

Curriculum-based Interventions

**By Jenny Komrower
Mema Kwa Vijana**

Pearls of Wisdom

- Develop programs in a systematic/logical way, starting with the goal rather than the intervention
- Build on current programs and existing curricula; integrate what is already there at all levels
- Youth participation is key to effectiveness of educational programs
- Consider issues of gender equity/equality at all levels of programs – structural (e.g., teacher training, male/female ratio), within school environment, curriculum content
- For scaling-up:
 - Enhanced supervision is needed to ensure quality of interventions
 - Ensure that most vulnerable youth and stakeholders are not lost in scale-up
 - Ensure wider community support as scale-up occurs

Gaps in Research

- Context and school environment:
 - What factors support or do not support girls' and boys' ability to protect themselves from pregnancy, STIs, and HIV?
 - What methods can be employed to discourage gender inequity, including sexual abuse and/or misconduct?
- Referral services:
 - How can we strengthen referral systems within existing structures?
 - How can we better measure effectiveness of referrals?
- Explore the effectiveness of adult-led education vs. peer-led vs. both, especially at primary school level
- Need more evaluation in and by developing countries – greater resources needed for evaluation
- How do we support educators to teach certain subjects, especially sensitive ones?
- What is the most effective combination of pre- vs. in-service training
- Costing issues

Recommendations for Ways Forward

- Consider using 17 characteristics of effective curriculum-based program and checklist tool
 - Process of developing curriculum; content of curriculum itself; and implementation of the curriculum
- Look for ways to support teachers to use participatory teaching methods
 - Structural changes (e.g., examinable topics, pre-service training)
- Bring students and teachers together to learn from each other – involve youth in teacher training
- Strengthen link between schools and communities to support what is happening in schools
- Document and share lessons learned for scale-up

Peer-based Interventions

**By Macnary Manda
Livingstone District Health
Management Team**

Pearls of Wisdom

- PE is an effective intervention
 - Some evidence for success; however, may be mixed depending on objectives of programs
 - Evidence suggests PE is good for increasing knowledge, changing attitudes, increasing condom/contraceptive use, and reducing partners; but, mixed evidence on abstinence and ability to reach high-risk girls
- PE is not best approach for all
 - Sometimes leaders, mentors, adults are more appropriate
 - Not synonymous with youth programs
- PE should not be a stand-alone intervention
- Communities (including parents) are key partners in PE
 - Example: for girls, strong involvement of parents is key
- More research needed on PE in and by developing countries – current research is a-contextual; need for African PE approach

Gaps in Research

- How to use PE to reach the most vulnerable youth
- Link between retention and incentives
 - Need for other strategizing on incentives for youth, especially alternatives to financial payment
- Long-term effects of PE on educators and participants
- Explore voluntarism in the context of poverty and unemployment (developed vs. developing country perspectives)
- Gender gap:
 - One study: reaches more males than females; but, overview of research: greater impact on females
 - How to better recruit, train, and retain female peer educators
- More information on the cost-effectiveness of PE

Recommendations for Ways Forward

- Encourage adaptation of PE standards
- Reconsider PE for certain hard-to-reach audiences
 - Domestic workers in Ethiopia: Adult mentors seemed to be more effective than PE
- Avoid using general population youth peer educators to reach most vulnerable youth
- PE curricula database needed for organizations to be able to adapt to avoid reinvention
- Youth need to participate in all stages of PE program, especially in deciding incentives
- Integration of “community conversation” tools, programs, and practices into PE programs – Ethiopia, Kenya