

Newsbite

Encouraging Experiences of Cost Sharing

In 2001 CfBT managed a programme similar to PSABH, called School and Community AIDS Prevention Program (SCAPP) in Nakuru. Based on the success of SCAPP the then Provincial Director of Education, Mr David Siele, forwarded a proposal to the donor to extend the programme to other urban centres in the Rift Valley Province on a cost-share basis. This extension then came under PSABH and the project met the cost of trainers, training materials and monitoring. The schools, on the other hand, were to meet the cost of travel and food for the 3 participants from each school targeted, ie. the Headteacher, a Teacher

and a Community Representative.

Experiences shared:

This proved to be a rewarding experience for all of us as the creativity, mutual support and initiative of the schools and their communities was overwhelming and brought a whole new dimension of true 'peer support' to the training programme.

First, MoEST officials trained under the PSABH program took responsibility for sensitising and mobilising others. They held consultative meetings with DEO's and Education officers, who then mobilized targeted schools. Then they held sensitisation meetings for Zonal Parents Association (ZOPAs) and the ZOPA deliberated on the relevant ways to meet the cost of training. All the sensitisation and consultative meetings were planned to also create awareness

on STI, HIV and AIDS prevention messages.

To our surprise, every community came up with different and innovative ways of dealing with costs.

In Naivasha and Gilgil sensitised stakeholders decided to contribute food in kind. They gave potatoes, live chickens, a goat, vegetables, onions, tomatoes etc. while the local Member of Parliament paid for the hall where the course was to take place. A community representative who cooked in a kiosk was asked to offer catering services for a small fee which individuals were able to pay.

Often cheaper training venues were identified, often as well-resourced as others used in the past, but further away from the tarmac and known only to residents.

In some schools parents made contributions to assist their representatives to travel to the training venue. One school in particular availed bicycles for the trio to travel.

CfBT was asked to adapt the training programme to make it non-residential by participants training an extra Saturday.

Later in the programme, schools that opted to collect cash could not run courses when Free Primary Education was introduced as they were unable to raise the funds.

The lesson we learned from these experiences is that, if well mobilised, communities are not only able to cost share without contributing cash, but contribute a much more valuable spirit of collaboration and efficiency in using resources.

ACTIVITY: FRIENDSHIP RACE

Purpose:

- To have pupils explore what makes long lasting relationships.

Objectives:

- Pupils will be able to come up with ways to describe and keep good friends.

Steps:

- Get pupils to think of words or phrases that describe a "good friend".
- Put these words or phrases on the board or write them on a piece of paper.
- Have them select one of the statements and come up with ways that these statements apply to their friendships.

For example, ways that friends are nice to each other could be that they say encouraging things to one another.

- Explain to the class that they are going to play a game in which they must come up with creative statements about friendship.
- Divide the pupils into 2 groups. Each group will draw up a friendship chart (refer to activity worksheet).
- Each group will fill in each square in the chart using a word or phrase that begins with the letter over that square. For example: A friend is...under the F square you would write FRIENDLY, under the R box you would right RESPECTFUL.
- The first group to complete the chart is the WINNER!
- Discuss the examples the winning team has given.

ACTIVITY WORKSHEET: FRIENDSHIP GAME

Instructions: Fill in the boxes under each letter by responding to the statements given in the first column boxes (shaded). Each answer must begin with the letter in the box at the top of the chart (i.e. F column must have words that begin with the letter F)

	F	R	I	E	N	D	S
A friend is...	Fun	Respectful	Independent	Enjoyable	Nice	Dependable	Safe
Things friends do together							
Ways friends are nice to each other							
Things friends can share							
Friends we know							
Places to make new friends							

DEFINITIONS

CfBT Centre for British Teachers manages the PSABH project.

DFID Department for International Development funds the PSABH project.

USAID United States Agency for International Development funded the SCAPP project.

PRISM Primary School Management was a national project funded by DFID

PSABH Primary School Action for Better Health is the project which has produced this newsletter

Peer Supporter is a pupil trained by PSABH to support their peers

Community Representative is a parent of the school who has attended PSABH training

PSABH Training Schools are invited by the District Education Officer to send their Headteacher, a senior Teacher and a Community Representative to attend two cycles of training.

The first cycle lasts five days and the second last four days and the two cycles are separated by at least one term back at school.

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The Role of Peer Support

The peer group of a young person plays an important role in shaping their thoughts, feelings and behaviours. This is especially true as young people mature and start spending more time with friends.

When young people start interacting more with their peers, they experience strong pressure to adopt the attitudes, values and behaviours of their peer group. If young people are able to connect with other peers who display healthy attitudes and behaviours, they themselves are more likely to be able to lead more positive and healthy lives. Studies have shown that adolescents are more likely to practice healthy behaviour like sexual abstinence if their friends are doing the same.

The main purpose of a peer support programme is to help young people in their daily lives by providing them with trained role models who are able to support and encourage them to live healthier. Specifically, a peer support programme aims to:

- Provide positive experiences for young people which contribute towards their personal development
- Support and enable young people to make more informed choices about their sexual behaviour and relationships through skills development
- Find new ways of dealing with peer



Akalla Dash

pressure

- Allow youth to talk about the social and cultural pressures they face
- Encourage youth to talk about problems that affect them both personally and as a group
- Build new, lasting and strong relationships between peers
- Provide ways in which young people can better communicate with their parents, teachers, community members and each other
- Help adults understand the ways in

- which young people think and feel
- Increase discussion about sexual health in the context of HIV/AIDS
- Help young people accept and care for People Living with AIDS (PLWAs)
- Allow young people to talk about their aims and goals in life
- Have fun

The hope is that peers can come to be a support network for one another and in doing so be able to live and act in a positive and healthy way.

PSABH NEWS

What does Peer Supporter training look like?



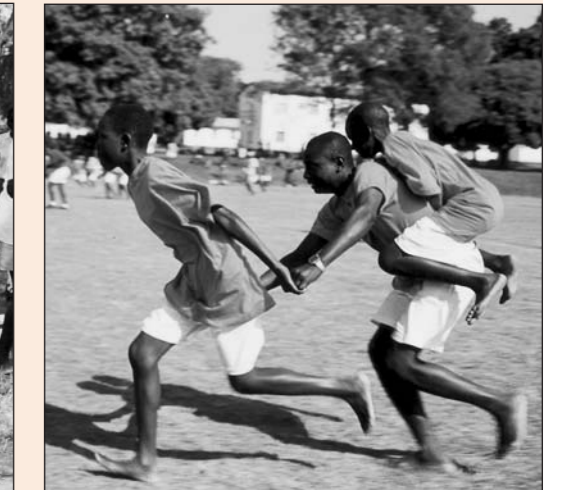
Serious moments to get the facts right



Performances of songs and dance in Nyanza



Times to clean up Nyanza peer supporters



Sports and games on teamwork and leadership "Beba beba"



Sports and games on teamwork and leadership



Times to share and confide



Lots of support and fun time

A letter from the Editor

Changing the Story's Ending

In the second issue of the PSABH newsletter we referred to a pattern of behaviour surrounding playing sex that pupils described to us. We called this a 'sexual script'. Like the script of a play, once the beginning had taken place – the giving of a gift or showing of interest from a boy to a girl - the outcome was obvious – that the boy and girl would eventually play sex.

The script looked like this:

- Boys pick up signals from girls that they are interested in a boyfriend/girlfriend relationship.
- The boy, (or sometimes a girl to a boy), starts negotiating with the girl usually through writing letters or perhaps sending a message through a mediator.
- The boy gives one or several gifts, these may include money but also small items like slippers, to the girl or her family members to show his interest.
- Once the gift is delivered, even if it is not wanted or is rejected, this represents an obligation to play sex.
- Girls must, and do, initially refuse to play sex, knowing however, that they lack the power to enforce their refusal.
- If a girl persists in her refusal, the boy is expected, and does, force her to play sex.

Before PSABH began the pupils were unable to describe ways to stop the script from unfolding as we have described. Boys feared being called 'weaklings' by their peers if they gave up an opportunity to play sex. Girls feared being left by their boyfriends if they did not play sex. They all felt forced to play sex by their biological urges, the cultural expectations of puberty or their economic needs.

After 18 months we interviewed pupils in the same Standards in the same schools and found a remarkable difference in their beliefs in their abilities to redirect or change this script. Girls told us that they know now to refuse such gifts:

"If you are given money do not accept ..."
 "If you are bought anything do not accept ..."
 "You can be given sweets...soda... and are told...what you drink you will pay for...later. Run, don't even look behind ... I will not take ... I will leave"

They also told us how they can now refuse to play sex: "Suppose ...a boyfriend forces me into sex then I can refuse... I'll refuse talking to him...If we meet on the way and he says hello and he tells me we make love, I refuse."

And if someone tries to force them ...

"You scream"
 "I run ...I run as I scream"

Even the boys have answers now as to how they can control their bodies: "When you feel like having a girl you can use that energy in the field to dig... You can do hard work ... You can even go to fetch water from the river severally and pour down the water till you are tired and avoid the girls."

The overriding message from these pupils is that it IS possible to abstain once you know how.

"It is not difficult to abstain... because my body is not governed by anyone but me."

Creating an Enabling Environment Inside and Outside the School

In a school that has taken part in PSABH, three representatives, the Headteacher, a Teacher and a Community Representative, have taken part in a programme that helps them to undertake the following activities:

- Develop a School Action Plan for Better Health (within the School Development Plan)
- Learn about teaching and learning activities to support behaviour change for adolescents.
- Use resource materials from KIE to support classroom learning
- Train other teachers to incorporate HIV/AIDS knowledge and awareness within the normal curriculum through the use of:
 - Improved resource materials (much of it self-generated)
 - Innovative teaching methodologies
 - Creative forms of student self-expression
- Organise public activities such as inter-school and inter-zone competitions in areas of drama, music, art, public speaking, recitations, writings, sports and exhibitions etc.
- Provide pupils with opportunities for discussion and participation such as Question Boxes, Information Corners and School Health Clubs.
- Work with Education Officers who are responsible for the monitoring of HIV/AIDS education in schools.
- Apply the insight gained through the programme research and evaluation work, which has helped us know the needs of pupils and teachers better.

The purpose of all these activities is to encourage and support the school team to apply the strategies they have been exposed to in order to create an 'enabling environment' for young people. An enabling environment supports and encourages positive

behaviour formation and modification and makes healthier choices easier to make and stick to.

The role of the school in creating an enabling environment

- To identify and support the development of talents and gifts in individuals.
- To help children cope with future challenges and give them encouragement.
- Help them make healthy and positive choices.
- Prepare children to live a fulfilling life.
- Help in confidence and morale building
- Motivate children to reach high goals.
- Use available resources in an appropriate way.
- Encourage positive and healthy competition in schools.
- Help learners to understand and appreciate the role of education.

The role of the community in creating an enabling environment

- The role of the community is to nurture its youth to useful citizens who will take over leadership in various fields in growth of this nation.
- The community through existing cultural, religious or societal set ups can make positive development of their youth a reality.
- Some of the cultural messages are passed during forms of initiation. These can be redirected to support young people to live avoiding risk.
- A lot of our cultural practices are led by men. Their leadership is looked up to by children and women. Men therefore can make a difference in their communities by positively participating in community initiatives that will create an enabling environment for youth of both sexes to enjoy equal opportunities and protection.



Ask the doctor

Q If all my friends have boyfriends and I know having boy friends may force one to have sex, what can I do?

A Talk to your friends about the possibility of having friends and not for sex. Ask the teacher to support the idea through group counselling. Put a question about this in the question box so that it can be discussed in the School Health Club

Q If a boy touches a girl's breast will they grow?

A At puberty both boys and girls experience changes through male and female hormones respectively. The growing of girls' breasts is one of these natural changes, which will happen with or without any touch.

Vulnerability

The Role of the Community – a model to follow?

After years of focusing on personal choices about lifestyles, by the early 1990s, AIDS prevention programmes were giving renewed attention to the social and economic context of people's daily lives – the context that shapes sexual and drug-related behaviour as none of us lives and makes decisions in a vacuum.

Many factors and forces exist in life that leave some of us particularly exposed to HIV infection, or vulnerable to needless suffering once we are infected. Being vulnerable means being 'susceptible' or at risk. Vulnerable groups in HIV/AIDS means those susceptible to be infected or affected by the pandemic. These groups of people are at higher risk due to reasons outside their control.

The list of what creates vulnerable groups is a long one and varies from place to place. It includes:

- Discrimination against people with known or suspected HIV infection
- Lower status of women
- Abuse of power by older or wealthier individuals
- Lack of care and support for orphans
- Scarcity of HIV counseling and testing facilities and of condoms
- Intolerance of racial, religious or sexual minorities
- Lack of care and support for those infected or affected
- Poverty that leads to prostitution
- Domestic violence and rape
- Military conflict and labour migration, which split up families

While these groups remain unprotected and unsupported, the epidemic will continue to have a strong foothold in our societies.

Many of the causes of vulnerability can best be understood within the universal principles of human rights. Vulnerability to AIDS is often caused by a lack of respect for human rights such as:

- the rights of women and children
- the right to information and education
- freedom of expression and association
- the rights to liberty and security
- freedom from inhuman or degrading treatment
- the right to privacy and confidentiality.

Where human rights such as these are compromised, individuals at risk of HIV infection may be prevented or discouraged from obtaining the necessary information, goods and services for self-protection. Where people with AIDS risk rejection and discrimination, those who suspect they have HIV may avoid getting tested and taking precautionary measures with their partners, for fear of revealing their infection; they may even avoid seeking health care.

Who are the groups most vulnerable to HIV/AIDS?

- Women, young girls
- Children, adolescents
- Orphans
- IV drug users
- Commercial sex workers
- Disadvantaged members of society, disabled, blind people, mental patients.
- People living away from their wives
- Prisoners, rape victims

Promoting human rights and tolerance is therefore as important in fighting AIDS as well as in its own right.

What makes them vulnerable?

- Stigmatisation, fear and denial.
- Ignorance about HIV/AIDS.
- Lack of education.
- Lack of human rights - rape, lack of protection to orphans, violence to women and children, early marriages.
- Migration – rural to urban, separation of couples.
- Poverty – lack of finance, lack of infrastructure to disseminate information, lack of medical care.

Women

- Women are vulnerable because--
- Biological reasons: they have 8 – 10 times more risk of getting infected for every sexual encounter. This is due to longer exposure time of Mucosa to risky fluid.
 - Pregnancy
 - Younger girls more at risk due to immature Mucosa.
 - Due to cultural reasons women are burdened with care of families, have less nutritious diet, are poorer, have less access to medication and are victims of rape and violence.
 - If HIV positive they are more at risk of progressing to AIDS when pregnant.
 - Wife inheritance.
 - Discordant couples – women not informed when their partners are positive.
 - Polygamy puts them more at risk

Children and Adolescents

- May be raped.
- Infected by their parents (MTC)
- May fall into prostitution due to poverty.

Orphans

- Ignorance, lack of education, and poverty may put them at risk.
- Lack of security

Risk lifestyles

- Commercial sex workers
- IV drug users

Actions for Reducing Vulnerability

Attention should be focused on the following key areas of strategic action:

1. Decreasing vulnerability to HIV/AIDS through **providing and expanding access to universal, good quality, safe education**. This is particularly important for girls, orphans, young people who inject drugs, young sex workers and others especially vulnerable young people.

2. **Elimination of stigma and discrimination**, with a view to respecting human rights and encouraging greater openness concerning the epidemic. This should include discrimination on the basis of HIV/AIDS status, gender, pregnancy, age, sexuality, disability, religion and culture.

3. **Promotion of policies and practices that favour gender equity**, school attendance and effective learning, all of which positively affect health, nutrition and the capacity to learn. Beyond this, action should be taken to improve management, safety and security in schools to ensure that they offer healthy, protective and gender sensitive learning environments.

4. **School Health Programmes** need to tackle the particular factors rendering some children and young people more vulnerable than others. They can do this through the provision of skills-based health education to enable people to acquire the knowledge, attitudes, values and life skills needed to avoid HIV infection. They can also seek to foster appropriate forms of student/teacher interaction; promote greater gender sensitivity and psychosocial support; and provide safer recreational activities.

5. **Inter-sectoral collaboration** to enable young people to access the services and resources they need to protect against HIV infection. These include access to condoms, clean needles. The training of teachers and health workers needs strengthening so as to facilitate the early identification of especially vulnerable children, to promote child protection and safety, and to make appropriate referrals.

6. Finally, **school-community partnerships** should be created to build livelihood skills and to facilitate access to friendly, voluntary and confidential HIV counseling and testing services; early and effective treatment for sexually transmitted illnesses; reproductive health services and services for substance abuse and injecting drug users.

Communication with others about HIV and AIDS is recognized as an important step toward recognizing, learning about and changing risk behaviours. The importance of communication to pupils was evident in focus group discussions where they consistently spoke of their desire to talk truthfully about HIV and AIDS with parents, community leaders and teachers and to learn from others in their community how to respond to this threat.

The young are also looking to the adults in their lives to demonstrate how they should manage their sexual health in this era of HIV and AIDS. Are their parents, relatives, community and spiritual leaders showing that abstinence and being faithful is truly possible?

And as a group, are our communities accepting responsibility for those families living with AIDS and for those children orphaned at early ages? In many instances in PSABH the schools and communities have shown great initiative in suggesting ways in which they can work together to solve common challenges. Our churches also give powerful examples of the strength of peer support through their many community help groups such as women groups, fathers union, and youth groups, which reach out to help others.

As we teach our young people more about being responsible in their own lives and the need for them to support each other, we raise their expectations of the adults around them.

“Many of the causes of vulnerability can best be understood within the universal principles of human rights.”