Peer Educators and School Support: we need education and teachers to support our work on ASRH arena

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What is this work about?

• Young people’s involvement in a nationwide sexual and reproductive health (SRH) program

• Evaluation of school-based strategies

• Public health and educational policies

• Commitment to sexual and reproductive rights: right to health (health as a right), rights with regard to sexuality
Geração Biz Program (GB)

Multisectoral, integrated interventions and strategies

• Client-oriented ASRH
• Community-based
• School-based

GB activities aim to improve young people’s knowledge, skills, and abilities to adopt safe, healthy behaviours.
School-Based Activities

- Sensitized school community
- Trained teachers and peer educators (PE) in SRH
- Generated support for the implementation of peer education activities
- Created strong referral system to Youth Friendly Services (YFS) clinics
- Retained female peer educators
- Established youth corners (YC) at schools
Formative Evaluation of School-Based Intervention (FESBI)

A comprehensive evaluation of GB’s school-based interventions using qualitative and quantitative methods

Objectives:
• Evaluate the coverage and quality of the school-based interventions
• Determine future direction for the program
FESBI: Questions

- Has the work of GB been carried out with quality?
- Have GB strategies been effective in improving knowledge, attitudes and practices related to SRH of young people?
- What standards and changes should be applied to GB schools based on the above?
Phases of FESBI

Phase 1
Schools Profiles and quality study in 20 schools

Phase 2
Focus groups with students at GB schools

Phase 3
Four KAP studies
Control group
Case study
Phase 1: Instruments & sample

- **Interviews**
  - School Heads
  - Teachers
  
  20 heads + 23 teachers

- **Questionnaires**
  - Peer Educators
  
  131

- **Observation checklists**
  
  20 schools
School-Based Strategies

Peer educators (the primary program implementers) → training & knowledge

Youth corners → counseling

Condom availability → commodities
Training & Knowledge Findings

- 89% of PEs could identify two forms and 65% three forms of HIV transmission.

- 79% identified two out of a total of four correct steps of condom use.

- PEs reported not being prepared to discuss subjects such as sexual abuse, GBV, transactional sex and intergenerational sex, masturbation.
Counseling Services: Youth Corners

• 15 of 20 schools had YCs
• Privacy was guaranteed in 14 of 20 schools
• Less than 10 YCs had a posted schedule for opening hours
• Where activities happen:
  - 94% in classrooms (talks and debates);
  - 88% in YCs (counseling sessions);
  - 72% outside but on school property

• Most requested topics included STI/HIV and AIDS, pregnancy, condom negotiation, use of contraceptives and condoms, masturbation and abortion/post abortion care

• Avoided topics during counseling sessions: male and female genital organs, transactional and intergenerational sex

Causes of reluctance: not prepared to explain topic; students not interested; fear of giving wrong information
Condom and Material Availability Findings

- Most had SRH posters, IEC materials
- 16/20 had condoms
- Problems with supplies in rural areas
- Location of condom distribution varied among the schools

Requests
- Materials with: lower reading age, better visual format
- More ID cards for PE
# School director involvement in GB activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strong school</th>
<th>Weak school</th>
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<tbody>
<tr>
<td>Supervise GB activities</td>
<td>73%</td>
<td>27%</td>
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<tr>
<td>Available when peer-educators have difficulties or problems</td>
<td>46%</td>
<td>13%</td>
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<tr>
<td>Support the peer-educators’ activities</td>
<td>82%</td>
<td>38%</td>
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<tr>
<td>Attend peer-educators meetings</td>
<td>36%</td>
<td>25%</td>
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<td>Lead educational activities with peer-educators</td>
<td>18%</td>
<td>13%</td>
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Peer Educators’ Knowledge Findings

- PEs at high-performing schools:
  - reported greater knowledge of SRH
  - more often seek help from others PEs and teachers and refer for SRH services

- However, HIV knowledge was still limited or fragmented in some aspects
Conclusion

• Success hinged on:
  - PEs’ knowledge and approach to SRH topics
  - Director and teacher leadership and support
  - Condom availability

• Challenges: teachers and PE retention, consistent implementation, and constant provision of supplies

• Current GB data is good, still inconclusive to all questions of FESBI.
Thank you

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