

DEVELOPMENTAL ASSETS & SEXUAL & REPRODUCTIVE HEALTH IN 10–14 YEARS OLDS IN NORTHERN UGANDA

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Photo Credit: Rebecka Lundgren, IRH



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**Institute for
Reproductive Health**
Georgetown University

Search >
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PROJECT SNAPSHOT

Partners

Institute for Reproductive Health (IRH), Search Institute

Purpose

Cross-sectional survey to assess the relationship between developmental assets and sexual & reproductive health (SRH)

Duration

October 2013 - September 2014

Location

Post-conflict Northern Uganda

Participants

Girls and boys aged 10 to 14



THE RATIONALE



- ✓ **50% of all adolescents** are very young adolescents (VYA)
- ✓ **Growing recognition of need to support** adolescent positive development
- ✓ **Few interventions** focus on VYAs
- ✓ **Few studies** consider resilience, self-efficacy, other developmental assets + relationship with SRH

ASSETS DEFINED



DEVELOPMENTAL ASSETS:

critical supports (*external*) and strengths (*internal*) that young people need to grow up healthy, caring, and productive.”



DEVELOPMENTAL ASSETS PROFILE (DAP)



WHAT DAP MEASURES

Asset Categories

Asset-Building Contexts

External Supports

- ✓ Support
- ✓ Empowerment
- ✓ Boundaries & Expectations
- ✓ Constructive Use of Time

Internal Strengths

- ✓ Commitment to Learning
- ✓ Positive Values
- ✓ Social Competencies
- ✓ Positive Identity

- ✓ Personal
- ✓ Social
- ✓ Family
- ✓ School
- ✓ Community

SAMPLE ITEMS FROM THE DAP BY SCALE

Items	Asset scale	Context scale
I seek advice from my parents	<i>Support</i>	Family
I feel safe at school	<i>Empowerment</i>	School
I have neighbors who help watch out for me	<i>Boundaries & Expectations</i>	Community
I am involved in a sport, club, or other group	<i>Constructive Use of Time</i>	Community
I am eager to do well in school and other activities	<i>Commitment to Learning</i>	School
I take responsibility for what I do	<i>Positive Values</i>	Personal
I build friendships with other people	<i>Social Competencies</i>	Social
I am developing a sense of purpose in my life	<i>Positive Identity</i>	Personal

All DAP items are answered on the following scale: Not At All or Rarely, Somewhat or Sometimes, Very or Often, Extremely or Almost Always

SAMPLE ITEMS FROM THE DAP BY SCALE

Items	Asset scale
<ul style="list-style-type: none"> • I seek advice from my parents. • I have a school that cares about kids and encourages them. • I have a family that gives me love and support. 	<p><i>Support</i></p>
<ul style="list-style-type: none"> • I feel safe at school • I am included in family tasks and decisions. • I feel valued and appreciated by others. 	<p><i>Empowerment</i></p>
<ul style="list-style-type: none"> • I have neighbors who help watch out for me. • I have adults who are good role models for me. • I have friends who set good examples for me. 	<p><i>Boundaries & Expectations</i></p>
<ul style="list-style-type: none"> • I am involved in a sport, club, or other group • I am spending quality time at home with my parent(s). • I am involved in creative things such as music, theatre, or art. 	<p><i>Constructive Use of Time</i></p>

All DAP items are answered on the following scale: Not At All or Rarely, Somewhat or Sometimes, Very or Often, Extremely or Almost Always

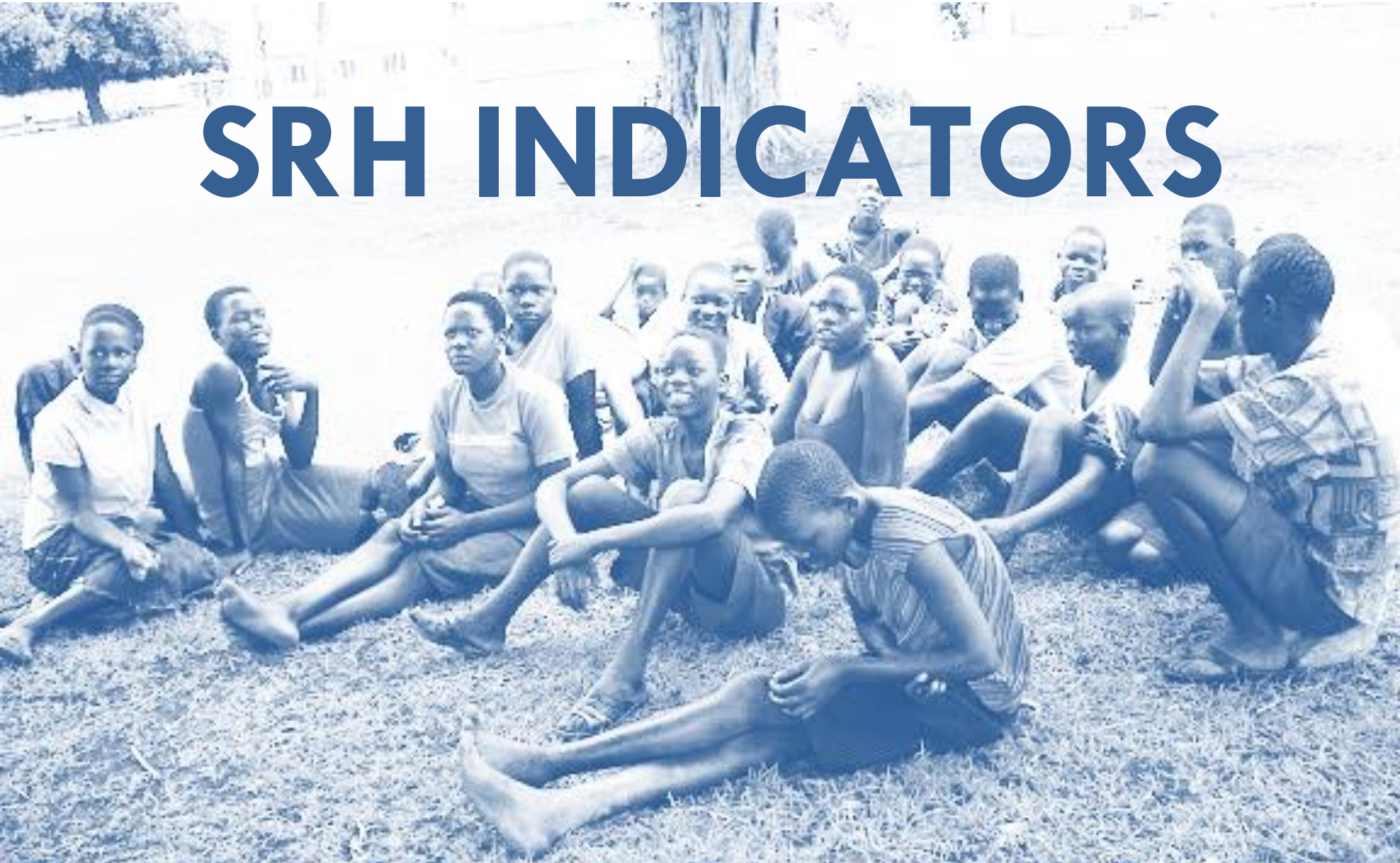
SAMPLE ITEMS FROM THE DAP BY SCALE

Items	Asset scale
<ul style="list-style-type: none"> • I am eager to do well in school and other activities. • I do my homework. • I care about school. 	<p><i>Commitment to Learning</i></p>
<ul style="list-style-type: none"> • I take responsibility for what I do. • I stay away from tobacco, alcohol, and other drugs. • I am developing good health habits. 	<p><i>Positive Values</i></p>
<ul style="list-style-type: none"> • I build friendships with other people. • I think it is important to help other people. • I resolve conflicts without anyone getting hurt. 	<p><i>Social Competencies</i></p>
<ul style="list-style-type: none"> • I am developing a sense of purpose in my life • I feel good about my future. • I find good ways to deal with things that are hard in my life. 	<p><i>Positive Identity</i></p>

All DAP items are answered on the following scale: Not At All or Rarely, Somewhat or Sometimes, Very or Often, Extremely or Almost Always



SRH INDICATORS



SRH INDICATORS



✓ Puberty knowledge



✓ Accurate knowledge about pregnancy risk



✓ HIV knowledge

✓ Condom knowledge



✓ Supportive relationships

✓ Equitable gender attitudes

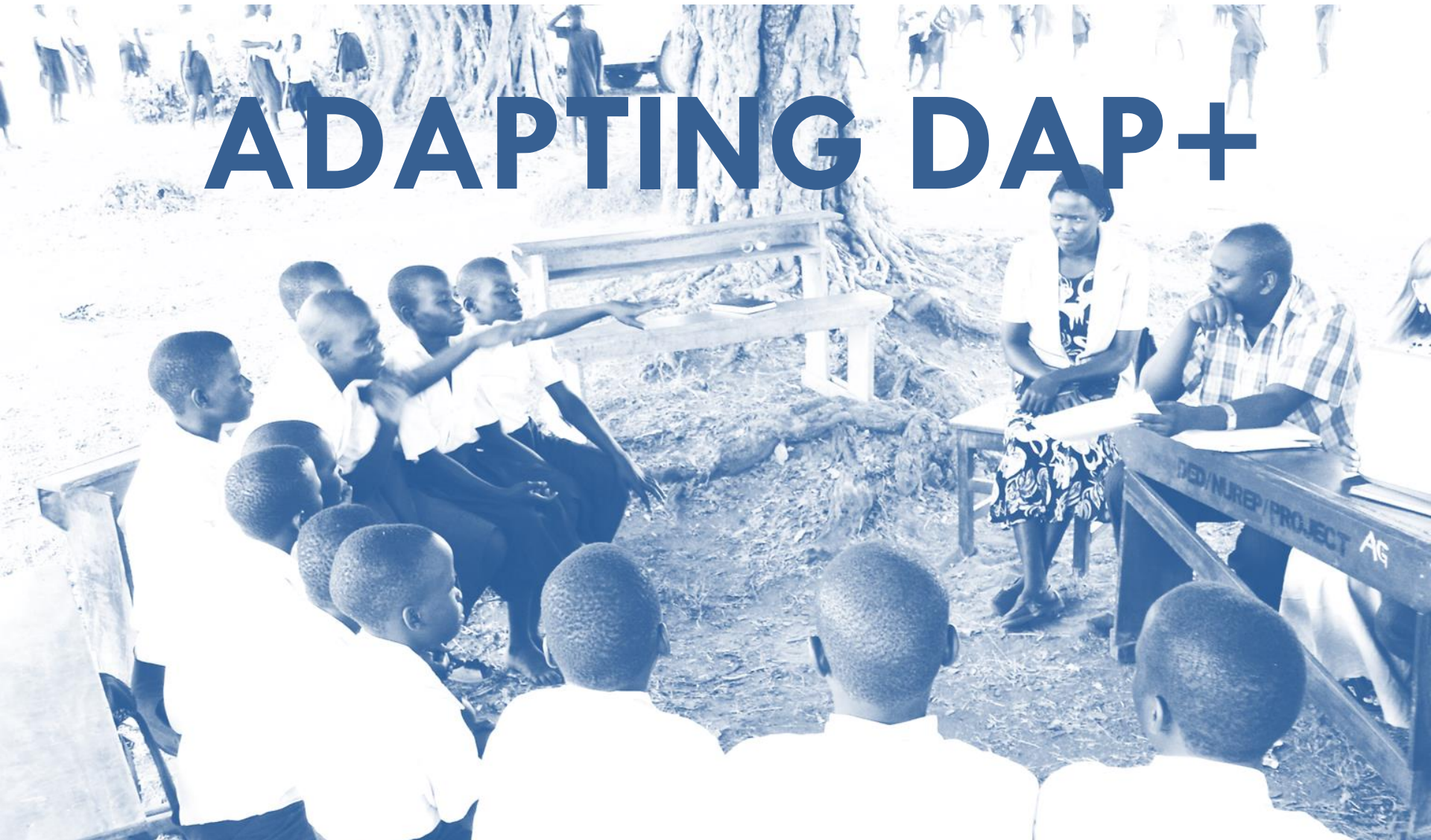


✓ Ability to access to SRH services

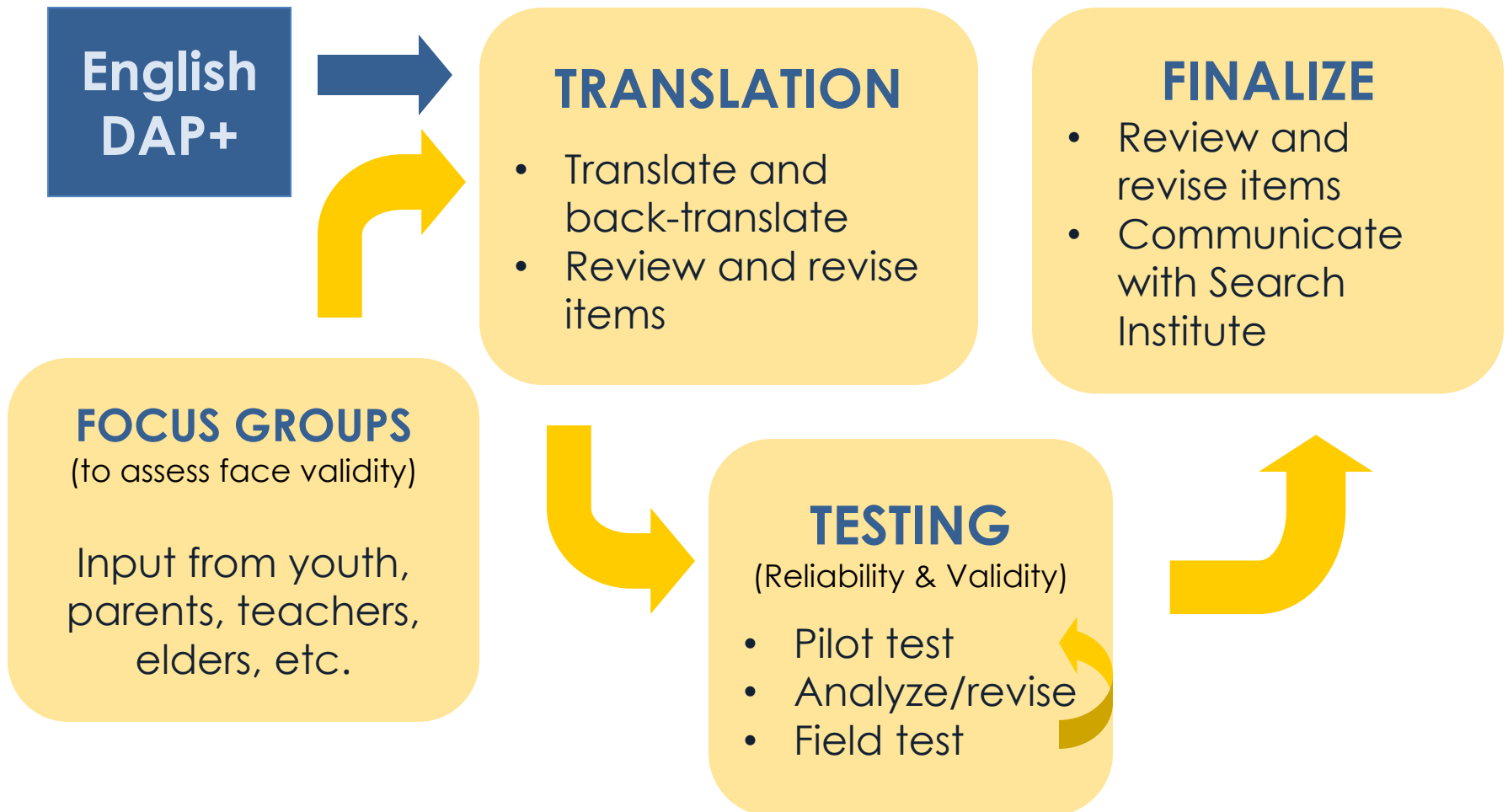
✓ Intention to delay sex or use condoms



ADAPTING DAP+



SNAPSHOT: DAP+ ADAPTATION PROCESS





RESULTS



HOW WELL THE SCALES WORK: RELIABILITY & VALIDITY

- ✓ Internal consistency reliabilities measured using Cronbach's alpha
- ✓ Most DAP subscales are either at acceptable (.70 or higher) or promising (.60-.69) levels
- ✓ Significant correlation of asset scales with SRH indicators as hypothesized supports the DAP's validity.

RELIABILITY AND VALIDITY

- ✓ Empowerment and Constructive Use of Time performed at unacceptable levels, (.62 and .57, respectively) possibly because...
- ✓ Empowerment: many items related to feeling safe.
- ✓ Constructive Use of Time: items measure across settings, family, out of school, often poorly performing sub-scale

SCORING

Overall DAP score

- ✓ includes all 58 items
- ✓ Total possible score of 60

Scores categorized into 4 levels

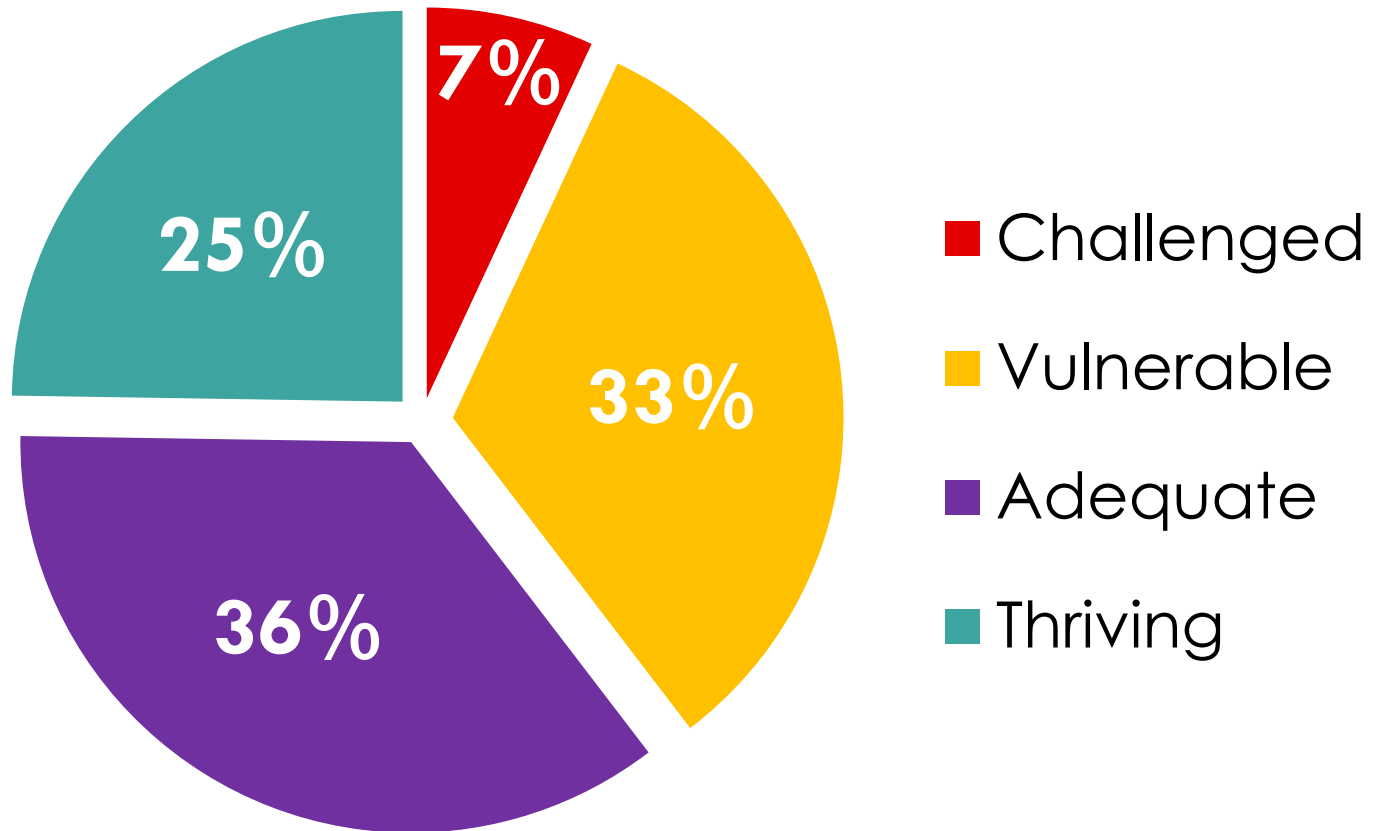
- ✓ Challenged 0-29
- ✓ Vulnerable 30-41
- ✓ Adequate 42-51
- ✓ Thriving 52-60

KEY BACKGROUND CHARACTERISTICS (n=941)

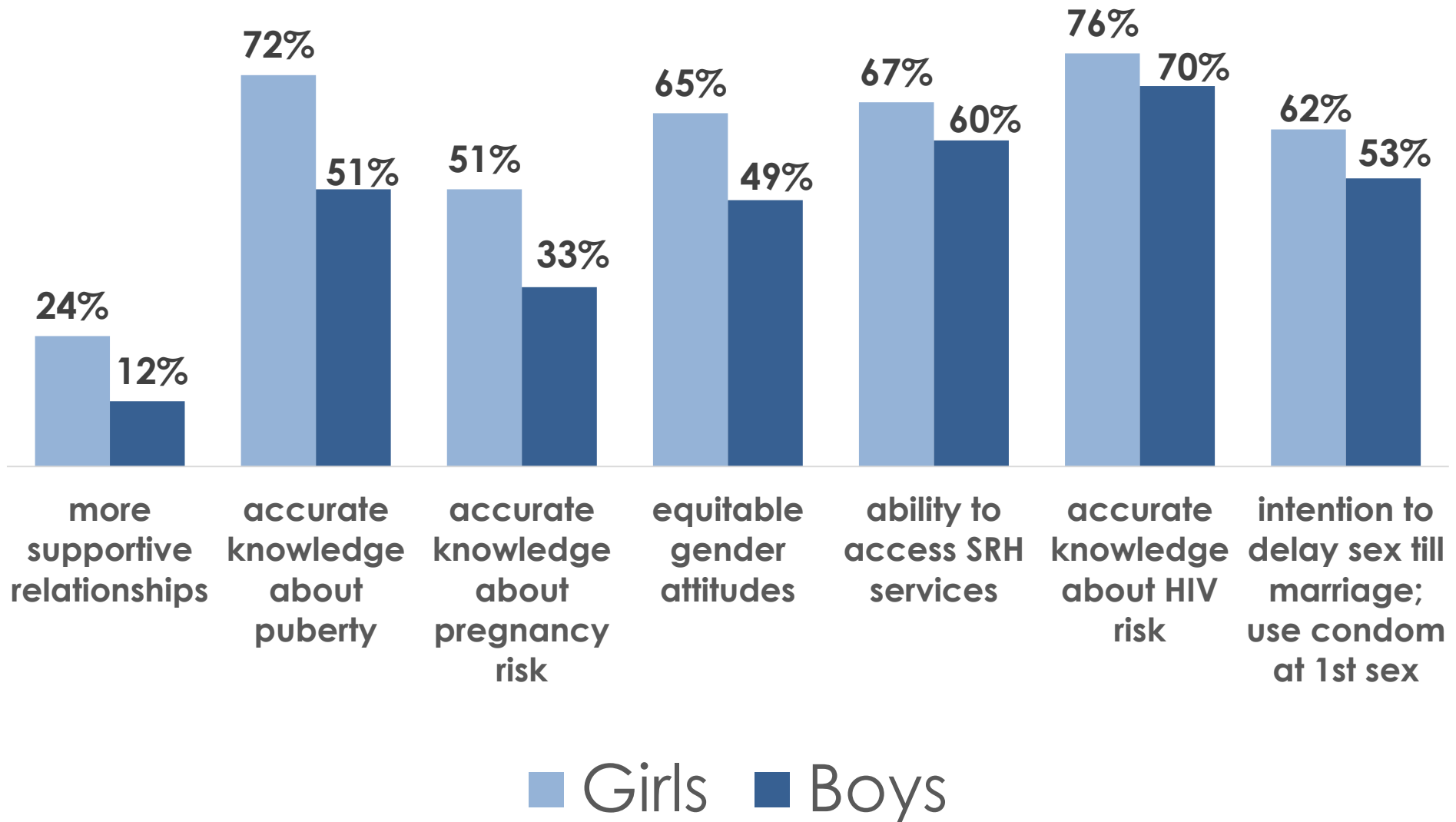
Sex: girls	52
Age	
10	12
11	15
12	20
13	29
14	24
Economic Status: My family...	
Has difficulty affording basic necessities	36
Can afford basic necessities but nothing more	40
Can afford basic necessity and a little more	20
Can afford whatever we want	3

MOST VYAs SCORED AT ADEQUATE OR THRIVING LEVEL ON ASSET SCORES

% Northern Uganda 10-14 year olds, by Total DAP Score
Quartile, n= 941



SRH Outcomes



SRH INDIVIDUAL INDICATORS

Heard of HIV	94%	Girls should be flattered when boys act this way	10%
Heard of condoms	83%	Touched a girls on her breasts or buttocks without her permission	4%
Seen a condom	72%	Been touched on the breasts or buttocks without her permission	4%
Teasing girls is an appropriate way boys show girls that they like them	17%	Feel able to tell boys to stop doing something that makes them uncomfortable	86%
Boys who do not tease girls will be made fun of by other boys	40%		

YOUTH WITH ADEQUATE AND THRIVING LEVELS OF ASSETS:



71% more likely than youth at the *Challenged* or *Vulnerable* asset levels to have accurate HIV knowledge

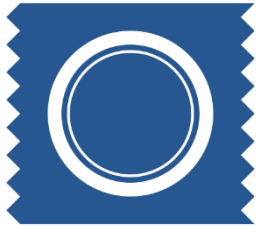


34% more likely than youth at the *Challenged* and *Vulnerable* asset levels to believe they can access SRH services



98% more likely to intend to delay sex until marriage or use condoms

YOUTH WITH THRIVING ASSETS (HIGHEST LEVEL)



57% more likely than all other youth to have accurate condom knowledge



87% more likely to have accurate HIV knowledge



Girls **78%** more likely and boys **2x** as likely as all other youth to have supportive relationships

PROGRAM IMPLICATIONS



- ✓ **Improve parents' ability to support** their children; set & monitor appropriate boundaries
- ✓ **Expand rights-based programming** to engage communities & encourage youth involvement in community service & action
- ✓ **Provide youth skill development** opportunities
- ✓ **Establish links with caring adults** in schools, communities & other institutions to increase support

RESEARCH IMPLICATIONS

- ✓ **Conduct longitudinal study** to establish causal relationship between developmental assets & SRH indicators
- ✓ **Test & refine SRH indicators**, particularly those related to sexual behavior among this younger & under-studied age group



**DEVELOPMENTAL ASSETS AND SEXUAL AND REPRODUCTIVE HEALTH
AMONG 10- TO 14-YEAR-OLDS IN NORTHERN UGANDA**

Peter C. Scales, Maura Shramko, and Kim Ashburn

NEW! ARTICLE

open access at GPH

Abstract: There is a need for research on adolescent sexual and reproductive health (SRH) to further clarify the broader developmental context of very young adolescents who are generally neglected in SRH research in developing countries. Programs can then address these factors: (including quality of family, school, and peer relationships, commitment to learning, and various social competencies), thereby broadening valid intervention targets and increasing program effectiveness among vulnerable youth. In this study, cross-sectional survey data measured the extent of developmental assets (youths' individual strengths and social relationships and opportunities) and concurrent SRH outcomes among a stratified random sample of 941 very young adolescents (10 to 14 years old) in northern Uganda. We hypothesized that youth with higher levels of assets would have better SRH. Mean developmental assets level was barely adequate. However, as predicted, youths with higher levels of the assets were more likely to have accurate HIV knowledge, accurate condom knowledge, the ability to access SRH services, supportive relationships in which SRH issues can be discussed, and were more likely to have the intention of delaying sexual intercourse or using condoms. The asset-SRH health linkage was stronger for girls than for boys. The findings suggest a potential utility for promoting individual and social assets, such as positive relationships and opportunities, commitments to learning, and social competencies, as a strategy for promoting SRH among very young adolescents in a developing country setting.

ADDITIONAL RESOURCES



Study Report

<http://irh.org/resource-library/developmental-assets-sexual-reproductive-health-among-10-14-year-olds-uganda/>

Study Brief

<http://irh.org/resource-library/brief-exploring-links-developmental-assets-sexual-reproductive-health-among-young-adolescents-case-northern-uganda/>



THANK YOU!

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