



**Building health, social and  
economic capabilities among  
adolescents  
threatened by HIV and AIDS**

***The Siyakha Nentsha*  
(Building with Young People)  
program in KwaZulu-Natal**

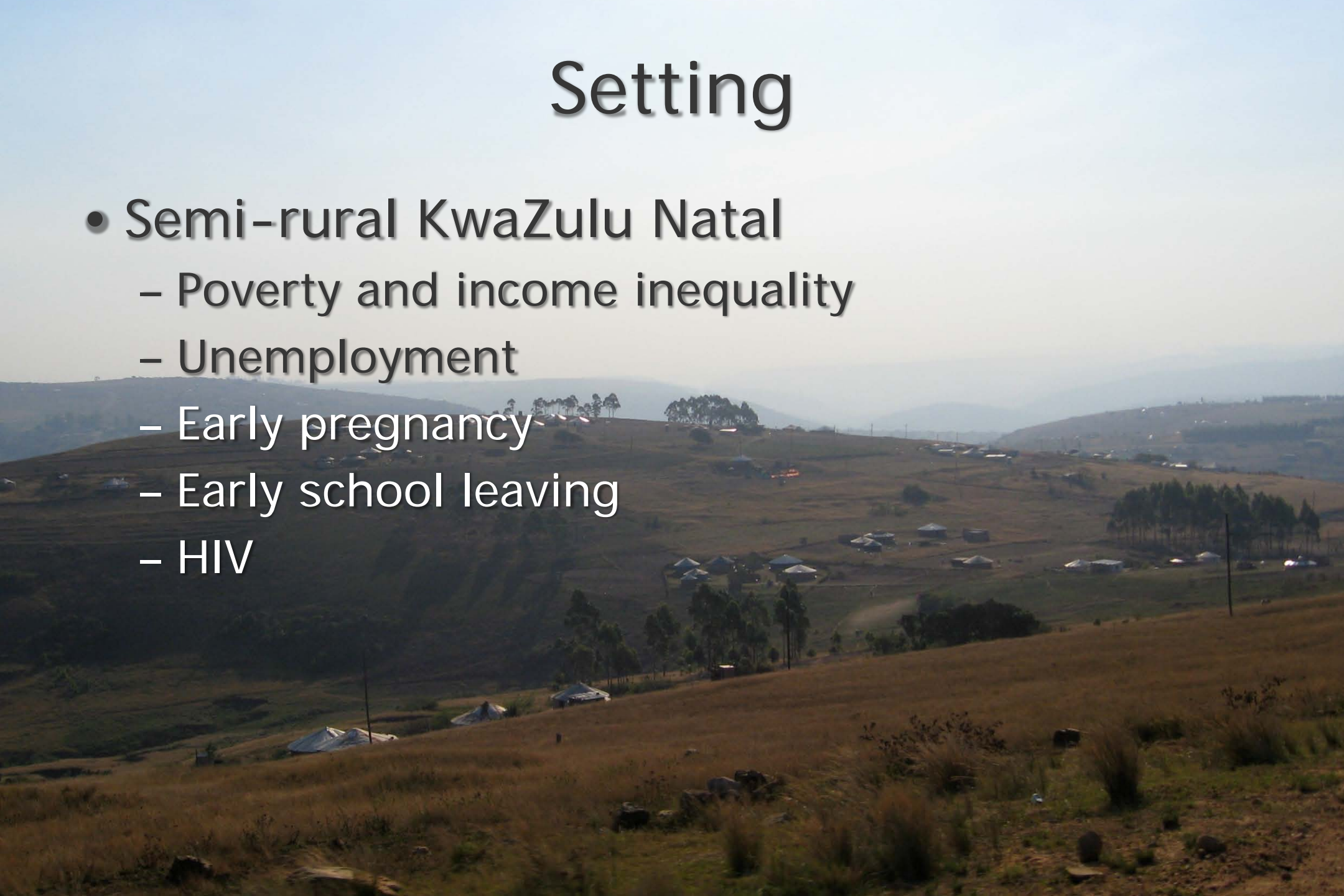
Kelly Hallman, Kasthuri Govender, Eva Roca, Emmanuel Mbatha,  
Mike Rogan, Rob Pattman, Deevia Bhana and Hannah Taboada

Linkages between Gender, AIDS and Development:  
Implications for US Policy

Center for Strategic and International Studies  
Washington, DC, 10 June 2010

# Setting

- Semi-rural KwaZulu Natal
  - Poverty and income inequality
  - Unemployment
  - Early pregnancy
  - Early school leaving
  - HIV

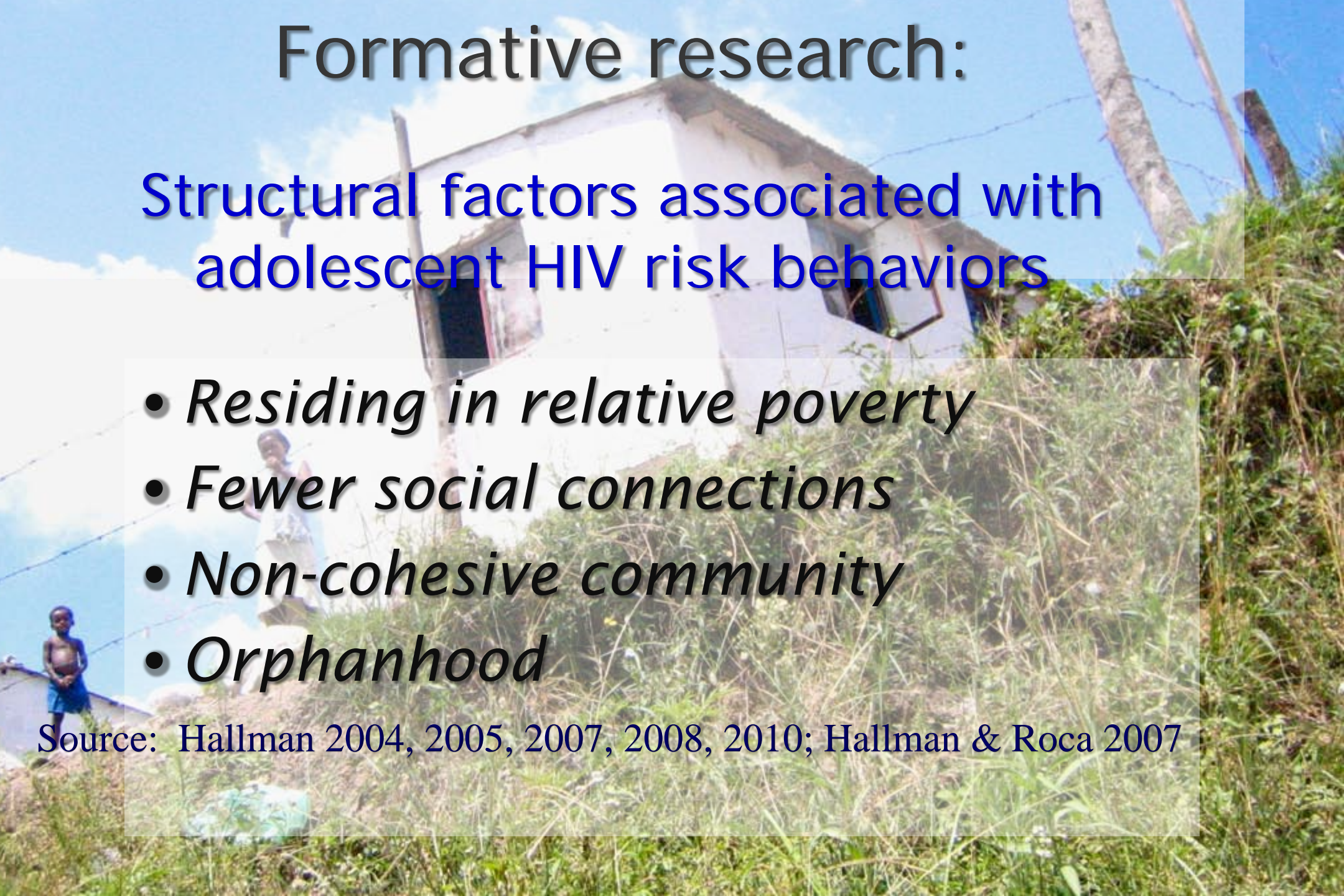


# Formative research:

## Structural factors associated with adolescent HIV risk behaviors

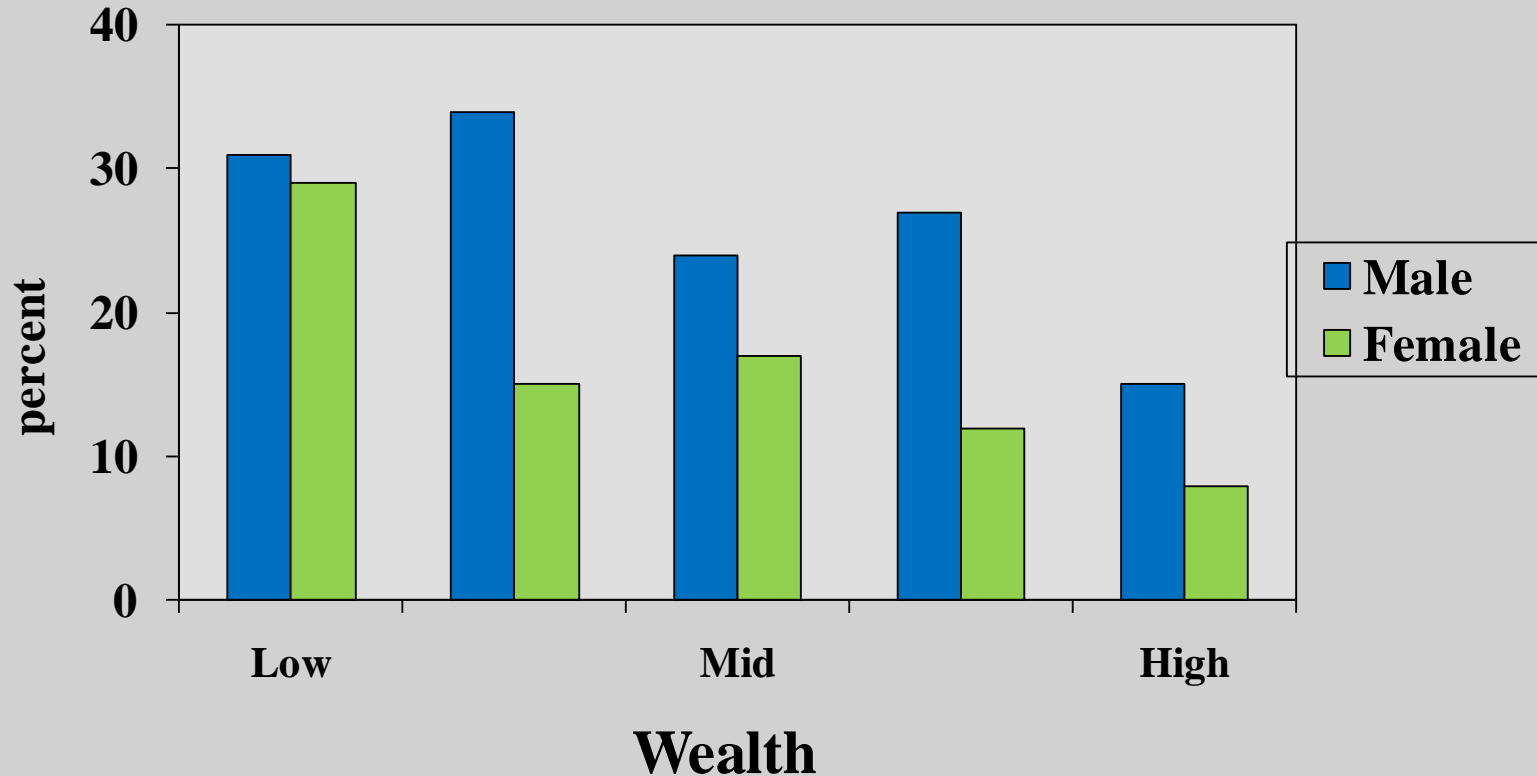
- *Residing in relative poverty*
- *Fewer social connections*
- *Non-cohesive community*
- *Orphanhood*

Source: Hallman 2004, 2005, 2007, 2008, 2010; Hallman & Roca 2007



# Poorer more likely to sexually debut earlier

Ever had sex: 14-16 year-olds



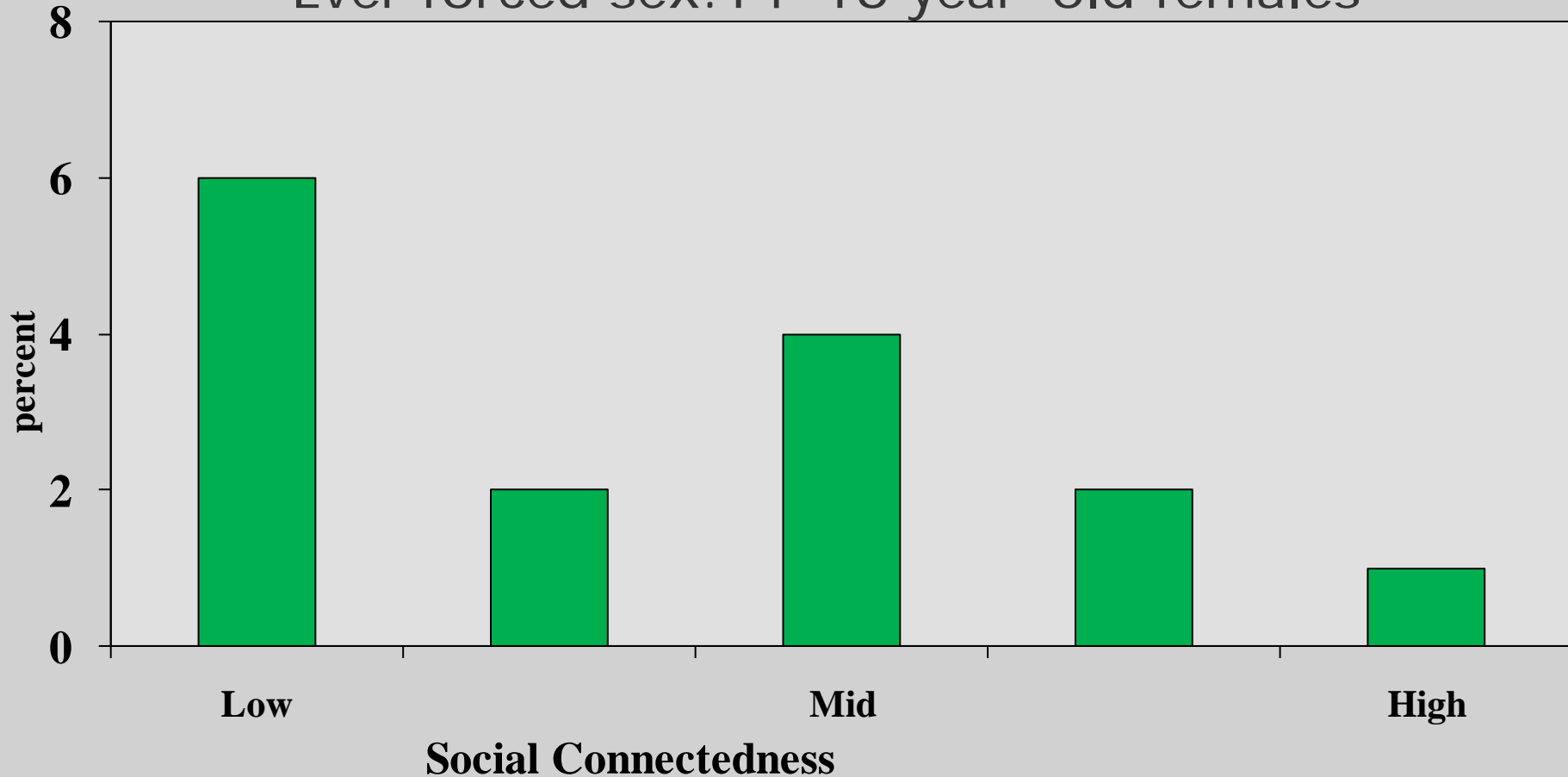
Poor

Non-poor

Source: Hallman 2005, 2008a

# Those with less social capital more likely to experience forced sex

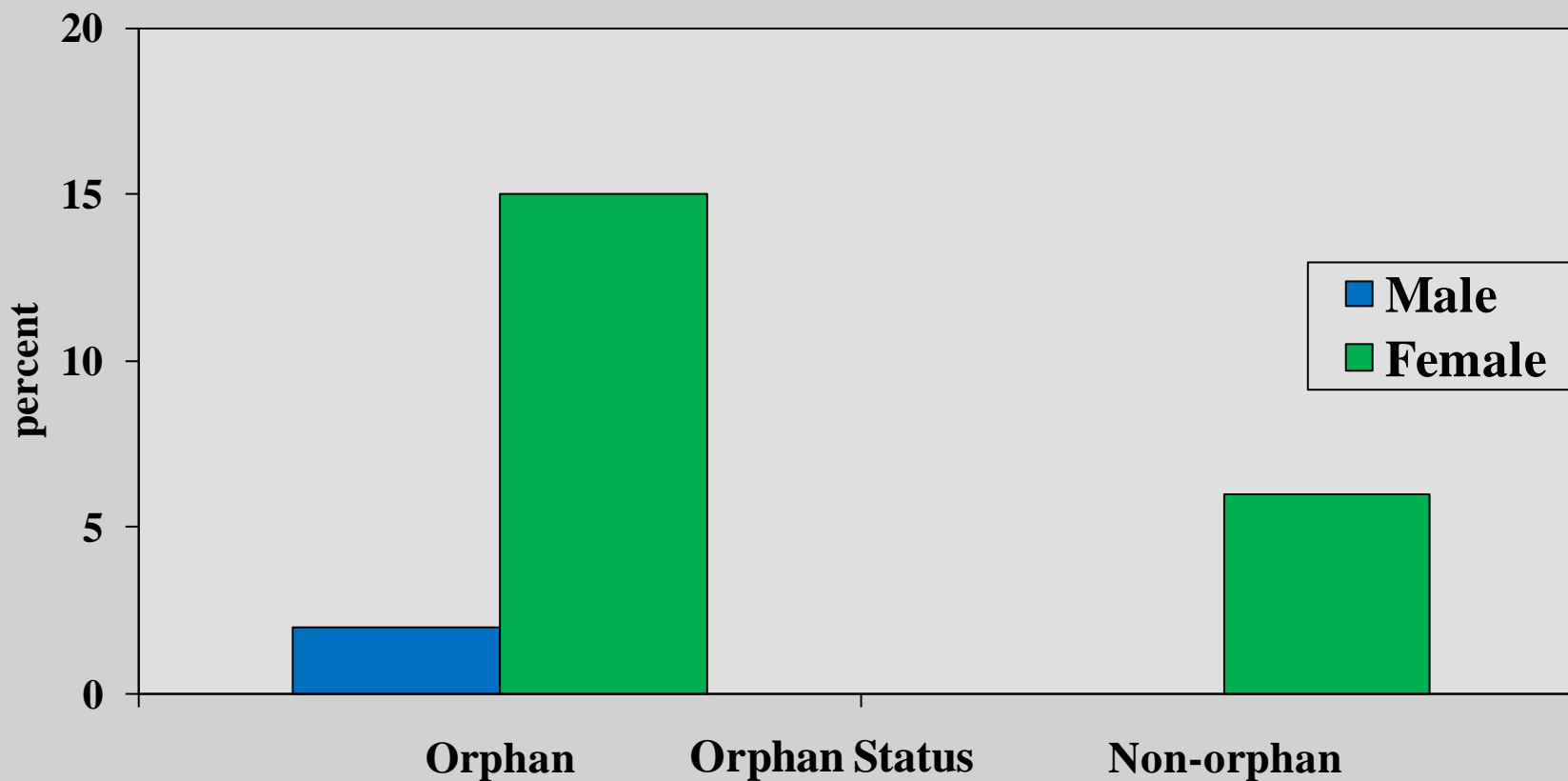
Ever forced sex: 14-16 year-old females



Source: Hallman 2008a, 2008b

# Orphans have more economically-motivated sexual encounters

Ever traded sex: sexually debuted 14-16-year-olds



Source: Hallman 2008a, 2008c

# Durban Program Scan

- Few adolescent SRH or HIV programs address social, economic, and cultural underpinnings of risk behaviors
- Few livelihood programs make conceptual link to health risk behaviors
  - Not context-, age-, culture- or gender-specific
  - Design not evidenced based
  - Delivery weak
  - Little monitoring or evaluation

# Purpose

Improve functional capabilities and well-being of adolescents at high risk for:

HIV and STIs

teenage pregnancy

parenthood

school dropout

loss of one or both parents

lack of knowledge of further employment and training opportunities





# Theory of change

- Participation builds skills
- Visible local role models and aspirations
- Leadership on HIV and standing in community
- Standing in community and agency
- Self-identity as capable economic/social decision maker and agency
- Agency and sexual decision making

# Research Methods

- Longitudinal survey w gr 10 & 11 students
- FGs & IDIs w students (F, M), guardians, teachers, school principals and program facilitators to assess experience with intervention



# Research design - Randomization

HIV  
education  
and social  
support

Delayed  
intervention

HIV  
education,  
social support  
+ financial  
literacy

# Rationale

- Secondary schools
  - Least selective sample in this context
  - Scalable – DOE is base
  - Bundled accredited package
- Females and males
  - Resounding community feedback
  - Male attitude, assets and behaviors
  - Work both sides of gender equation

# Programming principles

- Maximal use of existing infrastructure
  - Tapping & building local human capacity
- Make consistent w local reality
  - National government accreditation of program
    - cache and door opener for grads
  - Fin educ geared to local opportunity structures
  - Facilitator pay rate; local residence & non-absence
- Designed w an eye toward scale-up
  - DOE decision-making from Day 1

# Project team

Learners  
Facilitators  
Educators  
Tribal Authority

**KZN DOE**

**Isihlangu  
Health &  
Development  
Agency**

**Population  
Council**

**HEARD**

**UKZN**

**AccuData**

# Program Features

A grayscale photograph of a classroom. A female teacher in a light-colored uniform stands at the front, holding a paper and pointing towards a chalkboard. Several male students in white shirts are seated at desks, facing the teacher. The room has a chalkboard and a window in the background.

## Intervention

- Evidence-based
- Piloted
- Multi-sectoral
- Participatory - *facilitators*
- Intensive - multi-session
- Government accredited

# Curriculum

## Government-accredited multi-session intervention

- Knowledge and skills for pregnancy and HIV prevention and AIDS mitigation; accessing preventive, treatment and care services
- Skills to manage personal and familial resources; access existing social benefits, education and training opportunities; planning and aspiring for future; build savings/assets over time
- Build and strengthen social networks and support



# Facilitators

- Young adult graduates program schools
- Aged 19-23; female & male
- Shared the same socio-economic background, have the same struggles and difficulties understand local resource, social & cultural barriers
- Paired in classroom during school hours
- Facilitators were seen as successful older brothers/sisters or role models
  - Official weekly meetings in downtown Durban



# Participant views of program



*“It’s different, in school we learn mathematics and biology but here we learn things that we can use in the future.”*

- female age 16

# Participant attitudes on HIV and AIDS

*“..... I didn’t understand about HIV and AIDS before but now I do. I didn’t learn that in school before.”*

–female age 20 years

*“It changed my attitude, because I know how to use a condom and I know how to trust my partner and I know how to advise my partner, when we are sitting together and talking about, how to have sexual intercourse and I know even to advise the community as a whole about HIV/AIDS...”* –male age 22 years

# More participant quotes about program

- It is good for young people like me because it teaches about things that happen in real life.
- I can express my ideas to others.
- I can plan for my future.
- Taking steps necessary to pursue my goals.
- To make a plan and stick to it.
- Made me realize I had a bright future.
- What happens now determines my future.
- I failed this grade but didn't give up.
- It builds my self-esteem.
- I am confident.
- How important it is to plan for everything you intend to do.
- I have now decided to study and finish school first, rather than planning for family although I have one baby already.
- To be prepared for any challenges or circumstances that may ever come.
- In order to have a brighter future it starts now and plan what you are going to do with your life.
- Knowing everything made me become more assertive.
- I am planning high and also work hard to achieve my goals.



# Research underway

- Outcomes
  - Sexual behaviors
  - Gender attitudes
  - Aspirations; future planning
  - Financial behaviors
  - Empowerment and agency
- Round 3.....and 4 and 5?
- Biomarkers.....?

# Scaling up and out

- In dialog with DOE about scale up
- School-based program that retains facilitators, mentors and role models
- Involve guardians (primary care givers) of students in the program
- **Challenge: funding**

# Selected resources

- Hallman, K. 2010, in press. "Social exclusion: The gendering of adolescent HIV risks in KwaZulu-Natal, South Africa," in J. Klot and V. Nguyen eds., *The Fourth Wave: An Assault on Women - Gender, Culture and HIV in the 21<sup>st</sup> Century*. Social Science Research Council and UNESCO.
- Hallman, K. 2008. "Researching the determinants of vulnerability to HIV amongst adolescents," *IDS Bulletin*, 39(5), November 2008.
- Bruce, J. and Hallman, K. 2008. "Reaching the girls left behind," *Gender & Development*, 16(2): 227-245.
- Hallman, K and Roca, E. 2007. "Reducing the social exclusion of girls," [www.popcouncil.org/pdfs/TABriefs/PGY\\_Brief27\\_SocialExclusion.pdf](http://www.popcouncil.org/pdfs/TABriefs/PGY_Brief27_SocialExclusion.pdf)
- Hallman, K. 2007. "Nonconsensual sex, school enrollment and educational outcomes in South Africa," *Africa Insight* (special issue on Youth in Africa), 37(3): 454-472.
- Hallman, K. 2005. "Gendered socioeconomic conditions and HIV risk behaviours among young people in South Africa," *African Journal of AIDS Research* 4(1): 37-50. Abstract: [http://www.popcouncil.org/projects/abstracts/AJAR\\_4\\_1.html](http://www.popcouncil.org/projects/abstracts/AJAR_4_1.html)

An aerial photograph of a rural village built on a hillside. A wide, unpaved dirt road winds through the center of the image. Three people are walking along the road in the lower-left quadrant. The landscape is a mix of dry, yellowish-brown grass and green shrubs. In the background, several small, simple houses with corrugated metal roofs are scattered across the hillside. The sky is clear and blue.

# Thank you!

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