

# SCHOOL & PEER BASED INTERVENTION



## FIELD EXPERIENCES: Working to Scale

Primary School Action for  
Better Health: Kenya

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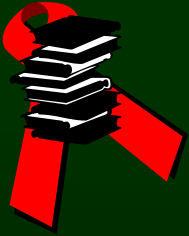
# Background

- A large proportion of youth can be reached for HIV prevention education through schools
- At a national level in Kenya = 18,500 schools in 8 Provinces, 73 Districts and 215 Zones
- **Primary School Action for Better Health (PSABH)**
  - Developed and managed by Centre *for* British Teachers, Kenya
  - Evaluated by E. Maticka-Tyndale, PhD, Canada Research Chair in Social Justice & Sexual Health, University of Windsor, Canada
  - Funded by Dept. for International Development, GB
  - Data Collection by Steadman Research Services, Inc.



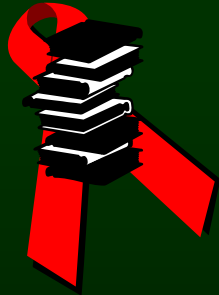
# PSABH: Approaches

- Works through existing education system – school, training and administrative levels
- Residential training programme for HT, 3 T and CR– 2 cycles
- Goes beyond information transfer
- Trains School Inspectors and Initial Teacher Trainers
- Responsive to emerging issues
- Maximum capacity: 5,000 schools per year



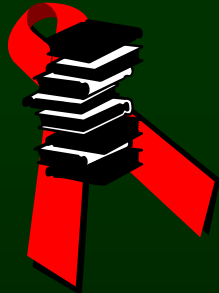
# PSABH: Main Activities

- Train head teacher, 3 resource teachers, 1 parent community representative/schools
- Develop School Action Plans (incl Health)
- Infuse/Integrate HIV/AIDS for BC
- Plan for one HIV/AIDS lesson per week
- Co-curricular activities: drama, art, music
- Question Box, Information Corner, School Health Club
- Provide resource materials (now MoEST)
- Public activities: performance & competition
- Comprehensive research & evaluation programme



# What Does It Take?

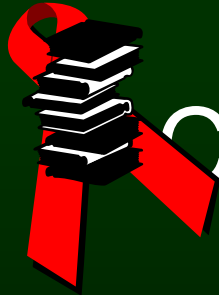
- Design for scale (implement for funding)
- Build on existing structures and practices
- Integrate at all sector levels (tall and wide)
- Include other ministries
- Internalise expertise to manage and respond
- Externalise selection processes
- Systematise good practice
- Respect and challenge policy environment
- Reflect, acknowledge and respond



# Design for Scale

*Assume you are the Minister for Education:*

- Calculate capacity for a national response
  - No. schools over what time period?
  - No. people per school?
  - No. weeks you can train/how many places?
  - How many simult. classes do you need to run?
  - How many trainers do you need? = CRITICAL
- Quality = Constant ratio of trainers/ participants
- Plan for maximum training capacity (eg 250)
- Implement according to funding

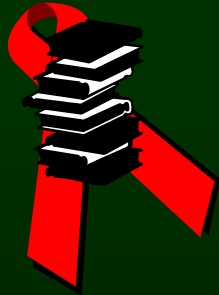


# Calculate capacity for national response: *(optional slide)*

## KENYA

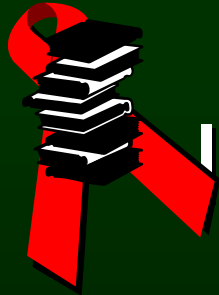
- ÷ no. sch by no. years ( $18,500/4 = c.5,000$  pa)
- x no. sch by no. trained ( $5,000 \times 5 = 25,000$  pa)
- x no. venues by no. weeks (5 TTCs x 10 vac wks)
- ÷ no. trained by no. venue wks ( $25000/50 = 500$ )
- ÷ no. venue wks by max class size ( $500/50 = 10$ )
- x no. venue classes by trainers ( $5vn \times 10cl \times 5tr = 250$ )

*ie. Need 250 trainers to train 25,000 people if 10 classes are trained in each of 5 venues every week for 10 vacation weeks per year.*



# Build on Existing Structures and Practices

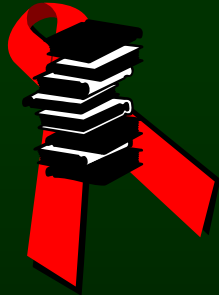
- Schools must deliver education
- Play to strengths
- Select schools to build capacity that can self-initiate (% spread by smallest admin unit)
- Structures: timetable, calendar, events, positions
- Practices: roles, style of teaching, resources
- Adapt don't reinvent (lesson plans, teaching styles, monitoring,



# Integrate at all Sector Levels

## *Utilise the infrastructure:*

- Administration (decentralised education offices)
- Monitoring (inspectors)
- Examinations
- Ministerial materials
- Teacher training
- Other ministries (health, public admin)

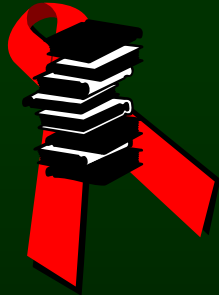


# Include other Ministries

## *Multisectoral approaches:*

(Eg Integrated teams of MoEST and MoH trainers)

- Can provide greater capacity
- Maximise resources at field level
- Speak with different authority
- Expands potential for problem solving
- Dynamic creates opportunities/initiatives
- Combining expectations takes work/negotiation
- Building trust takes confident leadership and time

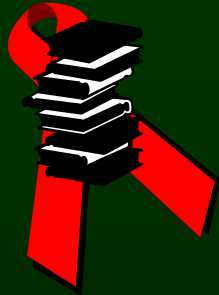


# Internalise Expertise

- Design/revision and planning are continuous activities in a changing environment
- Training force is dynamic – constant replenishment
- Research requires a response

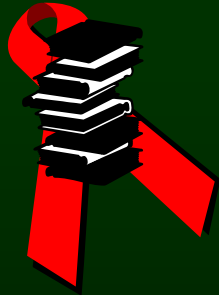
SO -

- Capacity to reflect and revise and
- Expertise to develop\* and manage trainers need to be resident



# Training

- Different voices carry different weight - health
- Instill sustainability – manage for succession
- Use peer techniques – team teach, ‘nurture baby gorillas’
- Allow for progression – DT, TOT, Lead Team
- Use strengthen cascade – mix trainer levels, allocate other roles



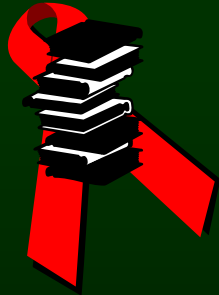
# Externalise Selection

- If success depends on only the best being involved, large-scale will falter
- Selection processes must bring the 'best and the rest'

Eg. Schools, teachers, trainers, liaison people

SO:

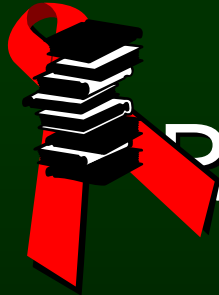
Mechanisms *within* programme to improve those who enter it (How do you make a healthworker into a trainer? A chalk and talk teacher into an interactive facilitator)



# Systematise Good Practise

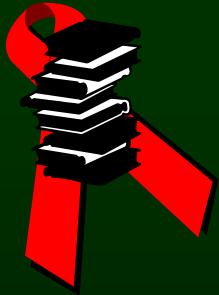
## *Consider :*

- stationery (pad, pencil per person – trucks!)
- report forms (one page)
- refunding travel expenses (paying small notes)
- communications (in advance)
- keeping auditable accounts (checking systems)
- tracking whether a school was trained (data)
- supporting research (filing)



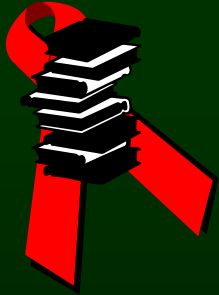
# Respect and Challenge Policy

- Large scale is noticeable
- Respect what exists but be a voice for change  
(policy formulation is often a compromise of many voices)
- Dissemination needs a plan and a budget  
(rarely crosses ministries)
- Operationalization needs a plan and a budget
- New policies can have neg, pos or neutral effect on existing initiatives



# Reflect and Respond

- Small upsets become big problems at large scale
- Expansion can bring unplanned changes
- Environment is constantly changing  
(eg new MoEST policy can change demands from participants)
- Monitor and evaluate
- Plan to review, revise and retrain



# Dualities

- Design delivery precisely and allow flexibility with the outcomes
- Listen to the concerns of adults and the needs of young people

- For further information, please contact
- [www.psabh.info](http://www.psabh.info)

Or contact

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**THANK YOU**