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Reaffirm that she is smart to inform herself on how to keep herself safe.
- Appeal to her desire to feel secure and certain of her future (financially and emotionally).
- Help her reflect and overcome her tendency to avoid thinking about things that scare her.



INFLUENCER

Who would be most influential person to communicate this?

- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.



COMMUNICATION STYLE

What communication style would be most effective?

- Avoid confronting her with her risks - even though she knows them, it is a blow to her ego to consider herself as vulnerable.
- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

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- Use only locations that make her feel free from judgment.
- Consider how you can guide her to the right support and resources to help her address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.





RESPECT RETHABILE



THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Help her **4A**
remember that
HIV prevention can
be used without
reducing trust.

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

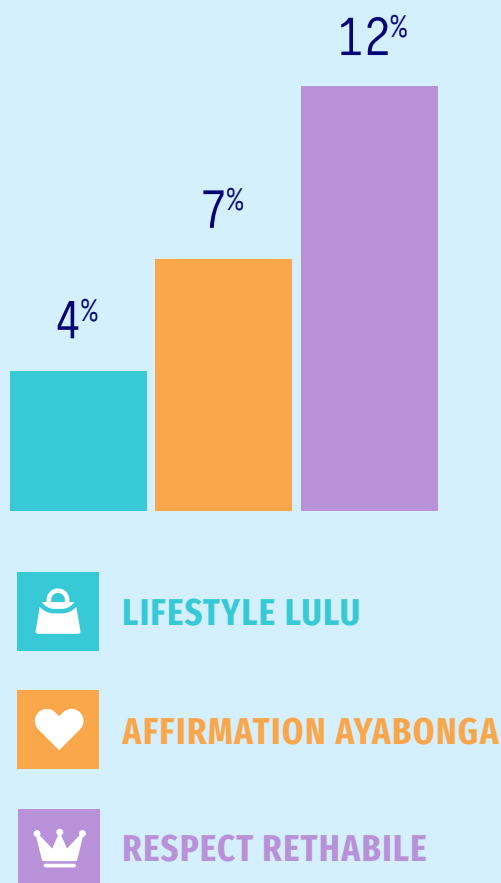
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 4 SEGMENT DISTRIBUTION



STEP 2: DESIGN NEW INTERVENTIONS

Stage 4 context:

This is the first 'post-flip' stage and when she prioritizes the need for maintaining better sexual health over maintaining relationships no-matter-what.

In Stage 4, AGYW have preferred methods for protecting themselves and are trying to make healthier decisions. However, the act of protection may still be deliberate and require negotiation with her partner. As a result, she is unable to sustain the habit of using her protection preferences.

AGYW are now more selective in their friendships and relationships. This results in a shift toward more equitable power dynamics with their partner(s). Their mothers (and/or matriarchal figures) become a source of positive influence on their relationship choices.



RESPECT RETHABILE

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Help her remember that HIV prevention can be used without reducing trust. **4A**

STEP 2: DESIGN NEW INTERVENTIONS

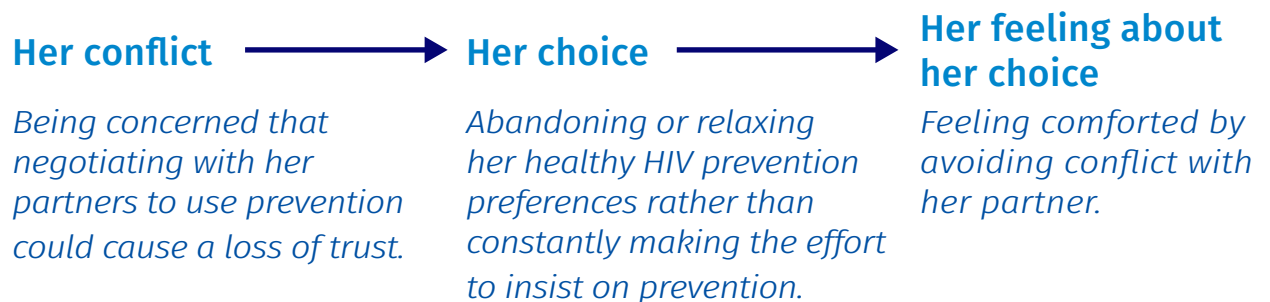
Who she is at this stage:

She seeks equity and being heard

In Stage 4, the Respect Seeker has reflected on her past relationship experiences and realizes that she can rely only on her own actions to maintain her sexual health.

She has developed the ability to speak up for herself (empowered by encouragement from friends & family) and wants to use a prevention method to keep herself safe.

She tends to take a longer view in regards to relationships but that doesn't mean that respect is equated with exclusivity. It is also experienced when a partner makes an effort to hide any evidence of other sexual partnerships.



Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Respect Seeker

**HER PERCEPTION OF RISK TOWARDS HIV:**

- She knows more about HIV than the other segments.
- She is more confident in her opinions about HIV than the other segments.
- Her overconfidence makes it harder to persuade her to change her risk perception.
- She doesn't consider herself as reckless and respects her body.
- When she doubts the fidelity of a partner, she may enforce condom use.
- Her feeling of respect determines condom use.
- She feels fear and anger as a response to HIV; so therefore may be more prone to act (fight or flight).
- She is the most likely to test for HIV amongst the three segments.



"I try by all means to not find myself one day being positive. It is a situation I don't want to see myself in. Even though people don't die from it anymore when they have it, I am afraid of being sick."

– Ntuzuma, KZN, 15-19

"He would sometimes call me girlfriend when we go together because even if I forget, he reminds me that I should go and prevent and also he goes with me. We would queue together so people would laugh to find a guy in the prevention queue. I go in alone and he would wait outside and after he would ask me how it was and what prevention did I use? So at the clinic, they told me to check every three months for HIV because my blood type hides HIV. I am a type O."

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"I didn't test before because I was afraid because he was cheating. Then I started testing when I got pregnant because it forced me to. Then I found out that I was negative. Then I started distancing myself from him because I saw that it was grace and luck, so I gave birth, then I broke up with him totally because I was thinking of my health and that I brought a baby in this life. The way I'm thinking now is no longer the same as before, like a random teenager."

– Baphehli, KZN, 20-24



RESPECT RETHABILE

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Help her remember that HIV prevention can be used without reducing trust. **4A**

STEP 2: DESIGN NEW INTERVENTIONS



Idea starters

- Help her to see that respect includes her partner's concern for her sexual health.
- Help her see that her sexual health safety is a means to achieve a trustworthy and respectful relationship.
- Add sexual health as an attribute for her to measure/evaluate her relationship.
- Help her recognize different types of partners and provide a non-confrontational way to introduce her partners to this evaluation criteria.
 - e.g. label partners as respectful vs. abusive vs. opportunist and help men transition to the ideal partner.
 - E.g. Are you with a partner who respects/ is concerned about you? Which one of these is most like your partner?
- Expose her to positive relationships where there is mutual respect, shared decision making, and partners prioritize the sexual health of their girlfriends.
 - Provide her with some examples of how her partner should prioritise her. E.g. every time her partner wears a condom, he prioritises her.
- Tailor sexual reproductive health services to address emotional aspects of sex and positive relationship dynamics. Create and connect her to avenues that offer relationship counselling and guidance.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- She is driven by the desire for relationships that provide mutual respect. Help her think about respect to include safety of her and her partner's health.
- Provide her with practical ways to recognize positive partner dynamics.
- Help her understand and replace the 'Trust = No condom' mindset to Respect = Safe Sex.
- Involve her fear of losing respect from her family and community (if she were to become infected from HIV) to motivate change.



INFLUENCER

Who would be most influential person to communicate this?

- Involve slightly older female members who can reinforce the need to adopt and sustain a prevention plan.
- She is more likely to listen to people who advise her based on their own life experiences.
- She has a global view of aspirational figures (Oprah, Michelle Obama).
- She is familiar with the healthcare system and considers healthcare workers to be knowledgeable and experienced.
- Consider involving her partner in your interventions to help her develop a healthy and safe relationship and meet her desire for mutual respect.



COMMUNICATION STYLE

What communication style would be most effective?

- Communication should connect to her desire for equity and respect.
- She will be put off by anyone who is judgemental or asserts their authority to drive her obedience.
- An aspirational tone of communication – of achieving the 'woke' woman (independent and aware) status, might resonate with her.
- In some circumstances, she may prefer direct truths and not the "sugar-coated" version.
- It is still important the message should come across as "Grrl-talk" - or woman to woman.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider what existing events and locations are popular with her that we could use.
- Consider how to reduce any disruption to her routine and make it easily accessible to her.
- Consider if the location makes her feel safe and free of judgment. Is it easily accessible to her?
- She is more likely to engage with an intervention if she feels there would be something new to learn.



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly
- Consider who might make sure that confidentiality is maintained when reaching out to her.





AFFIRMATION AYABONGA

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Adapt your intervention design

4A

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STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her feel she is not just pursuing HIV prevention for herself, but for her partners, family, and community.
- Appeal to her fear of passing on HIV to her loved ones or her fear of letting her family down (if she were to be infected by HIV) to motivate change.
- Provide her with practical ways to recognize positive partner dynamics.
- Help her understand and replace the 'Trust = No condom' mindset to Caring for you = Safe Sex.



INFLUENCER

Who would be most influential person to communicate this?

- She is most likely to look up to the opinions of slightly older women, female relatives (sisters/ cousins).
- Engage people who are relatable to her and not more than 10-15 years older.
- Ideal influencers are local and culturally significant - someone successful but down to earth (like as Zizo Beda for example).



COMMUNICATION STYLE

What communication style would be most effective?

- Take the time to establish trust and for her to feel safe before discussing her sexual relationship challenges.
- Solutions that feel rooted cultural, religiously, and locally may help her feel her HIV prevention goals are connected to her morals and values.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider avenues that allow for mingling and healthy interaction between her and her support groups.
- Make it easy for her to maintain her privacy and "good girl" image.
- If she feels a program will appeal to her parents, family, partners, community leaders, and her broader community - then it will be easier for her to attend.
- Communications through digital platforms such as Facebook and WhatsApp with professionals could help her feel more supported.



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly.
- Consider who might make sure that confidentiality is maintained when reaching out to her.
- Leverage churches and other locations in her community which are approved by her family and community.





RESPECT RETHABILE



THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Help her deal **4B**
with partners who
question trust in
the relationship if
she wants to use
HIV prevention.

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

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DELIVERY

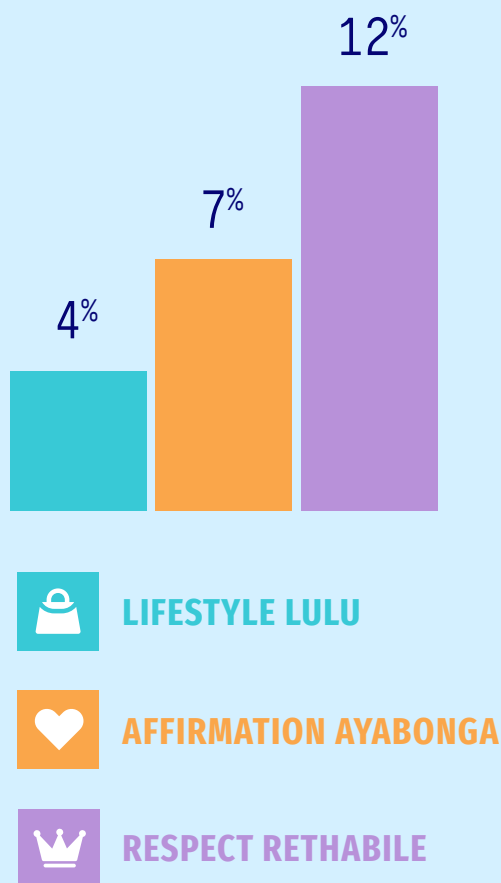
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 4 SEGMENT DISTRIBUTION



STEP 2: DESIGN NEW INTERVENTIONS

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RESPECT RETHABILE

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Help her deal with partners who question trust in the relationship if she wants to use HIV prevention.

4B

STEP 2: DESIGN NEW INTERVENTIONS

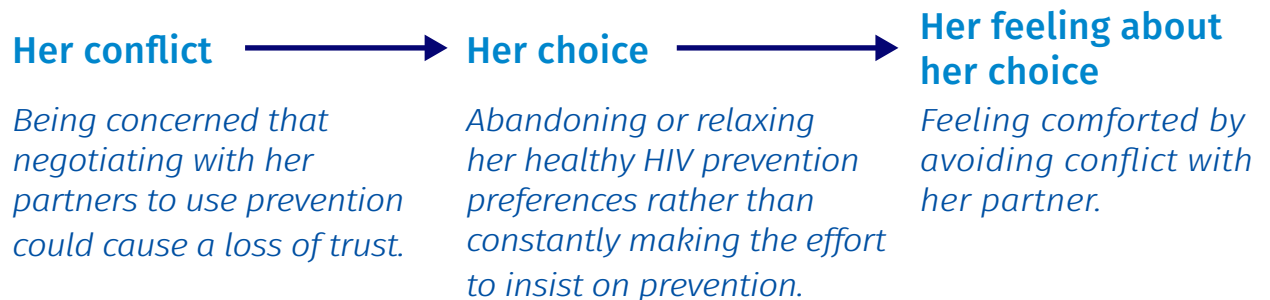
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RESPECT RETHABILE

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Help her deal with partners who question trust in the relationship if she wants to use HIV prevention. **4B**

STEP 2: DESIGN NEW INTERVENTIONS

Idea starters

- Help her learn new skills that build her confidence to negotiate for her health in relationships.
- Counsel her on interpersonal communication with her partner to help establish genuine trust, understanding and cooperation.
- Coach her how to establish boundaries and rules for her relationships to keep her safe.
- Provide role-playing to coach her to exit disrespectful relationships.
- Share stories from other young women of how they have improved their relationship negotiation dynamics.
- Coach her to manage various scenarios where she encounters conflict or challenging situations with her partner.
- Prepare her with tactics to manage her partners' complaints when she asks him to use protection.
- Provide role-playing to coach her to exit disrespectful relationships.
- Provide her with tips on how to change her sexual health choices to accommodate specific changes to her relationships (such as new relationships, becoming a parent, loss of a partner, marriage etc).
- Help her recognize disrespectful partner behaviours.
 - For example: "A partner taking advantage of her would say "don't you trust me?" when negotiating condom use. An ideal partner would say "_____".



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her establish genuine trust through conversation techniques with her partner.
- Provide her with practical and memorable ways to recognise positive partner dynamics as well as negative partner tactics.



INFLUENCER

Who would be most influential person to communicate this?

- Consider slightly older female members who can reinforce the need to adopt and sustain a prevention plan.
- She is more likely to listen to people who advise her based on their own life experiences.
- She is familiar with the healthcare system and considers healthcare workers to be knowledgeable and experienced.
- Consider involving her partner in your interventions to help her develop a healthy and safe relationship and meet her desire for mutual respect.

COMMUNICATION
STYLE

What communication style would be most effective?

- Communication should connect to her desire for equity and respect.
- She will be put off by anyone who is judgemental or asserts their authority to drive her obedience.
- Maintain an evaluative tone of communication (rather than critical or interrogative) when speaking to her about her partner's behaviours.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider what existing events and locations are popular with her that we could use.
- Consider how to reduce any disruption to her routine and make it easily accessible to her.
- Consider if the location makes her feel safe and free of judgment. Is it easily accessible to her?



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly.
- Consider who might make sure that confidentiality is maintained when reaching out to her.





AFFIRMATION AYABONGA

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Adapt your intervention design

4B

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

They will help you adapt your intervention design for a second target segment (reference the instructions for Step 3 for more detail).

This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her understand and replace the 'Trust = No condom' mindset to Caring for you = Safe Sex.
- Help her establish genuine trust through conversation techniques with her partner.
- Provide her with practical and memorable ways to recognise positive partner dynamics as well as negative partner tactics.
- Help her feel she is not just pursuing HIV prevention for herself, but for her partners, family, and community.
- Appeal to her fear of passing on HIV to her loved ones or of letting her family down.



INFLUENCER

Who would be most influential person to communicate this?

- She is most likely to look up to the opinions of slightly older women, female relatives (sisters/ cousins).
- Engage people who are relatable to her and not more than 10-15 years older.
- Ideal influencers are local and culturally significant - someone successful but down to earth (like as Zizo Beda for example).



COMMUNICATION STYLE

What communication style would be most effective?

- Take the time to establish trust and for her to feel safe before discussing her sexual relationship challenges.
- Solutions that feel rooted cultural, religiously, and locally may help her feel her HIV prevention goals are connected to her morals and values.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider avenues that allow for mingling and healthy interaction between her and her support groups.
- Make it easy for her to maintain her privacy and "good girl" image.
- If she feels a program will appeal to her parents, family, partners, community leaders, and her broader community - then it will be easier for her to attend.
- Communications through digital platforms such as Facebook and WhatsApp with professionals could help her feel more supported.



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly.
- Consider who might make sure that confidentiality is maintained when reaching out to her.
- Leverage churches and other locations in her community which are approved by her family and community.





RESPECT RETHABILE



THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Help her build confidence to be consistent with HIV prevention when relationships change. **4C**

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

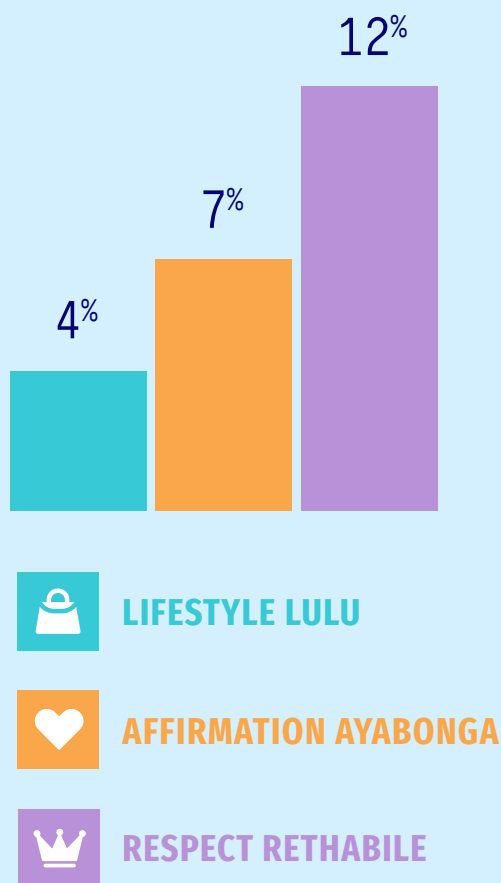
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 4 SEGMENT DISTRIBUTION



STEP 2: DESIGN NEW INTERVENTIONS

Stage 4 context:

This is the first 'post-flip' stage and when she prioritizes the need for maintaining better sexual health over maintaining relationships no-matter-what.

In Stage 4, AGYW have preferred methods for protecting themselves and are trying to make healthier decisions. However, the act of protection may still be deliberate and require negotiation with her partner. As a result, she is unable to sustain the habit of using her protection preferences.

AGYW are now more selective in their friendships and relationships. This results in a shift toward more equitable power dynamics with their partner(s). Their mothers (and/or matriarchal figures) become a source of positive influence on their relationship choices.



RESPECT RETHABILE

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Help her build confidence to be consistent with HIV prevention when relationships change. **4C**

STEP 2: DESIGN NEW INTERVENTIONS

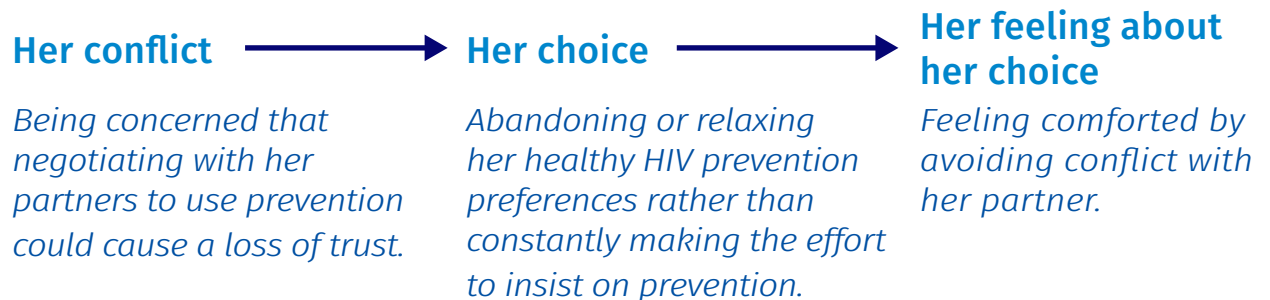
Who she is at this stage:

She seeks equity and being heard

In Stage 4, the Respect Seeker has reflected on her past relationship experiences and realizes that she can rely only on her own actions to maintain her sexual health.

She has developed the ability to speak up for herself (empowered by encouragement from friends & family) and wants to use a prevention method to keep herself safe.

She tends to take a longer view in regards to relationships but that doesn't mean that respect is equated with exclusivity. It is also experienced when a partner makes an effort to hide any evidence of other sexual partnerships.



Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Respect Seeker

**HER PERCEPTION OF RISK TOWARDS HIV:**

- She knows more about HIV than the other segments.
- She is more confident in her opinions about HIV than the other segments.
- Her overconfidence makes it harder to persuade her to change her risk perception.
- She doesn't consider herself as reckless and respects her body.
- When she doubts the fidelity of a partner, she may enforce condom use.
- Her feeling of respect determines condom use.
- She feels fear and anger as a response to HIV; so therefore may be more prone to act (fight or flight).
- She is the most likely to test for HIV amongst the three segments.



"I try by all means to not find myself one day being positive. It is a situation I don't want to see myself in. Even though people don't die from it anymore when they have it, I am afraid of being sick."

– Ntuzuma, KZN, 15-19

"He would sometimes call me girlfriend when we go together because even if I forget, he reminds me that I should go and prevent and also he goes with me. We would queue together so people would laugh to find a guy in the prevention queue. I go in alone and he would wait outside and after he would ask me how it was and what prevention did I use? So at the clinic, they told me to check every three months for HIV because my blood type hides HIV. I am a type O."

– Ntuzuma, KZN, 15-19

"I didn't test before because I was afraid because he was cheating. Then I started testing when I got pregnant because it forced me to. Then I found out that I was negative. Then I started distancing myself from him because I saw that it was grace and luck, so I gave birth, then I broke up with him totally because I was thinking of my health and that I brought a baby in this life. The way I'm thinking now is no longer the same as before, like a random teenager."

– Baphehli, KZN, 20-24



RESPECT RETHABILE

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

Help her recognize the need to maintain sexual health in stable relationships.

CHALLENGE:

Help her build confidence to be consistent with HIV prevention when relationships change. **4C**

STEP 2: DESIGN NEW INTERVENTIONS



Idea starters

- Help her learn new skills that build her confidence to negotiate for her health in relationships.
- Provide a low risk way to help her improve her negotiation skills with her partners around prevention.
- Provide role-playing to coach her to exit disrespectful relationships.
- Coach her how to establish boundaries and rules for her relationships to keep her safe.
- Help her form a social network who can validate the importance of choosing a safe lifestyle.
- Help her receive encouragement for making healthy lifestyle choices from positive influencers in her life so she sticks to her plan.
- Remind her that she is good at dealing with challenging situations and that she is someone who can deal with change.
- Provide her with forums where she can receive positive feedback for her decisions to keep herself safe.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her see the rewards of being self-reliant and staying consistent with her prevention plan.
- Help her establish genuine trust through conversation techniques with her new partner.



INFLUENCER

Who would be most influential person to communicate this?

- Consider slightly older female members who can reinforce the need to adopt and sustain a prevention plan.
- She is familiar with the healthcare system and considers healthcare workers to be knowledgeable and experienced.
- Help her deal with negative influencers who may criticise her for going against the group norm.
- She may benefit from interacting with someone who can teach her and advise her on challenging situations that may arise.



COMMUNICATION STYLE

What communication style would be most effective?

- Communication should connect to her desire for equity and respect.
- She will be put off by anyone who is judgemental or asserts their authority to drive her obedience.
- Communicate with reassuring and positive affirmations to instill confidence and motivation in her.
- Be appreciative and validate the importance of her decision to safeguard herself.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider what existing events and locations are popular with her that we could use.
- Consider how to reduce any disruption to her routine and make it easily accessible to her.
- Consider if the location makes her feel safe and free of judgment. Is it easily accessible to her?



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly.
- Consider who might make sure that confidentiality is maintained when reaching out to her.





AFFIRMATION AYABONGA

THEME: Internalize risk

Help her internalize risk

OPPORTUNITY:

Recognize ongoing risk

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CHALLENGE:

Adapt your intervention design

4C

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

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This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her see the rewards of being self-reliant and staying consistent with her prevention plan.
- Help her recognize her progress and provide her praise.
- Help her recognize increased trust through conversation techniques with her new partner.
- Help her understand and replace the 'Trust = No condom' mindset to Caring for you = Safe Sex.



INFLUENCER

Who would be most influential person to communicate this?

- She is most likely to look up to the opinions of slightly older women, female relatives (sisters/ cousins).
- Engage people who are relatable to her and not more than 10-15 years older.
- Ideal influencers are local and culturally significant - someone successful but down to earth (like as Zizo Beda for example).



COMMUNICATION STYLE

What communication style would be most effective?

- Take the time to establish trust and for her to feel safe before discussing her sexual relationship challenges.
- Solutions that feel rooted cultural, religiously, and locally may help her feel her HIV prevention goals are connected to her morals and values.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider avenues that allow for mingling and healthy interaction between her and her support groups.
- Make it easy for her to maintain her privacy and "good girl" image.
- If she feels a program will appeal to her parents, family, partners, community leaders, and her broader community - then it will be easier for her to attend.
- Communications through digital platforms such as Facebook and WhatsApp with professionals could help her feel more supported.



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly.
- Consider who might make sure that confidentiality is maintained when reaching out to her.
- Leverage churches and other locations in her community which are approved by her family and community.





RESPECT RETHABILE



THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Help her be ready to speak up for her sexual health. **5A**

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

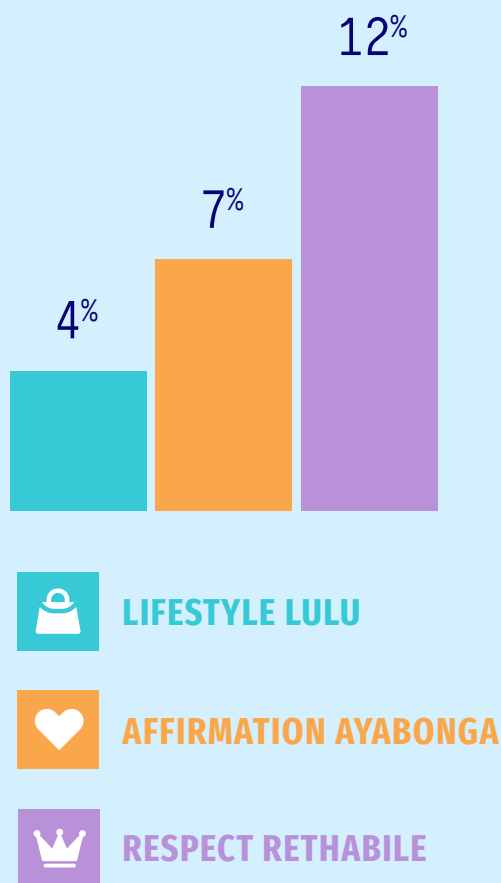
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 4 SEGMENT DISTRIBUTION



STEP 2: DESIGN NEW INTERVENTIONS

Stage 4 context:

This is the first 'post-flip' stage and when she prioritizes the need for maintaining better sexual health over maintaining relationships no-matter-what.

In Stage 4, AGYW have preferred methods for protecting themselves and are trying to make healthier decisions. However, the act of protection may still be deliberate and require negotiation with her partner. As a result, she is unable to sustain the habit of using her protection preferences.

AGYW are now more selective in their friendships and relationships. This results in a shift toward more equitable power dynamics with their partner(s). Their mothers (and/or matriarchal figures) become a source of positive influence on their relationship choices.



RESPECT RETHABILE

THEME: **Manage influences**

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Help her be ready to speak up for her sexual health.

5A

STEP 2: DESIGN NEW INTERVENTIONS

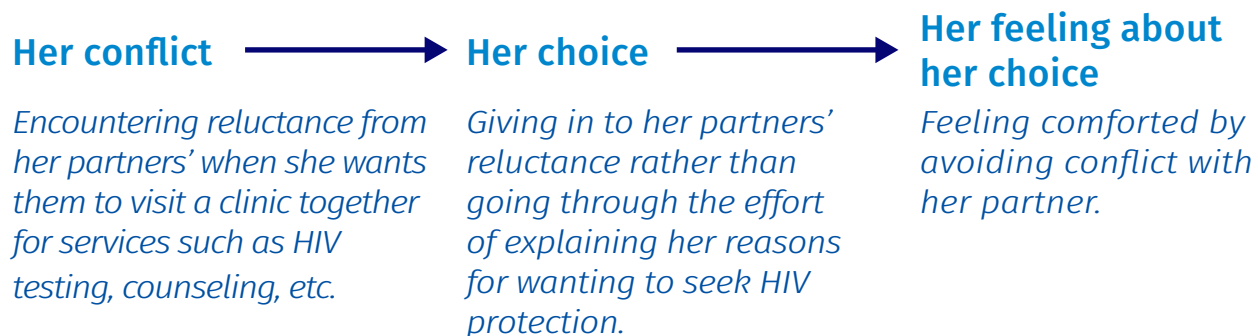
Who she is at this stage:

She seeks equity and being heard

In Stage 4, the Respect Seeker has reflected on her past relationship experiences and realizes that she can rely only on her own actions to maintain her sexual health.

She has developed the ability to speak up for herself (empowered by encouragement from friends & family) and wants to use a prevention method to keep herself safe.

She tends to take a longer view in regards to relationships but that doesn't mean that respect is equated with exclusivity. It is also experienced when a partner makes an effort to hide any evidence of other sexual partnerships.



Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Respect Seeker

**HER ABILITY TO MANAGE SEXUAL RELATIONSHIPS:**

When she feels scared she tries to avoid or rationalize positive outcomes.

Her experiences with partners

- She has more control in her relationships than the other two segments.
- She takes a long-term view of sexual relationships.
- She is the most likely of the three segments to delay sexual debut or have gaps between relationships to focus on other goals such as school.
- She is the least likely of the three segments to experience violence in relationships.

Her experiences with the healthcare system

- She is the most familiar with the healthcare system of the three segments.
- Health care workers are considered the most knowledgeable sources of information regarding sexual and reproductive health.

Her experiences with peers

- She is the least influenced by peers and more influenced by those who support her future goals, as compared to the other three segments.
- She is careful who she chooses to surround herself.
- Doesn't want to be associated with 'risky/unsafe' girls.
- Aligns with peers who share goals.
- Isn't very easily swayed by peer norms, even though it may isolate her to go against the grain.

Loss of motivation

When she established trust, she doesn't see the need for prevention.

- Sexual relationships imply commitment and loyalty from both sides and, therefore, do not require prevention.
- She will not see the need for prevention if the partner is reluctant /non-cooperating and needs a lot of effort to convince.



RESPECT RETHABILE

THEME: **Manage influences**

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Help her be ready to speak up for her sexual health. **5A**

STEP 2: DESIGN NEW INTERVENTIONS



Idea starters

- Remind her that a healthy relationship is one where she can discuss her concerns for her sexual health and her opinion matters.
- Expose her to positive relationships where there is mutual respect, shared decision making, and partners prioritize the sexual health of their girlfriends.
- Provide her with some examples of how her partner should prioritise her. E.g. every time her partner wears a condom, he prioritises her.
- Connect her with a support group where she can discuss and address concerns about speaking up for herself on a regular basis.
- Provide her with aspirational benchmarks to positive examples and role models who speak up for themselves.
- Involve her aspirational identity of being part of the 'woke' group. Make her see how "woke" women protect themselves, and have a mechanism of shared decision making with their partners.
- Help her learn new skills that build her confidence to speak up for herself.
- Identify and share moments of how other young women like her have improved their relationship dynamics; link these achievements with progress in empowerment.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her build her plan through access to guidance and credible sources of knowledge.
- Consider using social recognition as a way to increase her ownership of her plan.
- Connect to her fear of losing respect from her family and community (if she were to become infected from HIV) to motivate change.



INFLUENCER

Who would be most influential person to communicate this?

- She is more likely to respect the advice of slightly older women who can inspire her with their ability to speak up for herself.
- She has a global view of aspirational figures (Oprah, Michelle Obama).
- She is familiar with the healthcare system and considers healthcare workers to be knowledgeable and experienced.



COMMUNICATION STYLE

What communication style would be most effective?

- Communication should connect to her desire for equity and respect.
- She will be put off by anyone who is judgemental or asserts their authority to drive her obedience.
- An aspirational tone of communication – of achieving the 'woke' woman (independent and aware) status, might resonate with her.
- In some circumstances, she may prefer direct truths and not the "sugar-coated" version.
- It is still important the message should come across as "Grrl-talk" - or woman to woman.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider what existing events and locations are popular with her that we could use.
- Consider how to reduce any disruption to her routine and make it easily accessible to her.
- Consider if the location makes her feel safe and free from judgment.
- She is more likely to engage with an intervention if she feels there would be something new to learn.



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly.
- Consider who might make sure that confidentiality is maintained when reaching out to her.





LIFESTYLE LULU

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Adapt your intervention design

5A

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This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Explain how safer sexual behaviors positively affect her lifestyle (financially and emotionally) to inspire thought about different ways to achieve her goals.
- Help her build her plan through access to guidance and credible sources of knowledge.
- Appeal to her desire to feel secure and certain of her future (financially and emotionally).
- Appeal to her more realistic opinion about her HIV risk to nudge her towards action.



INFLUENCER

Who would be most influential person to communicate this?

- Consider how to strengthen her interactions with women she looks up to who can guide her towards healthier ways to achieve her goals.
- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).



COMMUNICATION STYLE

What communication style would be most effective?

- Avoid confronting her with her risks - even though she knows them, it is a blow to her ego to consider herself as vulnerable.
- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

When, where and how would AGYW want to engage with it?

- She likes to be seen, to look good, and things that portray high status and success.
- She enjoys social events and settings such as clubs, parties, concerts, restaurants, and cafés.
- Health and beauty spaces such as hair salons, nail salons, and the gym interest her.
- Use only locations that make her feel free from judgment.
- Consider how you can guide her to the right support and resources to help her address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.





RESPECT RETHABILE



THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Help her deal **5B**
with situations
that challenge her
HIV prevention
preferences.

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

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CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

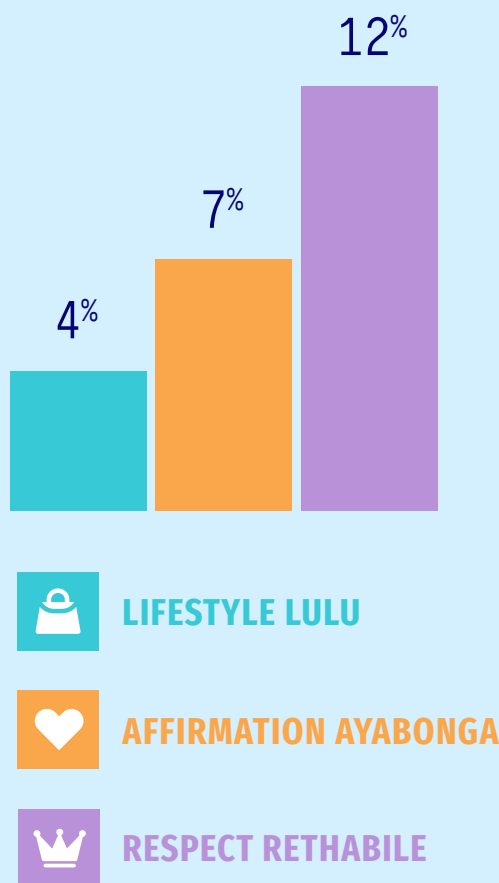
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DEMAND CREATION

How would they find out about it?

STAGE 4 SEGMENT DISTRIBUTION



STEP 2: DESIGN NEW INTERVENTIONS

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AGYW are now more selective in their friendships and relationships. This results in a shift toward more equitable power dynamics with their partner(s). Their mothers (and/or matriarchal figures) become a source of positive influence on their relationship choices.



RESPECT RETHABILE

THEME: **Manage influences**

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Help her deal with situations that challenge her HIV prevention preferences. **5B**

STEP 2: DESIGN NEW INTERVENTIONS

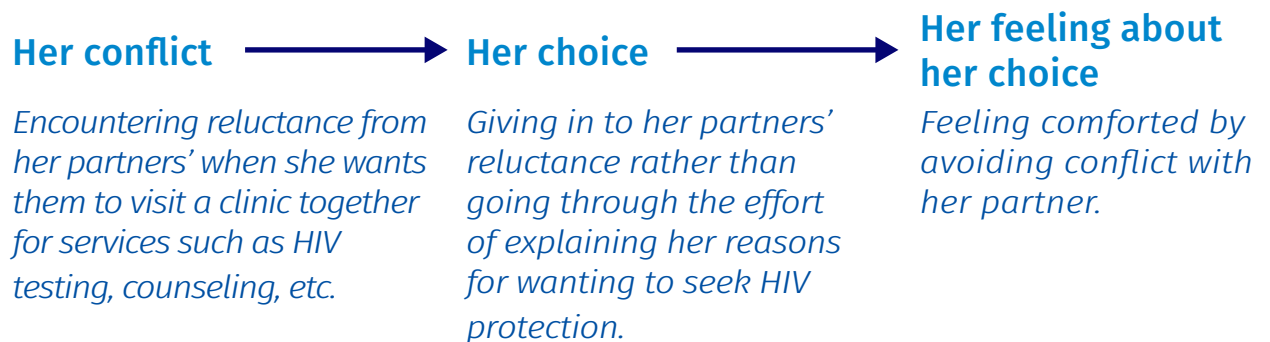
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She has developed the ability to speak up for herself (empowered by encouragement from friends & family) and wants to use a prevention method to keep herself safe.

She tends to take a longer view in regards to relationships but that doesn't mean that respect is equated with exclusivity. It is also experienced when a partner makes an effort to hide any evidence of other sexual partnerships.



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- She is the least influenced by peers and more influenced by those who support her future goals, as compared to the other three segments.
- She is careful who she chooses to surround herself.
- Doesn't want to be associated with 'risky/unsafe' girls.
- Aligns with peers who share goals.
- Isn't very easily swayed by peer norms, even though it may isolate her to go against the grain.

Loss of motivation

When she established trust, she doesn't see the need for prevention.

- Sexual relationships imply commitment and loyalty from both sides and, therefore, do not require prevention.
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RESPECT RETHABILE

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Help her deal with situations that challenge her HIV prevention preferences. **5B**

STEP 2: DESIGN NEW INTERVENTIONS



Idea starters

- Help her preempt situations that would be most challenging for her and then discuss how she should deal with them.
- Provide scripts for common difficult situations (such as partner questioning her fidelity/trust, anniversaries, special events).
- Facilitate role-playing with her to help her deal with difficult situations (such as partner refusing to use protection, partner questioning her fidelity / trust).
- Provide role-playing to help her navigate first time conversations with new partners.
- Help her recognize exit points to a negative influence (such as “When your partner does____, it’s time to exit”).
- Help her evaluate her prevention options based on her personal concerns E.g. privacy, partner dependency, frequency of consumption, cost etc.
- Counsel her on interpersonal communication with her partner to help establish genuine trust, understanding and cooperation.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her with conversational and persuasion techniques to be able to confidently express herself and defend her choices.
- Provide her with practical ways to recognize positive partner dynamics and respond accordingly.
- She is driven by the desire for relationships that provide mutual respect. Help her think about respect to include safety of her and her partner's health.
- Help her deal with negative influencers who may criticise her for going against the group norm.



INFLUENCER

Who would be most influential person to communicate this?

- She is more likely to respect the advice of slightly older women who can help her navigate difficult situations, with their experience and advice.
- She is familiar with the healthcare system and considers healthcare workers to be knowledgeable and experienced.



COMMUNICATION STYLE

What communication style would be most effective?

- Communication should connect to her desire for equity and respect.
- She will be put off by anyone who is judgemental or asserts their authority to drive her obedience.
- Communicate with reassuring and positive affirmations to instill confidence and motivation in her.
- An aspirational tone of communication – of achieving the 'woke' woman (independent and aware) status, might resonate with her.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider using interactive and engaging techniques to prepare her for challenging situations – e.g. role play, situation cards, videos etc.
- Consider what existing events and locations are popular with her that we could use.
- Consider how to reduce any disruption to her routine and make it easily accessible to her.
- Consider if the location makes her feel safe and free from judgment.
- She is more likely to engage with an intervention if she feels there would be something new to learn.



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly
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LIFESTYLE LULU

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Adapt your intervention design

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STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her with conversational and persuasion techniques to be able to confidently express herself and defend her choices.
- Help her deal with negative influencers who may criticise her for going against the group norm.



INFLUENCER

Who would be most influential person to communicate this?

- Consider how to strengthen her interactions with women she looks up to who can guide her towards healthier ways to achieve her goals.
- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).



COMMUNICATION STYLE

What communication style would be most effective?

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- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider using interactive and engaging techniques to prepare her for challenging situations – e.g. role play, situation cards, videos etc.
- Use only locations that make her feel free from judgment.
- Consider how you can guide her to the right support and resources to help her address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.





RESPECT RETHABILE



THEME: **Manage influences**

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Help her build **5C**
her confidence
for taking her own
health decisions.

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

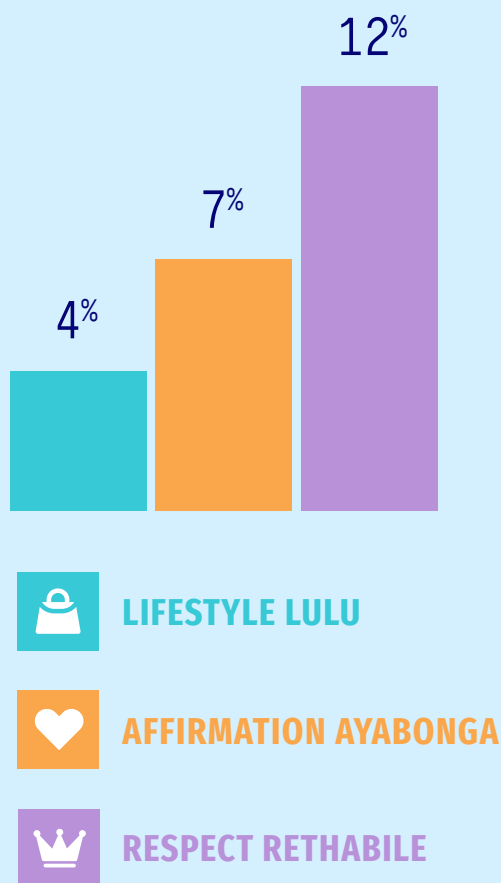
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 4 SEGMENT DISTRIBUTION



STEP 2: DESIGN NEW INTERVENTIONS

Stage 4 context:

This is the first 'post-flip' stage and when she prioritizes the need for maintaining better sexual health over maintaining relationships no-matter-what.

In Stage 4, AGYW have preferred methods for protecting themselves and are trying to make healthier decisions. However, the act of protection may still be deliberate and require negotiation with her partner. As a result, she is unable to sustain the habit of using her protection preferences.

AGYW are now more selective in their friendships and relationships. This results in a shift toward more equitable power dynamics with their partner(s). Their mothers (and/or matriarchal figures) become a source of positive influence on their relationship choices.



RESPECT RETHABILE

THEME: **Manage influences**

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Help her build her confidence for taking her own health decisions. **5C**

STEP 2: DESIGN NEW INTERVENTIONS

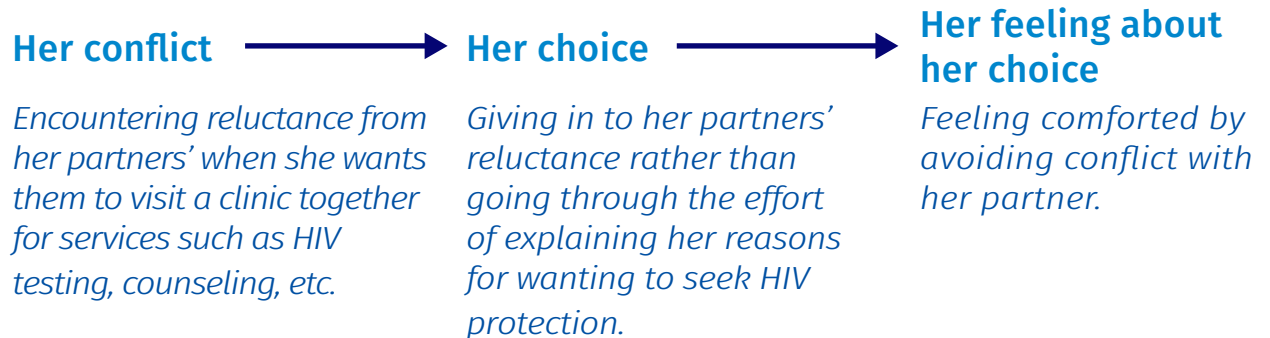
Who she is at this stage:

She seeks equity and being heard

In Stage 4, the Respect Seeker has reflected on her past relationship experiences and realizes that she can rely only on her own actions to maintain her sexual health.

She has developed the ability to speak up for herself (empowered by encouragement from friends & family) and wants to use a prevention method to keep herself safe.

She tends to take a longer view in regards to relationships but that doesn't mean that respect is equated with exclusivity. It is also experienced when a partner makes an effort to hide any evidence of other sexual partnerships.



Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Respect Seeker

**HER ABILITY TO MANAGE SEXUAL RELATIONSHIPS:**

When she feels scared she tries to avoid or rationalize positive outcomes.

Her experiences with partners

- She has more control in her relationships than the other two segments.
- She takes a long-term view of sexual relationships.
- She is the most likely of the three segments to delay sexual debut or have gaps between relationships to focus on other goals such as school.
- She is the least likely of the three segments to experience violence in relationships.

Her experiences with the healthcare system

- She is the most familiar with the healthcare system of the three segments.
- Health care workers are considered the most knowledgeable sources of information regarding sexual and reproductive health.

Her experiences with peers

- She is the least influenced by peers and more influenced by those who support her future goals, as compared to the other three segments.
- She is careful who she chooses to surround herself.
- Doesn't want to be associated with 'risky/unsafe' girls.
- Aligns with peers who share goals.
- Isn't very easily swayed by peer norms, even though it may isolate her to go against the grain.

Loss of motivation

When she established trust, she doesn't see the need for prevention.

- Sexual relationships imply commitment and loyalty from both sides and, therefore, do not require prevention.
- She will not see the need for prevention if the partner is reluctant /non-cooperating and needs a lot of effort to convince.



RESPECT RETHABILE

THEME: **Manage influences**

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Help her build **5C**
her confidence
for taking her own
health decisions.



STEP 2: DESIGN NEW INTERVENTIONS

Idea starters

- Have a coach or mentor who follows up with her regularly and reassures her of her decisions.
- Help her form a social network who can validate the importance of choosing a safe lifestyle.
- Setup personalized, positive reinforcements / reminders from positive influencers in her life that validate her HIV prevention decisions.
- Provide a way for her to set her own reminders to reaffirm her reasons for healthier decisions (ie “I want to be around for my son”).
- Reinforce her high ability to cope with adverse situations – that she is someone who can deal with difficulties.
- Provide her with forums where she can receive positive feedback for her decisions to keep herself safe.
- Help her identify and note healthcare services that she is comfortable with and wants to use on a regular basis.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Provide her with regular positive feedback and encouragement for taking her own decisions for her health.
- Consider using social recognition as a way to build her confidence and motivation.
- Provide positive affirmations to instill confidence and validate the importance of her decision to safeguard herself.
- Help her deal with negative influencers who may criticise her for going against the group norm.



INFLUENCER

Who would be most influential person to communicate this?

- Connect her to slightly older women who can credibly validate the importance of taking her own decisions for her sexual health.
- Consider influencers who can reassure and encourage her on a regular basis.



COMMUNICATION STYLE

What communication style would be most effective?

- Communication should connect to her desire for equity and respect.
- She will be put off by anyone who is judgemental or asserts their authority to drive her obedience.
- An aspirational tone of communication – of achieving the 'woke' woman (independent and aware) status, might resonate with her.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider what existing events and locations are popular with her that we could use.
- Consider how to reduce any disruption to her routine and make it easily accessible to her.
- Consider if the location makes her feel safe and free from judgment.
- She is more likely to engage with an intervention if she feels there would be something new to learn.



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly.
- Consider who might make sure that confidentiality is maintained when reaching out to her.





LIFESTYLE LULU

THEME: Manage influences

Help her deal with negative influences.

OPPORTUNITY:

Defend preferences

Help her defend her HIV prevention preferences

CHALLENGE:

Adapt your intervention design

5C

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

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This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her track progress toward safer sexual behaviors to increase her motivation.
- Help her reflect and overcome her tendency to avoid thinking about things that scare her.
- Help her deal with negative influencers who may criticise her for going against the group norm.



INFLUENCER

Who would be most influential person to communicate this?

- Consider how to strengthen her interactions with women she looks up to who can guide her towards healthier ways to achieve her goals.
- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).



COMMUNICATION STYLE

What communication style would be most effective?

- Avoid confronting her with her risks - even though she knows them, it is a blow to her ego to consider herself as vulnerable.
- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider using interactive and engaging techniques to prepare her for challenging situations – e.g. role play, situation cards, videos etc.
- Use only locations that make her feel free from judgment.
- Consider how you can guide her to the right support and resources to help her address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.





AFFIRMATION AYABONGA

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Help her
connect with
groups who have
safe lifestyle
habits.

6A

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

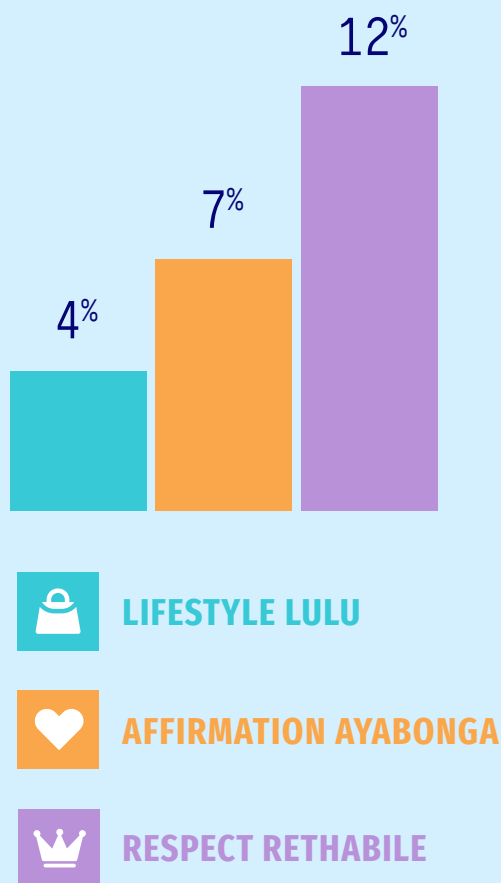
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 4 SEGMENT DISTRIBUTION



STEP 2: DESIGN NEW INTERVENTIONS

Stage 4 context:

This is the first 'post-flip' stage and when she prioritizes the need for maintaining better sexual health over maintaining relationships no-matter-what.

In Stage 4, AGYW have preferred methods for protecting themselves and are trying to make healthier decisions. However, the act of protection may still be deliberate and require negotiation with her partner. As a result, she is unable to sustain the habit of using her protection preferences.

AGYW are now more selective in their friendships and relationships. This results in a shift toward more equitable power dynamics with their partner(s). Their mothers (and/or matriarchal figures) become a source of positive influence on their relationship choices.



AFFIRMATION AYABONGA

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Help her connect with groups who have safe lifestyle habits.

6A

STEP 2: DESIGN NEW INTERVENTIONS

Who she is at this stage:

She seeks emotional support, validation and understanding.

She has realized that she need not be emotionally reliant only on her partner, but can also reach out to her support network to receive the validation and affection she seeks.

In Stage 4, the Affirmation Seeker has established a more positive support network that provides her with the validation she requires.

Her confidence in her own decisions grows as she experiences positive outcomes which are further reinforced by her support network.

Her conflict

Feeling isolated from her peers when her healthy decisions are different than the norm.

Her choice

Continuing to stick to her preferences for protecting herself from HIV, rather than being persuaded by peer pressure.

Her feeling about her choice

She feels admired by her social network for making healthy lifestyle choices for herself.

Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Affirmation Seeker

**HOW SHE IDENTIFIES WITH SOCIAL GROUPS:**

- She continues to seek approval from her community, so it is important to her that she feels supported by her loved ones (her partners, friends, family, and community).
- She will be motivated if she feels she is not just pursuing an HIV prevention solution for herself, but for her partners, family, and community at large.
- Her fear of letting her family down (if she were to be infected by HIV) motivates her to prioritize her own health.
- Interventions that feel rooted cultural, religiously, and locally may help her feel her HIV prevention goals are connected to her morals and values.
- She is motivated to maintain her “good image” so privacy is of paramount importance.
- It is key for them to first develop trust and establish safety in any situation before they can begin to slowly open up and be comfortable discussing their sexual relationship challenges.



AFFIRMATION AYABONGA

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Help her connect with groups who have safe lifestyle habits.

6A

STEP 2: DESIGN NEW INTERVENTIONS



Idea starters

- Build a peer support group that becomes a safe space to express herself.
- Create a system of 'safety buddies', where an experienced peer is paired up with her to ensure her safety, provide her with timely advice and reinforce safe choices.
- Provide consultations by professionals (such as social workers and psychologists) within familiar surroundings that do not know her to allay her fears for her privacy.
- Coach parents and guardians to be more approachable for sex related discussions by their daughters.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Consider framing peer exercises with a larger social goal and impact on her community. E.g. What can you do to develop yourself and the girls in your community?"
- Connect her to resources that can help her team achieve this.
- Help her feel she is not just pursuing HIV prevention for herself, but for her partners, family, and community.
- Appeal to her fear of passing on HIV to her loved ones or her fear of letting her family down (if she were to be infected by HIV) to motivate change.



INFLUENCER

Who would be most influential person to communicate this?

- She is most likely to look up to the opinions of slightly older women, female relatives (sisters/ cousins).
- Engage people who are relatable to her and not more than 10-15 years older.
- Ideal influencers are local and culturally significant - someone successful but down to earth (like as Zizo Beda for example).



COMMUNICATION STYLE

What communication style would be most effective?

- Take the time to establish trust and for her to feel safe before discussing her sexual relationship challenges.
- Consider ways to allow her to get to know the members of any potential group before she commits to joining.
- She looks for social sanction/social approval to accept and engage with anything.
- Solutions that feel rooted cultural, religiously, and locally may help her feel her HIV prevention goals are connected to her morals and values.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider avenues that allow for mingling and healthy interaction between her and her support groups.
- Make it easy for her to maintain her privacy and "good girl" image.
- If she feels a program will appeal to her parents, family, partners, community leaders, and her broader community - then it will be easier for her to attend.
- Communications through digital platforms such as Facebook and WhatsApp with professionals could help her feel more connected to the group in between meetings.



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly.
- Consider who might make sure that confidentiality is maintained when reaching out to her.
- Leverage churches and other locations in her community which are approved by her family and community.





LIFESTYLE LULU

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Adapt your intervention design

6A

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

They will help you adapt your intervention design for a second target segment (reference the instructions for Step 3 for more detail).

This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Consider framing interventions to connect with her desire to be seen as successful and to create an impact on her community. E.g. What can you do to develop yourself and the girls in your community?"
- Connect her to others who have similar goals.
- Provide resources that can help her team achieve their goals.
- Demonstrate how safer sexual behaviors positively affect her lifestyle (financially and emotionally).



INFLUENCER

Who would be most influential person to communicate this?

- Consider how to strengthen her interactions with women she looks up to who can guide her towards healthier ways to achieve her goals.
- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).



COMMUNICATION STYLE

What communication style would be most effective?

- Avoid confronting her with her risks - even though she knows them, it is a blow to her ego to consider herself as vulnerable.
- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

When, where and how would AGYW want to engage with it?

- She likes to be seen, to look good, and things that portray high status and success.
- She enjoys social events and settings such as clubs, parties, concerts, restaurants, and cafés.
- Health and beauty spaces such as hair salons, nail salons, and the gym interest her.
- Use only locations that make her feel free from judgment.
- Consider how you can guide her to the right support and resources to help her address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.





AFFIRMATION AYABONGA

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Help her ignore **6B**
those who judge
her because
of her healthy
habits.

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

Who would be most influential person to communicate this?



**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

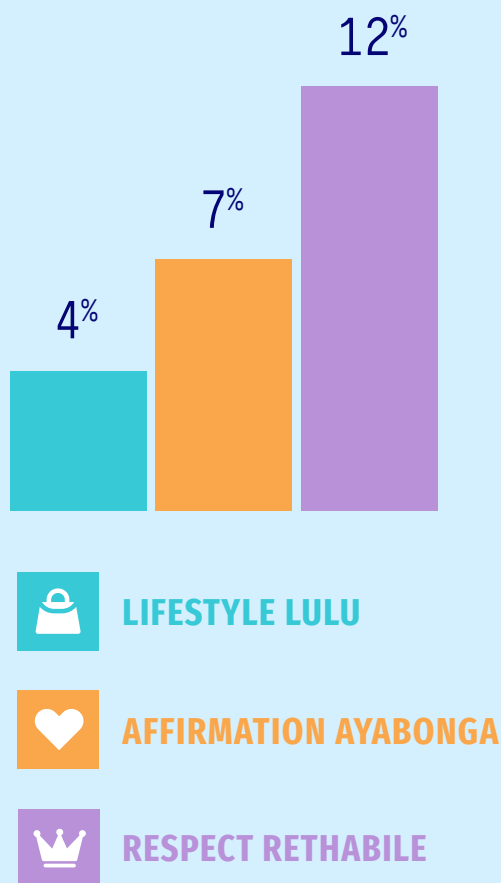
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 4 SEGMENT DISTRIBUTION



STEP 2: DESIGN NEW INTERVENTIONS

Stage 4 context:

This is the first 'post-flip' stage and when she prioritizes the need for maintaining better sexual health over maintaining relationships no-matter-what.

In Stage 4, AGYW have preferred methods for protecting themselves and are trying to make healthier decisions. However, the act of protection may still be deliberate and require negotiation with her partner. As a result, she is unable to sustain the habit of using her protection preferences.

AGYW are now more selective in their friendships and relationships. This results in a shift toward more equitable power dynamics with their partner(s). Their mothers (and/or matriarchal figures) become a source of positive influence on their relationship choices.



AFFIRMATION AYABONGA

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Help her ignore those who judge her because of her healthy habits. **6B**



STEP 2: DESIGN NEW INTERVENTIONS

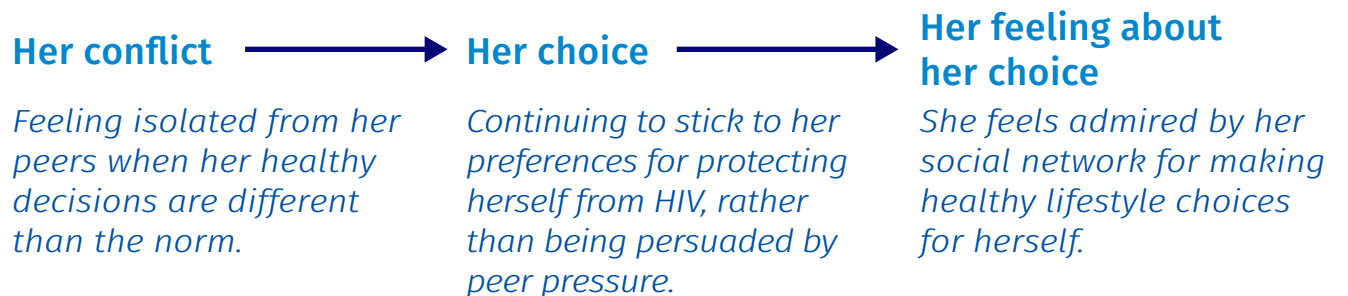
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Her confidence in her own decisions grows as she experiences positive outcomes which are further reinforced by her support network.



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**HOW SHE IDENTIFIES WITH SOCIAL GROUPS:**

- She continues to seek approval from her community, so it is important to her that she feels supported by her loved ones (her partners, friends, family, and community).
- She will be motivated if she feels she is not just pursuing an HIV prevention solution for herself, but for her partners, family, and community at large.
- Her fear of letting her family down (if she were to be infected by HIV) motivates her to prioritize her own health.
- Interventions that feel rooted cultural, religiously, and locally may help her feel her HIV prevention goals are connected to her morals and values.
- She is motivated to maintain her “good image” so privacy is of paramount importance.
- It is key for them to first develop trust and establish safety in any situation before they can begin to slowly open up and be comfortable discussing their sexual relationship challenges.



AFFIRMATION AYABONGA

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Help her ignore those who judge her because of her healthy habits. 6B

STEP 2: DESIGN NEW INTERVENTIONS



Idea starters

- Prepare her for situations where she would face judgement / rejection and to deal with them.
- Provide scripts and go-to choices/defaults for common difficult situations she may face from partners, peers and community.
- Design 'If-then' situation cards that will help her navigate challenging situations. e.g. "If a HCW says ____, I will tell her ____"
- Connect the situation cards to a positive role model E.g, "What would Beyonce do? / What would a woke woman do?".
- Help her build her conversational skills to persuade others to understand her intent, beliefs and choices without invoking judgement.
- Coach parents and guardians to be more approachable for sex related discussions by their daughters.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Help her with conversational and persuasion techniques to be able to confidently express herself and defend her choices.
- Build her self-esteem to provide her with internal strength to speak up for health choices.
- The affirmation seeker has a tendency for social comparison. Provide her with positive and healthy benchmarks to compare herself against / aspire to be.
- Appeal to her fear of passing on HIV to her loved ones or her fear of letting her family down (if she were to be infected by HIV) to motivate change.



INFLUENCER

Who would be most influential person to communicate this?

- Connect her to young women who are of similar age, and can help her navigate difficult situations, using their experience and advice.
- She is most likely to look up to the opinions of slightly older women, female relatives (sisters/ cousins).
- Engage people who are relatable to her and not more than 10-15 years older.
- Ideal influencers are local and culturally significant - someone successful but down to earth (like as Zizo Beda for example).



COMMUNICATION STYLE

What communication style would be most effective?

- Consider using interactive and engaging techniques to equip her for challenging situations – e.g. role play, situation cards, videos etc.
- She looks for social sanction/social approval to accept and engage with anything.
- Solutions that feel rooted cultural, religiously, and locally may help her feel her HIV prevention goals are connected to her morals and values.
- She will prefer the tone of an “auntie vibe”.
- How can your intervention use social proof to effectively communicate with her?



DELIVERY

When, where and how would AGYW want to engage with it?

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DEMAND CREATION

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LIFESTYLE LULU

THEME: Strengthen identity

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Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Adapt your intervention design

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STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Keep her feeling connected to others who share her desire to be seen as successful and to create an impact on her community.
- Remind her how safer sexual behaviors positively affect her lifestyle (financially and emotionally).
- Help her with conversational and persuasion techniques to be able to confidently express herself and defend her choices.
- Help her deal with negative influencers who may criticise her for going against the group norm.



INFLUENCER

Who would be most influential person to communicate this?

- Consider how to strengthen her interactions with women she looks up to who can guide her towards healthier ways to achieve her goals.
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AFFIRMATION AYABONGA

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Help her feel **6C**
proud of being the
kind of person who
always protects her
sexual health.

STEP 1: COMPARE INTERVENTION AGAINST TIPS



Describe your intervention concept here.

Reference the tips to help you refine an existing intervention, or generate ideas for a new one.



CONTENT What knowledge, skills or attitudes does it aim to build?



INFLUENCER

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**COMMUNICATION
STYLE**

What communication style would be most effective?



DELIVERY

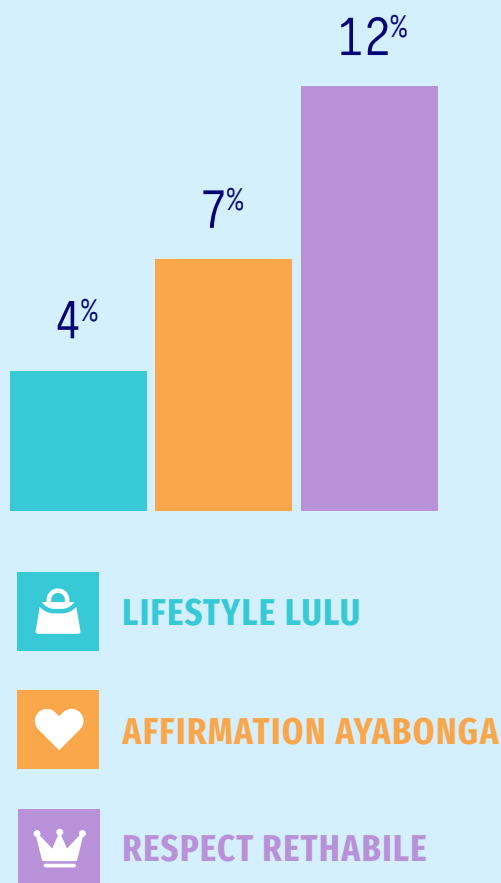
When, where and how would AGYW want to engage with it?



DEMAND CREATION

How would they find out about it?

STAGE 4 SEGMENT DISTRIBUTION



STEP 2: DESIGN NEW INTERVENTIONS

Stage 4 context:

This is the first 'post-flip' stage and when she prioritizes the need for maintaining better sexual health over maintaining relationships no-matter-what.

In Stage 4, AGYW have preferred methods for protecting themselves and are trying to make healthier decisions. However, the act of protection may still be deliberate and require negotiation with her partner. As a result, she is unable to sustain the habit of using her protection preferences.

AGYW are now more selective in their friendships and relationships. This results in a shift toward more equitable power dynamics with their partner(s). Their mothers (and/or matriarchal figures) become a source of positive influence on their relationship choices.



AFFIRMATION AYABONGA

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Help her feel proud of being the kind of person who always protects her sexual health.

6C

STEP 2: DESIGN NEW INTERVENTIONS

Who she is at this stage:

She seeks emotional support, validation and understanding.

She has realized that she need not be emotionally reliant only on her partner, but can also reach out to her support network to receive the validation and affection she seeks.

In Stage 4, the Affirmation Seeker has established a more positive support network that provides her with the validation she requires.

Her confidence in her own decisions grows as she experiences positive outcomes which are further reinforced by her support network.

Her conflict

Feeling isolated from her peers when her healthy decisions are different than the norm.

Her choice

Continuing to stick to her preferences for protecting herself from HIV, rather than being persuaded by peer pressure.

Her feeling about her choice

She feels admired by her social network for making healthy lifestyle choices for herself.

Read the Segmentation Deep Dive section in the Foundation Tool for a deeper understanding of the Affirmation Seeker

**HOW SHE IDENTIFIES WITH SOCIAL GROUPS:**

- She continues to seek approval from her community, so it is important to her that she feels supported by her loved ones (her partners, friends, family, and community).
- She will be motivated if she feels she is not just pursuing an HIV prevention solution for herself, but for her partners, family, and community at large.
- Her fear of letting her family down (if she were to be infected by HIV) motivates her to prioritize her own health.
- Interventions that feel rooted cultural, religiously, and locally may help her feel her HIV prevention goals are connected to her morals and values.
- She is motivated to maintain her “good image” so privacy is of paramount importance.
- It is key for them to first develop trust and establish safety in any situation before they can begin to slowly open up and be comfortable discussing their sexual relationship challenges.



AFFIRMATION AYABONGA

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Help her feel
proud of being the
kind of person who
always protects her
sexual health. **6C**



STEP 2: DESIGN NEW INTERVENTIONS

Idea starters

- Help her develop a positive aspirational identity for herself.
- Help her internalize a positive self image by identifying her as a positive example and making her the recipient of admiration in the community (Pygmalion / Rosenthal Effect).
- Provide an exclusive social platform where she can participate, learn and build an identity with positive peer groups.
- Help her disassociate herself from any negative influence in her life E.g. Peers who engage in risky behaviors.
- Provide her with techniques to consistently reaffirm her healthy choices.
- Help her make a strong commitment and accountability to her prevention plan.
- Facilitate a session whereby she and her peers make a written commitment to their future selves to continue with their positive lifestyle habits.
- Create a public display / manifesto of the group's declaration of commitment to their healthy lifestyle choices.
- Reaffirm her positive choices through a positive role model (a strong, independent, aware woman). E.g, "What would Beyonce do? / What would a woke woman do?".
- Provide consultations by professionals (such as social workers and psychologists) within familiar surroundings that provide positive feedback for her healthy choices.



STEP 2: DESIGN NEW INTERVENTIONS



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Highlight and celebrate small and significant milestones in her journey towards safe sexual health.
- Provide her with regular positive feedback and encouragement for taking her own decisions for her health.
- Consider using social recognition as a way to build her confidence and motivation.
- Help her feel she is not just pursuing HIV prevention for herself, but for her partners, family, and community.



INFLUENCER

Who would be most influential person to communicate this?

- She is most likely to look up to the opinions of slightly older women, female relatives (sisters/cousins).
- Engage people who are relatable to her and not more than 10-15 years older.
- Ideal influencers are local and culturally significant - someone successful but down to earth (like as Zizo Beda for example).

COMMUNICATION
STYLE

What communication style would be most effective?

- Tailor language to communicate HIV prevention and safe lifestyle choices as an attribute of her identity.
- She looks for social sanction/social approval to accept and engage with anything.
- Solutions that feel rooted cultural, religiously, and locally may help her feel her HIV prevention goals are connected to her morals and values.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider avenues that allow for mingling and healthy interaction between her and her support groups.
- Make it easy for her to maintain her privacy and “good girl” image.
- If she feels a program will appeal to her parents, family, partners, community leaders, and her broader community - then it will be easier for her to attend.
- Communications through digital platforms such as Facebook and WhatsApp with professionals could help her feel more connected to the group in between meetings.



DEMAND CREATION

How would they find out about it?

- Consider how might we appease concerns of her family about her discussing sexual matters openly.
- Consider who might make sure that confidentiality is maintained when reaching out to her.
- Leverage churches and other locations in her community which are approved by her family and community.





LIFESTYLE LULU

THEME: Strengthen identity

Help her feel part of a healthy group.

OPPORTUNITY:

Feel belonging

Help her feel she is fitting in when making positive lifestyle habit decisions

CHALLENGE:

Adapt your intervention design

6C

If you feel the intervention you have designed needs to be adapted to make it relevant to a broader population, use the next two worksheet pages.

They will help you adapt your intervention design for a second target segment (reference the instructions for Step 3 for more detail).

This second target segment has been selected as they face similar challenges to the primary target segment.



STEP 3: ADAPT INTERVENTION



CONTENT

What knowledge, skills or attitudes does it aim to build?

- Highlight and celebrate small and significant milestones in her journey towards achieving her goals safely.
- Help her reflect and overcome her tendency to avoid thinking about things that scare her.
- Help her deal with negative influencers who may criticise her for going against the group norm.
- Provide her with regular positive feedback and encouragement for taking her own decisions for her health.



INFLUENCER

Who would be most influential person to communicate this?

- Consider how to strengthen her interactions with women she looks up to who can guide her towards healthier ways to achieve her goals.
- Help should come from someone relatable, but who is now in a better position to offer advice.
- She relates to women who are independent, empowered, yet relatable because they have a similar lifestyle to her (such as Zodwa Wabantu).

COMMUNICATION
STYLE

What communication style would be most effective?

- Avoid confronting her with her risks - even though she knows them, it is a blow to her ego to consider herself as vulnerable.
- Appeal to her ambitious, entrepreneurial, street smart, and trendsetting nature.
- Communications that sound like they have come from other Lifestyle Seekers will get her attention.
- She too often feels she is judged for her lifestyle choices and has a strong desire to be understood and accepted.



DELIVERY

When, where and how would AGYW want to engage with it?

- Consider using interactive and engaging techniques to prepare her for challenging situations – e.g. role play, situation cards, videos etc.
- Use only locations that make her feel free from judgment.
- Consider how you can guide her to the right support and resources to help her address substance abuse and/or gender based violence.



DEMAND CREATION

How would they find out about it?

- Appeal to her interest in pop culture, fashion, beauty, fitness, celebrity news, and staying in-the-know.
- Privacy is a concern for her because she does not feel comfortable discussing her lifestyle and challenges outside her circle.
- Online blogs and social media pages such as Facebook, Instagram, Whatsapp are popular with her.



STRATEGY TOOL

04

SEGMENTATION
GUIDELINES

Breaking the Cycle of HIV Transmission

TOOLS BACKGROUND:

Four strategic tools have been developed to help programs working with Adolescent Girls and Young Women (AGYW) to design successful interventions for HIV Prevention.

The insights and frameworks in these tools are built upon a foundation of mixed-method user-centered research with high-risk* AGYW (aged 15-24 years).

The next page provides an overview of the tools and the ideal sequence for their use.

*Our working definition for high-risk AGYW:

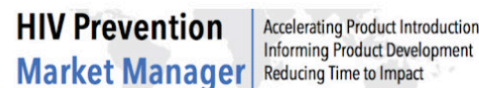
- Living in areas with high HIV prevalence
- Had unprotected sex in the past 6 months

One of the two relationship conditions:

- Either had a single partner but knew he had other sexual partners
- Or had multiple sexual partners).

High-risk AGYW are referred to in these tools in short-form as "AGYW"

In collaboration with:



Supported by the Bill & Melinda Gates Foundation



SUMMARY OF THE 4 TOOLS:



01 FOUNDATION

What are AGYW's biggest challenges?

Understand the challenges faced by AGYW along their journey to healthy sexual relationships

02 PRIORITIZATION

Which problems should be focused on?

Select where to focus efforts to maximize impact

03 INTERVENTION DESIGN

How could they be solved?

Create ideas for interventions that address specific barriers for AGYW

04 SEGMENTATION GUIDELINES

How can AGYW be distinguished?

Identify AGYW by Segments and/or Journey Stage.

Segmentation and Journey Stage Guidelines should be used with The Foundation Tool

Contents:

- **Tools background**
- **Summary of the 4 tools**
- **Purpose of these guidelines**
- **Why classify AGYW?**
- **Questionnaire for Segment classification:**
 - Segments overview
 - Segment classification questions
 - Segmentation classification flowchart
- **Questionnaire for Journey Stage classification:**
 - Journey Stages overview
 - Introduction
 - Journey Stage classification flowchart
- **Tool design guidelines:**
 - Intro
 - Digital Segmentation and Journey Stage Tool
 - Analog classification and Journey Stage Tool
 - Self-completed Segmentation and Journey Stage Tool
 - Recruitment Segmentation and Journey Stage Tool
- **Analysis for Segment classification:**
 - Lifestyle Seeker answer combinations
 - Affirmation Seeker answer combinations
 - Respect Seeker answer combinations

Click on the content description to go to that section.

Purpose of these guidelines:

*Help you
build a tool to
identify AGYW
by Segment
and/or Journey
Stage.*

What this tool is:

An algorithm and included guidelines that serve as inputs to help stakeholders develop their own Classification Tool based on the specific requirements of their organizations and programs.

These algorithms are comprised of questionnaires based on Segmentation and Journey research to enable stakeholders to identify AGYW by Segment only, Journey Stage only, or both.

Who this tool is for:

- Technical Designer or person who develops Job Aids within an organization.

What this tool informs:

- Program execution
- Research

Key information:

- An introduction to the algorithm for determining an AGYW's Segment*
- An introduction to the algorithm for determining an AGYW's Journey Stage*
- Flowcharts showing the algorithms for identification by Segmentation and Journey Stage. These are not intending for use in-field, but to help stakeholders explain to their team members how the algorithm works.
- Design Guidelines for designing an in-field Classification Tool

**Criteria to distinguish between Segments and Stage of the Journey can be used separately.*

Why classify AGYW by Segment and/or Journey Stage?

Not all high-risk AGYW are the same, nor do they have the same needs.

- Better personalization of interventions, messages, and services
- Better decisions regarding the AGYW
- Better prioritization of resources
- Higher impact of interventions

There are two ways to classify AGYW to better meet their needs:

- By Segment
- By Journey Stage

For best results, you should classify AGYW by both Segment and Journey Stage.

If desired, it is possible to distinguish between Segment and Journey Stage separately.



Where you see the printer icon, those pages should be printed in color for best results.



*Questionnaire for
Segment Classification:*

**SEGMENT CLASSIFICATION:
OVERVIEW**

There are 3 types of AGYW based on their different relationship goals.

Each type of AGYW (Segment) has a unique motivation in the context of sexual relationships:

**LIFESTYLE
LULU**

Prioritizes functional or material needs

**AFFIRMATION
AYABONGA**

Looks for emotional support, validation and understanding

**RESPECT
RETHABILE**

Looks for equity and being heard

For more information about the three Segments, refer to the Foundation Tool.

SEGMENT CLASSIFICATION:
QUESTIONS

4 questions that identify AGYW by Segment.

Here are questions and a list of their possible answers that you will use to classify AGYW by Segment:

- **Q1. When you think about HIV, what do you feel MOST often?**
 - 1 Confused
 - 2 Angry
 - 3 Hopeless
 - 4 Scared
 - 5 Hopeful
- **Q2. When you think about HIV, what do you feel next MOST often?**
 - 1 Confused
 - 2 Angry
 - 3 Hopeless
 - 4 Scared
 - 5 Hopeful
- **Q3 What do you MOST want from any boyfriend or partner?**
 - 1 Buys me expensive gifts
 - 2 Makes me feel safe
 - 3 Makes me feel desired
 - 4 Provides food or transport or other basic needs
 - 5 Respects me
- **Q4 What are the reasons why you do not always use condoms during sex?**
 - 1 Condoms reduce the pleasure of sex for me
 - 2 I need to show the man that I trust him
 - 3 It is hard to stop to use condom when we are aroused
 - 4 I cannot ask a man to use condom if he gives me things or money
 - 5 The man will break up with me if I suggest we use condom

SEGMENT CLASSIFICATION:
DIAGRAM



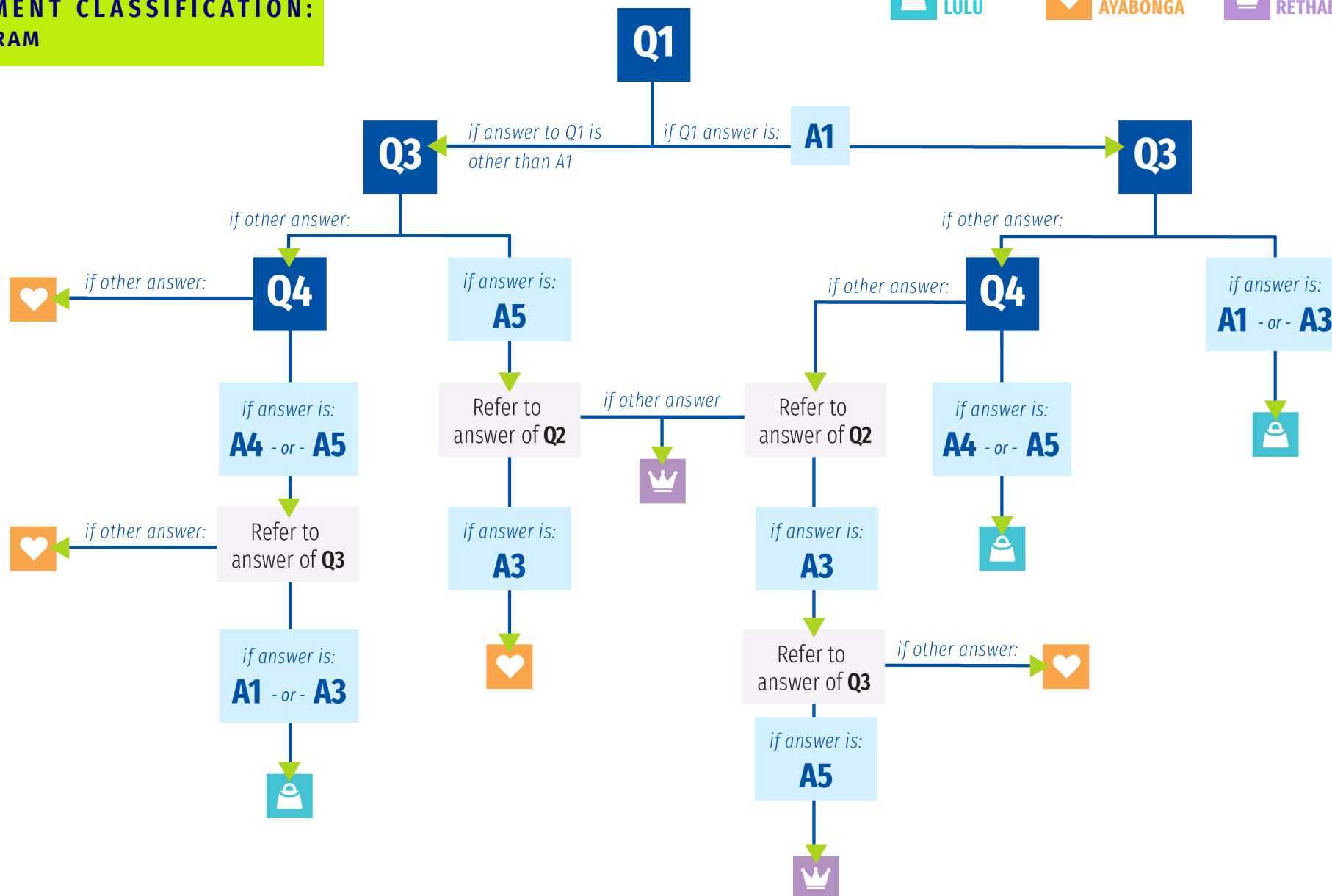
LIFESTYLE
LULU



AFFIRMATION
AYABONGA



RESPECT
RETHABILE





Questionnaire for Journey Stage Classification:

JOURNEY STAGE CLASSIFICATION:
STAGES OVERVIEW



There are 5 Stages in the AGYW Journey to healthy sexual relationships.

The 'Big Flip': Realignment of AGYW priorities.



EXTERNALLY FOCUSED

Preserving her relationships is prioritized over her sexual health.

INTERNALLY FOCUSED

Maintaining better sexual health is prioritized after the 'Big Flip.'

1 Shaping	OPINION FORMED	2 Seeing	NEW RESOLUTIONS	3 Recalibrating	THE BIG FLIP	4 Embedding	LIFESTYLE ALIGNED	5 Evolving
I filter what I see in the world and learn what to expect based on my goals, and form my opinion accordingly.		I experience a reality check in my relationships that impacts my perspective and my response provides me comfort.		I start forming new ways to deal with my partners driven by my needs and my ability to cope.		I am trying to make new choices because I want to realign my relationships with my goals.		I consistently stick to my choices without deliberation, and adapt my routine as my life changes.

For more information about the 5 Journey Stages, refer to page 10 in the Foundation Tool

**JOURNEY STAGE CLASSIFICATION:
INTRODUCTION**

To define which Stage she is in on her Journey to healthy sexual relationships, 5 questions need to be asked in order.

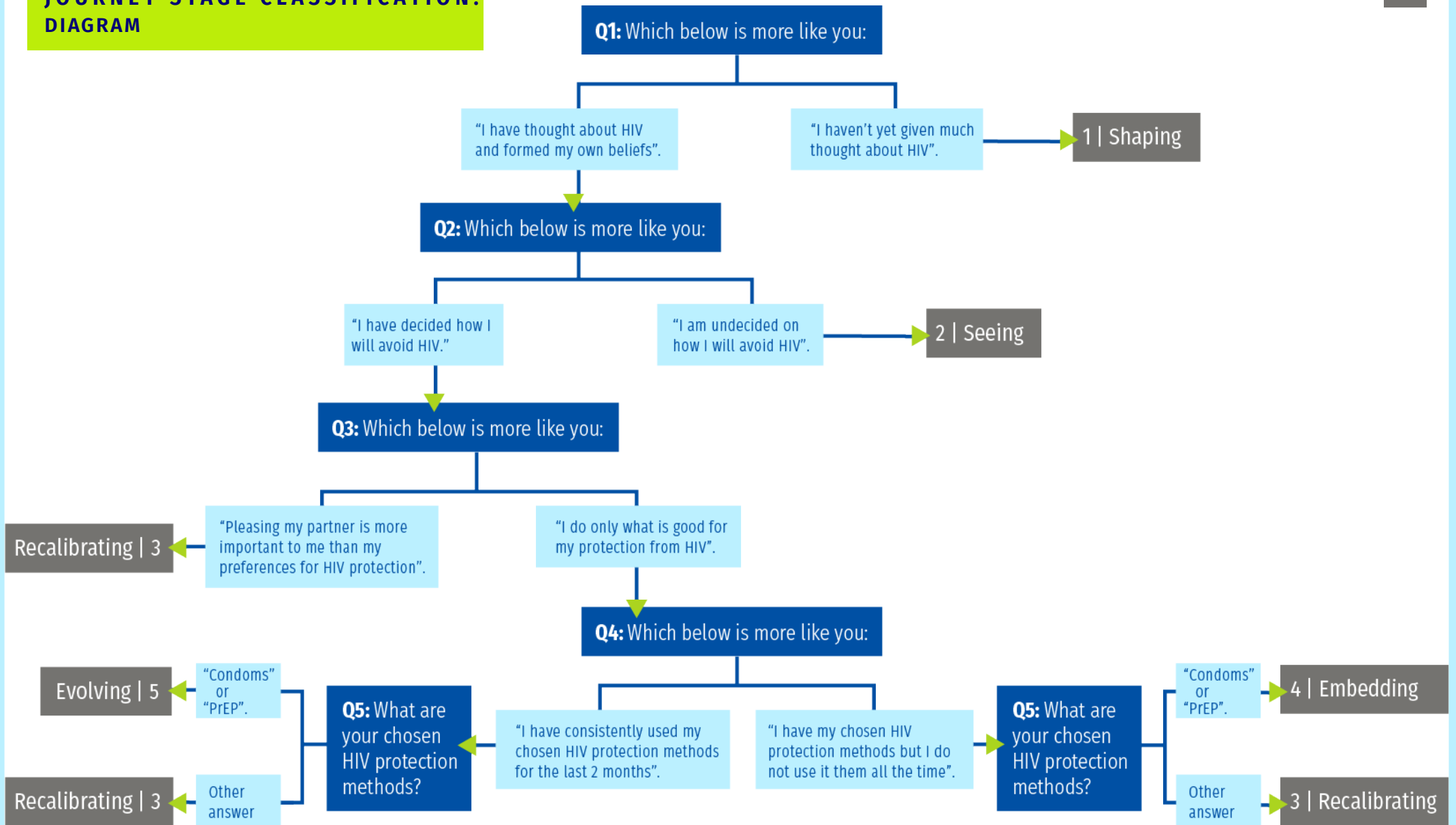
The first 4 questions each provide a choice between two options of answers.

The response to each question determine if the person is classified in a Stage or if they must go on to the next question.

When asking question 5, "What are your chosen HIV protection methods," provide the list of options below for the AGYW to choose from:

- | | |
|-------------------------------|--|
| 1 Condoms | 6 PrEP |
| 2 Be faithful to one partner | 7 Wash after sex |
| 3 Traditional medicine / Muti | 8 Test regularly |
| 4 Herbal teas | 9 Other, specify: { text box } |
| 5 Vagina gel/ring | -1 I do not use protection
{exclusive option} |

JOURNEY STAGE CLASSIFICATION:
DIAGRAM





Tool Design Guidelines

**TOOL DESIGN GUIDELINES:
INTRODUCTION**

These guidelines are for designing your own Segmentation and Journey Stage Tool based on the algorithm provided.

There are many contexts in which different teams work, therefore your design will be unique to your context and needs.

We have provided tips and idea starters for various use scenarios to help you design your tool so it works best for your context.

Getting Started

Critical decisions to guide the design of your Segmentation and Journey Stage Tool:

- **FORMAT** - can it be a digital tool for a mobile device, or should it be analog (paper and cardboard)?
- **SETTING** - do you need to classify people immediately or can you classify privately, after interviewing them?
- **INTERACTION** - do you require AGYW to self-administer the questionnaire or will you be administering it for them?
- **USE** - do you need to recruit a specific Segment or classify people after they have used a service/joined a program?

Some general tips

- Randomize the list of possible answers to avoid bias.
- Identify the Segment/Journey Stage to the interviewer through the use of a coded answer rather than naming their Segment. This will avoid attracting the interviewee's attention/suspicion.
- Provide a consistent experience for the user:
 - Integrate your Segmentation and Journey Stage Tool into other material that your intervention/service uses with AGYW. Make the visual design and language consistent.



**TOOL DESIGN GUIDELINES:
DIGITAL CLASSIFICATION TOOL****Tips**

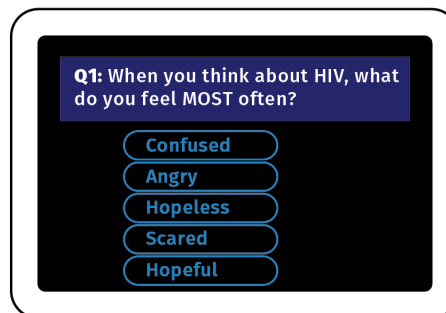
A Digital Segmentation and Journey Stage Tool for use on a tablet or phone is recommended if possible as it will be dramatically simpler to use for the person deploying it.

- Determine whether it is appropriate for AGYW to self-complete the questionnaire, or if an interviewer should ask AGYW the questionnaires and record her answers.
- Consider if your tool also needs to log classification information in a database. If so, think about data storage requirements.
- Design your tool so it provides classification answers to the interviewer off-line if possible, to avoid disruption.

Idea Starter - Digital Tool

CLASSIFICATION | DIGITAL | GUIDED OR SELF-COMPLETED | REAL-TIME

- Each screen would only need the question and a randomized list of answers.
- Once each question has been answered, the Segment and/or Journey Stage can be automatically determined and communicated through a code (for example: using color coding)
- The questionnaire should be based on a platform that is appropriate for your data integration requirements such as Dooblo or similar.



Q1: When you think about HIV, what do you feel MOST often?

Confused

Angry

Hopeless

Scared

Hopeful

TOOL DESIGN GUIDELINES: ANALOG CLASSIFICATION TOOL

Tips

To ensure a natural discussion with AGYW, consider either:

- Interviewer to complete classification after the discussion or
- AGYW to complete questionnaire themselves

Minimize distraction and complexity:

- If you need immediate results and for the interviewer to run the questionnaire on behalf of the AGYW, design the analog tool so that it does not distract from the conversation.
- For example, reduce complexity by guiding the interviewer through the flow of question/answer combinations.

Idea Starters

Score sheet

CLASSIFICATION | ANALOG | SELF-COMPLETED | POST ANALYZED

Answers to the 4 Segmentation questions are marked on a clear sheet and later compared or overlayed over the possible combinations of answers that identify a Segment.

Coded Answers

CLASSIFICATION | ANALOG | SELF-COMPLETED | POST ANALYZED

Provide each answer with a unique number that can be added together. Add the sum of the answers to identify the Segment.

Tabbed Folder

CLASSIFICATION | ANALOG | GUIDED OR SELF-COMPLETED | REAL-TIME

The user is directed to a specific page which has the next question appropriate to their chosen answer until they can be classified.

**TOOL DESIGN GUIDELINES:
SELF-COMPLETED CLASSIFICATION TOOL**

Tips

- Determine whether it can be a digital tool for use on a tablet or phone, or if it should be analog.
- If your tool is digital, consider if your tool also needs to log classification information in a database. If so, think about data storage requirements.
- Consider if there is value in communicating some kind of output from the questionnaire to the AGYW, and how that could help them.

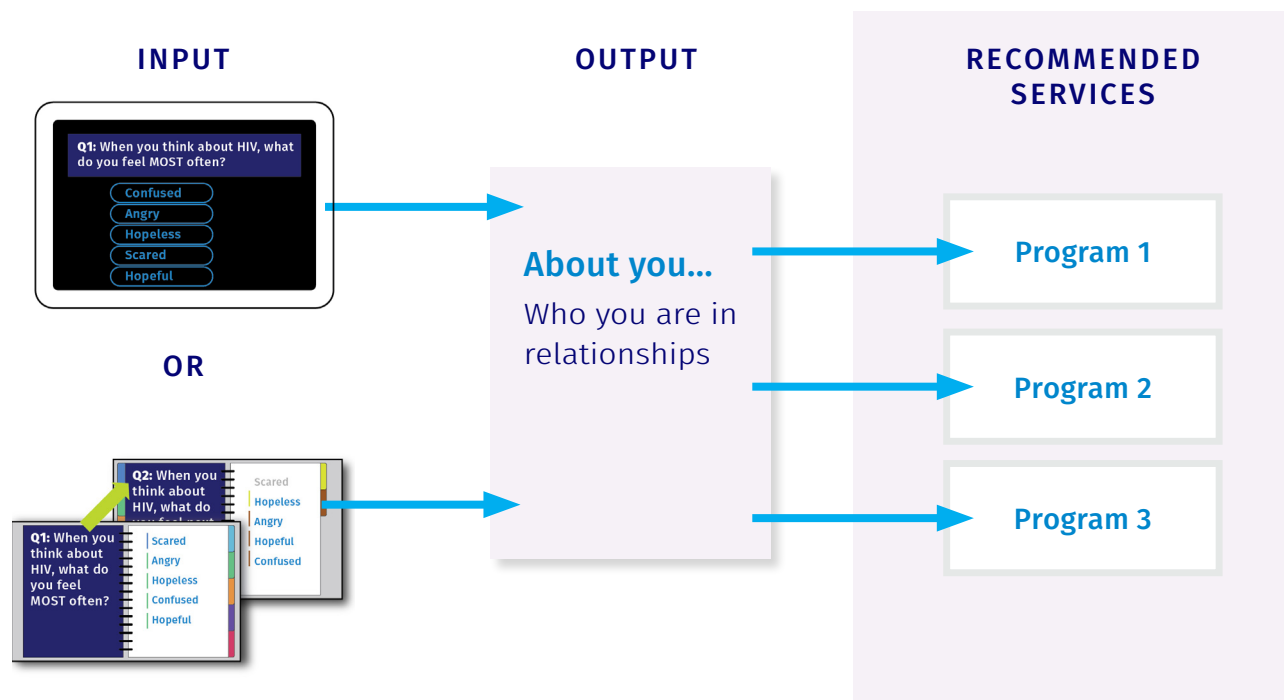
Idea Starters

AGYW Personality test

CLASSIFICATION | DIGITAL | GUIDED OR SELF-COMPLETED | REAL-TIME

AGYW could be provided healthy sexual relationship advice based on their Journey Stage and Segment, much like Facebook and fashion magazines provide personality tests.

They could be recommended services and programs that may be relevant to her (based on her Journey Stage and Segment).



TOOL DESIGN GUIDELINES: RECRUITMENT CLASSIFICATION TOOL

Tips

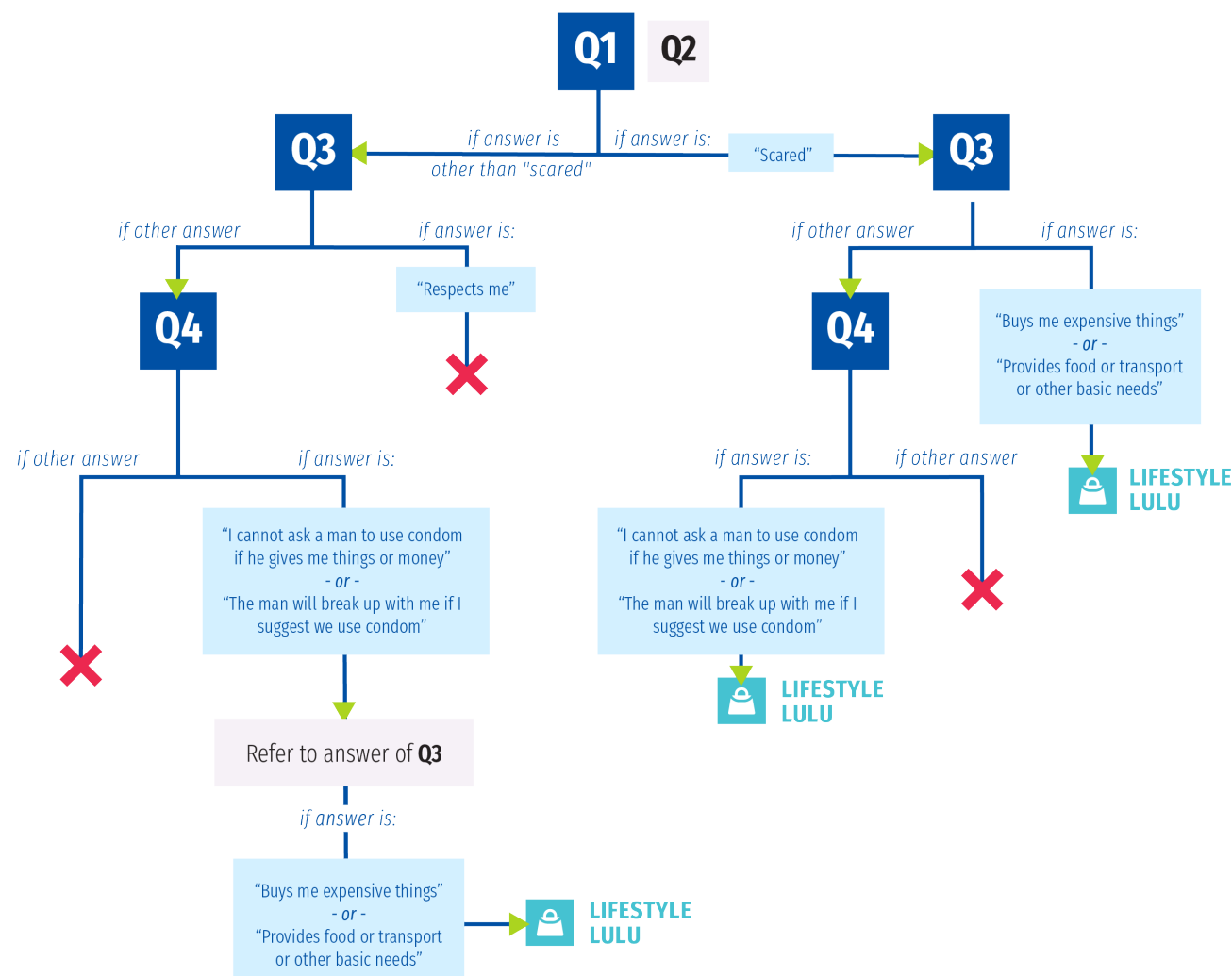
- To recruit one specific Segment, simplify the tool design to identify the 3 or 4 possible combinations of answers for your one target Segment.
- The example to the right shows the 3 answer combinations that identify a Lifestyle Seeker.
- To also classify someone by their Journey Stage, ask all 5 questions in the Journey Stage Algorithm.
- Design the your tool so it does not distract from the conversation with the interviewee, by either:
 - Interviewer to complete classification after the discussion,
 - or
 - AGYW to complete questionnaire themselves.
- Minimize complexity:
 - Consider forms that guide the interviewer through the flow of question/answer combinations question-by-question.

Idea Starters

Simplified Segment finder

RECRUITMENT | ANALOG | GUIDED | REAL-TIME

A simple one-page graphic could prompt an interviewer to ask the relevant sequence of questions to identify the target Segment.





Analysis for Segment Classification

**SEGMENT CLASSIFICATION:
ANSWER COMBINATIONS**

3 specific combinations of answers identify Lifestyle Seekers.

If an interviewee provides one of these 3 combination of answers, then she can be identified as a Lifestyle Seeker:

LIFESTYLE
LULU



ANSWER COMBINATION 1:

if...

Q1. When you think about HIV, what do you feel MOST often?

Answer = 4 Scared

and:

Q3. What do you MOST want from any boyfriend or partner?

Answer =

- 1 Buys me expensive gifts OR
- 4 Provides food or transport or other basic needs

ANSWER COMBINATION 2:

if...

Q1. When you think about HIV, what do you feel MOST often?

Answer = 4 Scared

and:

Q3. What do you MOST want from any boyfriend or partner?

Answer =

- 2 makes me feel safe
- 3 Makes me feel desired
- 5 Respects me

and:

Q4. What are the reasons why you do not always use condoms during sex?

- 4 I cannot ask a man to use condom if he gives me things or money

or:

- 5 The man will break up with me if I suggest we use condom

ANSWER COMBINATION 3:

if...

Q1. When you think about HIV, what do you feel MOST often?

Answer =

- 1 Confused
- 2 Angry
- 3 Hopeless
- 5 Hopeful

and:

Q3. What do you MOST want from any boyfriend or partner?

Answer =

- 1 Buys me expensive gifts OR
- 4 Provides food or transport or other basic needs

and:

Q4. What are the reasons why you do not always use condoms during sex?

- 4 I cannot ask a man to use condom if he gives me things or money

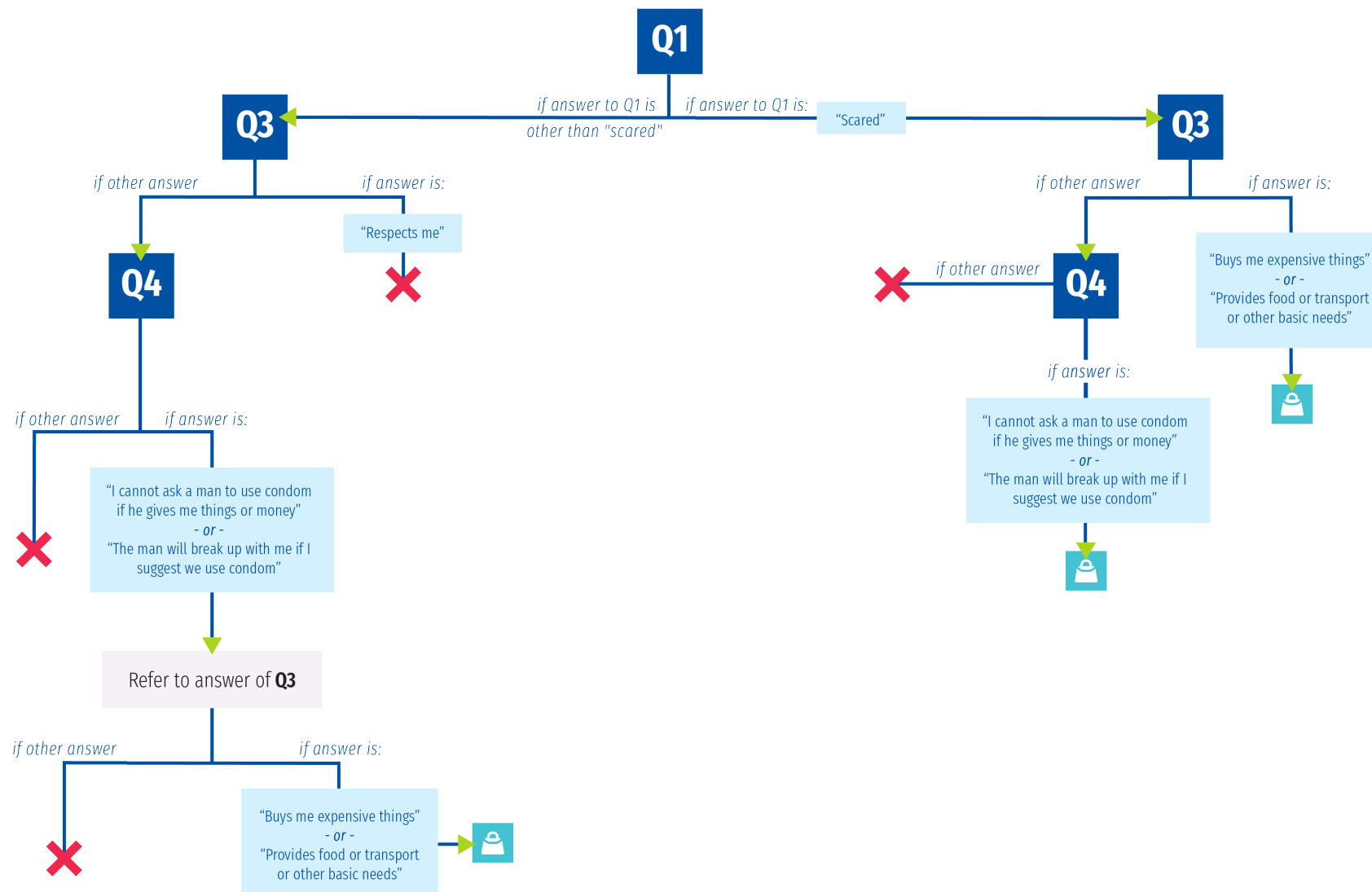
or:

- 5 The man will break up with me if I suggest we use condom



SEGMENT CLASSIFICATION:
ANSWER COMBINATIONS

LIFESTYLE
LULU



**SEGMENT CLASSIFICATION:
ANSWER COMBINATIONS**

4 specific combinations of answers identify Affirmation Seekers.

If an interviewee provides one of these 4 combination of answers, then she can be identified as a Lifestyle Seeker:

**AFFIRMATION
AYABONGA**



ANSWER COMBINATION 1:

if...

Q1. When you think about HIV, what do you feel MOST often?

Answer =

- 1** Confused
- 2** Angry
- 3** Hopeless
- 5** Hopeful

and:

Q3. What do you MOST want from any boyfriend or partner?

- 2** Makes me feel safe
- 3** Makes me feel desired

and:

Q4. What are the reasons why you do not always use condoms during sex?

- 1** Condoms reduce the pleasure of sex for me
- 2** I need to show the man that I trust him
- 3** It is hard to stop to use condom when we are aroused

ANSWER COMBINATION 2:

if...

Q1. When you think about HIV, what do you feel MOST often?

Answer =

- 1** Confused
- 2** Angry
- 3** Hopeless
- 5** Hopeful

and:

Q3. What do you MOST want from any boyfriend or partner?

- 2** Makes me feel safe
- 3** Makes me feel desired

and:

Q4. What are the reasons why you do not always use condoms during sex?

- 4** I cannot ask a man to use condom if he gives me things or money

OR

- 5** The man will break up with me if I suggest we use condom

ANSWER COMBINATION 3:

if...

Q1. When you think about HIV, what do you feel MOST often?

Answer =

- 1** Confused
- 2** Angry
- 3** Hopeless
- 5** Hopeful

and:

Q2. When you think about HIV, what do you feel NEXT MOST often?

- Answer =
- 3** Hopeless

and:

Q3. What do you MOST want from any boyfriend or partner?

- 4** Respects me

ANSWER COMBINATION 4:

if...

Q1. When you think about HIV, what do you feel MOST often?

Answer = **4** Scared

and:

Q2. When you think about HIV, what do you feel NEXT MOST often?

- Answer =
- 3** Hopeless

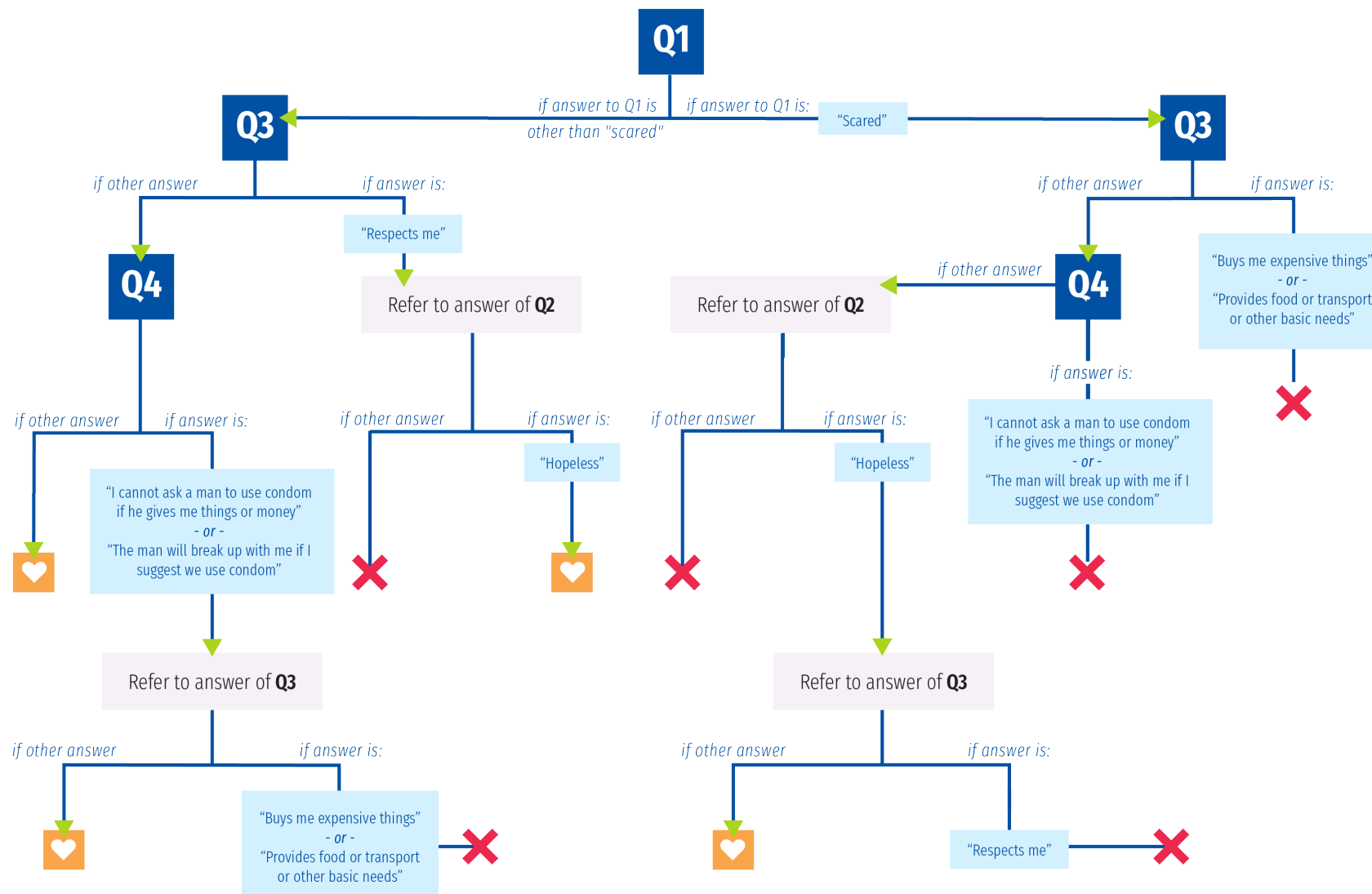
and:

Q3. What do you MOST want from any boyfriend or partner?

- 2** Makes me feel safe
- 3** Makes me feel desired

SEGMENT CLASSIFICATION:
ANSWER COMBINATIONS

AFFIRMATION
AYABONGA



**SEGMENT CLASSIFICATION:
ANSWER COMBINATIONS**

3 specific combinations of answers identify Respect Seekers.

If an interviewee provides one of these 3 combination of answers, then she can be identified as a Lifestyle Seeker:

**RESPECT
RETHABILE**



ANSWER COMBINATION 1:

if...

Q1. When you think about HIV, what do you feel MOST often?

Answer = 4 Scared

and:

Q2. When you think about HIV, what do you feel NEXT MOST often?

Answer =

- 1 Confused
- 2 Angry
- 5 Hopeful

and:

Q3. What do you MOST want from any boyfriend or partner?

Answer =

- 2 makes me feel safe
- 3 Makes me feel desired
- 5 Respects me

and:

Q4. What are the reasons why you do not always use condoms during sex?

- 1 Condoms reduce the pleasure of sex for me
- 2 I need to show the man that I trust him
- 3 It is hard to stop to use condom when we are aroused

ANSWER COMBINATION 2:

if...

Q1. When you think about HIV, what do you feel MOST often?

Answer = 4 Scared

and:

Q2. When you think about HIV, what do you feel NEXT MOST often?

Answer =

- 3 Hopeless

and:

Q3. What do you MOST want from any boyfriend or partner?

Answer =

- 5 Respects me

and:

Q4. What are the reasons why you do not always use condoms during sex?

- 1 Condoms reduce the pleasure of sex for me
- 2 I need to show the man that I trust him
- 3 It is hard to stop to use condom when we are aroused

ANSWER COMBINATION 3:

if...

Q1. When you think about HIV, what do you feel MOST often?

Answer =

- 1 Confused
- 2 Angry
- 3 Hopeless
- 5 Hopeful

and:

Q2. When you think about HIV, what do you feel NEXT MOST often?

Answer =

- 1 Confused
- 2 Angry
- 5 Hopeful

and:

Q3. What do you MOST want from any boyfriend or partner?

Answer =

- 5 Respects me

**RESPECT
RETHABILE**

