

BUILDING ASSETS FOR HUMANITARIAN SETTINGS



The Population Council confronts critical health and development issues—from stopping the spread of HIV to improving reproductive health and ensuring that young people lead full and productive lives. Through biomedical, social science, and public health research in 50 countries, we work with our partners to deliver solutions that lead to more effective policies, programs, and technologies that improve lives around the world. Established in 1952 and headquartered in New York, the Council is a nongovernmental, nonprofit organization governed by an international board of trustees.

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BUILDING ASSETS FOR HUMANITARIAN SETTINGS

Women's Refugee Commission (WRC) and the Population Council adapted the following draft Asset Exercise for use in humanitarian contexts, although they may be appropriate to many settings. Please refer to the original Building Assets Toolkit (https://www.popcouncil.org/uploads/pdfs/2015PGY_BuildingAssetsToolkitInstructionGuide.pdf) for full instructions on the activity and further resources (https://www.popcouncil.org/uploads/pdfs/2015PGY_BuildingAssetsToolkitResourceManual.pdf).

Facilitation Tips:

- **Select your deck:** Each asset typically takes between 2-5 minutes to review; and not every “asset” is relevant to every context. So, take some time to select assets before beginning the activity. Plan to spend at least an hour on the exercise, and include between 35-50 asset cards. We have included guidance (below) on how to select specific assets during planning, but do not worry if you do not get through all of them during the exercise itself.
- **Prepare your supplies:** You will need tape and/or a space on the floor where you will have enough room to lay cards out in columns corresponding to each of the age cards. You will also need blank paper or index cards to use for new “asset” cards - so participants can volunteer their own ideas.
- **Plan your session:** The Asset Exercise is best with a group of 4-8 participants. If you have a large group, plan ahead: prepare multiple asset “decks,” if possible, and select and brief a few participants to act as “facilitators” for this activity if you do not have enough outside facilitators.
- **Introduce the activity:** Explain all of the steps in the activity: reviewing assets, and assigning them to ages. Remember to emphasize that you are asking participants for the latest age when they believe girls should have each asset to ensure that they have it before they need to use it.
- **Encourage participation:** In settings where participants have limited literacy, the facilitator can read cards to the whole group, then invite participants to discuss where it should go. Otherwise, give each participant a small “deck” of cards and take turns reading the asset out loud and suggesting the age where they should go. The facilitator should encourage all of the group members to share their opinions and come to an agreement, but try not to push participants to select a specific age. If space permits, invite participants to take turns placing the assets on the wall, so everyone stays active and engaged throughout the exercise.
- **Keep track of time:** Make sure to leave enough time at the end of the exercise for participants to suggest additional assets; propose changes to where the assets are placed; and reflect on the results of the exercise as a group.

ASSET CARDS GUIDE

The draft asset cards included in this “deck” are organized in two ways:

- Cards are grouped into three categories that will help you to prioritize the assets most appropriate to your context. These are marked by both their numerical order and borders:

Numbers	Category	Definition	Notes
1-35	Core	Relevant to all settings, regardless of infrastructure, policy, or social conditions.	If you have limited time, use this group only. You may note that this includes topics such as contraception and HIV that may provoke discomfort: these should still be included.
36-62	Early Recovery/Development	Relevant in settings with some degree of infrastructure development and services.	You may add a few of these to the core deck based on their relevance to either specific observations about the situation of girls in your context; or about the type of program you are delivering.
63-71	Context-Specific	Relevant in settings with specific policy or social conditions.	You may add a few of these to the core deck based on both the features of your context and their salience for community members and/or potential for programs or services to address them.

- Cards are also marked by color codes, representing various domains; which may further help you select assets or simply guide discussion:

5, 36, 37, 40, 45, 50, 51, 64, 65	Economic	Relate to earning, saving, or managing money
10, 16, 30	Education	Contribute to concrete skills-building and/or access to school or alternative learning environment
1, 3, 4, 6, 7, 8, 11, 15, 25, 26, 27, 32, 34, 39, 53, 57, 59, 63, 70	Health	Support healthy behaviors, reduction in risks, and/or use of health services
17, 18, 24, 33, 35, 38, 44, 49, 55, 56, 58, 61, 67, 68, 69, 71	Participation	Address decision-making and representation in public and within household, exercise of rights and access to entitlements
2, 9, 12, 13, 14, 20, 21, 22, 23, 29, 41, 46, 47, 48, 62, 66	Safety	Promote physical security at home, in institutional settings and in public spaces
19, 28, 31, 42, 43, 52, 54, 60	Social	Relate to features of relationships with self, peers, and adults

ASSET LIST

Number	Asset	Domain (Economic, Education, Health, Participation, Safety, Social)
Core		
1	Know location of emergency health services	Health
2	Have a safe place to meet peers at least once a week	Safety
3	Know risks associated with persistent diarrhea and how to manage	Health
4	Know requirements for accessing SRH services	Health
5	Be able to assess risks associated with different options for earning money	Economic
6	Know specifics of menstruation and how to manage it	Health
7	Know when, why, and how to wash hands	Health
8	Know signs of danger during pregnancy, labor, and where to go for help	Health
9	Be able to describe her residence/home in relation to key landmarks	Safety
10	Know how many years of primary and secondary education to which she is entitled	Education
11	Know how HIV is transmitted and how to prevent it	Health
12	Know where to turn for support if she or someone she knows has experienced violence	Safety
13	Be aware that most violence against women and girls is perpetrated by someone they know	Safety
14	Know what abuse is and the difference between a “good touch” and a “bad touch”	Safety
15	Know basic nutritional needs of adolescent girls	Health
16	Be able to read and write a sentence	Education
17	Has all applicable identity documents	Participation
18	Know what programs government and NGOs provide for girls their age	Participation
19	Be able to respectfully assert preferences for when to marry and who to marry	Social
20	Know the location of girl-only spaces	Safety
21	Be able to describe times of day and specific situations when she feels unsafe	Safety
22	Be able to describe two strategies that may reduce her exposure to common safety risks	Safety
23	Know phone number to call when in need of help	Safety
24	Know that she has the same rights as her brother	Participation
25	Be able to identify and know when to test clean drinking water sources	Health

26	Know the routes to sources of clean water, and the strategies for mitigating risks along the route to/from water collection	Health
27	Know where and how to get condoms and contraceptives	Health
28	Have a trustworthy adult who can provide accurate, non-judgmental advice on contraception	Social
29	Know how to read a map, and where relevant, to identify where she lives in relation to other features on the map	Safety
30	Be able to complete basic mathematical calculations (add, subtract, multiple, divide)	Education
31	Feel like she can say “no” to her friends if they are pressuring her to do something she doesn’t think is right	Social
32	Know the symptoms that should prompt her or a family member to seek medical attention (<i>sustained fever, persistent cough, diarrhea, blood in stool or phlegm, etc</i>)	Health
33	Has a birth certificate	Participation
34	Have access to supplies to manage menstruation every month	Health
35	Know that according to international human rights frameworks, marriage before a girl’s 18th birthday is illegal and that girls Have a right to determine when to marry and who they marry	Participation

Early Recovery/Development

36	Have savings that can be accessed in case of personal emergency	Economic
37	Have a savings account	Economic
38	Know where nearest police station is and what help they should provide	Participation
39	Know where to get an HIV test and what treatment options are available	Health
40	Know how to manage money: revenue, savings, spending, debt, interest, investment	Economic
41	Know how to ask for a female authority if she uncomfortable with a male	Safety
42	Have (at least three) nonfamily friends	Social
43	Have a slightly older mentor to ask for advice	Social
44	Know how to play traditional games	Participation
45	Have a marketable skill	Economic
46	Know the code of conduct that outlines appropriate and inappropriate behavior for teachers	Safety
47	Know where to report abuse by teachers	Safety
48	Have a safe place to spend the night away from home in case of emergency	Safety
49	Know and be able to describe rights as outlined by Convention on the Rights of the Child	Participation
50	Have short-term and long-term financial goals and a plan to meet them	Economic

51	Be able to identify knowledge, skills needed for a profession she is interested in	Economic
52	Have the self-confidence to negotiate her preference for staying in school	Social
53	Understand the basics of sexuality and reproduction	Health
54	Be able to identify something unique or special about herself	Social
55	Identify a skill she can teach others	Participation
56	Know rights associated with work for pay–required documentation, minimum age, safe conditions	Participation
57	Know signs of drug and alcohol dependence	Health
58	Be able to identify influential members of the community and describe why they are influential	Participation
59	Knows how and when to access food distribution services	Health
60	Know what to say and what not to say to a survivor of a violent crime	Social
61	Know the difference between international, state and customary law	Participation
62	Be able to plan for seasonal, weather-related risks that affect her and/or her family safety and/or economic status	Safety

Context-Specific		
63	Have accurate understanding of female genital cutting, its risks, and common myths/misinformation	Health
64	Be able to borrow money under safe/reasonable lending terms	Economic
65	Know how to distinguish between a required expense and one that can be postponed	Economic
66	Have access and control over a portable light source	Safety
67	Know the legal voting age	Participation
68	Know where & how to register to vote	Participation
69	Know where to vote	Participation
70	Know how to raise a few important foods	Health
71	Know how to initiate conversations about traditional norms, including describing personal views and questioning them	Participation

**Know location of
emergency health
services**

1

**Have a safe place to meet
peers at least once a week**

2

**Know risks associated with
persistent diarrhea and how
to manage**

3

**Know requirements for
accessing SRH services**

4



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Ideas. Evidence. Impact.



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**Be able to assess risks associated
with different options for
earning money**

5

**Know specifics of menstruation
and how to manage it**

6

**Know when, why, and how
to wash hands**

7

**Know signs of danger during
pregnancy, labor, and where
to go for help**

8



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Be able to describe her residence/home in relation to key landmarks

9

Know how many years of primary and secondary education to which she is entitled

10

Know how HIV is transmitted and how to prevent it

11

Know where to turn for support if she or someone she knows has experienced violence

12



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**Be aware that most violence
against women and girls is
perpetrated by someone
they know**

13

**Know what abuse is and the
difference between a “good
touch” and a “bad touch”**

14

**Know basic nutritional needs
of adolescent girls**

15

**Be able to read and
write a sentence**

16



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**Has all applicable
identity documents**

17

**Know what programs
government and NGOs provide
for girls their age**

18

**Be able to respectfully assert
preferences for when to marry
and who to marry**

19

**Know the location of
girl-only spaces**

20

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Be able to describe times of day
and specific situations when
she feels unsafe

21

Be able to describe two
strategies that may reduce
her exposure to common
safety risks

22

Know phone number to call
when in need of help

23

Know that she has the same
rights as her brother

24

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**Be able to identify and know
when to test clean drinking
water sources**

25

**Know the routes to sources of
clean water, and the strategies for
mitigating risks along the route
to/from water collection**

26

**Know where and how to get
condoms and contraceptives**

27

**Have a trustworthy adult who
can provide accurate, non-
judgmental advice on
contraception**

28



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Know how to read a map, and where relevant, to identify where she lives in relation to other features on the map

29

Be able to complete basic mathematical calculations (add, subtract, multiple, divide)

30

Feel like she can say “no” to her friends if they are pressuring her to do something she doesn’t think is right

31

Know the symptoms that should prompt her or a family member to seek medical attention (*sustained fever, persistent cough, diarrhea, blood in stool or phlegm, etc*)

32



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Has a birth certificate

33

**Have access to supplies to
manage menstruation
every month**

34

**Know that according to international
human rights frameworks, marriage
before a girl's 18th birthday is illegal and
that girls have a right to determine when
to marry and who they marry**

35

**Have savings that can be accessed
in case of personal emergency**

36

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Have a savings account

37

Know where nearest police station is and what help they should provide

38

Know where to get an HIV test and what treatment options are available

39

Know how to manage money: revenue, savings, spending, debt, interest, investment

40

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**Know how to ask for a female
authority if she uncomfortable
with a male**

41

**Have (at least three)
nonfamily friends**

42

**Have a slightly older
mentor to ask for advice**

43

**Know how to play
traditional games**

44

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Have a marketable skill

45

Know the code of conduct that outlines appropriate and inappropriate behavior for teachers

46

Know where to report abuse by teachers

47

Have a safe place to spend the night away from home in case of emergency

48



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Know and be able to describe rights as outlined by Convention on the Rights of the Child

49

Have short-term and long-term financial goals and a plan to meet them

50

Be able to identify knowledge, skills needed for a profession she is interested in

51

Have the self-confidence to negotiate her preference for staying in school

52

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**Understand the basics of
sexuality and reproduction**

53

**Be able to identify something
unique or special about herself**

54

**Identify a skill she can
teach others**

55

**Know rights associated with work
for pay –required documentation,
minimum age, safe conditions**

56



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**Know signs of drug and
alcohol dependence**

57

**Be able to identify influential
members of the community and
describe why they are influential**

58

**Knows how and when to access
food distribution services**

59

**Know what to say and what
not to say to a survivor of a
violent crime**

60



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Building Assets Toolkit

DEVELOPING POSITIVE BENCHMARKS FOR ADOLESCENT GIRLS



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Know the difference between
international, state and
customary law

61

Be able to plan for seasonal, weather-
related risks that affect her
and/or her family safety and/or
economic status

62

Have accurate understanding of
female genital cutting, its risks,
and common myths/
misinformation

63

Be able to borrow money under
safe/reasonable lending terms

64



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**Know how to distinguish between
a required expense and one that
can be postponed**

65

**Have access and control over
a portable light source**

66

Know the legal voting age

67

**Know where & how to
register to vote**

68



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POPULATION COUNCIL
Ideas. Evidence. Impact.

WOMEN'S REFUGEE COMMISSION
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Know where to vote

69

**Know how to raise a few
important foods**

70

**Know how to initiate conversations
about traditional norms, including
describing personal views and
questioning them**

71

AGE CARDS

AGE 6

AGE 8

AGE 10

AGE 12

AGE 14

AGE 16

AGE 18

AGE 20