

# SECONDARY SCHOOL ACTION FOR BETTER HEALTH



## FORMATIVE RESEARCH RESULTS

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## TABLE OF CONTENTS

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EXECUTIVE SUMMARY .....	7
INTRODUCTION .....	17
CHANGING HIV RISK BEHAVIOURS.....	19
PEER SUPPORTER TRAINING.....	25
HEAD TEACHER TRAINING.....	45
GUIDANCE AND COUNSELLING TEACHER TRAINING.....	65



## EXECUTIVE SUMMARY

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### WHAT WE HAVE LEARNED FROM SECONDARY SCHOOL YOUTH ABOUT HIV RISK

The secondary school boys and girls who participated in focus group discussions generally:

- Knew how HIV is transmitted and how transmission can be prevented
- In particular, knew where to get and how to use condoms.
- Identified themselves as being at high risk for HIV infection because of their sexual activity (multiple partners and little condom use)
- Were concerned about their own risk but not enough to change behaviours
- Said abstinence was what they *should* be doing but they *could not* abstain and *did not want* to abstain.
  - The norm among boys is to be sexually active with multiple partners – this is a time of experimentation.
  - There is a bimodal norm among girls – to be sexually active is mostly the norm among girls /to be a virgin is the norm for girls held by adults and the norm they are supposed to be subscribing to. This creates ambivalence about both sexual activity and virginity among girls. However, most girls personally valued sexual experience and did not value virginity.
  - Boys have sex because they enjoy and need it.
  - Girls have sex because they enjoy and need it and they also use sex to get money, transport, etc. (e.g. sex with matatu driver to get a ride). For some girls there are men in their lives who have the power to demand sex (relatives, family friends, teachers)
  - Neither boys nor girls want to abstain because they like sex.
- With the exception of boys and girls in Mombasa, most boys claimed 5 or more partners in a year with several of these as simultaneous sexual partners and girls claimed 2-3.
- In Mombasa there was a strong *abstinence until marriage* norm and youth were more likely to be either following it or at least to have far fewer partners than in other regions.

### TEACHERS AND SCHOOLS

- Teachers were generally aware of the profile of student sexual activity portrayed above; however, most were uncertain how many students were sexually active.
- Schools facilitate the sexual activity of students through:
  - Lax policies and procedures related to permission to be away from school.
  - Lack of responsibility of the risk of sexual activity when students (especially girls) are away from the main school buildings/compound
    - ♦ on school assigned activities (e.g. fetching water)
    - ♦ school outings – especially co-educational activities
    - ♦ after dark
    - ♦ when they are sent home for school fees.
  - Inadequate security within the school compound to prevent students from leaving or outsiders from coming in.

### REDUCING SEXUAL TRANSMISSION OF HIV

- Teachers generally prefer to focus on risk elimination rather than risk reduction. The data collected here suggest this is an unrealistic strategy for most youth.
- There is a need to recognize and provide for the needs of students with diverse types of sexual experience and activity:

- Those who are abstaining are doing so out of a commitment to abstinence.
  - ♦ They need to be supported in their commitment.
  - ♦ It should be recognized that commitments such as these do not disappear because people are exposed to an intervention that addresses the needs of those who are sexually active. In addition, should they falter in their commitment, this information will be essential to them to reduce their risk of HIV infection.
- Those who are sexually active do so because they want and enjoy sexual activity and typically have multiple, simultaneous, partners, including older partners, thus placing themselves at high risk of infection.
  - ♦ They need to know the difference in risk posed by: different types of partners, multiple compared to few or one partner, multiple simultaneous partners, sexual activity while drunk or high on drugs.
  - ♦ They need to be helped to create norms, agency, a desire to and skills for risk reduction strategies such as: reducing the number of partners, eliminating or reducing simultaneous partner sex, identifying the 'riskiest' partners (e.g. older men) and sexual activities (sex while drunk or high), and reducing or eliminating these, using condoms.
- Those who have sex with older men or women in order to provide for their material needs need to create norms, agency, a desire to and skills to use condoms with these partners.

### **PROGRAMME RECOMMENDATIONS**

The recommendations are based on:

- (1) experience and knowledge of the team at the University of Windsor in working on HIV prevention and risk reduction programming with youth and with adults in several countries;
- (2) an on-going review of the literature on interventions, intervention evaluations and success stories;
- (3) data from the FGDs and IDIs with students and teachers about the location and nature of the risk of HIV transmission among secondary school students.

It will not be possible to develop an intervention that covers all of these recommendations; choices must be made. Some of the recommendations will not be 'popular' and some will not be 'feasible' within the Kenyan secondary school context. We defer to the judgement of those who know Kenya far better than we do to decide which of these recommendations can be implemented.

### **PEER SUPPORTERS**

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
<b><i>Knowledge About Transmission and Prevention</i></b>	
Provide basic knowledge about HIV transmission & prevention, but do not focus on it.	Provide or develop a pamphlet with basic information on HIV/AIDS for PSers – they could have it available if needed.

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
<p>Focus on knowledge about relative risk:</p> <ul style="list-style-type: none"> <li>• Of multiple simultaneous partners: i.e. simultaneous partners raises risk of exposure to HIV many times over the risk of exposure from the same # of sequential partners.</li> <li>• Older partners.</li> <li>• Sex when either partner is drunk or high on drugs (loss of judgement and inhibitions, increased potential of physical violence).</li> </ul>	<p>Demonstrations of relative risk – there are several ‘games’ available to demonstrate relative risk of # partners, simultaneous vs sequential, sex with vs without condoms. The knowledge needs to be personalized, the general view in FGD was “This is interesting, but it doesn’t apply to me.”</p>
<p>Dispel persisting myths about condoms – e.g. porous.</p>	<p>Use people that students trust to deliver this message, e.g. doctors.</p>
<b>Perceived Susceptibility and Severity</b>	
<p>Personalize the risk and consequences. Perceptions of youth seem ‘academic/theoretical’ rather than ‘real.’</p>	<p>Invite HIV+ people to tell their stories during peer supporter training and the PSEs bring these stories to the school – especially useful if they tell a story about infection during adolescence.</p>
<b>Abstinence</b>	
<b>Realistic goals:</b> Endorse and support those who have a commitment to abstinence. For the sexually active, develop norms and agency supporting youth to feel they can and should ‘say no’ to sex in particular situations or for a particular time period.	
<p>Focus on creating norms supporting abstinence (already strong in Mombasa – religiously based and focus on virginity at marriage)</p>	<p>Organize ‘abstinence support groups/clubs’ – i.e. youth who are abstinent support each other in this lifestyle, help each other maintain it.</p>
<p>Promote intentions related to to abstinence in certain situations – i.e. will abstain from sex in certain situations (e.g., if I don’t trust that my partner is HIV-free or has not been taking risks, with people older than I am, ...)</p>	<p>Have students identify the riskiest sexual encounters (e.g. simultaneous multiple partners, uncertainty about HIV status, older people, sex without a condom, sex when drunk or high on drugs) and commit to abstinence from sex in these situations.</p>
<p>Increase periods of time when youth are abstinent.</p>	<p>Challenge youth to abstain for a month (focus on 1 month at a time)</p>
<p>Actively solicit and support <u>strategies</u> for saying no – use the ones from FGDs and brainstorm new ones. (e.g. ‘I’m on my period’)</p>	<p>Practice through role play. Also report back to PS or to a support group what the results are when a strategy is tried.</p>

Suggested Content of Message	Suggested Method of Delivery
Actively solicit and support strategies for avoiding situations where they have to say no	Identify situations and places where sex is likely to happen and discuss ways to avoid them.
<b>Fidelity</b>	
<b>Realistic goal:</b> I can have fewer partners/have 1 partner Work toward reducing the number of sexual partners, especially simultaneous partners.	
Change meaning of 'be faithful': Be faithful to yourself – reduce your risk.	
Create norm & supporting beliefs for 'sticking with one' -- e.g. preserves a boy's power, prestige.	Actively solicit and support reasons for staying with one partner that are already being used by youth
Discuss the norm/belief that if you are faithful to one partner it means or is like being married and that is not appropriate at this age.	Discussions, provision of alternative views.
Make the risk of multiple partners, especially simultaneous partners and older partners, real.	Play games demonstrating risk of exposure with multiple partners – sequential, simultaneous, etc.
Girls express a sense of control over situations involving older men, for girls who will continue with older partners, shift this to control over condom use in these situations.	Role playing.
For girls, need to address economic gain of having multiple partners, especially older men.	Develop alternative sources of economic gain, e.g., link to existing Bursary Fund.
Directly address the reasons and beliefs supporting multiple partners (e.g. having many makes a boy powerful) and provide with alternatives (e.g. staying with 1 requires the <u>real</u> power)	Engage students in turning rationalizations and beliefs around. This has been done with developing 'answers' to the rationalizations/ beliefs as illustrated under content.
<b>Condoms</b>	
<b>Realistic goal:</b> Shift focus to what is good about condoms; norm of condoms as the only way to have sex; skills in negotiating condom use with different types of partners.	
Address myths/beliefs about flaws of condoms, as well as the rationalizations that are popular amongst students.	Youth trust health workers and condom distributors to provide honest information about condoms. Include demonstrations to dispel some myths – e.g. water cannot pass through.
Address peer norm that using a condom means you don't trust your partner – shift this norm to	Create logos, slogans about condoms that promote the shift to condoms as a way of

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
using a condom means you recognize your partner as a 'sexy', 'virile', 'desirable' man/woman; using a condom means you care for your partner & don't want to put them at risk.	showing you care for your partner
Provide information on where condoms may be locally obtained for free.	PSes obtain this information or organize students to obtain the information and develop a poster/pamphlet listing locations.
Positives about using condoms (i.e. what there is to like condoms – not just because they keep you safe)	Brainstorm all the good things about condoms (for girls as well as boys).
Focus on strategies that have been mentioned in FGD: <b>For girls</b> – most boys will use a condom if this is the only way they can get sex – claim need condom for pregnancy prevention rather than HIV/STI prevention. <b>For boys</b> – carrying condoms gives you prestige, makes you a hero/super (it says you are ready for anything).	Role play strategies
<b>HIV Testing</b>	
<b>Realistic goal:</b> Make youth aware of the location of VCT centres, reduce the stigma of being tested, and create a norm that you should know your status (e.g. this is part of being an adult).	
Provide information about the location of VCT centres, their purpose and what to expect when going.	PS can organize an activity of locating local VCT centres and develop a poster listing locations.
Address stigma of being seen at VCT.	
Address fear of knowing HIV status.	Brainstorming/discussions of what the fears are and how they can be addressed.
Challenge the idea that not knowing your status is permission to continue playing sex.	These are probably best dealt with by inviting a counsellor from the local VCT, especially one sensitive to speaking with youth, to address these issues at the school.
It is possible to be HIV+ and engage in sex safely.	
<b>Situations Facilitating Sexual Activity</b>	
<b>Realistic Goal:</b> Raise awareness of how situations contribute to engaging in sexual activity and	

Suggested Content of Message	Suggested Method of Delivery
how to avoid or change these.	
<p>For those wanting to maintain abstinence or decrease sexual activity, raise awareness of situations that contribute to sexual activity:</p> <ul style="list-style-type: none"> <li>• 'Sneaking out'</li> <li>• Traveling home, especially for school fees</li> <li>• School outings</li> <li>• Places where students go to have sex within the school</li> <li>• People &amp; places associated with closeness to the highway or town</li> <li>• Private locations</li> <li>• Pornography contributes to arousal &amp; desire</li> <li>• Drugs &amp;/or alcohol decrease judgement &amp; inhibitions</li> <li>• Expectations of boyfriend/girlfriend relationships</li> </ul>	<p>Discussions of how these situations contribute to sexual activity and ways to avoid the situations or the sexual activity. Role play ways to avoid sex in these situations.</p>

### HEAD TEACHERS

Suggested Content of Message	Suggested Method of Delivery
<b>HIV Knowledge and Risk Reduction for Students</b>	
<p><b>Desirable Goal:</b> Increase head teacher's knowledge of how sex happens and how the school may contribute to the sexual activity of students. Gain commitment to change certain conditions and ways of dealing with situations that either facilitate sexual activity or heighten risk of HIV transmission. Provide concrete support to peer supporters.</p>	
<ul style="list-style-type: none"> <li>• Teachers have good basic knowledge about HIV transmission and prevention</li> <li>• Emphasize that teachers need to be aware of student behaviour, including potential sexual behaviour in order to help empower them to reduce their risk.</li> <li>• Teachers need to be aware of the profile of sexual activity among students.</li> <li>• Increase awareness about the ways in which the school may collude in placing students at risk including: <ul style="list-style-type: none"> <li>– Time when students leave (e.g., greater risk for girls when it is dark)</li> <li>– Students given permission to leave for 'false' reasons</li> <li>– Sexual partners may claim to be family members and pick students up</li> <li>– Students sent home for outstanding school fees are at risk because they</li> </ul> </li> </ul>	<p>Provide demonstrations of relative risk with respect to students and reinforce that students at all schools are at risk (e.g., can't ignore student sexual practices)</p> <p>Have teachers share different ways that the school can reduce the potential for illicit encounters during school time and to reduce the potential risks when students are released from school – e.g., provide examples of how to tighten rules, increase supervision</p>

Suggested Content of Message	Suggested Method of Delivery
<p>have to travel outside the school and may have to obtain the funds on their own (e.g., from a sugar daddy/ mummy)</p> <ul style="list-style-type: none"> <li>– During outings between schools students can make plans or sneak away to play sex</li> <li>– Students sneak out various ways (going to toilets, through the fence, when fetching water)</li> <li>– Resourceful students can find spaces within the school compound in which to play sex (e.g., Greenland, bushes, even dormitory cubicles)</li> </ul> <ul style="list-style-type: none"> <li>• [See section on Situations that Facilitate Sexual Activity in Chapter on Peer Supporter Training]</li> </ul>	
<b>Attitudes and Behaviours of Students</b>	
<b>Desirable Goal:</b> Gain head teacher commitment to support peer supporters in empowering students in the full range of ABC, as appropriate, in reducing exposure to HIV.	
<p>Teachers suggested that they could influence student behaviours in several ways in order to reduce their risk for HIV.</p> <p>Their perceptions of the ways to help students reduce their risks should be discussed among head teachers (e.g., how the school responds to sexual behaviour and what advice/information is given to empower students to reduce their risk)</p>	<p>Inform head teachers of some of the alternative approaches that PS might use to empower behaviour change (e.g., this may include promoting the <i>full range</i> of ABC)</p>
<b>Abstinence</b>	
<b>Desirable Goal:</b> Support students who have committed to abstinence. Endorse the idea that abstinence at least in some situations is better than not even considering abstinence (i.e., no sex in certain situations, for certain time periods) as a way to reduce risk for those who will not/cannot commit to long term abstinence.	
<p>Training should acknowledge the difficulties raised with respect to abstaining and discuss approaches identified by teachers and students that might help students place a higher personal value on and know how to avoid sex, especially in situations of the highest risk</p>	<p>Inform head teachers of the methods suggested to PS (e.g., ‘abstinence support groups’, focus on abstinence 1 month at a time, reasons for saying ‘yes’ and ‘no’, role play, avoiding situations)</p>
<p>Acknowledge need to provide risk reduction strategies for those who will not or cannot</p>	<p>Examine risk hierarchy.</p>

Suggested Content of Message	Suggested Method of Delivery
abstain.	
Keep students busy, but recognize some activities provide opportunities for boys and girls to meet and initiate or continue a sexual relationship.	Same gender activities to keep students busy.
<b>Fidelity</b>	
<b>Desirable Goal:</b> Support for reducing the number of sexual partners.	
<p>Language needs to be modified here as the use of 'fidelity' or 'be faithful' appeared problematic:</p> <ul style="list-style-type: none"> <li>• It suggests that playing sex is ok</li> <li>• Fidelity is for marriage</li> <li>• Fidelity is rare in this cultural context</li> </ul>	Need to reinforce with head teachers that the goal of PS will be to reduce the number of partners and provide information about relative risk
<b>Condoms</b>	
<b>Desirable Goal:</b> Recognize the appropriate place of condoms in risk reduction. Support peer supporters in providing information and support for condom use, as appropriate.	
Teachers are familiar with condoms, most have witnessed a condom demonstration	Include a session to further sensitize on condoms to reinforce the importance of condom use. This should include a condom demonstration because not all teachers have seen one.
Address reasons why teaching about condom use is important (see peer supporter section).	Spend time talking about teacher concerns, engaging them in discussion of what was learned about student sexual activity. Assure them that students who abstain do so from commitment, not from lack of opportunity or not knowing how to engage in sex safely.
Need to address the concerns about teachers discussing condoms (e.g., not 100% effective, undermines abstinence). Condom as risk reduction not risk elimination.	Demonstrate effectiveness of condoms and explain that the belief that they are not 100% effective has become an excuse for students to not use condoms which ultimately increases their risk
Acknowledge that religion can be a barrier to introducing condoms	Encourage teachers to invite knowledgeable visitors to the school to discuss condoms and identify any problems PS may encounter in discussing condoms
Finding students with condoms is an opportunity for guidance.	Provide examples of good and bad guidance. Role play this approach and discuss appropriate messages which would be in line

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
	with the information provided to PS
<b>VCT</b>	
<b>Desirable Goal:</b> Heighten profile and information about VCT within the school. Facilitate student access to VCT in a confidential manner.	
Teachers are comfortable advocating VCT because they don't see it as promoting sex. Need to address the concerns of students (e.g., fear the outcome)	Bring VCT representative to training to help demystify the process  Invite head teachers to identify local VCT facilities and make a list available to youth (e.g., have PS create a poster or display for the school)
<b>Supporting Peer Supporters</b>	
<b>Desirable Goal:</b> Provide concrete support to peer supporters. Identify a way to perpetuate peer supporter activities over the long term.	
Training should acknowledge the pre-existence of peer counsellors in some schools and suggest ways to incorporate these into the process	Advise head teachers about the most appropriate ways to select peer supporters for training (e.g., not those already trained, natural POL, good role models, avoid those likely to abuse their position) and an appropriate advisor
PS will be the primary carriers of information for the programme	Brainstorm ways that head teachers can support the trained peer supporters Identify ways that the advisor can support the PS and discuss how the head teacher can support the advisor in these tasks

### **GUIDANCE AND COUNSELLING TEACHERS**

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
As advisors to the PS, the guidance and counselling teachers should be provided the same information and approaches that the PS are trained in (see PS training report)	Provide teachers with the same resources and training techniques as the PS (see PS training report)  Role play situations in which the guidance and counselling teacher can use this information with students (e.g., guiding and counselling individuals or groups, helping PS respond to questions or situations)
Training should acknowledge the pre-existence of peer counsellors in some schools and suggest ways to incorporate these into the process	Identify what teachers know about pre-existing trained students (peer supporters/ peer educators/ peer counsellors)

Suggested Content of Message	Suggested Method of Delivery
	<p>Encourage the guidance and counselling teachers to become familiar with other trained students, including the content and purpose of that training</p> <p>Discuss how these students might be incorporated into the activities associated with this programme (this is best done near the end of the training)</p>
<p>PS will be the primary carriers of information for the programme</p>	<p>Brainstorm ways that teacher advisors can support the trained peer supporters (see head teacher training; as well, be sure to include other expectations that may have arisen in the head teacher training)</p> <p>Discuss potential visitors that teachers could invite to the school to assist/support PS (e.g., doctors for condom demonstrations, VCT workers, PHA)</p>
<p>Sustainability of the PS programme through 'booster sessions,' maintaining motivation, replacing PSers who graduate or leave.</p>	<p>Brainstorm ways that the teacher advisor can help to encourage the continuation of this programme within the school</p>

## INTRODUCTION

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This is a first draft of a report based on gender-segregated focus group discussions with secondary school students from 12 schools. Nine were mixed schools where both boys' and girls' focus groups were held (2 in Nairobi, 1 each in Mombasa, Kiambu, Machakos, Makueni, Nakuru, Taita, and Uasin Gishu) and three were single sex schools with either a boys' or girls' focus group (Bungoma, Kakamega and Meru). Also completed were Interviews with the head or deputy head teacher and a guidance and counseling teacher in each of these schools. Data were collected during July, 2005.

Transcripts were analyzed for the explicit purpose of providing information and recommendations for sensitization of head teachers and training of peer supporters and guidance counselors to deliver an HIV prevention initiative in secondary schools and to develop the questionnaires and interview schedules that will be used to evaluate the impact of the intervention. This report consists of four parts:

- Background information on the association between knowledge, attitudes, skills, and behaviours based on established behaviour change theories and supported in research, with particular attention paid to its relevance to this intervention.
- Recommendations and supporting documentation for head teacher sensitization.
- Recommendations and supporting documentation for peer supporter training.
- Recommendations and supporting documentation for guidance and counselling teachers.

The recommendations are based on:

- (4) experience and knowledge of the team at the University of Windsor in working on HIV prevention and risk reduction programming with youth and with adults in several countries;
- (5) an on-going review of the literature on interventions, intervention evaluations and success stories;
- (6) data from the FGDs and IDIs with students and teachers about the location and nature of the risk of HIV transmission among secondary school students.

It will not be possible to develop an intervention that covers all of these recommendations; choices must be made. Some of the recommendations will not be 'popular' and some will not be 'feasible' within the Kenyan secondary school context. We defer to the judgement of those who know Kenya far better than we do to decide which of these recommendations can be implemented.

Questionnaire and interview schedules for use in evaluation of the impact of the intervention will be provided under separate cover.



## CHANGING HIV RISK BEHAVIOURS

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Reducing HIV transmission through sexual activity can be accomplished through:

- Risk elimination – abstinence from all sexual activities that carry a risk of HIV transmission
- Risk reduction – reducing the likelihood that HIV will be transmitted when engaging in sexual activities that carry a risk of HIV transmission. In practical terms this means, for example:
  - Decreasing the number of sexual partners.
  - Decrease sexual activity with several simultaneous partners (e.g. girlfriend at this school, at another school, in town, at home).
  - Decreasing the frequency of sexual activity
  - Increasing condom use

Which approach is used depends on the targeted population's current sexual experience and activity. Those who are not engaging in sexual activity that carries a risk of HIV transmission are usually encouraged to continue doing so, with the intervention focusing on establishing (or maintaining) a strong commitment to abstinence and continuing abstinence as long as possible. For those who are sexually active, the approach is to reduce their risk of becoming infected through encouraging and promoting risk reducing activities that complement their particular sexual scripts. Three conditions that are supported by considerable research in diverse national and cultural settings should be kept in mind:

- Where there is a strong personal commitment to abstinence for reasons other than avoiding infection and that commitment is supported by cultural and reference group norms and where those with the commitment have the skills to remain abstinent, exposure to information about risk reduction does not reduce the commitment or result in the initiation of sexual activity.
- Where there is a well established pattern of sexual activity, fear of dire consequences and pleas to return to abstinence, in the vast majority of cases turns people away from those using this approach, drastically reduces their credibility and influence, and does not produce secondary abstinence.
- Interventions that endorse, promote and teach risk reduction strategies can be successful in producing an uptake of these strategies and have been associated with decreases in new HIV infections.

### BACKGROUND INFORMATION ON BEHAVIOUR CHANGE

It is generally accepted that to change behaviour you need **knowledge** that supports the new behaviour, **attitudes** that endorse the new behaviour, **skills** to carry out the new behaviour, the new behaviour must be under your **control**, and all the behaviours that lead up to it must be in place (e.g. you can't use a condom until you can acquire one and communicate with a partner about condom use – acquiring condoms and communicating about them are additional behaviours that precede condom use). Knowledge is generally recognized as having the weakest influence – i.e. knowledge alone won't change behaviour. Skills and control of the behaviour are generally recognized as having the strongest influence, with attitudes following behind. For HIV prevention, there are several possible behaviours to change, often captured in the ABC acronym. Each of these has its own set of knowledge, attitudes, skills and control. Generally an intervention focuses on a limited number of behaviours and conditions required for behaviour change since 'doing it all' is not possible within the scope of most interventions.

## KNOWLEDGE:

Knowledge needs to be specific to the behaviour targeted for change, to the myths and misinformation present in the target population, and to the ways of thinking of the target population. The latter is the most difficult, since we tend to design knowledge based interventions to fit a Euro-American way of thinking about things which doesn't necessarily fit most of the rest of the world. For example, some populations do not think in terms of relativities and probabilities and making decisions based on these (as in reducing risk and levels of risk), but rather in terms of binaries (good/bad, it works/it doesn't work – the only options are to either be at risk or not be at risk). For such populations, information that condoms are 80% or 90% effective is understood as 'condoms are not 100% effective, so they are useless.' If told that in couples where one partner is HIV positive sex without a condom for a year results in the other partner acquiring HIV in 60% (or 80%) of the cases, they will also see this as not providing a 100% guarantee that they will get HIV. Thus, what is considered information that should encourage condom use to decrease risk is instead heard as information that condoms are not useful.

People in all populations most often interpret relativities and information about risks in their favor, i.e. to come to their preferred conclusion. This is called an optimistic bias (bad things won't happen to me). Since almost all knowledge is open to interpretation (as in the examples above), it usually cannot be conveyed without also addressing attitudes (i.e. the reasons why people are interpreting all information to come to the conclusion that having sex without a condom is OK for them is because their attitudes related to condoms are generally negative and those towards engaging in sex usually positive).

## ATTITUDES:

This is a general 'catch-all' concept that is often used to mean anything and everything other than knowledge and behaviour (sometimes it even includes skills). Social psychologists generally speak of 4 broad types of attitudes, with subtypes under some of them:

1. **affective attitudes** – I like/dislike something. e.g. I like using condoms; I dislike using condoms; I like sex with my boyfriend/sugar daddy; I dislike sex with...; I like being a virgin; I dislike being a virgin.
2. **norms** – I should do/I shouldn't do/ I must/ I must not – e.g. I should always use a condom with every sexual partner; I shouldn't use a condom with my boyfriend; I should use a condom with older men; I should remain a virgin until I finish school; I should get tested for HIV; I shouldn't get tested; I should remain faithful to my husband; I shouldn't worry about remaining faithful ....

There are subtypes of norms:

- a. **Personal norms** – I should / I must/ I must not / I should not
- b. **Cultural norms** – According to my culture/ethnic group I should. These could be more specific, with respect to characteristics like age, gender, status (marital, social class). In my ethnic group girls should/ people my age should/ people of my social standing should/ etc.
- c. **Reference group norms** – According to my friends you should/ According to my parents you should/ According to my teachers you should... People may have one or several reference groups, i.e. groups of people to whom they refer for guidance. It is the reference groups that are most important to a person which have the most influence – e.g. among North American (and Kenyan) adolescents the peer group is often more important than the family.

3. **Agency** – I can/ I cannot / I am able to – e.g. I can talk to my boyfriend about using condoms; I can make sure my boyfriend uses a condom; I can have a boyfriend for a long time and not play sex; I can't refuse sex to my boyfriend; I can have only one boyfriend/ I can't refuse sex to my teacher/ When my parents send me for fish without any money I can't refuse to go and I can't refuse sex to the fishmonger who gives me the fish.
4. **Intention** – I will/ I will not – e.g. I will talk to my boyfriend; I will make sure we use a condom; I will remain a virgin.

Research is quite conclusive that all of these types of attitudes affect behaviour. There is debate about which of the types 'comes first' and which influences which. Research suggests that this varies with different population groups and relates, in part, to different 'ways of thinking' about things as well as different ways in which communities and societies are structured. Most often the view is that intentions are the result of affect, norms and agency, and that an intention is required before a behaviour will happen (i.e. I form an intention to use condoms before I actually use them). However, intention isn't enough to produce a behaviour, you also need to be in control of the situation and to have the skills required to perform the behaviour. The 'million dollar question' is which attitude to focus on in an intervention, especially since each requires somewhat different strategies and messages:

- To affect *agency* it is generally accepted that you need **practice** with the target behaviour (practice talking about condoms, practice putting a condom on, practice dealing with pressures to engage in sex);
- To change *affect* from "I don't like being abstinent/ I don't like using a condom/ I don't like having only one boyfriend/I like having nice things" you need to talk through all the reasons why abstinence, condoms, or fidelity are disliked and having nice things is liked and demonstrate how the opposite to each of these is likeable. **Popular opinion leaders** work well here – i.e. someone that everyone looks up to and who openly says why they like the desirable behaviour, dislike the undesirable behaviour, and why they engage in the desirable one.
- To change *norms* requires changing group beliefs and teachings. Personal norms can be seen as the personal commitment that comes from the cultural and reference group norms. This means the intervention has to work on groups. Often **popular opinion leaders or peer supporters** are used here. They work with naturally occurring groups. For example, all the boys on the football team, all the girls in a particular dormitory.
- *Intentions* are most often seen as resulting from all the other attitudes. For intentions to be realistic, and some would say for intentions to be formed, they need a plan for action, e.g. what is your plan to make sure you remain abstinent until you finish school – will you avoid certain types of situations, will you select your friends based on similar intentions, will you occupy your recreational time with activities that are not associated with linking up with others for sex, how will you make sure you have enough money for school without relying on a sugar daddy?

### **CONTROL OR FREE CHOICE**

For a person to change a behaviour, that behaviour must be under their control or engaged in as a result of their own choice. Control or free choice varies along a continuum. The most blatant example of lack of control or choice in sexual behaviour is rape. There are only a few behaviours over which we have absolute control or over which we have absolutely no control. The less control we have, the less our own attitudes, knowledge or even skills will influence whether something will

occur. For example, if condoms are not accessible we have no control over or choice about using them, they just aren't available for use. Similarly when sex is required to get things that are considered necessary, to keep from being beaten, to stay alive, to stay in school, i.e. to fill a necessity, the individual is considered to have very little control over or power to make a free choice about whether or not to engage in sex. On a less serious, but more common level, when sex is required to keep a boyfriend or girlfriend, the amount of independent control an individual has over whether sex happens depends on how important it is to have that boyfriend or girlfriend.

Typically, behaviour change interventions only deal with behaviours that are largely under the control of the target audience. For behaviours that are not under the control of the target audience an intervention looks to ways to change the conditions they make the behaviour a necessity rather than a choice. These are usually social, regulatory, or legal changes.

## **SKILLS**

It is widely recognized that having knowledge, appropriate attitudes, and control or choice over a behaviour won't result in a particular behaviour unless you also have the skills to carry out that behaviour – this involves not only skills with respect to actions but also emotional and psychological skills (dealing with your own feelings and emotions as well as those of others), especially in the area of sexuality. For example – thinking of girls:

- Abstinence – does a girl have the skills to
  - resist peer pressures (from girls, from boys) to be sexually active
  - resist pressures from a boyfriend
  - resist family or community pressure
  - resist pressures from older men (e.g. teachers, uncles)
  - find an alternative way to pay for things she needs (e.g. school fees and supplies, transport)
  - identify and avoid situations where she is likely to be coerced or forced
  - be a virgin when everyone else is not
- Condom use – does a girl have the skills to
  - Get condoms
  - Hide condoms (if necessary)
  - Talk every type of sexual partner into using a condom
  - Identify 'good quality' condoms – e.g. new and not used, date, package not opened, in tact.
  - Deal with the accusations from her boyfriend that this means she doesn't trust him
  - Correctly put one on a boy, or know when a condom is correctly put on
  - Deal with the negative comments and views of peers and others with respect to condoms
- Fidelity – does a girl have the skills to
  - Convince her boyfriend to remain faithful
  - Find out whether her boyfriend is not being faithful
  - Leave her boyfriend if he is not faithful
  - Resist pressures to have more than one partner
- Going for VCT – does the girl have the skills to
  - Find a VCT test site
  - Get to a VCT site
  - Ask appropriate questions

- Emotionally handle the test results

## **DESIGNING AN INTERVENTION**

The primary question in planning a behaviour change intervention is deciding where to focus. The first question that must be answered is the degree to which the behaviour is under the control of the target audience. If there is little control or free choice, then before, or at a minimum coincident with, the behaviour change intervention, there must be mobilization to change the conditions that keep this behaviour out of the realm of free choice. For behaviours that are mostly under the control of the target population, the question that must be answered is where to focus the attention of the intervention. For HIV prevention this includes where to focus in terms of abstinence, fidelity, condom use, and potentially HIV testing and then where to focus in terms of knowledge, which type(s) of attitudes, and which skills.

### ***THE EXAMPLE OF PSABH***

For PSABH the original focus was very much on knowledge and convincing students that abstinence was valuable and the correct thing for them (i.e. norms). The picture of sexual activity among primary school students that came from FGDs was primarily boyfriend/girlfriend relationships. Girls expressed concerns about being expected to have sex or being physically forced to have sex in certain other situations, but the impression we had from the research was that there was a large proportion of sexual encounters that were in the context of 1 boyfriend with his 1 girlfriend (with periodic changes in who was the boyfriend/girlfriend – i.e. close to serial monogamy). The primary behaviour that was targeted was postponing sexual debut since this is what the teachers felt they could clearly endorse, or having a boyfriend/girlfriend without having sex. It was acknowledged that the intervention only dealt with sexual activity that was mostly under the control of students. To delay sexual debut and decrease sexual activity there was a focus on demonstrating to students that they could (agency) control the situations leading up to sexual activity and re-direct them away from what was often their 'inevitable' end result and providing them with specific ways to do this (skills). Condoms were handled, if at all, from the perspective of knowledge and endorsing the norm that you should use a condom if you are foolish enough to engage in sex. Some health workers dealt with condom skills, but this was inconsistent across the schools.

### ***SSABH FORMATIVE RESEARCH PICTURE***

For SSABH the picture of sexual activity is different. First, we have a division between what youth are saying in Mombasa and elsewhere in Kenya. The Mombasa youth speak of little, if any, sexual activity with the reason for abstinence firmly entrenched in religious reasons. For these youth, a focus on abstinence and supporting them in their intentions is a realistic and feasible approach. Religion and religious teachings can provide a strong ally for such teaching.

In the rest of Kenya youth didn't speak much about religion. Many spoke of high levels of sexual activity – boys have 5+ partners in a year and girls 2-5. They have multiple simultaneous partners (at this school, at home, in another school, in town...) and sex is spoken of as just something you do – it's for pleasure (as compared, for example, to sex for the purpose of building a relationship). In the case of girls, sex is also periodically for the purpose of obtaining money or gifts. Students' knowledge of HIV transmission and prevention is good. They say they know they are at risk for HIV and they say they should use condoms to protect against infection. However, they do not want to

abstain or to use condoms and have long lists of reasons why these would either be impossible for them or (in the case of condoms) unnecessary. In terms of the attitudes:

- Affect – generally they do not like being without sex, they like engaging in sex, sex is for pleasure as much for girls as for boys, they do not like using condoms, and they like having access to multiple partners since this satisfies their various needs (sexual, and especially for girls, financial). Girls like having the money or things that they need – sex is a way to get these.
- Norms – the peer norm is to have multiple partners and not to use condoms. This is also the personal norm. For youth their age the norm is to be sexually active and to have multiple partners. They say that when they are older the norm is to marry and stay with one partner.
- Agency – They were able to list reasons to abstain and strategies for abstaining, but generally, they don't want to abstain. In terms of condoms – they can get them, they know how to use them. They don't want to use them.
- Intentions – Typically, both boys and girls said there was no point in talking to them about either abstinence or condom use since they had no intentions of doing either.

In terms of control over sexual activity, youth spoke of being in control of their decisions about sex. Even girls who relied on sugar daddies for school fees, transport, or things they wanted, spoke of their control of the situation (e.g. shopping around for the most lucrative relationship, leaving one for a better one). However, both boys and girls also spoke about peer pressure, pressure from partners, and financial pressure. With the exception of financial need exerting control over free choice, all of the other pressures can be addressed in a behaviour change intervention.

We cannot be sure how widespread these attitudes are since this is based only on 12 focus groups. What is clear, however, is that youth can speak extensively about all of the above. Teachers gave a more mixed picture about the number of youth who were sexually active; however, they otherwise confirmed the picture portrayed of the nature of sexual activity among secondary school students.

## **RECOMMENDATIONS**

The remainder of the report provides recommendations for the head teacher/G & C teacher and the peer supporter training both in terms of the content of training messages and the method of delivery. For peer supporters, it is anticipated that they will replicate the content and method of delivery in their work with their peers. Recommendations are provided in the areas of:

- Knowledge related to HIV and risk factors
- Attitudes, skills, and behaviours related to
  - Abstinence and decreasing sexual activity
  - Reducing the number of sexual partners (especially reducing simultaneous partners – i.e. double dealing – and sex with older people)
  - Using condoms
  - Getting tested at a VCT centre
- Situations that facilitate or promote sexual activity

Following recommendations in each area, quotations and summaries of information obtained in focus group and individual interviews are provided to support recommendations.

## PEER SUPPORTER TRAINING

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### WHAT WE HAVE LEARNED FROM SECONDARY SCHOOL YOUTH ABOUT HIV RISK

The secondary school boys and girls who participated in focus group discussions generally:

- (1) Knew how HIV is transmitted and how transmission can be prevented.
- (2) In particular, knew where to get and how to use condoms.
- (3) Identified themselves as being at high risk for HIV infection because of their sexual activity (multiple partners and little condom use).
- (4) Were concerned about their own risk but not enough to change behaviours.
- (5) Said abstinence was what they *should* be doing but they *could not* abstain and *did not want* to abstain.
  - a. The norm among boys is to be sexually active with multiple partners – this is a time of experimentation.
  - b. There is a bimodal norm among girls – to be sexually active is mostly the norm among girls /to be a virgin is the norm for girls held by adults and the norm they are supposed to be subscribing to. This creates ambivalence about both sexual activity and virginity among girls. However, most girls personally valued sexual experience and did not value virginity.
  - c. Boys have sex because they enjoy and need it.
  - d. Girls have sex because they enjoy and need it and they also use sex to get money, transport, etc. (e.g. sex with matatu driver to get a ride). For some girls there are men in their lives who have the power to demand sex (relatives, family friends, teachers).
  - e. Neither boys nor girls want to abstain because they like sex.
- (6) With the exception of boys and girls in Mombasa, most boys claimed 5 or more sexual partners in a year with several of these simultaneous and girls claimed 2-3.
- (7) In Mombasa there was a strong *abstinence until marriage* norm and youth were more likely to be either following it or at least to have far fewer partners than in other regions.

**The primary challenge** of this intervention is to motivate youth:

- To want to avoid risk. Fear of HIV, knowing they are at risk for HIV, etc. are not motivating youth to avoid risk. Other motivating forces must be found
- If they are currently abstinent, to want to remain abstinent as long as possible
- If they are already sexually active to want to:
  - Reduce the number of sexual partners
  - Reduce the number of simultaneous partners – ideally changing from simultaneous to serial partners
  - Avoid or use condoms with older partners
  - Increase condom use.

It should be noted that directly and strongly promoting secondary virginity is not likely to be successful given the strength of the norms, beliefs and social patterns supporting sexual activity. It is instead likely to turn the most sexually active youth away from the programme.

## SUGGESTIONS FOR PEER SUPPORTER TRAINING AND ACTIVITIES IN SCHOOL

The **challenge** is to develop and provide an intervention that speaks to the needs of:

- Youth who are abstaining from sexual activity.
- Youth with many sexual partners, often simultaneous.
- Youth dependent on sex to meet material needs such as school fees.

### KNOWLEDGE ABOUT TRANSMISSION AND PREVENTION

Suggested Content of Message	Suggested Method of Delivery
Provide basic knowledge about HIV transmission & prevention, but do not focus on it.	Provide or develop a pamphlet with basic information on HIV/AIDS for PSers – they could have it available if needed.
Focus on knowledge about relative risk: <ul style="list-style-type: none"> <li>• Of multiple simultaneous partners: i.e. simultaneous partners raises risk of exposure to HIV many times over the risk of exposure from the same # of sequential partners.</li> <li>• Older partners.</li> <li>• Sex when either partner is drunk or high on drugs (loss of judgement and inhibitions, increased potential of physical violence).</li> </ul>	Demonstrations of relative risk – there are several ‘games’ available to demonstrate relative risk of # partners, simultaneous vs sequential, sex with vs without condoms. The knowledge needs to be personalized, the general view in FGD was “This is interesting, but it doesn’t apply to me.”
Dispel persisting myths about condoms – e.g. porous.	Use people that students trust to deliver this message, e.g. doctors.

→ There is good basic knowledge about HIV transmission & prevention. The following are examples of typical exchanges in FGD

*\* Q: How do girls your ages become infected with HIV?*

*Through blood transfusion.*

*Being pricked with needles or syringes that are infected.*

*Sexual intercourse with an infected person without using a condom.*

*Through rape in the case where the man had the viruses.*

*\* Q: How do boys your age become infected with HIV?*

*I would think the same way as girls. (FGirls7: 960-968)*

*\* Q: How do girls get infected?*

*Through sharing combs, razor blades, blood contact during transfusion or accidental blood contact. (FBoys1: 529-532)*

*Through sex.*

*By blood transfusion.*

*There is Mother to child infection but it is not for us. (FBoys8: 833-837)*

→ Students understand that abstinence prevents the transmission of HIV/AIDS

\* Q: How does this protect you when you talk about abstinence?  
This is the only way to be sure that you will not get it. (FGirls7: 1005-1007)

\* Q: What is the best way to be protected from HIV/AIDS?  
Abstaining till marriage. (FBoys1: 568-569)

\* Q: How can boys protect themselves from HIV/AIDS?  
The answer is to abstain. This means that you don't get involved in it. (Fboys11: 680-682)

→ There are some persistent myths about condoms

Looking at a condom scientifically it has microorganisms and a guy can produce 0.1 to 0.4 sperms, which can go through. As in things can pass through. (FGirls9 857-859)

You do not know what it is made of. (FBoys4: 1063)

It is said that there is a certain oil found in the condom that can trigger high blood pressure. (FBoys11: 763-764)

## ATTITUDES AND BEHAVIOURS

### Perceived Susceptibility and Severity

Suggested Content of Message	Suggested Method of Delivery
Personalize the risk and consequences. Perceptions of youth seem 'academic/theoretical' rather than 'real.'	Invite HIV+ people to tell their stories during peer supporter training and the PSEs bring these stories to the school – especially useful if they tell a story about infection during adolescence.

→ Students recognize that youth are at risk for HIV/AIDS, however, they say that youth don't take the risk seriously and they continue to have sex

\* Q: What aspect in this school puts students at risk of getting HIV/AIDS?  
The students do not care; they do not listen to advice in relation to HIV/AIDS. (FGirls4: 972-975)

\* Q: Who do you think is most affected by HIV & AIDS?  
The students, they are always ready to try out on sex.  
They don't take the HIV AIDS to be something serious.  
The youth not controlling their sexual needs. (FGirls5: 1235-1239)

*The teenage age like schoolboys and people in the twenties because they are sexually active. (FBoys8: 866-867)*

*This is because there is so much information about AIDS and everyone seems afraid about the disease but we still try to venture into sex but we just tread carefully. (FBoys10: 810-812)*

## **Abstinence**

Total abstinence until marriage is seen by most as impossible. Those who see it as possible have a strong, often religious, commitment to abstinence.

**Realistic goals:** Endorse and support those who have a commitment to abstinence. For the sexually active, develop norms and agency supporting youth to feel they can and should ‘say no’ to sex in particular situations or for a particular time period.

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
Focus on creating norms supporting abstinence (already strong in Mombasa – religiously based and focus on virginity at marriage)	Organize ‘abstinence support groups/clubs’ – i.e. youth who are abstinent support each other in this lifestyle, help each other maintain it.
Promote intentions related to abstinence in certain situations (e.g., if I don’t trust that my partner is HIV-free or has not been taking risks, with people older than I am, ...)	Have students identify the riskiest sexual encounters (e.g. simultaneous multiple partners, uncertainty about HIV status, older people, sex without a condom, sex when drunk or high on drugs) and commit to abstinence from sex in these situations.
Increase periods of time when youth are abstinent.	Challenge youth to abstain for a month (focus on 1 month at a time)
Actively solicit and support <u>reasons</u> for saying no that are already being used by youth – move focus away from preventing HIV to positive reasons.	Brainstorm and compare reasons for saying ‘yes’ and reasons for saying ‘no.’
Actively solicit and support <u>strategies</u> for saying no – use the ones from FGDs and brainstorm new ones. (e.g. ‘I’m on my period’)	Practice through role play. Also report back to PS or to a support group what the results are when a strategy is tried.
Actively solicit and support strategies for avoiding situations where they have to say no	Identify situations and places where sex is likely to happen and discuss ways to avoid them.

→ th. Total abstinence until marriage is seen by most as impossible. Those who see it as possible have a strong religious commitment.

\* Q: *Can you personally abstain?*

*Personally it is very possible.* (FBoys11: 686-687)

*It is impossible [to abstain].* (FBoys2: 1751)

*It's the best though it's the hardest. One may find himself in a situation that is not easy to overcome.* (FBoys5: 798-799)

*The influence, nobody can live in isolation so you do what the community does.* (FBoys4: 1043-1044)

\* Q: *Is it possible for a girl to grow until she is married and the play sex with her only husband in her lifetime?*

*No.*

\* Q: *Why not?*

*It is very rare.* (FGirls5:971-976)

*[Girls at their school] just say they abstain but it is just words.* (FKiamGirls4)

→ Mombasa youth consistently demonstrated a strong religious commitment to abstinence.

*Sex is considered a sin before marriage.* (FBoys7: 200)

*In society virginity matters a lot and so they keep themselves away from sex so they value their bodies.* (FBoys7: 515-516)

*I think it is because of self-discipline. If you tune yourself that if you had sex you will not pass and you live up to it you cannot betray yourself.* (FBoys7: 762-764)

→ Boys and girls provided reasons for abstinence

- Reasons given by both boys and girls:
  - fear of STDs and HIV/AIDS
  - fear of pregnancy
  - honouring parents, don't want to shame parents
  - religion (being saved; it is against God's command; bible rules)
  - self-discipline
- Reasons given by girls only:
  - to maintain their dignity as a woman
  - principles
  - you have a goal in life
  - it is wrong to have sex before marriage.
  - the boy could also be testing to see what kind of girl you are.
  - if he asks you to have sex and you agree he will say that you are not trust worthy

- Reasons given by boys only:
  - Not wanting a sick child
  - It is good not to
  - Fear of getting burnt
  - Fear of girls gossiping

→ Boys and girls provided strategies for ‘saying no’

- Girls strategies
  - tell boys girl has her period
  - avoid the guy
  - don't meet boys at odd hours; at night
  - dress decently
  - behave in a noble manner
- Boys strategies :
  - refusing the girl
  - refusing to watch pornography
  - avoiding the media
  - not allowing a girl into ones home
  - telling a guardian who can then advise the girl
  - telling the girl that he feels shy/ is not ready
  - writing the reasons for not wanting to have sex in a letter
  - avoiding the topic
  - quoting the bible

→ Boys also suggested strategies for avoiding situations where they have to say no:

- reading the bible
- reading books/ studying
- surrounding oneself with other boys so that there is no room for sexual activity

**Fidelity**

Fidelity is seen as something important in marriage, but as unnecessary and often as undesirable for youth.

**Realistic goal:** I can have fewer partners/have 1 partner Work toward reducing the number of sexual partners, especially simultaneous partners.

**Problem:** Teachers see fidelity and condom messages as undermining abstinence.

Suggested Content of Message	Suggested Method of Delivery
Change meaning of ‘be faithful’: Be faithful to yourself – reduce your risk.	
Create norm & supporting beliefs for ‘sticking	Actively solicit and support reasons for staying

Suggested Content of Message	Suggested Method of Delivery
with one' -- e.g. preserves a boy's power, prestige.	with one partner that are already being used by youth
Discuss the norm/belief that if you are faithful to one partner it means or is like being married and that is not appropriate at this age.	Discussions, provision of alternative views.
Make the risk of multiple partners, especially simultaneous partners and older partners, real.	Play games demonstrating risk of exposure with multiple partners – sequential, simultaneous, etc.
Girls express a sense of control over situations involving older men, for girls who will continue with older partners, shift this to control over condom use in these situations.	Role playing.
For girls, need to address economic gain of having multiple partners, especially older men.	Develop alternative sources of economic gain.
Directly address the reasons and beliefs supporting multiple partners (e.g. having many makes a boy powerful) and provide with alternatives (e.g. staying with 1 requires the <u>real</u> power)	Engage students in turning rationalizations and beliefs around. This has been done with developing 'answers' to the rationalizations/ beliefs as illustrated under content.

→ Students know what fidelity means but say it is hard to achieve. It is important for marriage, but not possible for youth

→ Reasons for having multiple partners:

- Personal reasons, e.g., satisfaction
  - if sex is not satisfying get more elsewhere
  - curiosity
  - to enjoy life
  - boredom of being with one person
- Appearance
  - to be popular; to be a celebrity; prestige
  - competition - stand out from other girls
  - peer pressure
  - revenge - to get back at your partner - if he is going to have other partners so are you (very common to talk about this)
- Poor character/knowledge
  - lack of good morals
  - ignorance of H/A
- Other

- boys want virgins
- boys want to spoil your name
- money
- part of life
- boyfriend goes for priesthood

→ Students indicated that having sex with multiple partners is the norm for both boys and girls. The general attitude is that having multiple partners puts one at risk however it is not possible to be with only one person. There is a belief that being with many partners at one time makes boys feel powerful.

*After a while of sleeping with her she does not feel as good as the first time so you look for another one. (FBoys6: 990-991)*

*He wants to show that he is super. (FBoys4: 823)*

*If you have three girlfriends, you can play sex with them more than 10 times within the course of one year. (FBoys11: 435-437)*

*[Why will boys not stick to one partner?] Because they are curious of discovering new ways of making love, wanting to satisfy their growing libido, and that feeling that you are not man enough if you have had the fewest sex encounters. (FGirls1 541-543)*

*Like the other day I went there for a funky [function]. The boys started asking me where I school, and later I ask why they were asking then they tell me that they have to have a girl in every school. (FGirls9 418-424)*

*\* Q: How many different people in a year do you think a girl can have sex with?*

*I have a friend of mine who can break a record of having a new boyfriend every two months.*

*\* Q: What do you mean she can break a record?*

*She does not stay with a boyfriend for more than 2 months, after every two months she gets someone else. (FGirls9 629-636)*

→ Girls often spoke of having one partner for love and one for money

*\* Q: Can girls have more than one boyfriend?*

*Yes, because she can decide to love the one with money then the one who does not have any money. (FGirls9 351-354)*

→ Girls in most of the FGD mentioned sex with older, often married men and provided descriptions of how they meet these men

*\* Q: So how do they get to date these older men?*

*They get them through discos in the neighborhoods.*

*Like myself, the other day I was in town and this guy approached me and told me that he wants to buy me a soda, this man was so old and he offered me his jacket, it was cold.*

*\* Q: Was he walking or driving?*

*He had just parked his car; I crossed to the other side of the road and started chatting with some other guys I did not even know. I just wanted to escape him. (FGirls9 452-462)*

*\* Q: How do they meet these men?*

*Sometimes they meet in discos.*

*Some of them meet during holidays.*

*On their way home especially the touts like to cheat girls with a lot with of money.*

*The conductors are out there waiting for them once they leave school for home.*

*\* Q: How do they get together to play sex?*

*They lie that they have gone to their sisters' place then they meet with the man.*

*They pre-arrange like if for example the girl's brother has gone somewhere, the girl can borrow the keys and lie that she is going to watch a movie or something then after that she does not end up doing that she instead invites the boy and they play sex. If the brother happens to come they pretend that they are fast asleep and they do not open until the brother goes away and if they are asked they say that did not hear because she fell fast asleep.*

*Mostly they go to guesthouses.*

*It's normally very private they will go to the boys place and have sex from there. (FGirls7: 564-586)*

→ Some boys state that they believe that boys can play sex with as little as one or two girls and as much as thirteen to fifteen girls.

*Like 10, also when we leave school we meet many girls and we talk to them. (FBoys7: 344)*

→ Girls described strategies for managing multiple boyfriends

*When probably a girl has a boyfriend who studies here, then there is also another one in [another town], when the one from [that town] comes, she pretends she does not want to speak with the one in school. (FGirls4 357-359)*

*They mostly handle the different boys in different conditions. Maybe she takes one to a movie, another one meets her at their school gate, and one is from another school, one in the estate yet the other at church. (FGirls12 316-318)*

*They also prefer somebody who is not known in the surroundings because people would just think the boy could be a relative or something. (FGirls12 394)*

*Let us say we were both in class eight and did KCPE we shall go to different schools so I come to [this school] and I am approached by another boy and I accept, I will forget about my former boyfriend, forget the one I loved in class eight, then this other one will be my new boy friend and so*

*I will be double dealing.*

*\* Q: So you double deal?*

*That one is for that particular time and the other one is for now. (FGirls8: 978-985)*

*You know like me I come from [name of place] and I have a boy friend there when I come back to school he does not know what goes on here. He does not know what happens, may be he also has another girl friend there and when you go he tells you that you are the only one and when you come back here you have another one, why stay alone. (FGirls8: 1025-1029)*

→ Although from FGD it did not seem common to be faithful, students were able to provide reasons for having only one partner:

- Fear
  - fear of HIV/AIDS and STDs
  - fear of pregnancy
  - in case you become pregnant one is able to know the father
  - to know who to blame in case anything happens to you
- Personal values and goals
  - Love
  - being principled
  - being trustworthy
- Religion (prayer)
- Family
  - They were brought up nicely with their parents.
  - Traditions
- Boyfriend/girlfriend using you
  - don't want names tainted
  - when you met you decided to stay faithful and of course one will protect what belongs to him.
- Other
  - marriage at young age
  - financial reasons
  - knowing ones status

### **Condoms**

While there is likely to be considerable resistance among many adults to developing a strong condom component to this intervention, given the amount of multiple partner sexual activity, the involvement of girls with older men to meet economic needs, and the strong attitudes and beliefs supporting such, there will be greater assurance that the intervention will have a positive effect toward reducing HIV transmission if condoms are addressed realistically and forthrightly. It has been demonstrated, repeatedly, that by the time youth are well into secondary school, those who abstain do so because of a commitment to abstain that will not be weakened by learning about condoms. Youth who are highly sexually active rarely develop a commitment to abstaining, but interventions that realistically address condoms (endorsing norms, teaching skills, and addressing affect -- can reduce the rate of infection in this group by increasing condom use.

**Realistic goal:** Shift focus to what is good about condoms; norm of condoms as the only way to have sex; skills in negotiating condom use with different types of partners.

Suggested Content of Message	Suggested Method of Delivery
Address myths/beliefs about flaws of condoms, as well as the rationalizations that are popular amongst students.	Youth trust health workers and condom distributors to provide honest information about condoms. Include demonstrations to dispel some myths – e.g. water cannot pass through.
Address peer norm that using a condom means you don't trust your partner – shift this norm to using a condom means you recognize your partner as a 'sexy', 'virile', 'desirable' man/woman; using a condom means you care for your partner & don't want to put them at risk.	Create logos, slogans about condoms that promote the shift to condoms as a way of showing you care for your partner
Provide information on where condoms may be locally obtained for free.	PSes obtain this information or organize students to obtain the information and develop a poster/pamphlet listing locations.
Positives about using condoms (i.e. what there is to like condoms – not just because they keep you safe)	Brainstorm all the good things about condoms (for girls as well as boys).
Focus on strategies that have been mentioned in FGD: <p><b>For girls</b> – most boys will use a condom if this is the only way they can get sex – claim need condom for pregnancy prevention rather than HIV/STI prevention.</p> <p><b>For boys</b> – carrying condoms gives you prestige, makes you a hero/super (it says you are ready for anything).</p>	Role play strategies

➔ Students know about condoms and although they mention some of the typical messages about condoms (they are not 100%, have holes, etc.), they know that they are used to prevent HIV/AIDS. Despite this, boys and girls provide various rationalizations for their reluctance and refusal to use condoms. Even with such refusals, they still see condoms as an effective way to prevent HIV/AIDS, however, they provide numerous reasons to not use them:, including

- not 100% effective; things can pass through
- It is like eating a sweet with the wrapper
- boys do not like them
- condoms have holes
- too big for men
- they scratch the girl
- questions of trust
- It is shameful

- Too shy
- The boys discourage the girls to use it
- sex is not enjoyable with a condom
- The boys fear infections caused by their sperms inside the condoms

*Most boys despise use of condoms because they claim that the whole thing is tasteless if you use a condom. (FBoys1: 617-618)*

*The other disadvantage is also that every time there is sexual intercourse then one has to change the condoms and clean himself, it is tedious you know. (FBoys1: 619-621)*

*It is not one hundred percent sure. (FBoys4: 1062)*

*To me they just dislike it, they say it like eating a sweet with its wrapper. (FBoys8: 934-935)*

*Sometimes after using it, you feel as if your dignity has been lowered. (FBoys11: 762)*

*I cannot use condoms because researchers have not got to the conclusion that the virus cannot pass through the condom. (FBoys7: 1002-1003)*

*I cannot eat a banana with its peels. (FGirls9: 903)*

*I did not have money to buy a condom. (FGirls9: 906)*

*I cannot use condoms because researchers have not got to the conclusion that the virus cannot pass through the condom. (F7: 1002-1003)*

*The taste is different and they do not feel the sweetness. (FBoys7: 1089)*

→ Girls identified doctors as the people they would trust the most to provide information on condoms. Also identified were the manufacturer and parents

→ There was mention of teachers and doctors promoting condoms

[One teacher told us that] *Condoms used accurately are very protective. (FGirls12 790)*

\* Q: *What do doctors tell you?*

*They are good and safe. (FGirls8: 1813-1822)*

→ There were a couple of communities where condom demonstrations were given

*It is demonstrated in the VCT centres.*

\* Q: *How do they do it?*

*It was a practical demonstration.*

*You are given a piece of log that symbolises a penis and you are then taught to insert. (FGirls11: 588-597)*

*There is a time I was at home and there were these people who came and knocked and asked if there are young people in that house. They called me aside and started telling me about the condom and they actually gave me a male and a female condom and even showed me how to use them.*

*\* Q:What did you do with that condom?*

*I threw them away because I did not need them, but the information they gave me was very vital and I still have it. (FGirls7: 1118-1125)*

→ The trouble with condoms does not seem to be around knowledge or availability, but around what it implies if a girl suggests using one – she cannot be trusted, has had multiple partners or has HIV/AIDS

*If you trust me I have no reason of using it. (FGirls9: 907)*

*\* Q:What makes it difficult for boys and girls to talk to each other about using condoms?*

*They think people will start talking about them and they will get a wrong impression about them. (FGirls7: 1136-1139)*

→ Most girls FGD indicated that it is common for boys to refuse sex if they have to use a condom, however one group suggested that boys will use them because they can't go without sex

*\* Q:Will most boys use a condom if a girl asks them to?*

*Yes, they will.*

*Boys cannot ignore sex. (FGirls4: 1084-1087)*

→ A common response to 'what will make a boy use a condom' was 'If he loves you he will agree to use it.' (FGirls11: 644)

*\* Q:Is it possible to use a condom every time?*

*Yes, it is possible.*

*But sometimes I hear people say that they stopped using a condom because they have been together for so long that they now have started trusting each other.*

*If you tell your boyfriend to use a condom he might say that you do not trust him, so that is the reason most girls are scared of telling their boyfriends to use a condom. (FGirls7: 1072-1083)*

→ One group talked about not using condoms because of religion

*\* Q:Some people say that using condoms every time you play sex is an important way to protect yourself. What do you think?*

*That too is a good idea.*

*In my religion we are not allowed to use condoms.*

*\* Q:What is your religion?*

*I am a Hindu.*

*Even me I am a catholic and they say that its against God's will to use a condom.*

*\* Q:So, what do they say is wrong with the condoms according to you people's religion?*

*They say that God said we should go and multiply and so condoms and other contraceptives are not part of Gods plan for us.*

*They say we are killing the next generation so the earth might be empty and God will hold us accountable for that. (FGirls7: 1058-1071)*

→ One girls FGD suggested focusing on the fear of pregnancy rather than HIV/AIDS when promoting condoms

*\* Q: How would a girl convince him to use a condom?  
Caution him that these are not your safe days.  
Ask him if he wants to be a parent. If he says yes say you are not ready to be a parent.  
(FGirls5: 1325-1239)*

→ When asked to convey the ways that girls can convince boys to use condoms the primary reason given is fear of pregnancy. Other reasons are fear of STDs and HIV/AIDS; the girl is on her cycle.

*\* Q: What can girls say to convince boys to use a condom?  
They are afraid of being pregnant.  
They will talk of diseases. (FBoys10: 1117-1120)*

### **Testing**

Before developing an intervention that promotes testing, establish whether the local VCT centres can handle both a sizable increase in the numbers requesting testing and can provide appropriate counselling for secondary school youth.

**Realistic goal:** Make youth aware of the location of VCT centres, reduce the stigma of being tested, and create a norm that you should know your status (e.g. this is part of being an adult).

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
Provide information about the location of VCT centres, their purpose and what to expect when going.	PS can organize an activity of locating local VCT centres and develop a poster listing locations.
Address stigma of being seen at VCT.	
Address fear of knowing HIV status.	Brainstorming/discussions of what the fears are and how they can be addressed.
Challenge the idea that not knowing your status is permission to continue playing sex.	These are probably best dealt with by inviting a counsellor from the local VCT, especially one sensitive to speaking with youth, to address these issues at the school.
It is possible to be HIV+ and engage in sex safely.	

→ Most participants know about VCT and many talked about going for testing and information, however, it seems that there is a negative connotation associated with being seen at one

*We were told by our teacher that its not bad to go to VCT, you get to be advised about how to take care of yourself because there some of our friends and families whose parents or lets say*

relatives who are infected, so they should be advised on how to take care of them because they are the ones who take care of them sometimes.

\* Q: Do you think it is this possible?

Yes, but most cases if other students see you going to the VCT, they will start back biting you saying that you might be infected and that is the reason why you are going to the center.

It's very tricky to go to a VCT center because your parents may fail to understand what you went to do there.

I think the people who should go to the VCT are people who have already played sex.

\* Q: Why would your parents have problems with you going to the VCT?

They might think I have already played sex.

You know we have a very bad headmistress and I am so sure that if she finds out that you have gone to the VCT or she even spots you, she will make your life a living hell. (FGirls7: 1038-1057)

\* Q: Others say it is important to visit a VCT center to know your HIV status before starting to have sex. What do you think?

It is true and possible but there are others who fear because of the stigma attached to HIV. (FBoys6: 1374-1377)

So that you can educate yourself. Perhaps let us say you are not sure about yourself but you care so much about your partner you do not want to harm her so first of all you go check whether you are safe, if you are not now you will have done a good thing because you would have protected the person. (FBoys7: 1029-1033)

→ Boys talked about the fear that comes with knowing ones status. If you do not know your status, you do not have to think about whether you are spreading the virus – you have no responsibility to stop playing sex. Their fear was that if they knew they were HIV+ they would feel obligated or responsible to prevent the spread.

I do not prefer it because I will be depressed about it. And if I am positive I will go spreading it around. (FBoys11: 706-707)

Personally I cannot go to a VCT because I doubt myself. Just the same way I cannot advise my girlfriend not to have sex because I want us to have sex. (FBoys10: 1067-1069)

Some just fear even if they've never had sex you might go there and find you're negative maybe from a syringe you are like which questions will I be asked? (FBoys2: 1785-1787)

### **Situations that Promote/Facilitate Sex**

**Realistic Goal:** Raise awareness of how situations contribute to engaging in sexual activity and how to avoid or change these.

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
For those wanting to maintain abstinence or	Discussions of how these situations contribute

<p>decrease sexual activity, raise awareness of situations that contribute to sexual activity:</p> <ul style="list-style-type: none"> <li>• 'Sneaking out'</li> <li>• Traveling home, especially for school fees</li> <li>• School outings</li> <li>• Places where students go to have sex within the school</li> <li>• People &amp; places associated with closeness to the highway or town</li> <li>• Private locations</li> <li>• Pornography contributes to arousal &amp; desire</li> <li>• Drugs &amp;/or alcohol decrease judgement &amp; inhibitions</li> <li>• Expectations of boyfriend/girlfriend relationships</li> </ul>	<p>to sexual activity and ways to avoid the situations or the sexual activity. Role play ways to avoid sex in these situations.</p>
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→ Students said that sex happens in the following places:

- In school/during school:
  - toilets
  - games
  - school activities
  - boy's dormitories (risky but it happens)
  - classroom after classes; when light are out
  - forest, bushes
  - school buses
  - a place chosen in the school for sex – designated, e.g., outside with many soft grasses
- Outside school/after school, holidays:
  - disco
  - market
  - weddings
  - overnight ceremonies
  - dark places
  - during entertainment
  - riverbank
  - girl's/boy's home
  - coffee plantations
  - funerals
  - forest, bushes
  - lodges if you have money

→ Sneaking out of class was common in schools and was usually influenced by security and physical barriers (or lack of). Students leave the compound when they are not supposed to – go to parties, drink beer

*For example at night we are very safe because if you look at the fence there are many openings. Also the watchmen do not patrol the school and most of the time at night they are asleep. (FBoys3: 83-85)*

*The barbed wire is not well maintained, and even if it is, they sneak when it is dark or very early in the morning when the watchmen are not keen. (FGirls12: 232-234)*

*\* Q:Do people sneak?*

*Yes it is in every high school but now let us say some girls are not very ignorant they will ask for that leave out sheet and you go home to see their boyfriend in his house and once you close the door, no one will know what you are doing there [in his room].*

*Or I can plan with my boy friend to come for me at night so I will stay there and everybody is aware that it is me and that I have been left there to read I'll have planned with my boyfriend and when I hear him knocking I'll just come out as planned and we will go, nobody will know.*

*You can also ask for a leave out sheet and you go direct to the boy friends home and spend the night there. (FGirls8: 1213-1226)*

*\* Q:How do students sneak out without permission?*

*On Sundays girls sneak so much when they go to draw water.*

*Boys have made their way to the school pretending that you are among those sent home because of school fees.*

*You can arrange with the bus driver to hide when he is going to buy school commodities.*

*\* Q:If the girls sneak what do they do out there?*

*Others just long to eat a certain dish that you have longed for.*

*Others sneak to go buy drugs.*

*Others just want to go make a date for going to clubs.*

*Maybe you can go sneak and live for a while with your boyfriend (FGirls11: 394-409)*

*This happens during games. At this point everyone is busy and so one can sneak with his girlfriend to go play sex. At the time of fetching water they might look for a place like in the bush and play sex. During closing time when they go home they might look for a place and play sex. (FBoys3: 441-447)*

*You can lie that you have a headache then you ask for permission to go to the clinic then you arrange with the girl for you to meet. You return to school the following morning and say that you feel better. (FBoys5: 495-497)*

#### → Sent home for school fees

*When they have been sent home for fees they can go. Also when they go for half term there are some students who remain. Maybe a girl has remained very few girls remain and so he can decide to tell her that because everyone has gone home for half term they can decide to get out of school and maybe go to his house. (FBoys3: 505-510)*

*\* Q:How often do boys from this school have contacts with others pupils from other schools?*

*Most of the time when they are told by the madam not to speak to outsiders through the fence but they do it. (FGirls8: 876-879)*

→ Closeness to highways & commercial sex.

*Around the school, there is large number of commercial sex workers. (FBoys11: 662)*

*These people infect each other, the locals they find here at the border could infect them. Such people are highly disadvantaged to be living near highways. (FBoys1: 542-544)*

*Some touts request the girls to play sex with them so that they do not pay fare to wherever they might be going. (FBoys10: 1021-1022)*

*The virus mostly affects the schools being next to the highway because highway peoples.*

*\* Q: What do you mean when you say the highway people?*

*I am talking about touts and most of us use matatus to go home.*

*\* Q: Whom do you think are most affected by HIV and AIDS?*

*Orphans because you find most of their parents died of the disease so they leave them with it.*

*Widows are also affected because you find that sometimes the husband died of it so they are also infected. (FGirls7: 983-994)*

→ Access to privacy

Boys expressed that they are less likely to play sex when there is limited opportunity for privacy.

*When they are not left in private and parents are in control. Also when they are conscious about many diseases they may be alert. (F7: 609-610)*

Some boys, however, have access to limitless privacy in their homes.

*At times you are trusted by your parents with the whole house, therefore, you can invite your girlfriend and have fun together. (FBoys10: 566-567)*

*Personally I have a bedroom of my own such that if I get a girl she can stay there even for a month without my parents knowing. This is because my parents are ever traveling out of town. (FBoys10: 568-570)*

*For instance Kikuyu boys are given their rooms far away from the parent's house. Whatever they may decide to do is upon them since their parents are never allowed to enter in their house. (FBoys10: 571-574)*

→ Sex can happen when boys and girls come in contact with pornography.

*\* Q: When is it likely [that girls will play sex]?*

*Boys give girls magazines which are dirty so that they read them.*

*When they watch pornography. (FGirls4: 604-607)*

*When they watch pornographic movies together if a boy and a girl watch a pornographic movie together, you see all that talk on TV they will start kissing each other and they then play sex. (FBoys7: 618-620)*

*It can happen especially where they are watching pornographic movies or when they discuss anything to do with sex. (FBoys10: 675-676)*

→ To the boys being in a relationship can sometimes signal that sex is okay or that it is a must. The need to have sex is also dependent on ones personal conviction about premarital sex.

*\* Q: Is it possible for you to have a girlfriend whom you do not play sex with?  
Yes, you could be self disciplined; chilling (abstaining from sex) and having a strong faith of getting married at the right time only then can both of us play sex. (FBoys1: 302-306)*

*\* Q: Is it a must that a boy and a girl play sex?  
Yes if you love a girl. (FBoys4: 745-747)*

*You can be a girlfriend and a boyfriend and not play sex. Like me, we do not play sex since we are saved. We encourage one another to live a holy life. (FBoys10: 665-667).*

*Few do not play sex.  
Most will play sex. (FBoys3: 494-498)*

And, girls believe boys only want sex

*\* Q: How does a boy let a girl know he does not want to play sex?  
(All laugh)  
For boys I do not think they can ever refuse. (FGirls4)*

*Boys cannot say no, they love sex (FGirls4)*



## HEAD TEACHER TRAINING

Teachers were generally aware of the profile of sexual activity of secondary school youth that is described in the previous chapter. Quotations supporting recommendations used in this chapter come exclusively from teacher interviews; however, the way students addressed these issues clearly has a strong parallel to the way teachers did and information from the previous chapter could be used to support the recommendations in here.

The **primary challenges** of this intervention are to:

- Build awareness about risk situations faced by students and some of the ways that head teachers can help to address these
- Suggest ways for head teachers to support the efforts of peer supporters
- Suggest ways head teachers can address how schools might be colluding in or facilitating sexual activity among students (see knowledge and risk reduction).

## HIV KNOWLEDGE AND RISK REDUCTION

**Desirable Goal:** Increase head teacher's knowledge of how sex happens and how the school may contribute to the sexual activity of students. Gain commitment to change certain conditions and ways of dealing with situations that either facilitate sexual activity or heighten risk of HIV transmission. Provide concrete support to peer supporters.

Suggested Content of Message	Suggested Method of Delivery
<ul style="list-style-type: none"> <li>• Teachers have good basic knowledge about HIV transmission and prevention</li> <li>• Emphasize that teachers need to be aware of student behaviour, including potential sexual behaviour in order to help empower them to reduce their risk.</li> <li>• Teachers need to be aware of the profile of sexual activity among students.</li> <li>• Increase awareness about the ways in which the school may collude in placing students at risk including:               <ul style="list-style-type: none"> <li>– Time when students leave (e.g., greater risk for girls when it is dark)</li> <li>– Students given permission to leave for 'false' reasons</li> <li>– Sexual partners may claim to be family members and pick students up</li> <li>– Students sent home for outstanding school fees are at risk because they have to travel outside the school and may have to obtain the funds on their own (e.g., from a sugar daddy/ mummy)</li> </ul> </li> </ul>	<p>Provide demonstrations of relative risk with respect to students and reinforce that students at all schools are at risk (e.g., can't ignore student sexual practices)</p> <p>Have teachers share different ways that the school can reduce the potential for illicit encounters during school time and to reduce the potential risks when students are released from school – e.g., provide examples of how to tighten rules, increase supervision</p>

Suggested Content of Message	Suggested Method of Delivery
<ul style="list-style-type: none"> <li>– During outings between schools students can make plans or sneak away to play sex</li> <li>– Students sneak out various ways (going to toilets, through the fence, when fetching water)</li> <li>– Resourceful students can find spaces within the school compound in which to play sex (e.g., Greenland, bushes, even dormitory cubicles)</li> <li>• [See section on Situations that Facilitate Sexual Activity in Chapter on Peer Supporter Training]</li> </ul>	

### **STUDENT SEXUAL BEHAVIOUR:**

➔ Teachers suggested that they do not pay attention to student activity particularly outside of the school.

*When they are outside the school I would not know much (FG&C4:134)*

*Immediately they leave the school at 5pm we have nothing to do with them (FG&C5:125).*

➔ Although teachers did say more about what students did on their free time in the compound, discussion of potential sexual activity was limited.

*Normally they chat and even play football (FHT4:160).*

*They play or do general cleaning (FG&C12:70).*

*Apart from reading, we don't know the rest. It could be there but apart from just reading and maybe playing together the way they are playing, we do not know anything beyond that (FDHT11:173-5).*

➔ In some cases, this reluctance to discuss the potential sexual activity of students translated into resistance to estimating how many of the students might be engaging in such activity.

*It is hard to tell, as they may not tell you the truth (FG&C2:143)*

*You can never know, these students do not come in the open and are not ready to confess that they are doing it (FG&C3:202-3).*

➔ Where teachers did provide estimates, these ranged from very few (as low as 2%) to as high as 90%, with the majority of teachers suggesting that the number playing sex was 50% or less. Some teachers admitted that they were simply guessing, while others suggested reasons for

their estimates. These ranged from expectations about student knowledge levels about sex to perceptions of their willingness to adopt abstinence behaviour.

*I cannot tell but maybe 2% are involved in this (FHT4:463).*

*It may be very difficult to say because things to do with sex as I had said are very secretive but I would say that most of those who are in form four and three might have involved themselves in sexual activities...10% of form three and 10% of form four (FG&C6:386-91).*

*I can't tell but the cases I have heard of are about 10%. This is all on suspicion there is no prove about it (FDHT3:262-4).*

*Since this advert on abstinence came, I think most of them take them seriously when we talk to them we find out that they take them seriously. But probably a quarter of the school I suspect have engaged in sex (FG&C4:427-9).*

*Some are abstaining but the majority are not clean. About 50% have played sex here as from the ages of 12-17 that is from class seven to form four. We talk to them personally you know (FHT12:247-9).*

*So I think 80% or all the students here might have tested it or they know what we are talking about. We get so many letters where we find that their boyfriends are requesting them for a day to have sex with them. This shows that they do it regularly (FDHT11:361-5).*

*More than 90%, here the first exposure to sex comes at a very early age, if you are talking directly to students and ask them they will tell you as early as std 3. More so to those students who come from these towns along the highway (FG&C11:442-5).*

### **HIV RISK**

Teachers acknowledged that there were circumstances and situations within the school which could lead to sexual activity and, thus, placed students at risk for HIV transmission.

#### **Leaving the school compound:**

→ Whether it is day students leaving at the end of each day, boarding students who go home for mid terms and holidays, or students who have manoeuvred their way out of the compound, teachers felt that the freedom outside of school increases the potential for sexual activity and, consequently, HIV risk.

*They can contract the disease if they are out of school where they are free, when they go to the markets or for those who sneak sorry to say so, they may land on HIV AIDS if they sneak to go playing about (FHT6:161-4).*

*I think out things especially those that are done at night, but as I said earlier the teachers take care of them but still we do not have control over them like some of them say they are going home then they do not and we cannot really follow them on what to do (FG&C7:122-5).*

→ Teachers acknowledged that students were able to find many and varied ways to leave the school compound with or without appropriate permission.

*Yes, they jump over the fence and go where they want to go, and often come back the same way in the hope that they are not discovered (FHT6:88-9).*

*Some are able to sneak sometimes when there is no water in the school they go fetch water to wash plates after lunch (FHT4:143-4).*

*They pretend to go the toilets then if they are not seen they sneak (FG&C8:114).*

*They creep through the fences. In the weekends when they see the teachers are not very keen they will sneak out but if they are keen they don't but this is rare (FHT8:80-2)*

→ When students were found missing without permission, schools imposed a variety of consequences which often included counselling.

*The likely verdict is that the boy can be sent home, then when he comes back he can be given some manual work...In the compound but if he just sneaked out, he has to come with a roll of barbed wire. (FFG&C1:200-6).*

*Some of them go out though not in school uniform, and when the teachers spot them, we punish them (FG&C4:120-2).*

*Depending on their case it is normally suspension or they are given punishment to cut down grass or given some counselling (FG&C8:127-8).*

→ The need to include parents in addressing this situation was also discussed by some teachers.

*We punish them; send them to bring their parents who we discuss with on what action to take but mainly we give them some manual work to do in the compound (FHT2:77-9).*

*In the school compound we suspend, we call the parents and talk to the parents in front of the students about the risk involved in HIV/AIDS and so on. So there is a punishment and the parents must come here (FG&C11:453-7).*

*We guide and counsel them and we also call their parents so that they do not say that it was malicious. We also help the student and tell them the truth about life (FDHT3:267-9).*

→ Teachers identified ways in which their schools were attempting to reduce the potential for illicit encounters during school time and the potential risks when students are released from school.

*Here there's no risk at all because teachers are responsible we also have workers here who are parents of the school at least from 7.00 and 5.00 they're safe (FHT4:360-2).*

*The boys must get a special exit. They are also checked out of the gate and when they come back they are required to hand over the sheets to verify they went to the place they got permitted to go (FHT6:70-2).*

*Matrons and boarding mistresses are always on duty so all the time we have up to three teachers checking the girls day and night (FHT12:34-5).*

*At 5pm [students leave the school] but there are some especially the candidates we allow them to study until around 7pm. But the girls must leave at 6.30pm [because otherwise they would be going home at dark and would be at risk] unless it is the parent who is coming to pick them from school (FDHT7:94-6).*

*One way [to reduce the number of illicit encounters] is to let them play games to make sure they are occupied in games and other activities to release the energy they have so that nothing can continue (FDHT11:522-5)*

### **Outings:**

→ Co-curricular activities frequently include contact between schools. During these meetings, it becomes possible for students to meet students from other schools and potentially make arrangements for further encounters. If the students are particularly resourceful, they may even find a space for a sexual encounter during the activity.

*It is this freedom they get outside school like when they have gone out maybe for these activities like games they lay out the teacher who has taken them is not careful some of them have been found racing around with girls...Yes, they are having sex with them actually (FDHT1:289-95).*

*... we had a case last year, we had an outing and a girl student did not go home. You know it is a day school, when we left them to go home she went with a boy who has this cubical so the girl spent the night with the boy. And we found out in the morning when we came here and the girl's parent was here (FG&C4:442-7).*

→ In the interviews teachers suggested that vigilance and control could be used to reduce the potential for inappropriate behaviour during outings.

*Most of the times they go out, they are very disciplined, in fact they rarely get time to do things like those [play sex]. When they are very active, they are into a game they will do anything to go out. So, they will not misbehave because if they misbehave, we will not allow them to go out again (FDHT9:149-53).*

*What would happen because the ministry has realized the problem with this generation, you have to keep your eyes on them, ..., so before you go out with them you know the area, both the teachers from the visiting school and us have to be watchful so that they do not do behave mischievously (FG&C10:203-7)*

*Like when there is a competition going on in other schools which are not far from here, you know they ask for permission but we deny them as they are not part of the team (FG&C4:118-20).*

### **Going home for school fees:**

→ Students were frequently sent home for school fees (in one school this was almost a weekly occurrence). However, teachers did not seem aware that they may be putting students at risk by sending them home for school fees.

*Financial crisis [puts students at risk], if our girls run out of money, they look for it from boys/men who would infect them (FHT12:166-7).*

*If they associate with those people especially more mature adults like the girls if for example, they associate themselves with matatu touts and then given lifts. It might start from there and then she has to pay in kind and if someone is infected she will be put at risk (FDHT7:247-50).*

*Counselling the parent is the most difficult thing, some of them always think their girls are on the right, others think when we send them for fees we should consider their background ability and so on. (FHT12:92-4).*

### **Interactions within the school:**

→ Although some teachers believed that sexual activity within their schools was minimal (or completely non-existent) because of strict rules, there were others who pragmatically suggested that any time students come in contact with members of the opposite sex there is the potential for, at a minimum, the planning of future sexual encounters. This is particularly true of mixed schools, and schools which have an open policy about visitors.

*I would say the fact that it is a mixed school as much we protect them we can't do 100% especially after preps (FG&C3:140-1)*

*We tell them to feel free to interact with people because they are not in prison so when anyone comes as long as they have followed the correct channel you can get in. They may say they are so and so e.g. sister so we allow them in and that is when they make plans [to play sex] (FHT5:551-4).*

→ Teachers suggested several ways to limit the type of student contacts that could lead to sexual liaisons.

*You can tell when a boy and a girl are not having an academic discussion by the sitting style, may be the posture, they can be sitting too close to one another. So you can call them and tell them that is not good and advice them to discuss something academic, to be constructive and that this is not time for affairs and we actually caution them about that (FG&C4:159-63).*

*There is a rule that suggests that both boys [and girls] should do their preps separately else they will not read (FDHT11:166-7).*

*We let them know that letters are allowed but if they are from boyfriends we are allowed to censor them. If we notice anything strange in the letters we inform the parents and we commit the guidance and counselling departments to take action rightly (FHT12:260-3).*

## ATTITUDES AND BEHAVIOURS OF STUDENTS

**Desirable Goal:** Gain head teacher commitment to support peer supporters in empowering students in the full range of ABC, as appropriate, in reducing exposure to HIV.

Suggested Content of Message	Suggested Method of Delivery
<p>Teachers suggested that they could influence student behaviours in several ways in order to reduce their risk for HIV.</p> <p>Their perceptions of the ways to help students reduce their risks should be discussed among head teachers (e.g., how the school responds to sexual behaviour and what advice/information is given to empower students to reduce their risk)</p>	<p>Inform head teachers of some of the alternative approaches that PS might use to empower behaviour change (e.g., this may include promoting the <i>full range</i> of ABC)</p>

## ADDRESSING SEXUAL BEHAVIOUR

→ Where potential relationships were identified, some teachers suggested that these were addressed through guidance and counselling alone or in combination with punishments.

*What we see is that they talk, if there is anything more than that it is a little difficult to tell but if we see any relationship developing we talk to them (FG&C7:56-8).*

*You cannot expel or chase her/him out of school [if he/she is caught playing sex] and you have to understand that he is a growing person, she has to be guided (FG&C3:206-7).*

*We normally warn them because those are the kind of activities that distract the attention of the students from their studies. If they have interacted with their girlfriends they often think about the incidents and even plan on how to revisit the ordeal so we warn them seriously that sex is not for them, AIDS is not for them and that their sweet time is coming (FHT6:231-6).*

*We constantly remind the student on the moral aspect. It is very difficult to know that the student had sex. We give general advice aimed at discouraging it and also educating them (FHT8:254-6).*

*...if there was a case [where a student is found playing sex] then such a boy should get suspended and we advice them. We have not had one but to base on my feelings, if I find such a situation I will suspend and advice the parent to take the boy for a VCT (FDHT1:428-31).*

- In the harshest cases, students are expelled or expected to leave the school. It was suggested by one teacher that this course of action is used to set an example for the other students.

*It was such a scandal that the students had to leave this school because if we left it at that, every student would practice it (FDHT1:450-2).*

- Where sexual activity resulted in pregnancy, teachers suggested that students were gently encouraged to leave the school. Although often form 4 students were allowed to return to school to complete exams where feasible, those in other grades are asked to leave and then once they have delivered were given recommendations about other schools to protect them from 'embarrassment'. This suggests that there is still stigma attached to pregnancy for girls.

*We let one of them give birth and the head mistress helped her get another school...It would be a scandal for her [to return to this school] because she would not be comfortable (FDHT9:134-8).*

### **ADDRESSING HIV RISK**

- When asked directly what teachers could do to help those who play sex to avoid HIV, teachers provided a variety of practical responses including building awareness of the potential consequences of sexual activity, introducing examples, encouraging VCT, appealing to religion, guiding and counselling or providing distractions.

*...the simplest thing is to advise VCT of when they learn that the school wants a VCT certificate like its paged on admission then they will abstain (FDHT1:555-7).*

*Yes, there are things they can do like encouraging the boys and girls to enrol in clubs and societies to keep these boys busy (FG&C1:695-6).*

*We try to create awareness. A lot is still left to be done as we educate them a lot and try to ask for the parents' assistance (FG&C12:236-7).*

*Since this school is built from very strong religious backgrounds, we could strengthen the question of religion and it would help. The religious groups in school always condemn sexual activities before marriage (FDHT11:534-7).*

*Maybe make religious movements from school like NYS, CU and so. The moral thing should be inculcated in them (FDHT9:308-9).*

*What we do, we have called parents and counsellors so when we have an open day we call them so that the parents can have a way to talk to them. When you fight it from two ends, the parent is talking about it, the teacher is talking about it then it is easier (FG&C10:442-5).*

*We use ourselves as role models and teach them moral lessons. You do not become strict, you try to understand the situation and their nature so from there you develop another method and continue (FHT5:900-2).*

*I use incidences of my own classmates to give examples in fact I was telling them about a classmate who when we were walking in the village was very tough and also a womaniser but nowadays he is a beggar (FHT5:912-5).*

## **ABSTINENCE**

**Desirable Goal:** Support students who have committed to abstinence. Endorse the idea that abstinence at least in some situations is better than not even considering abstinence (i.e., no sex in certain situations, for certain time periods) as a way to reduce risk for those who will not/cannot commit to long term abstinence.

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
Training should acknowledge the difficulties raised with respect to abstaining and discuss approaches identified by teachers and students that might help students place a higher personal value on and know how to avoid sex, especially in situations of the highest risk	Inform head teachers of the methods suggested to PS (e.g., 'abstinence support groups', focus on abstinence 1 month at a time, reasons for saying 'yes' and 'no', role play, avoiding situations)
Acknowledge need to provide risk reduction strategies for those who will not or cannot abstain.	Examine risk hierarchy.
Keep students busy, but recognize some activities provide opportunities for boys and girls to meet and initiate or continue a sexual relationship.	Same gender activities to keep students busy.

➔ Teachers were most comfortable with the abstinence message, in some cases to the exclusion of other messages.

*[Students are] To be told clearly to abstain till the time when they leave school and are ready for marriage, this is the safest and surest way out (FHT12:360-1).*

*I would encourage them to totally abstain and divert their energy to something that will make them not have sex (FG&C8:435-6).*

*What I would tell them is to abstain; the others are not useful the best way is to tell them to abstain (FG&C1:719-20).*

*It is not a matter of life and death, surely once you tell them that sex is in the mind and its not a physical need, they will listen (FDHT9:320-1)*

→ Most teachers felt that there were at least some students who could abstain; although some acknowledged that abstinence is difficult for all but exceptional students.

*Yes, boys are able to abstain if they are well guided...Like if you took time to talk to them, advice on safe sex and the dangers they will do away with it because the dangers will make them abstain (FG&C1:723-7).*

*Yes, some of them have talked about the advert "Chill" the straight talk magazines and there is a lot of advice in it that it is just sent by the voice of youth and adolescents (FG&C4:632-4).*

*Yes, they can [abstain] but some do not and we always still talk to them and we have always told them abstinence is the key (FG&C3:304-5).*

*Surely they are able to abstain. The boys are able to abstain but we had cases of girls who could not abstain. They would go looking for men so, that is the only case that we had (FDHT11:546-8).*

*You will see that some are pregnant meaning that they are just going out without taking any precautions and during weekends you find them roaming around pretending they have come to school for study (FG&C5:454-6).*

**BE FAITHFUL**

**Desirable Goal:** Support for reducing the number of sexual partners.

Suggested Content of Message	Suggested Method of Delivery
Language needs to be modified here as the use of 'fidelity' or 'be faithful' appeared problematic: <ul style="list-style-type: none"> <li>• It suggests that playing sex is ok</li> <li>• Fidelity is for marriage</li> <li>• Fidelity is rare in this cultural context</li> </ul>	Need to reinforce with head teachers that the goal of PS will be to reduce the number of partners and provide information about relative risk

→ A few teachers suggested that telling students to be faithful is valuable:

*It's good to have one partner so that in case anything happens to you, you know the right person to blame (FDHT3:398-400).*

→ Many others felt that expecting students to be faithful is unrealistic and problematic.

*If a girl has an idea she is supposed to have at least more than one boyfriend, just remaining faithful to one she will think if she will loose this man, it will take her time to get another one. They have a persistent idea of being insecure (FG&C1:734-7).*

*One of the dangers of many partners is that they are more likely to get the HIV virus (FDHT7:730-1).*

*Remaining faithful to one partner, that I usually tell them it is not possible you know why, let us say they have a partner outside here they do not know what their partner is doing while they are here so it is either abstain or use a condom (FG&C11:615-8).*

→ In some cases, fidelity was viewed as an expectation for marriage only. Thus, to have only one partner would be viewed as the equivalent to being married.

*You just tell them to be faithful though they will say it's hard because that is not their husband or wife (FG&C5:459-60).*

*It is very rare for a boy of this age to be faithful to one girl that you they look upon as a marriage partner at this age, so to them, it is just for fun (FG&C4:650-2).*

→ Other teachers were concerned that teaching about fidelity would undermine the abstinence message.

*Now telling them to be faithful to one partner we would again be encouraging them to have relationships at such a young age...And I want to tell them to abstain. So I will be contradicting myself (FG&C6:688-92).*

→ The existence of these perceived barriers to fidelity reduced teacher expectations about whether boys, in particular, could be faithful to a single partner; however, the expectations for girls, in general, was higher based on characteristics ascribed to females.

*For the boys, it is not easy for them to remain faithful. There is something, a bit of pride, they like to associate themselves with heroes (FG&C1: 743-4).*

*At times the partners are faithful but the moment one of them hears that he/she has been moving out elsewhere they tend to become unfaithful (FDHT11:578-9).*

*I would say that the girls are more able to take care of themselves and be faithful than the boys who are most likely to be very polygamous (FG&C7:368-9).*

*You know women are more emotional, they are attached a lot to sex, after all sex happens within them but men there is no attach a lot to sex what matters to men is the number (FG&C11:628-30).*

## **CONDOMS**

**Desirable Goal:** Recognize the appropriate place of condoms in risk reduction. Support peer supporters in providing information and support for condom use, as appropriate.

Suggested Content of Message	Suggested Method of Delivery
Teachers are familiar with condoms, most have witnessed a condom demonstration	Include a session to further sensitize on condoms to reinforce the importance of condom use. This should include a condom demonstration because not all teachers have seen one.
Address reasons why teaching about condom use is important (see peer supporter section).	Spend time talking about teacher concerns, engaging them in discussion of what was learned about student sexual activity. Assure them that students who abstain do so from commitment, not from lack of opportunity or not knowing how to engage in sex safely.
Need to address the concerns about teachers discussing condoms (e.g., not 100% effective, undermines abstinence). Condom as risk reduction not risk elimination.	Demonstrate effectiveness of condoms and explain that the belief that they are not 100% effective has become an excuse for students to not use condoms which ultimately increases their risk
Acknowledge that religion can be a barrier to introducing condoms	Encourage teachers to invite knowledgeable visitors to the school to discuss condoms and identify any problems PS may encounter in discussing condoms
Finding students with condoms is an opportunity for guidance.	Provide examples of good and bad guidance. Role play this approach and discuss appropriate messages which would be in line with the information provided to PS

➔ Teachers and students were familiar with condoms. Some acknowledged that condoms could protect from HIV, STDs and pregnancy, while others were concerned with the efficacy of condoms.

*You know it is one of the ways of protecting them from AIDS and HIV (FG&C1:820).*

*They should know it is a contraceptive (FHT8:393).*

*...it is not really 100% safe, it is not the solution to all the problems (FG&C11:691-2)*

*Its not 100% efficient and the chemicals it contains can have side effects in the future which might cause some diseases...(FHT5:990-1).*

*Some of them are imitations. Some people will sell anything for the sake of money (FG&C8:465-6).*

- The concern for the efficacy of condoms and the belief that discussing condoms might undermine the abstinence message provided two of the main reasons why teachers were reluctant to teach condoms in the school.

*All they need to know is how to abstain not how to use a condom (FG&C7:417).*

- Although the majority of teachers had witnessed a condom demonstration, there were mixed opinions about whether this should be done for students.

*Let them be shown so as not to use them wrongly but for heavens sake, be encouraged that the best way is abstinence (FHT12:426-7).*

*Most students are involved in sex and they do not know how to protect themselves or use the condom correctly and it is important that they are taught (FG&C3:352-4).*

*I would not encourage that, as it will make them not to abstain (FG&C8:503).*

*Let them be taught when they are out of school not here...So that they don't think we are trying to advocate for condoms (FDHT9:412-5).*

- In one case, however, it was a lack of familiarity with condom demonstrations that became a barrier to showing students how to use it.

*Yes, they should be shown but I don't know how that one is going to be shown. This is because the condom is put on the penis. If I may ask, are we going to use the penis of one of the students to show the others how they are supposed to be used? (FDHT11:644-7).*

- Some teachers also suggested that religious influence provided another barrier to the introduction, discussion and demonstration of condoms within the schools.

*Yes, but you know now majority of our schools are sponsored by the churches and the churches oppose use of condoms and somehow we have to balance it (FG&C11:744-6).*

- The inclusion of condoms in the syllabus, however, provided a reasonable space from which teachers could discuss condoms in the schools.

*It [condom] is included in the lessons taught and there's at least a question on AIDS in every exam undertaken so it is hard for them to ignore the subject (FHT10:128-30).*

*...it[condom] is still being taught in biology under reproduction. The syllabus covers it (FG&C1:837-8).*

- According to teachers, information about condoms is readily available to students predominantly through the media.

*They do because they are advertised everywhere but I do not think they know how to put them the right way but they do know (FG&C10:493-4).*

- Some teachers felt that the availability of this information meant that there was no need for condoms to be addressed within the schools.

*Do we have to teach them?... With the advertisements a lot of public campaigns, public awareness and in fact now the provincial administration almost everywhere in the country talking about AIDS, our politicians are talking about AIDS, our religious leaders talking about AIDS I do not think there is anything to teach the young people about AIDS and also the use of condoms (FDHT7:578-87).*

*If they have learnt it was somewhere else, we do not need to teach them. When they are right for sex they have the VCT for that (FG&C12:282-3).*

- As well, students could obtain condoms from VCT centres, Ministry of Health sponsored places, dispensaries and health centres, or they could purchase condoms through the local chemist, shops, at a hotel, in some washrooms, clubs, or market. Because of the availability of condoms, several teachers indicated that condoms had been found within the school.

*You see, we have discovered boys with packets of Trust in their boxes (FG&C1:808).*

*There is one day we caught a boy who had sneaked out of school so on checking his pockets we got three (FG&C6:741-2).*

*One day I got some. A theft had been reported and in searching one of the bags I found some condoms. And on rare occasions we have found some condoms in the toilets...(FDHT7:593-5).*

*I do not know but I do see them littered on the ground even near the school compound, they are just like polythene bags lying around so it is no doubt they use them (FHT5:982-4).*

- When individual students were found with condoms, they were not punished, but rather the issue was discussed with them and guidance and counselling provided.

*We do not encourage the boys to carry them; you know it would be a way of encouraging them to go out. When we discover we have counsel the boys and encourage them to leave them at home and find out why they are carrying them (FG&C1:811-4).*

*We took them [the condoms] and we came to the office and guided and counselled him. We told him that he is in school for serious learning not to involve him self in immoral activities (FG&C6:746-8).*

*I would ask her why she has them, where and when they would be used; from there I would counsel her that abstinence is better than using condoms (FHT12:413-4)*

*We once found students with condoms a lot of them in their desks, lets say they did not want to keep them at home because probably the parents would find out and they thought that we would not find out. We like knowing whether they keep funny things like drugs, so we found a lot of them and all we did was just talk to them about the condoms and we actually advised them not to bring them to school (FG&C4:697-702).*

*We have not done much about it. In fact we keep quiet (FDHT11:629).*

*Ask questions obviously but later advise them on its use since it's better than going without (FG&C5:521-2).*

## **VCT**

**Desirable Goal:** Heighten profile and information about VCT within the school. Facilitate student access to VCT in a confidential manner.

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
<p>Teachers are comfortable advocating VCT because they don't see it as promoting sex. Need to address the concerns of students (e.g., fear the outcome)</p>	<p>Bring VCT representative to training to help demystify the process</p> <p>Invite head teachers to identify local VCT facilities and make a list available to youth (e.g., have PS create a poster or display for the school)</p>

→ Teachers were generally comfortable with advocating voluntary counselling and testing because it was not viewed as contradictory to an abstinence message and could be extended to both those who are suspected of being sexually active and those who are not because knowing one's status was seen as an opportunity to make better decisions about life.

*When they will know their status it will enable them to be able to decide what to do with their lives (FG&C8:445-6).*

*It is a healthy thing to do for those who will get married and for every person intending to have an intimate relationship (FHT6:357-8).*

*We encourage them to go for check up even if they re not sexually active because we tell them it is good to know their status so that they know how to move on from there (FG&C9:350-3).*

→ Although the teachers suggested that there were VCT centres in close proximity to the school, it was likely that most students did not use them because they feared the implications of such an action.

*Because they believe that they are not victims they do not have a problem and even those who suspect that they have a problem fear they have that fear of visiting a VCT center (FG&C6:725-7).*

*When I told them to go they got scared...They are scared of knowing their status (FG&C5:485-8).*

*The same notion is there, they doubt their strength to go by the result. Few use the facilities but from the school there is nobody who uses them (FHT8:379-80).*

*Personally I cannot go to a VCT because I doubt myself. Just the same way I cannot advise my girlfriend not to have sex because I want us to have sex. (FBoys10: 1067-1069)*

*Some just fear even if they've never had sex you might go there and find you're negative maybe from a syringe you are like which questions will I be asked? (FBoys2: 1785-1787)*

→ If teachers felt that students were accessing VCT centres, it was often for other reasons, including obtaining condoms or because the centre is attached to a youth centre.

*They go together, usually that youth centre draws them there because they have those things, which interest them (FG&C11:655-6)*

*We have advised them to go there and in fact I think that is where they got the condoms from (FDHT11:590-1).*

### **SUPPORTING PEER SUPPORTERS**

**Desirable Goal:** Provide concrete support to peer supporters. Identify a way to perpetuate peer supporter activities over the long term.

<b>Suggested Content of Message</b>	<b>Suggested Method of Delivery</b>
Training should acknowledge the pre-existence of peer counsellors in some schools and suggest ways to incorporate these into the process	Advise head teachers about the most appropriate ways to select peer supporters for training (e.g., not those already trained, natural POL, good role models, avoid those likely to abuse their position) and an appropriate advisor
PS will be the primary carriers of information for the programme	Brainstorm ways that head teachers can support the trained peer supporters Identify ways that the advisor can support the PS and discuss how the head teacher can support the advisor in these tasks

- Teachers generally felt that the use of peer supporters in the school is a good idea because of the close proximity in age and, thus, they could be comfortable, convincing and believable sources of information on HIV and AIDS.

*It is healthy because those students can relate to the peers much better than adults without fear because they are just like them and being like them they feel if they can they can also do it much better (FDHT7:671-4).*

*Yes. Because when they hear from their age mates it has more effect (FG&C5:557).*

- In fact, teachers in almost half of the schools suggested that there already were trained 'peer counsellors'<sup>1</sup> in the school.

*I have some peer supporters and peer counsellors from every class we have taken them for training (FHT12:437-8).*

*I think it's a very good idea as I told you we have a girl in form three and in fact she does it so well ... She was trained by coalition of violence against women in Kenya (FHT4:786-792).*

*I have a very strong peer counselling group of girls, they identify a student who has a problem and then they talk to them, and they also use the Internet to get information (FG&C7:447-50).*

- One teacher suggested that efforts were already underway to develop peer supporter training with students in the school.

*Peer counsellors have a big role to play and we are also starting such in our school very soon. We have already identified someone to come and train those peer counsellors (FG&C6:853-5).*

- In one school, the introduction of peer supporters did not work well. Unfortunately, this was not further explored in the interviews.

*We had tried to start that off earlier but it went down but I think we want to start it again (FG&C10:556-7).*

- Another teacher was concerned about what the effect of peer counsellors really is. Given the concern teachers have over what is morally appropriate to discuss with students, it may be necessary to clarify with head teachers what the peer supporters will be discussing in order to ensure their support.

*I don't know if you were told that we have one here. I am not sure whether the people with this counselling are really helping or they are spreading sex. This is because there are more cases of sex even if there is guidance and counselling still going on (FDHT11:668-671).*

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<sup>1</sup> This term was the one most frequently used by teachers in reference to students trained to talk to peers. It was not clear whether this training was always related to HIV and AIDS.

→ One teacher indicated that students were involved in selecting peer supporters for training. This approach may help to ensure that students are comfortable with the peers selected for this task, however, it does not guarantee that these are appropriate role models for the students.

*In fact other peer counsellors I do not select them they are selected with the students themselves (FG&C11:825-6).*

→ All teachers suggested that popular opinion leaders existed in their schools and were identifiable. This is not surprising although there were some nuance differences with respect to their descriptions of popular opinion leaders. Characteristics included charisma, financial means, impressive presentation, humour, intelligence, and being viewed as heroic. Possessing leadership characteristics, however, did not guarantee that the leader would be a positive role model.

*Some of them are so articulate in presenting their ideas and in most cases some of them are bright students in class they are also leaders (FDHT1:748-9).*

*First is their background, character, personality and how they present themselves. Their presentation impresses. Naturally they can be humorous and can influence others negatively or positively (FHT5:1101-3).*

*Yes, they have charisma, there are people who are born leaders although there are those who are negative boys, and others listen to them and they are not good. So we have them (FG&C10:622-4).*

→ Those teachers who discussed their willingness to assist peer supporters provided several ways to accomplish this:

- Making sure the students know who the PS are
- Have a programme giving the PS topics
- Comparing notes with PS
- Monitoring what PS have done
- *After they meet with the other students we ask the problems like what they have done, the box there where students write problems, those problems I pick them and I analyse them then I communicate to the students sometimes they are personal problems and when I see this is a personal problem and I can know the student then that one I can deal with it, then if it is just general we discuss it with the peer counsellors then we communicate to the students (FG&C11:859-65).*
- *You see it is a question of talking to the students and knowing really what is in the ground, what really happens in the ground and how to address the situation in the ground (FDHT11:778-80).*
- *I would try to assist other students in informing them about HIV so we look at methods and ways of passing the message across (FG&C6:945-6)*
- Creating time
- Getting volunteers for the programme
- *Recognising their work, appreciating it so that they get motivated (FG&C2:366).*
- Holding regular talks with PS

- Backing up PS
- Allow PS to form a club
- Establish forums where PS can talk
- Help them attend more seminars
- Plan visits to VCT centres

### **ROLE OF THE HEAD TEACHER, DEPUTY HEAD AND GUIDANCE AND COUNSELLING TEACHERS**

→ It was generally agreed among teachers that the head teacher could have a specific role to play with respect to the delivery of HIV/AIDS information to the school community. This included:

- Obtaining pamphlets and materials for the library
- Obtaining posters, videotapes and other resources
- Welcoming speakers
- Addressing HIV/AIDS in assemblies, parade, school openings & closing
- Proposing a visit to a VCT centre
- Informing parents (writing circulars)
- Address various groups
- Help and support the teachers

→ Teachers acknowledged that this role could be further expanded to include support for peer counsellors or peer supporters. This support could take several different forms including:

- Create forums for PS to talk
- Assist in the training and preparation of PS, send them to training workshops
- Help support and motivate the group, complement, say thanks:

*By addressing them and showing them in every sense that even the head teacher himself is behind them and in support of their work, is concerned about them; so if they see that its coming from the top they will feel confident and pass the same information on (FHT6:463-6).*

- Provide space for the PS to organize and meet
- Inviting resource people to help support the students
- Introduce the students to the school

*Giving them chance to address other students. Making them aware of the role of the peer counsellors and the seriousness of the training (FG&C2:359-60).*

→ Where head teachers were unavailable for interviews, deputy head teachers participated. Some of these teachers felt that their role as primary disciplinarians within the school affected their relationships with the students, which could, in turn, affect their willingness to discuss certain issues with these teachers.

*...they cannot disclose to me what they think to me since I am the discipline master. They fear being punished for misbehaviour and that is why they will tend to keep everything to themselves (FDHT11:442-5).*

→ Representatives from the guidance and counselling department at the school also have a potential role to play when addressing HIV and AIDS in the school. In the interviews it was expected that these teachers could:

- utilize one-on-one and group counselling opportunities to discuss HIV and AIDS
- address the school as a whole where opportunities arise (e.g., in assemblies)
- provide resources (e.g., Straight talk magazine, tapes, books)
- organize visitors including PHA
- organize student presentations on HIV and AIDS

→ Many teachers felt that these activities provided a strong foundation from which the guidance and counselling department could assist trained peer supporters.

## GUIDANCE AND COUNSELLING TEACHER TRAINING

The **primary challenge** of this intervention is to:

- Suggest ways for teacher advisors to support the efforts of trained peer supporters
- Identify ways that the teacher advisor might incorporate the information gained in training in his/her work as a guidance and counselling teacher

Suggested Content of Message	Suggested Method of Delivery
As advisors to the PS, the guidance and counselling teachers should be provided the same information and approaches that the PS are trained in (see PS training report)	<p>Provide teachers with the same resources and training techniques as the PS (see PS training report)</p> <p>Role play situations in which the guidance and counselling teacher can use this information with students (e.g., guiding and counselling individuals or groups, helping PS respond to questions or situations)</p>
Training should acknowledge the pre-existence of peer counsellors in some schools and suggest ways to incorporate these into the process	<p>Identify what teachers know about pre-existing trained students (peer supporters/ peer educators/ peer counsellors)</p> <p>Encourage the guidance and counselling teachers to become familiar with other trained students, including the content and purpose of that training</p> <p>Discuss how these students might be incorporated into the activities associated with this programme (this is best done near the end of the training)</p>
PS will be the primary carriers of information for the programme	<p>Brainstorm ways that teacher advisors can support the trained peer supporters (see head teacher training; as well, be sure to include other expectations that may have arisen in the head teacher training)</p> <p>Discuss potential visitors that teachers could invite to the school to assist/support PS (e.g., doctors for condom demonstrations, VCT workers, PHA)</p>
Sustainability of the PS programme through 'booster sessions,' maintaining motivation, replacing PSers who graduate or leave.	Brainstorm ways that the teacher advisor can help to encourage the continuation of this programme within the school