



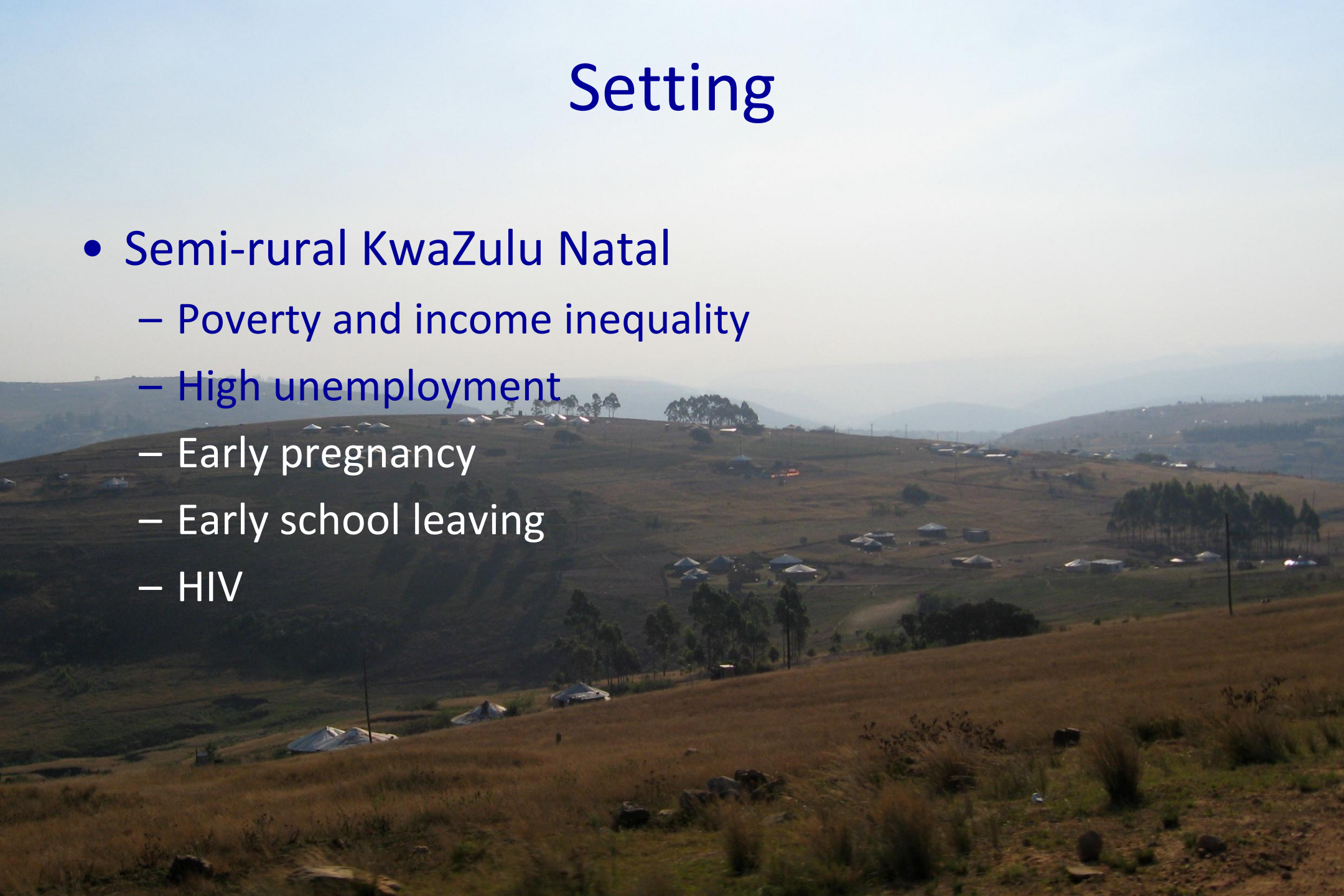
Protection for the lifecourse: Enhancing health, social and economic capabilities of highly vulnerable adolescents

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IUSSP
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Setting

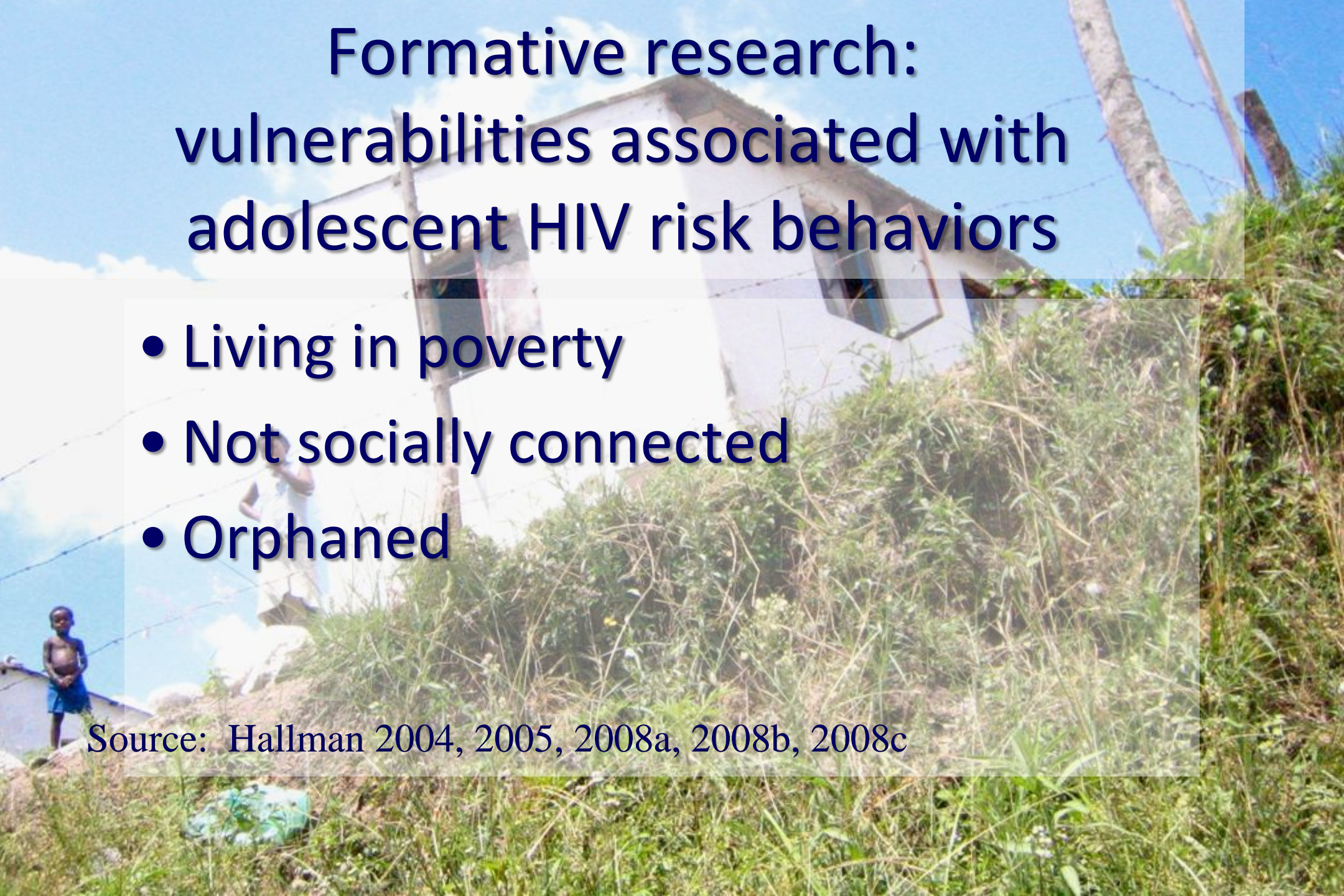
- Semi-rural KwaZulu Natal
 - Poverty and income inequality
 - High unemployment
 - Early pregnancy
 - Early school leaving
 - HIV



Formative research: vulnerabilities associated with adolescent HIV risk behaviors

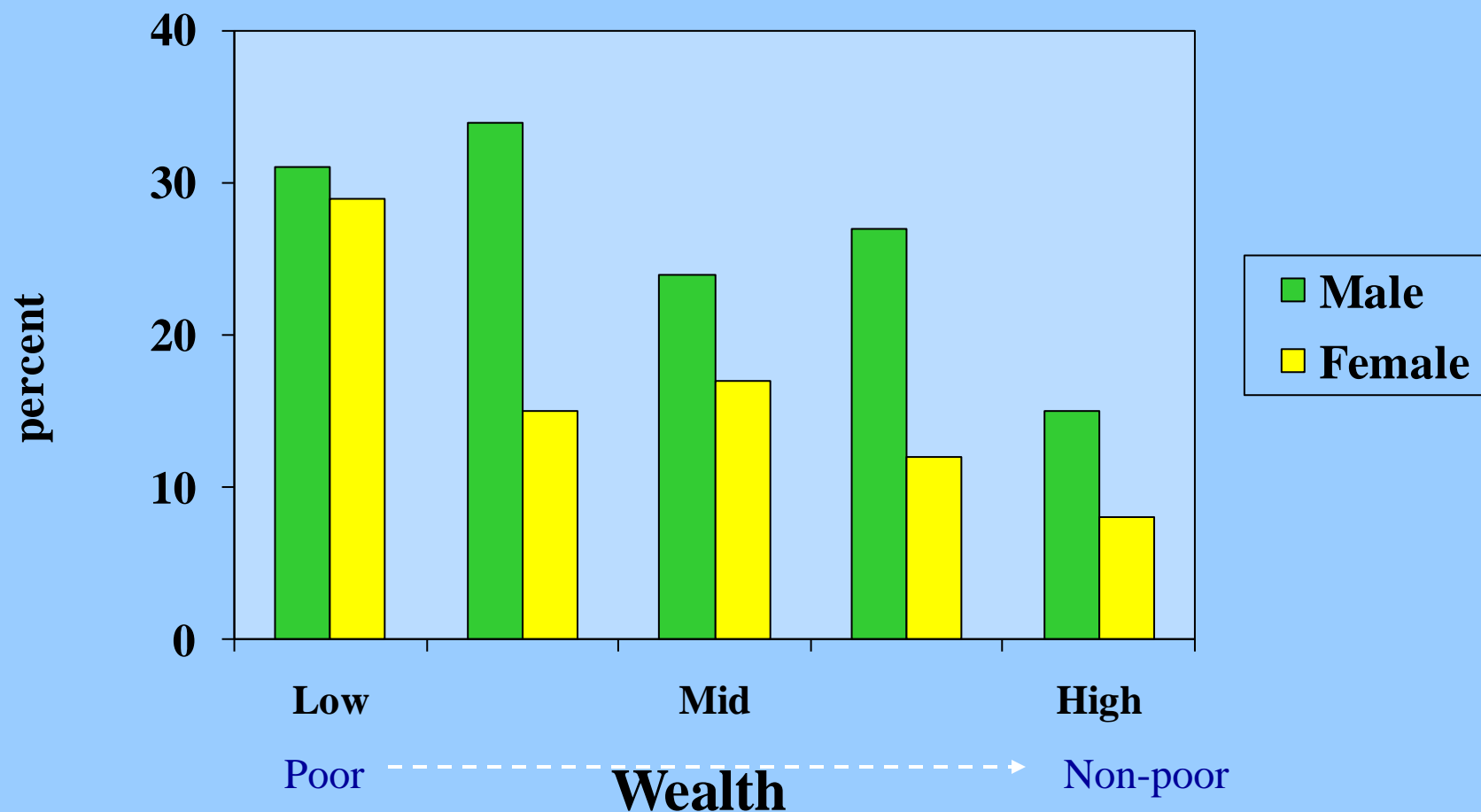
- Living in poverty
- Not socially connected
- Orphaned

Source: Hallman 2004, 2005, 2008a, 2008b, 2008c



Poorer more likely to sexually debut earlier

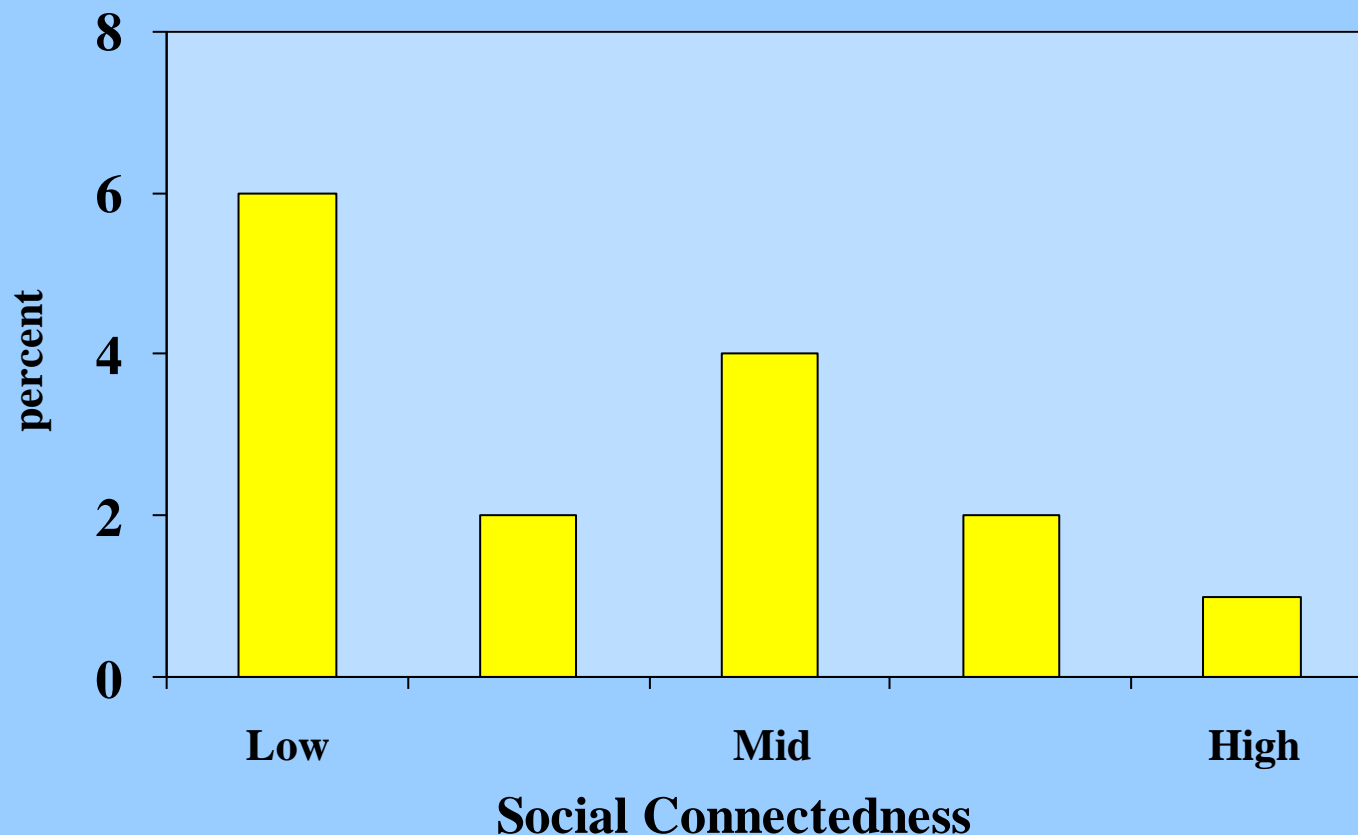
Ever had sex: 14-16 years-olds



Source: Hallman 2005, 2008a

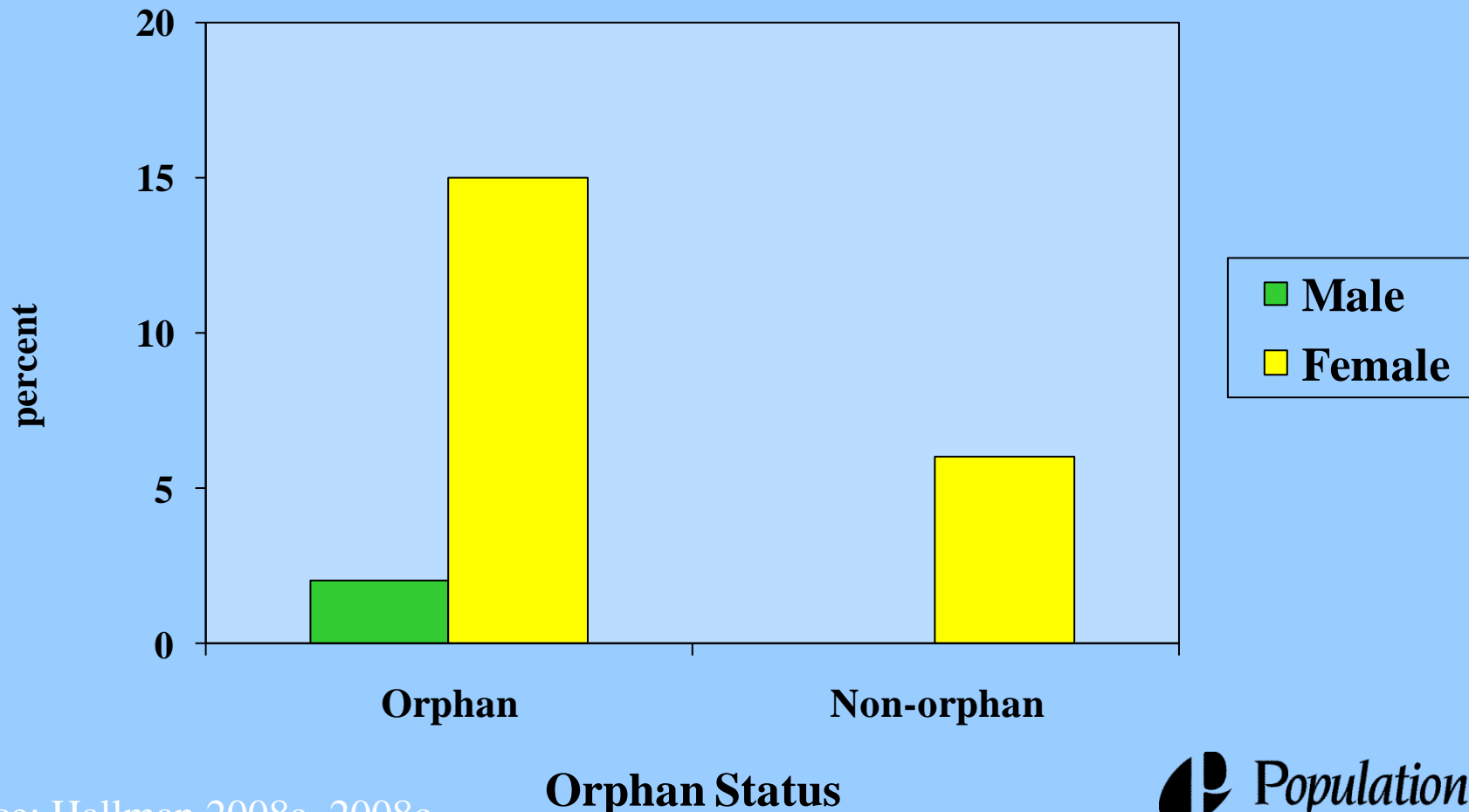
Those with less social capital more likely to experience forced sex

Ever been : 14-16 year-old females



Orphans have more economically-motivated sexual encounters

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



Source: Hallman 2008a, 2008c

Possible protective factors

- Education
- Access to financial services and social grants
- Social support

Siyakha Nentsha Project team

**Learners
Parents
Schools
Tribal Authority**

KZN DOE
kdkd
**Isihlangu Health
& Development
Agency**

**Population
Council**

**UKZN
(Sociology,
Education,
HEARD)**

AccuData

Advisory Group

Program purpose

Improve functional capabilities of adolescents for building health, social, and economic assets for the lifecourse in a setting with high risks for

- HIV and STIs
- teenage pregnancy, parenthood
- school dropout
- actual or potential loss of one or both parents
- lack of knowledge of further employment and training opportunities



Program Methods

Intervention

- Evidence-based
- Piloted
- Multi-sectoral
- Participatory
- Intensive – multi-session
- Led by peer mentors



Project components

Government-accredited multi-session intervention

- Plan and aspire for the future; Build savings/assets over time; Develop skills to manage personal and familial finances; identify and access existing social benefits
- Build and strengthen social networks and support
- Increase knowledge and skills for HIV and pregnancy prevention/AIDS mitigation; accessing preventive, treatment and care services

Project design

- Randomized to secondary school classrooms (10th and 11th grades) in one school ward
- Three study arms
 1. HIV/RH, Social, Financial Education
 2. HIV/RH, Social
 3. Control--Delayed intervention-2010

Research Methods

- Longitudinal survey
- Youth-conducted social mapping with presentations back to community
- Youth, parent, mentor focus groups to assess experience with intervention

Targeted outcomes

- HIV/AIDS and RH
- Economic skills
- Social networks and support



A black and white photograph showing the silhouettes of several people, likely students, looking out of a window with vertical bars. One person on the left is reaching up to touch the bars. The scene is dimly lit, with light coming from the window, creating a strong contrast between the dark figures and the bright light outside.

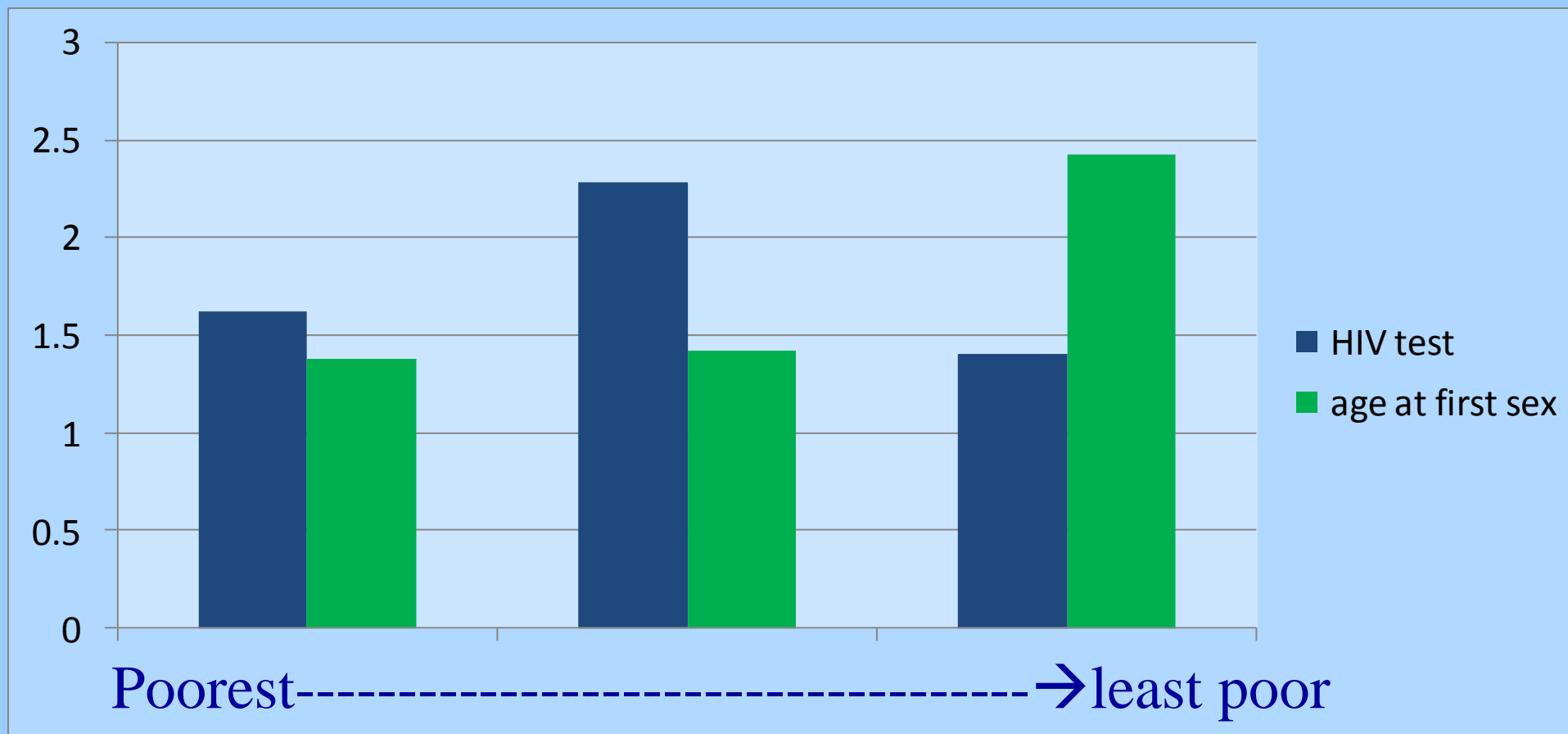
Selected findings from baseline

Description of sample

- Age
- Orphaning
- Sex
- HIV
- Feelings
- Social outlets

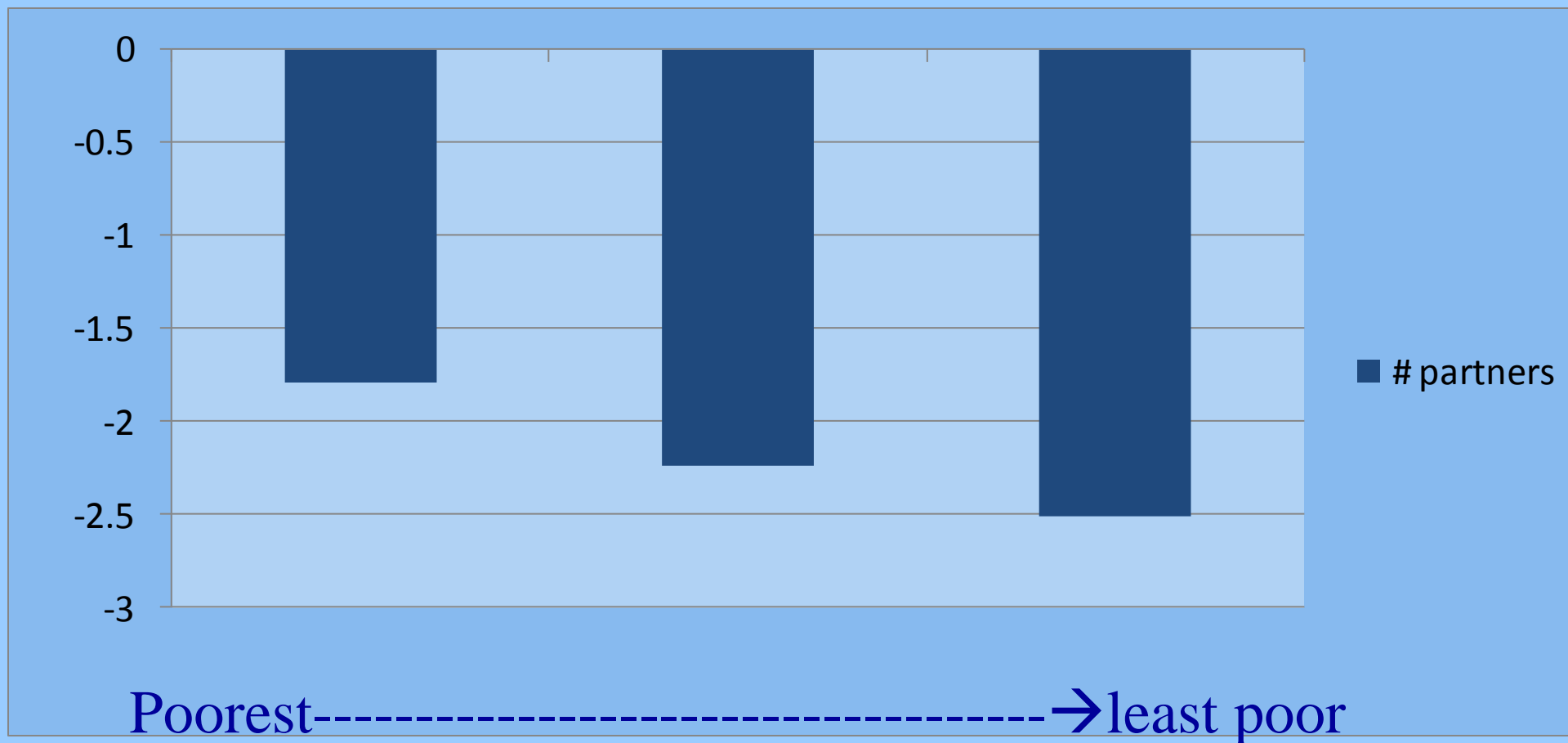


Female outcomes, by household wealth quartile



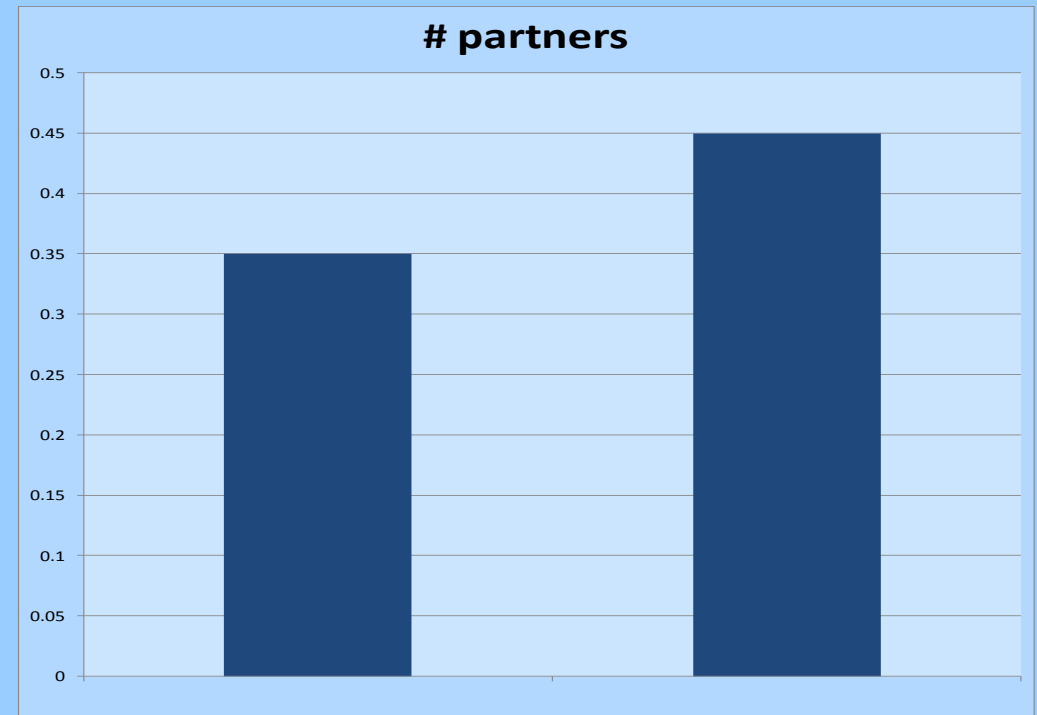
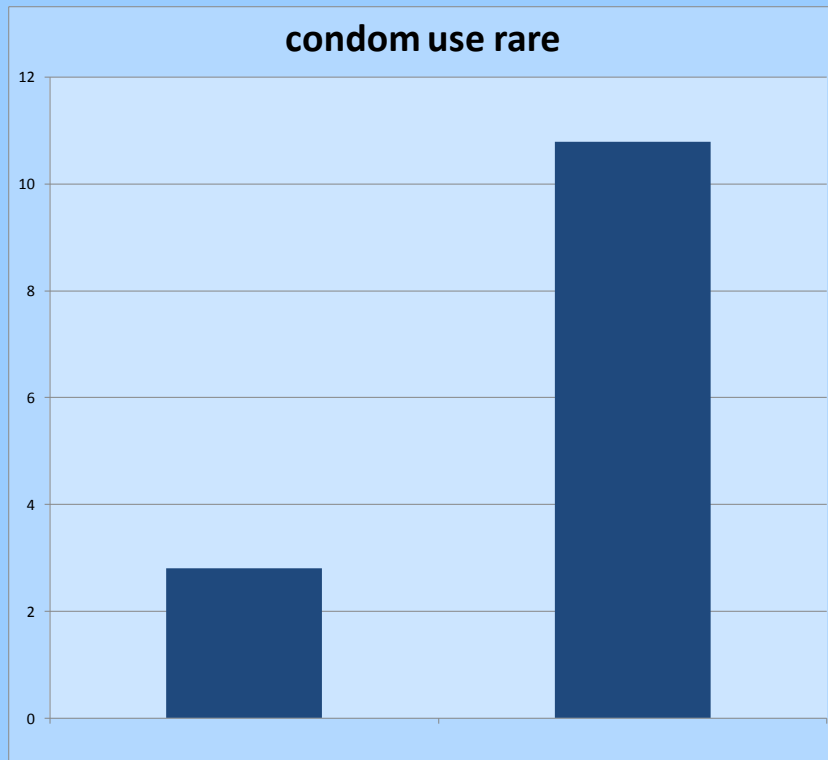
N=370 HIV test
N=79 sex

Male sex partners, by household wealth quartile



N=106

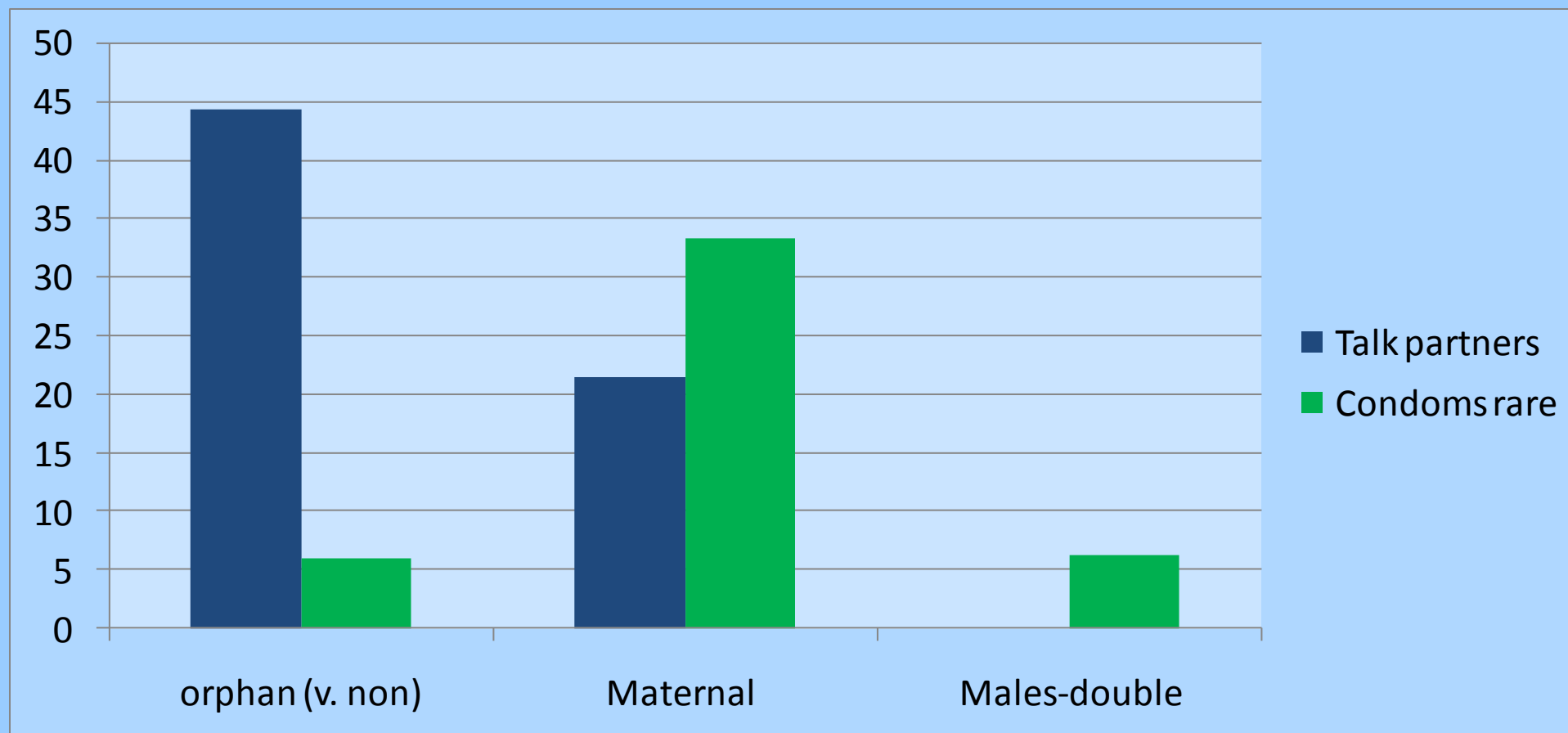
Females—personal assets



-----→ more assets

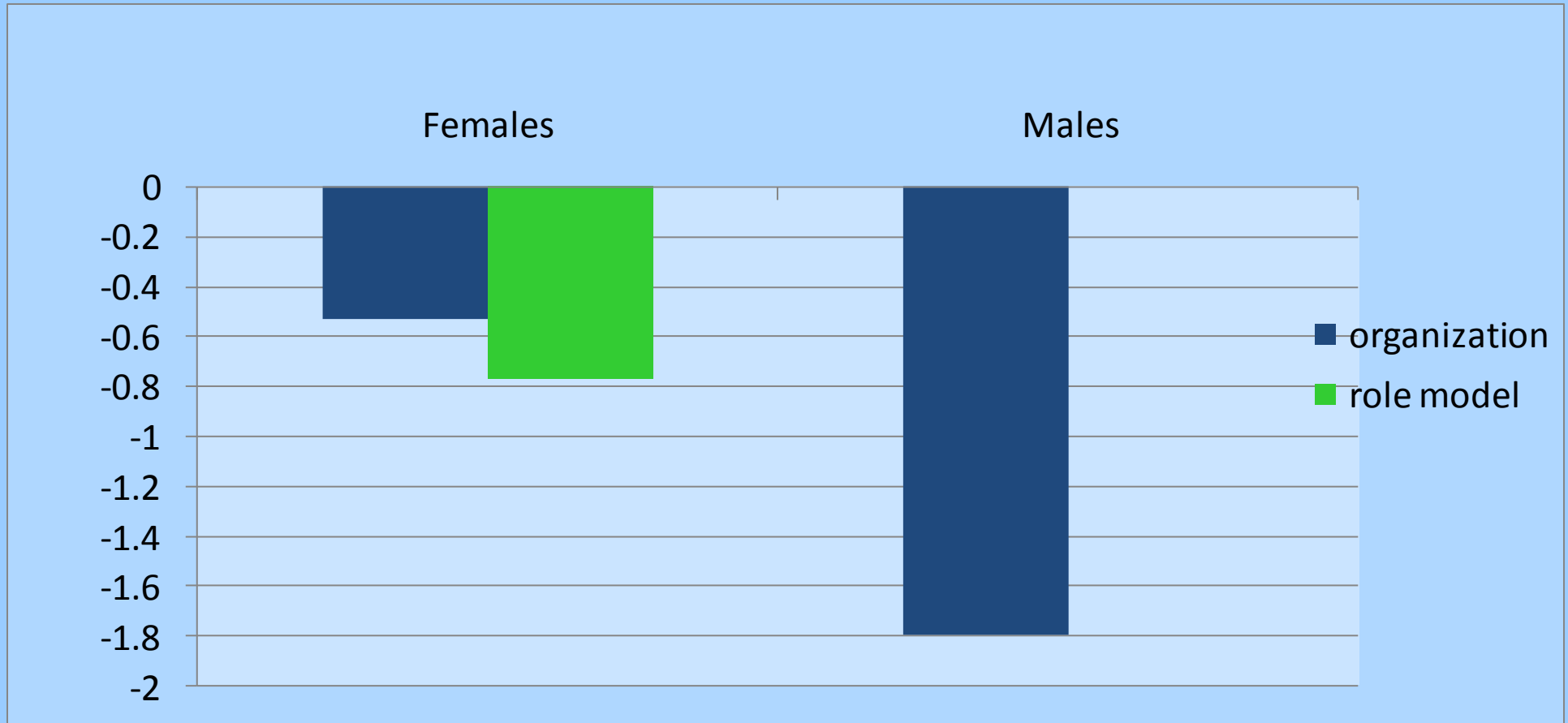
N=53

Females—Orphan status



N=56

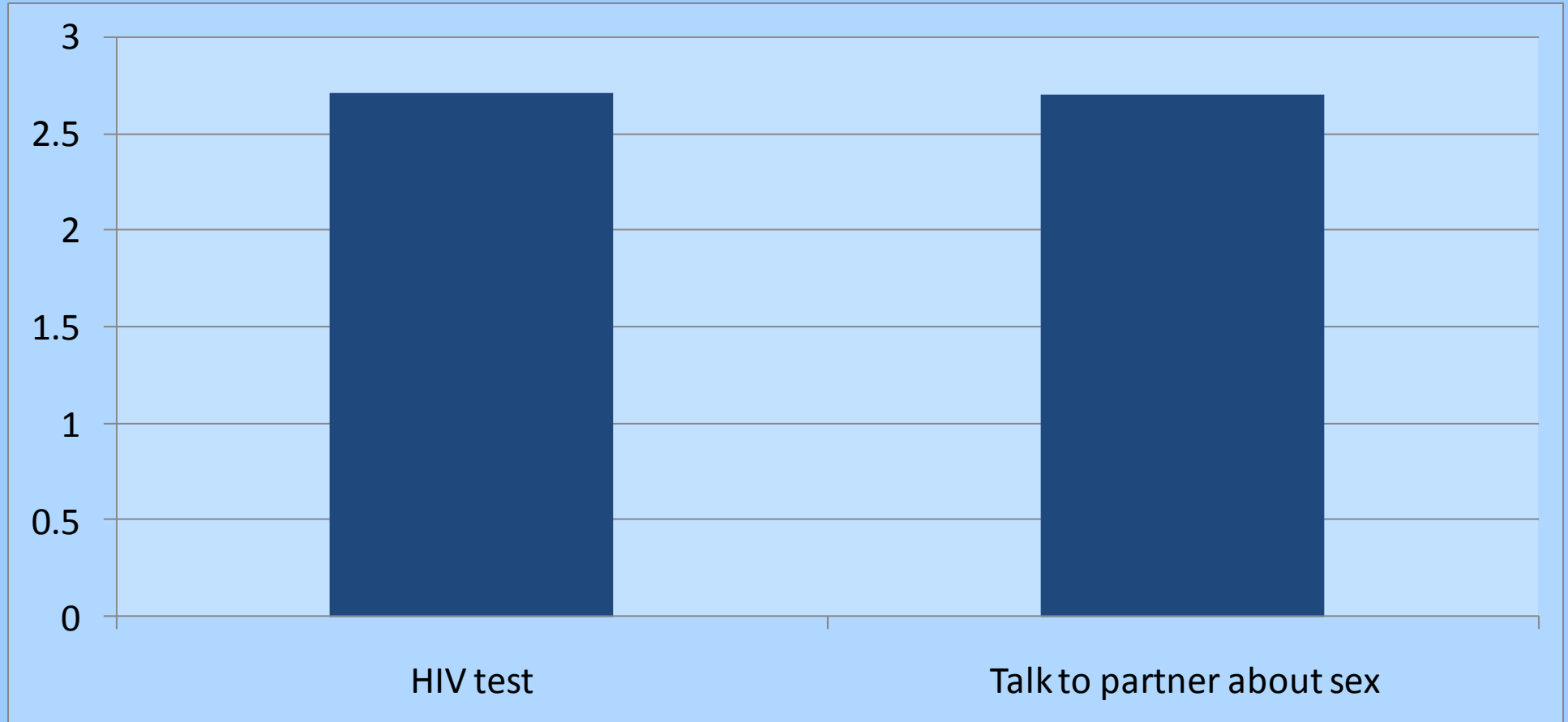
Number of sex partners by belonging to organizations or having a role model



N=66 females

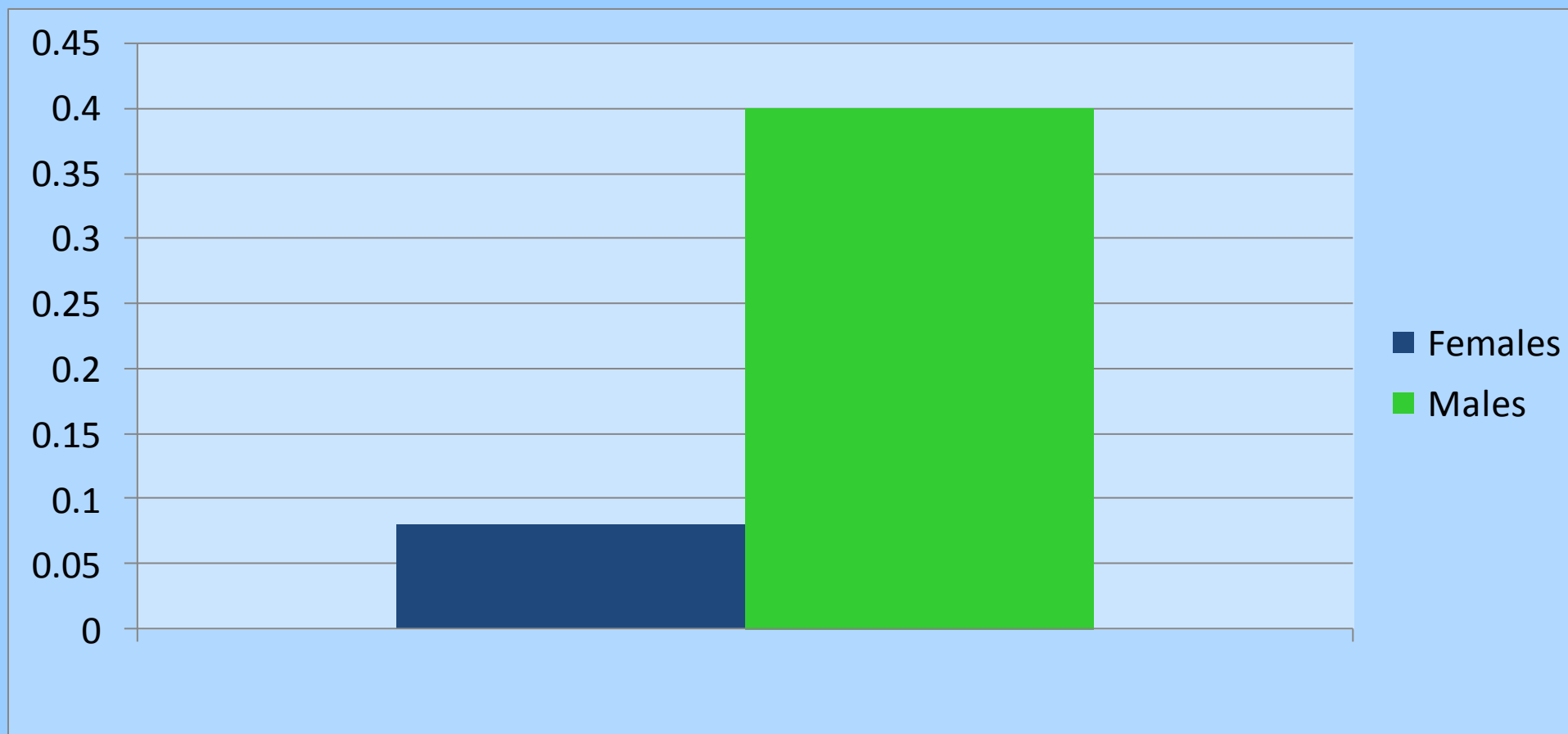
N=106 males

Males and savings



N=129

Hope for the future-talking to partner



Females n=66

Males n=129

Summary

- Vulnerability of group
- Protective factors included:
 - Relative wealth
 - Social support (friends, role models)
 - belonging to a community organization
 - having tried to start an income-generating activity
- Factors that may increase risk include:
 - Having no hope for the future
 - Orphanhood
 - Personal assets



“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 years

Participant views of health education

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

—female age 20 years, not enrolled in school

“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, not enrolled in school

Selected resources

- Hallman, K. 2008a. "Researching the determinants of vulnerability to HIV amongst adolescents," *IDS Bulletin*, 39(5), November 2008.
- Hallman, K. 2008b, 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 21st Century*. Social Science Research Council and UNESCO.
- Hallman, K. 2008c, under review. "Orphanhood Type and Sexual Debut: A panel study from KwaZulu-Natal, South Africa," *Economic Development and Cultural Change*.
- Bruce, J. and Hallman, K. 2008. "Reaching the girls left behind," *Gender & Development*, 16(2): 227-245.
- 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. Gendered socioeconomic conditions and HIV risk behaviours among young people in South Africa. 2005. *African Journal of AIDS Research* 4(1): 37–50. Abstract: http://www.popcouncil.org/projects/abstracts/AJAR_4_1.html





Thank you!

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