

4406

AIDS IMPACT

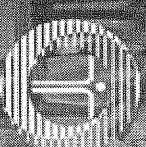
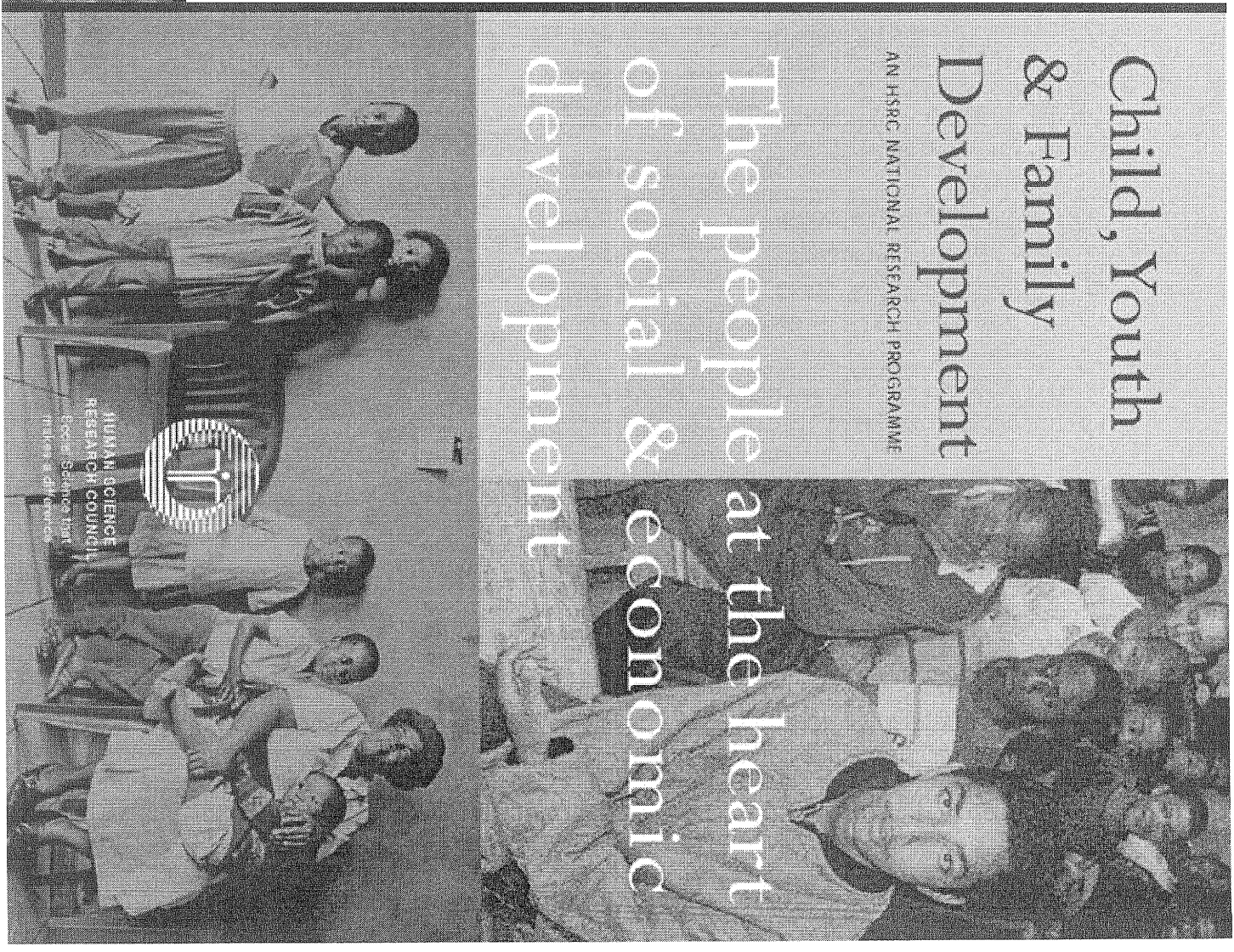
Cape Town 2005

Child, Youth & Family Development
Human Sciences Research Council



Child, Youth
& Family
Development
AN HSRC NATIONAL RESEARCH PROGRAMME

The people at the heart
of social & economic
development



HUMAN SCIENCES
RESEARCH COUNCIL
Social Science that
makes a difference

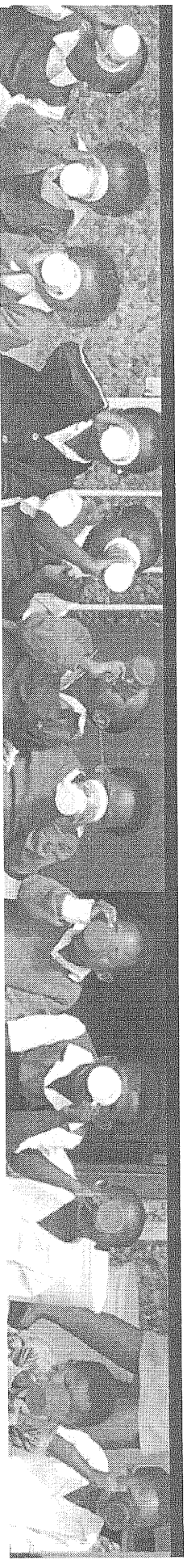
Preliminary Findings of the HIV and Alcohol Prevention Programme (HAPS) in SA Township Schools

Arvin Bhana (HSRC)

Rick Zimmerman (Univ. of Kentucky)

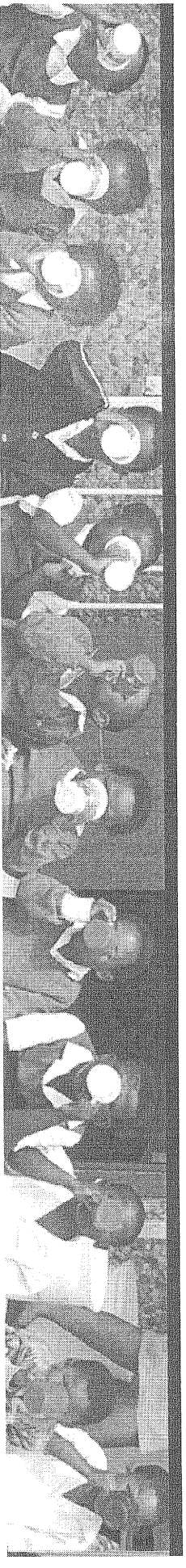
Pam Cupp (Univ. of Kentucky)

Sonja-Feist Price (Univ. of Kentucky)



Background

- School-based interventions need to be novel, stimulatory and participatory
- Targeted to those most likely to engage in sexual risk-taking
- Skills-based programs in schools successful at behavior change (Perry et al., Botvin et al.,)
- Increasing communication with others is first step toward prevention (Klepp et al., Shuey et al)



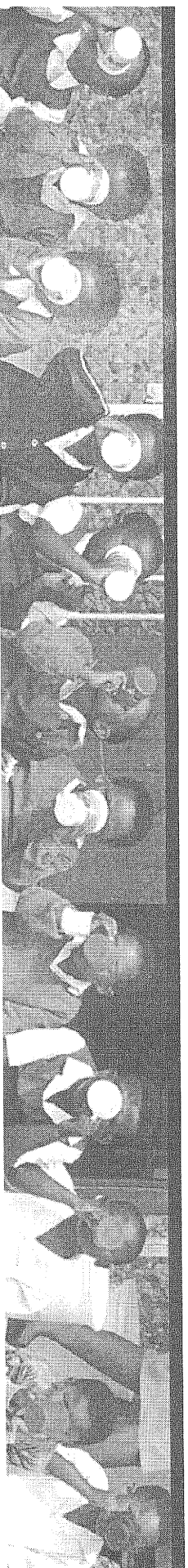
Background

- HAPS research focuses on delaying early sexual debut and reducing the onset and use of alcohol.
- South African curriculum is an integration and adaptation from Project Northland ‘Amazing Alternatives!’ curriculum (Perry) and Reducing the Risk (RTR) effective in reducing HIV-related risk behavior (CDC)



Program Content & Description

- Participatory learning using “Our Times, Our Choices” curriculum adapted for South African circumstances
- Delivered by learner identified peers
- Key material is the creation of four characters who represent negative, positive or transitional characters who are confronted with choices around risky behavior
- 14 session curriculum includes facts about alcohol and risky sexual behavior, consequences of actions, resisting (peer) pressure, decision-making, etc.



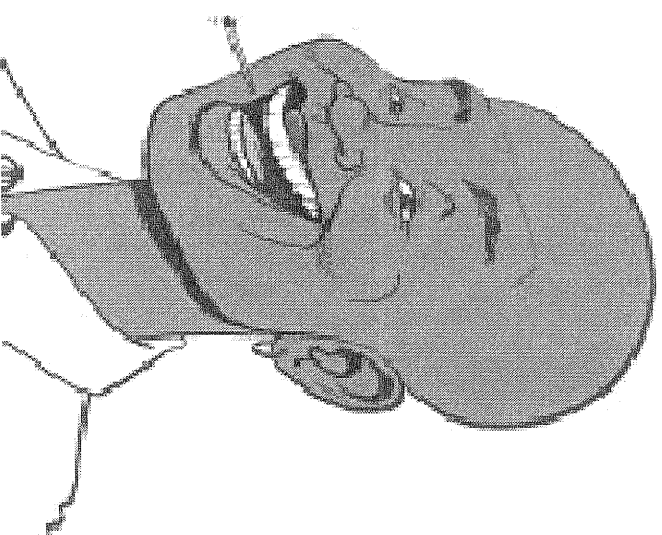
Scripted Characters

- Madumi (Negative character)

- I'm Madumi, doing Grade 9 at Siyahlomula High School. Isiyahlomula ilesisgele esisekatsi lethu. We are not a Model C but siyisgele grand nie. Not that there's anything wrong about Model C schools. The only thing is, life is too serious for my liking there. But even at Siyahlomula things can be boring you know. The school is good but my only problem abantwana mpintshi yami. The girls there are just flat mpintshi. I'm talking about girls that enjoy life and who take alcohol. The girls we have there won't trouble you with talk about HIV/AIDS and condoms. I mean, c'mon we're young and we should enjoy life. What is life without sex? I don't know about you, but I find it very boring.

TRANSLATIONS

- 1. Isiyahlomula ilesisgele esisekatsi lethu/Siyahlomula is in our township.
- 2. Siyisgele/We're a cool school.
- 3. Abantwana mpintshi yami/Girls, my friend.

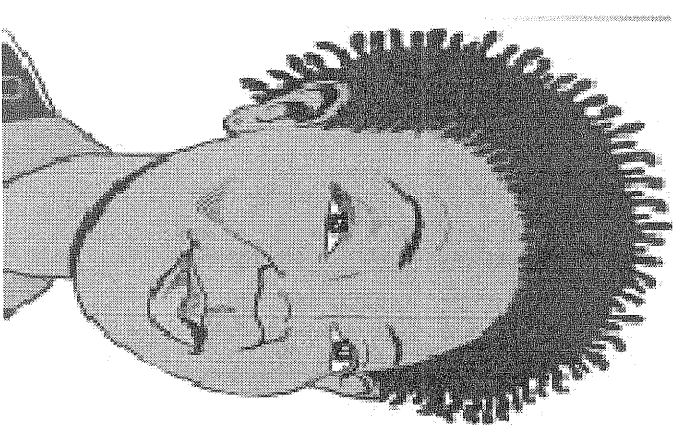


Lulu (Transitional character)

- I'm Lulu. I'm in Grade 9 at Siyahlomula High—the very same school that gets a good Matric pass rate all the time even though we're just a normal township school. No, we're not a Model C into nje we're committed and abothisha bethu don't take any nonsense. I'll be turning fifteen in a matter of days. That means I'm growing older usuku nosuku. Even at home my parents treat me differently. In the past, my mom would just shout at me, telling me this and that. Sometimes I could see that she'd just fall a little short of giving me a hard slap across my face. But now no; useyathanda ukuhlala nami phansi and tell me things nicely. You know, some of the things she says are really scary. Things like “ubhasobhe abafana and ungalali noma ikanjani because uzomitha ube nengculazi.” Not that she's wrong, but just to hear her say it—Oh please! They all need to give me a break. I'll be turning fifteen soon. At that age I don't think I need anyone to baby-sit me—ngimdala mos.

TRANSLATIONS

- 1. Into nje/the thing is.
- 2. Abothisha bethu/Our teachers.
- 3. Usuku nosuku/day to day.
- 4. Useyathanda ukuhlala nami phansi/she talks to me nicely
- 5. Ubhasobhe abafana and ungalali noma ikanjani/Be careful about boys and don't sleep around.
- 6. Bayanginaka and ngiyacikeka mos/They're a nuisance
- 7. Ziyiqiniso yazi/they're true.
- 8. Mgome O/Fall for him.
- 9. Ngimdala mos/I'm old enough.



Method

- Eight high schools located in Pietermaritzburg (90km outside of Durban)
- Each randomly assigned to either an intervention or comparison condition (4 each)
- Intervention group received 14 sessions of curriculum
- Comparison group received 3 sessions of modified curriculum



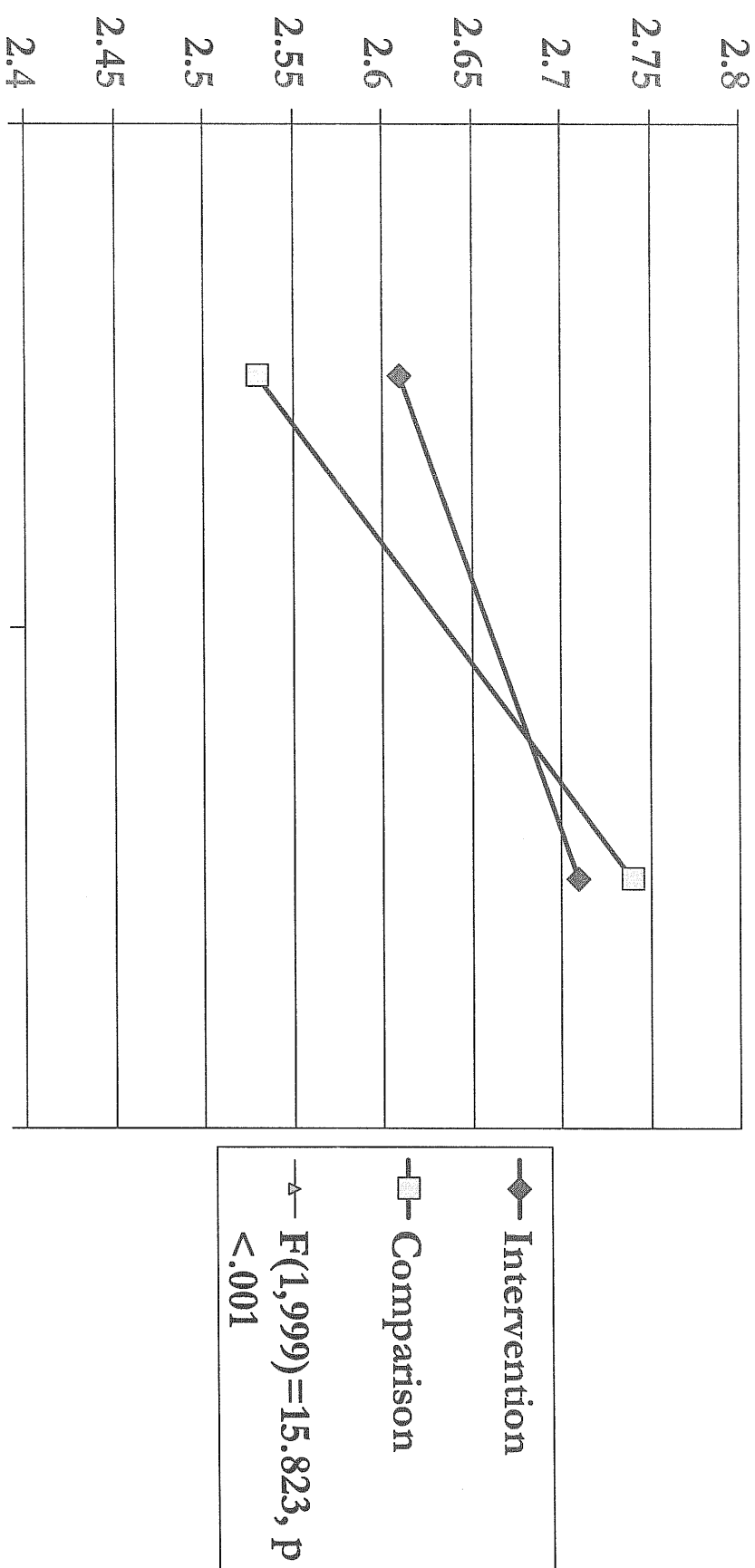
Sample Characteristics

Gender	N	%
Male	581	48
Female	631	52
Age		
13 years	28	2
14-15	589	49
16-17	482	41
18	98	2
GRADE 9	1195	99
Income	78% have some income source	

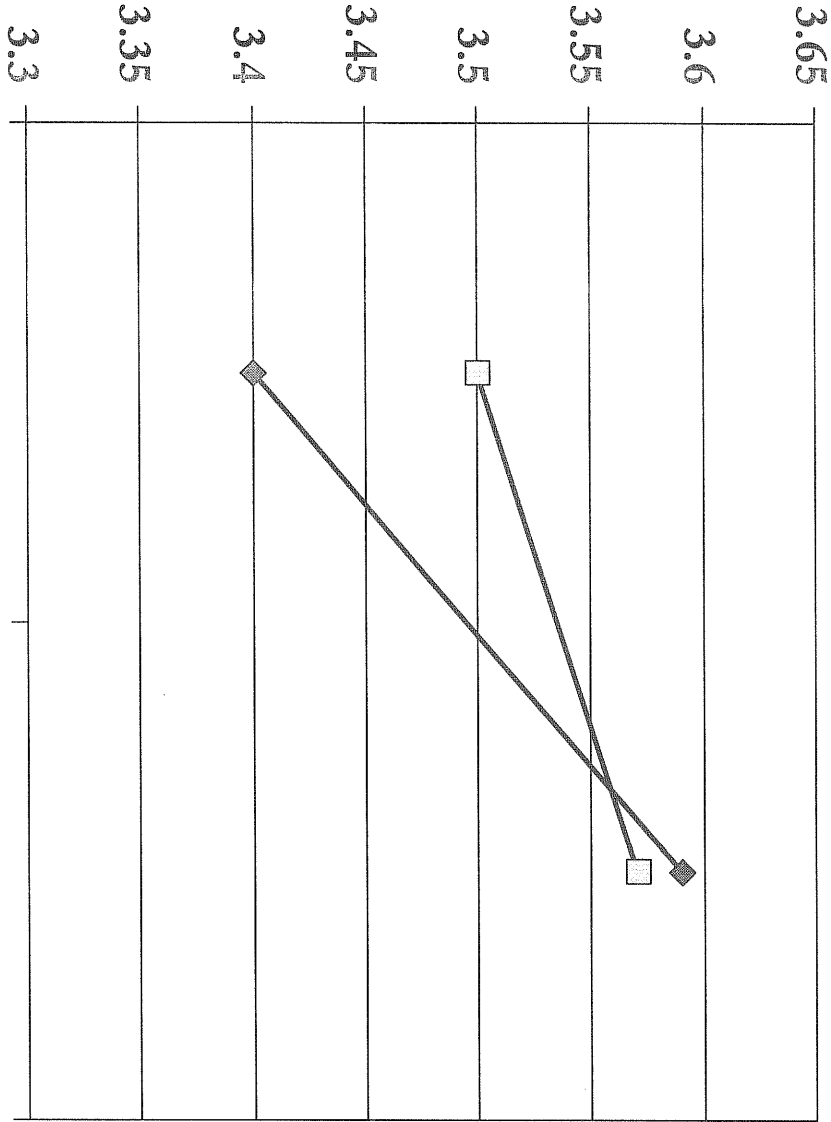
Selected Measures & Reliabilities

Measure	Inter- vention	Comparison
Impulsive Decision-Making	.73	.69
Alcohol Attitudes	.80	.83
Sexual Relationship Self-Efficacy	.85	.83
Partner Communication	.89	.91
Parent Communication	.83	.82
Peer Communication	.82	.85

Impulsive Decision-Making



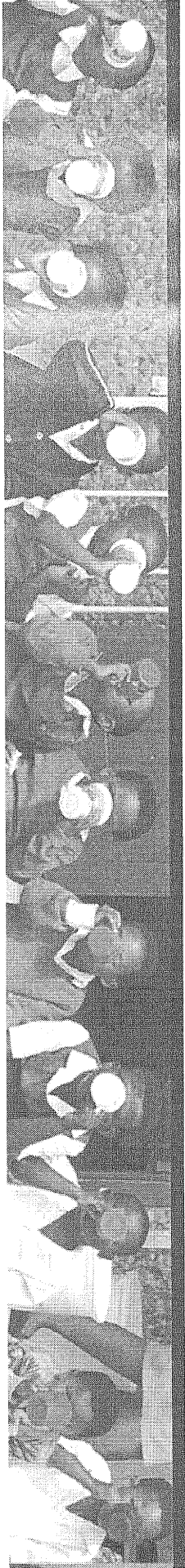
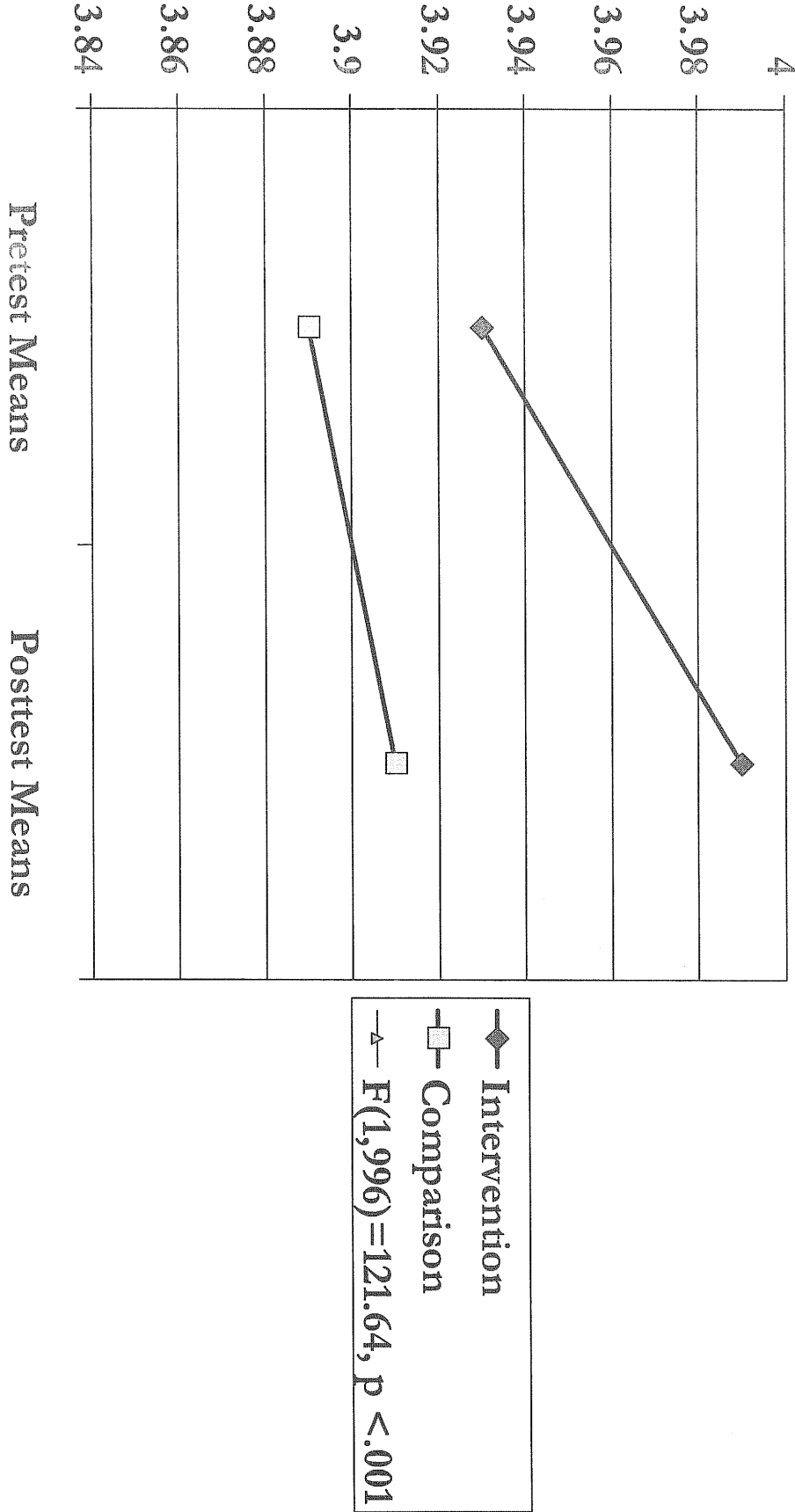
Alcohol Attitudes



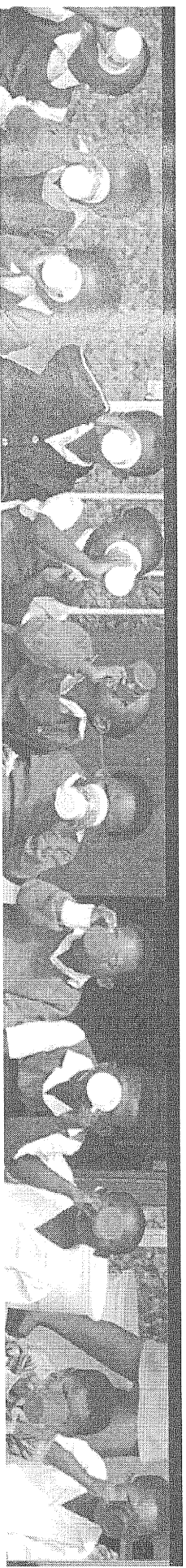
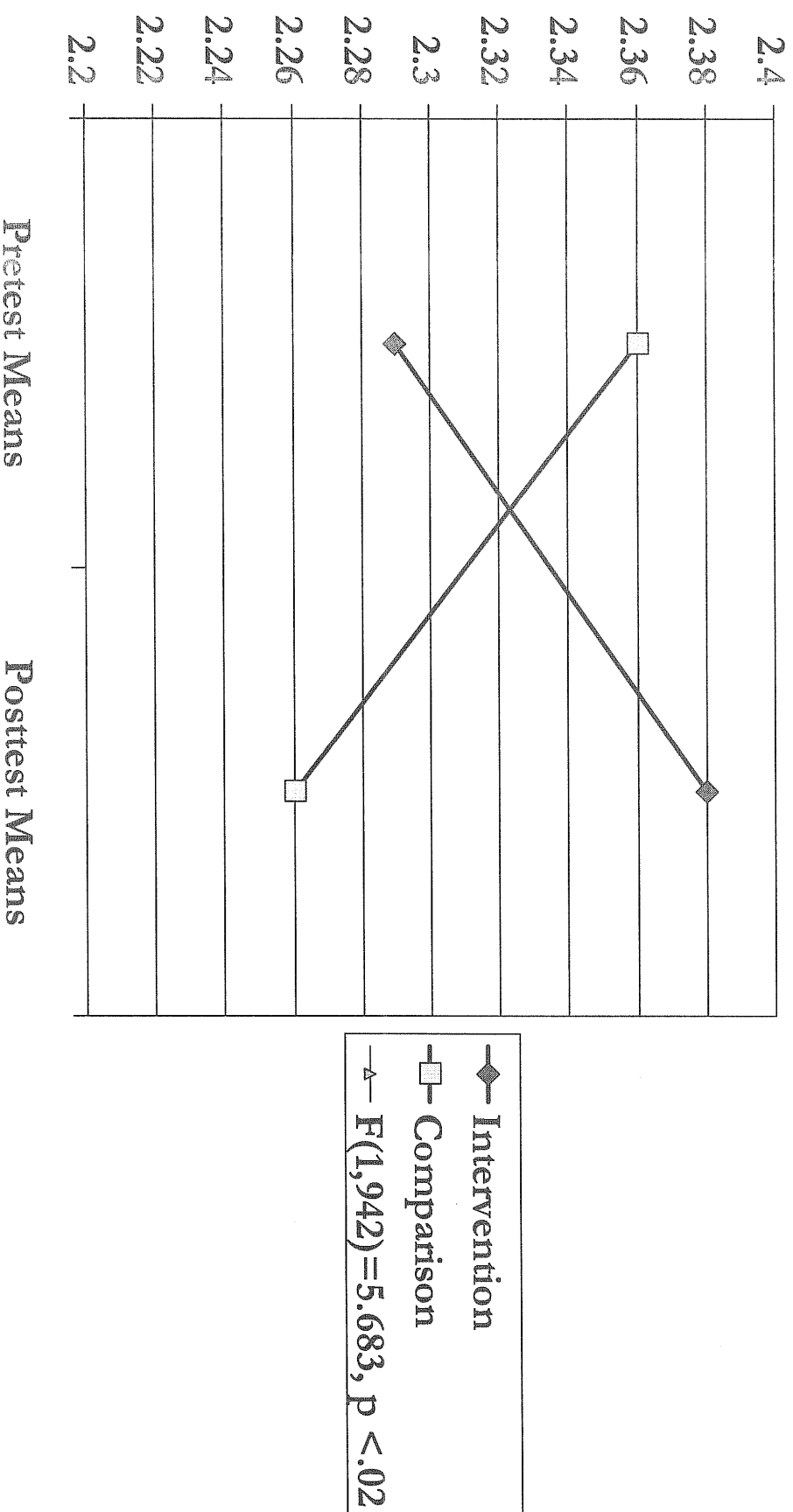
◆ Intervention
■ Comparison
— $F(1,992) = 31.95, p < .001$



Sexual Relationship Self-Efficacy



Peer Communication



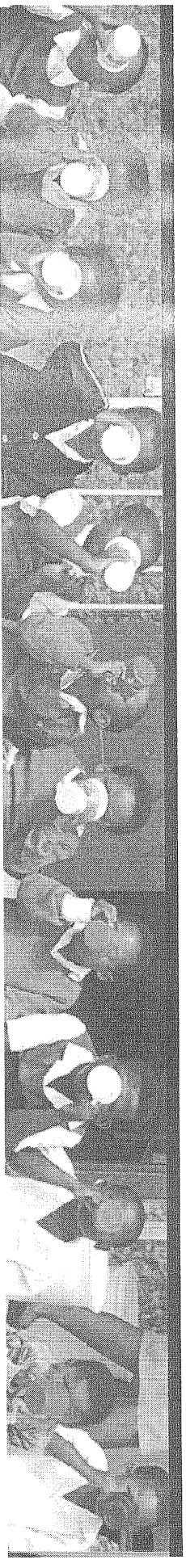
Intervention Effects

Variable	Intervention Change	Comparison Change	Intervention Effect
Decision-Making	0.09	0.22	-0.13***
Alcohol Attitudes	0.19	0.07	0.12***
Self-Efficacy	0.06	0.02	0.04***
Sex Relation			
Community-Peers	0.09	-0.1	-0.01*



Conclusion

- Program focus on alcohol and sex appears to be partially successful
- Impact of program on communication is limited to peers – need it to be especially effective for partners and parents
- The effects of gender and age need more careful analysis to better understand program outcomes
- Booster program should target weaknesses of the program to strengthen outcomes among adolescents.



Acknowledgments

- Leane Ramsoomar, HSRC
- Thola Bennie, HSRC
- Musa Zondi, HSRC
- NIAAA for funding the project

