

AN EVALUATION ON  
THEATRE FOR CHANGE'S  
THE AIDS TOTO CLUBS

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## CHAPTER I. INTRODUCTION

### THEATRE FOR A CHANGE

Theatre For a Change (TfaC) is a non-governmental organisation founded in 2003 which has presence in the UK and Malawi. TfaC's *vision* is 'to see vulnerable and marginalised groups empowered with the knowledge, awareness and skills to positively transform their lives, and the lives of others, at local, national and international levels' their *mission* 'to use uniquely active and participatory tools that promote sexual and reproductive health and gender rights' and their *goal* 'is to improve the sexual and reproductive health of vulnerable and marginalized groups'<sup>1</sup>.

Since their arrival to Malawi 2007, TfaC has developed a community and education program that follow the common aim of 'equipping marginalised and vulnerable groups with the skills to be able to change their lives and the lives of others'<sup>2</sup>. The community program works with sex workers and sexually exploited children and the education program with primary school learners and pre-service teachers.

In this evaluation we look at the primary school Aids toto (Aids no no) clubs program established in 2011 as an extension of the Teacher Training Colleges (TTC) education program; the aim of this dissertation is to assess the impact the Aids toto clubs have had on the target population.

### DISSERTATION OUTLINE

This dissertation is the result of a two month work base placement with Theatre for a Change Malawi. The dissertation's objective is to assess and provide evidence on whether TfaC's Aids toto clubs have had an impact on their target population. The dissertation is divided into Four chapters; *Chapter I* introduces the paper, the Aids toto club are explained and framed in a specific context both within the country and the organizations trajectory, and the objectives and methods employed for the research are presented; Chapters II and III are the finding chapter. *Chapter II* reports the findings that have

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<sup>1</sup> <http://www.tfacafrica.com/what-we-do/>

<sup>2</sup> *Idib.*

emerged from the research regarding the learner's Knowledge, Attitudes, Skills and Behaviours, whereas *chapter III* lies out what the research has uncovered on the way in which the change in the learners KASB has been achieved. *Chapter IV* closes the dissertation by presenting the research's conclusion and the recommendations for the organisation.

## THE CONTEXT

In the past 15 years, Malawi has successfully developed and implemented strategies which have resulted in a significant reduction of HIV prevalence in the country; outstanding efforts both from the government and international donors have resulted in the percentage of Malawians living with HIV dropping from 14% in 1997 (NAC: 2004) to an estimated 6.7% in 2014 (UNAIDS: 2014), and in a 50% drop of new HIV infections from 2003 to 2011. However a disaggregate look at data shows that out of the total HIV positive population, in 2004 children under the age of 14 represented 9.2% (UNICEF:2004) whereas in 2011 they represented 18%. 49% of Malawians are under the age of 14 (Index mundi: 2014); the fact that their percentage on the total population who is HIV positive is growing, indicates that programs developed to fight the spread of HIV have had an unequal impact in Malawi's population. Malawian children have been a priority group of HIV prevention interventions during the last decade, the reasons for this resistance to change can be found in the Malawian children's sexual and reproductive health behaviours embedded in Malawian cultural beliefs and practices.

The prevailing cultural context has a strong impact in the patterns of sexual and reproductive behaviour of Malawian children. In their research on the *Adolescent Sexual and Reproductive Health in Malawi*, Munthali et. Al. (2004) found that the messages received by the different opinion leaders who influence the children's sexual and reproductive behaviour, encourage boys to experiment with sexual intercourse and reinforces a gender unequal pattern of sexual conduct, where the girl is presented as a passive subject whose aim is to please the boy.

In addition lack of information and misconceptions on sexual practices, such as that a virgin can become pregnant, HIV can't be transmitted if sex is practiced under water, or that if sex is practiced whilst standing one can't get pregnant; result in children having high risk sexual behaviours which significantly hinder their sexual and reproductive health.

Malawian children's sexual lives begins at an early age; research shows that 50% of minors under the age of 15 admit to having had sex and the same percentage will be married before the age on 18 (Hickey: 1999, UNICEF: 2010). These early sexual practices are rooted in gender unequal patterns of conduct: 92% early sexual practices are said to have been initiated by boys and in 42% of marriages the girls are 5-9 years younger than their husbands. Although in-depth comprehensive data on children's sexual abuse hasn't yet been developed due to a resistance to report such abuses, Pathfinder's found that 56% of the research's participants claim they had been forced to have sex, and 60% have accepted gifts or money in exchange for sex (Pathfinder: 1998). It is in this context that TfaC have developed their work in Primary schools which aims to improve the Sexual and Reproductive Health of the Aids toto clubs learners.

#### BACKGROUND OF THE PROGRAM

In Malawi only 1% of the people who enter teacher training colleges (TTC)<sup>3</sup> are HIV positive, however by the time they have become primary school teachers 23% of them have contracted HIV, making primary school teachers a high risk group of HIV infection. In light of this situation, TfaC developed the TTC educational program which trains pre-service teachers on how to protect their sexual and reproductive health; the Aids toto clubs are an extension of TfaC's TTC educational program.

To become a primary school teacher in Malawi, students or pre-service teachers have to spend one year studying at a TTC, and one year undertaking a placement in a primary school. TfaC has developed training programs in six TTCs in Malawi; in each of them an appointed training officer (TO) runs weekly workshops focused on Sexual and Reproductive Health (SRH), gender and facilitation skills. The aim of equipping the students with facilitation skills is that they go on to set up an Aids toto club in the primary school where they undertake their placement.

The Aids toto clubs originally appeared as a government initiative aimed at changing primary school learners' behaviour on SRH; they were weekly meetings run by school teachers during which learners engaged in a participatory and creative learning process that equipped them with knowledge on HIV/AIDS and sexual health (Unicef: 2012). By September 2005 it is estimated that over 80% of Malawi's primary school students had participated in an Aids toto clubs, with a membership of over 144,000 learners (Ibid);

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<sup>3</sup>TTCs are education centers where students are prepared to become primary school teachers.

however lack of government funding and support resulted in many of the Aids toto clubs either falling into disuse, being taken over by NGOs or disappearing.

Since 2011, every year TfaC's four hundred second year TTC students set up Aids toto clubs in their placement schools. They were equipped with facilitation skills, a workshop manual and detailed suggestions as to the steps that should be taken to set up and run the clubs; however, due to the scale of the program and a lack of funding, no other form of support or supervision was offered by TfaC. No monitoring methods were put into place to assess the impact the Aids toto clubs were having on the learners until 2013, when baseline/endline questionnaires were completed by the Aids toto clubs learners. The results revealed that the students hadn't acquired knowledge on central topics such as condom use, what constitutes abuse or what the signs of HIV are (TfaC: 2013a). In light of this, TfaC developed a new strategy for the Aids toto clubs; in each district the ten pre-service teachers with stronger facilitation skills were identified, a protocol of support, coordination and reinforcement was put into place, and the pre-service teachers, hereinafter referred to as facilitators, set up and ran the Aids toto clubs with the ongoing support of their distinct TO. This evaluation is to assess whether the changes put into place in 2014 have resulted in the goals of the program being achieved.

#### THE AIDS TOTO CLUBS

The aim of the Aids toto clubs is to improve the KASB and the Sexual and Reproductive Health (SRH) of the learners who participate in the program (TfaC: 2013c). The Aids toto clubs aim to equip learners with transferable skills which can help them achieve their sexual and gender rights. To achieve this TfaC has implemented a series of activities that aim to empower the Aids toto clubs learners through the use participatory learning methods.

TfaC works in six TTCs in Malawi and in each of them they have an appointed Training Officer (TO); TOs are full time TfaC personal who are responsible for the training of the pre-service teachers and for the supervision of their districts Aids toto clubs. Each TO selects ten facilitators who will set up Aids toto clubs in their placement primary schools; on arrival the facilitators recruit a group of up to 40 boys and girls between the ages of 12 to 17, to become the core group members of the Aids toto club.

In each school the following activities are developed by the facilitator: the Aids toto clubs workshops, the Radio Listening clubs and the Open days. Both the Aids toto clubs and the Radio Listening clubs are run once a week, whereas the Open Days occur once every term.

In the Aids toto club workshops, behavioural change activities are developed by the facilitator for core group members; the radio listening club brings together community members, core group members and other learners to listen to TfaCs Tisinthe ('let's change' in chichewa) Radio program<sup>4</sup>; whereas during the Open Days, the community and school members are invited to participate in a day of awareness raising activities, prepared and developed by the facilitator and the Aids toto core group learners.

In this paper we focus on the impact that the Aids toto clubs workshops (hereinafter referred to as Aids toto clubs,) have had on the core group learners. An overview of TfaC's methodology will offer a more comprehensive understanding of the specific way in which the workshops develop their activities and the outcomes they aim to achieve with them.

#### THEATER FOR A CHANGE'S METHOD

TfaC employs a participatory approach to learning which uses theatre as a tool to achieve a change in the target's population behaviour. In this section we review the basic theoretical stand point of TfaC methods of intervention drawing from specific activities developed in the Aids toto clubs.

Following Freire's (1986) and Boal's (1979, 1992) conception of the process that leads to personal and social change; the first objective of a TfaC workshop is to give light to the power structures that intervene in determining the outcome of a specific situation; in the Aids toto clubs two learners would be asked to present a role play in front of the class were one learners demanded that the other practiced unwanted sex. The objective of this exercise is to give light to the specific physical tools employed by both role players and view the power relations that those different forms of communication reveal. This process of 'reveal[ing] how the world works' (Thornton, 2012:5) leads to the learners developing what Freire called *concientisation* (1968:29) which is developing a critical awareness of one's social reality.

The Aids toto clubs are behavioural change workshops, and their aim is to equip the learners with transferable skills that they can employ in situation relevant to their SRH. During the workshops the learners are encouraged to practice these tools; the learners were divided into two groups and stood behind a line facing each other, the facilitator had drawn five parallel lines in front of them, and they have to give five steps forward increasingly using their voice and body to say 'No!'.

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<sup>4</sup><http://www.tfafcafrica.com/what-we-do/malawi/radio-project/>



Through engaging and participatory methods the Aids toto clubs make the learners the protagonists of the activities and aim to build on their self-esteem, equip them with transferable communication skills and encourage practices which would benefit their SRH.

## THE EVALUATION

The primary *objective* of this evaluation is to assess whether the Aids toto clubs goal of 'improving the KASB and SRH of the Aids toto clubs learners' (TfaC: 2014) has been achieved; the secondary objective is to trace how that change, if any, has been achieved, and to, therefore, locate areas that could be improved for the program to reach its full potential.

## RESEACH METHODS

For this research a qualitative data collection techniques and an emergent data analysis approach have been employed. Qualitative techniques are more appropriate both for the object of study (the learners KASB) and for the research question (what change has occurred and how). The techniques employed needed to be flexible and allow space both for the researcher to further develop in a specific topic which was significant and to allow for unforeseen areas of data gathering to emerge during the field work.

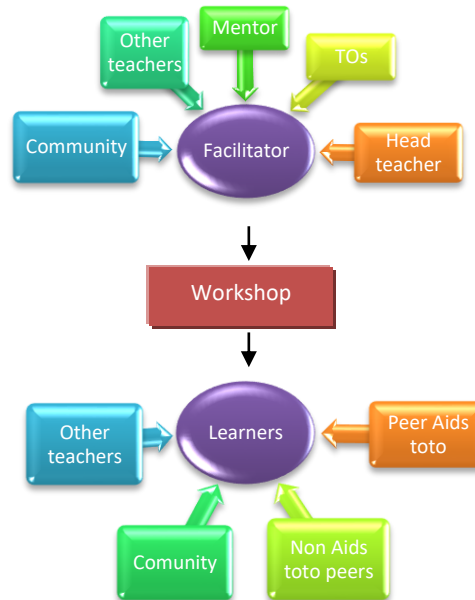
Knowledge and Attitudes refer to what people say, whereas Skills and Behaviours refer to what people do. To gather data of these different topics a combination of techniques had to be employed; the learners discourse were obtained through interviews, asking question in the workshops and organising and transcribing GDs; whereas the learners behaviour was accessed by observing the workshops and the GDs.

The sample choices of the fieldwork required, choosing the schools I would be visiting and choosing the people who I would include in the research. For the choice of schools I passed a questionnaire to the TOs of every district for them to score the schools in their district on different areas. With this information I developed a district rank of the schools. With the objective of visiting schools which were average, and therefore more representative, I dismissed the two top and bottom schools of each district and randomly choose 2 schools which were above average and two who were below. In total sample included 16 schools

For the selection or who would participate in the research a list of the specific questions that the research aimed to answer was matched with a specific technique that could reach the information required. That combined with a consideration of the areas which could influence the final outcome of the project (Diagram 1) lead to de development of a list of specific techniques, they are: Interview with Head teacher (IH), Interview with Facilitator

(IF), observation of Aids toto club workshop, Group Discussion with learners and Interview with one learner (IL). The same techniques were applied in the 16 schools visited during the fieldwork.

Diagram 1. Influences on the learners KASB.



The techniques were tested in a sample school in Lilongwe; we were satisfied with the all the techniques except for the GDs; we had prepared a series of questions with the idea of opening a line of discussion between the learners. However we found that what was meant to be a discussion turned out as a list of questions which were answered in order by each of the participants. The group discussions objective was to see the attitudes and behaviors of the students, for this it was necessary to get the learners discussing on the topics between themselves. We decided to try a different approach and designed an activity in which we presented the learners with a series of imaginary situations such as “A friend tell you she is having unprotected sex”, the learners then had 5 minutes to brainstorm about things they could do, and another 5 minutes to choose which of the actions they had written down they thought was the most important and why. This activity has proven to be very useful. During the 10 minutes the students discuss about the topics, this is recorded, translated and transcribed. This has given me the opportunity to observe the way the learners interact with each other both by observing them and by reviewing the patterns of conduct which they reproduce when interacting with each other.

In this research the data has shaped the analysis more than the research proposal; by developing a process of induction, we have developed an emergent method of data analysis (Hesse et. Al. : 2008) which has resulted in the structure and findings of this dissertation to having emerged from the discursive and behavioral patterns observed during the fieldwork.

## II. THE LEARNERS

This chapter reports the findings of the research on the impact the Aids toto club has had on the learners; in doing so we will assess if TfaC's objective, on the one hand, to improve the learners KASB (Knowledge, attitude, skills and behaviours) towards HIV, saying no to unwanted sex, reporting abuse, and discrimination; and on the other, to develop the specific life skills of communication, team work and self-management have been achieved.

In this chapter both the homogeneity of all the learners KASB and the heterogeneity between the different groups will be object of analysis. By revealing patterns in the learner's KASB as a whole as well as recognising the intra group heterogeneity we will establish the general impact of the program on the learners as a whole and localise areas of the learners KASB which have varied between groups. This will enable us to establish, in the following chapter, a causal relation between specific aspects of the way in which the different clubs are run and specific outcomes.

To close this chapter we will look at whether TfaC's overarching aim of empowering the learners has been achieved. Making use of the different dimension of power, we will be assessing if the learners have expanded their *ability to make choices* by determining whether they have developed their power with and within.

### II.a. DISCOURSES

The TfaC *Primary school HIV and Aid prevention manual*, states that one the objectives of the Aids toto club is to provide comprehensive knowledge and to develop their proactive attitude toward towards central topic of the TfaC agenda (TfaC: 2013). By looking into what the learners have said, this section aims to analyse the learners discourse and give light to the knowledge and attitudes that the learners have towards the topics of discrimination, saying no to unwanted sex, reporting abuse and positively living with HIV.

#### **DISCRIMINATION, UNPROTECTED SEX AND POSITIVELY LIVING WITH HIV**

In the GDs learners were asked to list actions that they would undertake if faced with three imaginary scenarios. In this section we focus on scenario number one and two. Scenario number one presents the learners with a situation in which an HIV positive girl is being discriminated by other learners at school; scenario number two presents them with a situation in which a girl friend of theirs is having unprotected sex with a boy. These scenarios and the open ended format they were presented to the learners

in, aimed to assess the knowledge they have on the topics, their attitude towards discrimination and sexual risk behaviours and the tools or resources they would employ in those situations.

## FINDINGS

**Learners in all groups disagree unanimously with discrimination and unprotected sex;** it is evident that they draw this view from a *reflection on the consequences* unprotected sex and discriminatory behaviours can have on a person's future. In the case of unprotected sex the learners were particularly aware of teenage pregnancy and the dangers it poses both for the physical wellbeing and her future; whereas for the HIV positive girl their central concern was her physical and mental wellbeing. The learners in all groups have proven that they have reflected on the topics of discrimination and the risks of unprotected sex, and that they understand that specific behaviour can have long term consequences in people's lives.

**Learners understand *discrimination as a behaviour which is evident in everyday activities and would change their behaviour to help a person who that is being discriminated.*** In all the GDs the learners presented a list of activities which they would personally undertake in everyday life; the most recurrent action is playing, but others such as `sharing food`, `drawing her water` or `walking to school with her in the morning` have also been mentioned. The learners in all groups have reflected on how discrimination is manifested and present a proactive behaviour towards assisting a person who is being discriminated.

**Learners would *take it upon themselves to change other peoples' behaviours.*** When presented with scenario one, in eight of the thirteen GDs the learners said they would approach those who were discriminating and explain to them the lack of risk of infection of `playing`, `eating` or `chatting` with the girl; in scenario two they unanimously said they would, talk to the girl, alert her of the dangers of unprotected sex and advise her on a more positive behaviour. All learners show a *proactive approach* towards changing people's behaviour by sharing their knowledge with them.

**Learners consider that *living positively with HIV combines a physical, mental and social component.*** In all the GDs the learners introduced the idea that a person with HIV can `enjoy a long life` as long as they take care of themselves and are not discriminated against. Learners present a holistic view how to positively live with HIV, they visualise how discrimination can affect the girls mental wellbeing and how this

can result in her physical deterioration. Learners in all groups present a **comprehensive understanding** of how to positively live with HIV.

#### Conclusion

The learners have reflected and acquired knowledge on the topics; they have integrated that knowledge in a narrative which recognises that decisions made regarding sexual practices can have long term consequences, and seem confident that they would not practice risky sexual behaviours as well as encourage others close to them not to do so either. The learners present good knowledge and a positive and proactive attitude.

#### **SAYING NO TO UNWANTED SEX**

During the GD and the IL, an imaginary scenario was put forward where a teacher offered a student good grades in exchange for sex; in addition four of the fourteen workshops observed during the field work were on the topic `saying no to sex`.

In this section we will be looking at both the discursive elements of the learners regarding saying no to unwanted sex and the skills they demonstrated during the workshops, more specifically during the role plays.<sup>5</sup>

#### FINDINGS

**The learners would *unanimously refuse to exchange good grades for sex*.** In all the GDs and ILs the main discourse tool learners use to reject sex, is knowledge of the risk involved as a results engaging in this action, namely: getting pregnant or contracting STDs, as well as how these could result in school drop outs. The learners present a good understanding of how having sex can affect their future however they fail to include in their argumentation the specific rights that they, as children, hold.

**The learners don't mention how they would say no.** Only in one GD did a learner mention that she would `run away` if being offered grades for sex; other than that there was no mention of the skills they would use in that specific scenario. Learners present a lack of reflection on the skills which would assist them to successfully reject sexual advances.

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<sup>5</sup> During the role plays, learners are asked to stand in front of the class and portray a situation in which a person is asking another to have sex and the other one is rejecting.

**The learner use of VBS during the role plays varies significantly from one group to the next.** Out of the four role plays observed, in two the learners made very good use of VBS, in another they made limited use of VBS, and in the fourth they made good use of voice, but limited use of body and space. It was observed that the repertoire of communication skills that the learners displayed coincided with those used by the facilitator's instructing them. The learners reproduce in the role play the use that the facilitator does of VBS during the workshop.

**The role play resulted in different outcomes depending on the learners use of VBS.** Role plays in which VBS was positively used the learner rejecting the sexual abuse would look at the other learner in the eyes, talk loudly, hold their head high, interrupt, say what they had to say and leave. In these role plays the outcome was that the `abuser` was left standing alone in the centre of the circle. Role plays in which the VBS wasn't positively used to communicate, the learners would stand timidly with their arms hanging, they would engage in a conversation and the role play would end when either the learners stopped talking or the facilitator would determine that the exercise was over. During the role plays the argumentative tools employed by the learners is common to all the learners however the outcomes vary. The outcome of a role play depends on the communication skills that the learners employ more than the knowledge that they hold.

### Conclusions

The learners draw from their knowledge on the dangers of unprotected sex and teenage pregnancy, to justify their rejection to sex with a teacher. They fail to mention their right as a child to not be abused and to reflect on the skills that could assist them; however in some role plays the learners have proven that they have the skills to reject having sex. The variation in these skills gives light to a transfer of the communication skills from the facilitator to the learner that bypasses the learners discourse.

### REPORTING ABUSE

During the workshops and the IL, questions were introduced around the topic of reporting abuse. The questions ranged from open ones such as `What would you do if you found out a friend of yours was suffering abuse at school or at home?` to more direct question such as `If you found out a teacher asked a learner to exchange good grades for sex, would you report it?`. In this section we will be looking at the knowledge and attitude that the learners show towards reporting abuse.

## FINDINGS

**Reporting abuse is as a primary response amongst learners.** To all the questions asked about reporting abuse, the learner's unanimous reply was that *they would report* the issue to someone. No difference has been observed between the more open question of `what would you do` to the direct question of `would you report`; this suggests that reporting is not only something that the learners would feel confident in doing, but it is the primary action that comes into their mind if they heard that someone was suffering abuse. The findings suggest that the learners have *internalised the idea that abuse should be reported*.

**The learner would turn both to authoritative figures and people close to them to report abuse.** In every GD the learners came up with around six different people to whom they could report abuse; of that number two thirds were authoritative figures such as the police or the chief of the village, and a third were adults to whom they are close to such as the parents or uncles. The learners present knowledge on a *varied repertoire of people* they could resort to in case of abuse.

**Who the learners would turn to report the abuse depends on where the abuse has taken place;** if at home the learners would inform firstly the police, then the village chief and then a teacher; if at school they would turn to the head teacher, followed by the village chief and police. The learners recognise the competence of different authoritative powers in different environments.

### Conclusion

Findings suggest that the learners have a clear understanding of the necessity to refer a case of abuse to someone who has the power to do something about it. They present a proactive attitude towards reporting and an understanding of the different people that could assist them if they encountered abuse.

## II.b. BEHAVIOUR

The TfaC *Primary school HIV and Aid prevention manual*, states that one of the objectives of the Aids toto club is for the learners to develop the life skills of communication and teamwork. **The aim of this section is firstly to assess, whether the program has achieved its goal of equipping the learners with those skills by looking at their self management, team work and use of voice, body and space; and secondly**



**determine whether those skills have been transferred by the learners to other areas of their life.**

In this section we look at what the learners do; their behavioural patterns, the heterogeneity between the different groups and the transfer of specific from of behaviour from the workshops to the GDs, will all be in the scope of analysis of this section.

**Table 1. Behaviour in workshops and GD**

			Self management		Team work		Voice-Body		Gender		Total ✓
			WS	GD	WS	GD	WS	GD	WS	GD	Per school
Karonga	1	Chisalankhaga	X	N/A <sup>6</sup>	✓	N/A	X	X	X	N/A	0
	2	Chisumbu	X	X	X	X	X	✓	X	✓	2
	3	Mathinkhula	✓	✓	✓	✓	✓	✓	✓	✓	8
	4	Mwenilondo	X	X	✓	X	✓	✓	✓	✓	5
Kasungu	5	Chinkhoma	X	✓	X	✓	✓	X	X	X	3
	6	Chisemphere	✓	✓	✓	✓	✓	✓	✓	✓	8
	7	Nthema	✓	✓	✓	✓	✓	✓	✓	✓	8
	8	Nkhamenya	✓	✓	✓	✓	✓	✓	N/A <sup>7</sup>	N/A	6
Machinga	9	Chinguni	X	✓	X	✓	X	X	X	X	2
	10	Mpondasi	X	✓	X	✓	X	✓	X	✓	4
	11	Namikhate	✓	✓	✓	✓	✓	✓	✓	✓	8
	12	Namiwawa	✓	✓	X	X	X	✓	X	X	3
Lilongwe	13	Chibwata	X	X	X	X	X	X	X	X	0
	14	Chigudu	✓	N/A <sup>8</sup>	✓	N/A	✓	✓	✓	✓	6
	15	Dowa II	✓	✓	✓	✓	✓	✓	✓	✓	8
	16	Ndunje	✓	✓	✓	✓	✓	✓	✓	✓	8

TOTAL ✓ per area	9	11
TOTAL X per area	7	3

10	10
6	4

10	12
6	4

8	10
7	4

<sup>6</sup> This GD wasn't transcribed due to the learners not talking loud enough to be recorded.

<sup>7</sup> All girls school

<sup>8</sup> This GD was originally going to be the test sample and the format of the GD was different to the rest resulting in some behaviours not being observed.

## SELF MANAGEMENT

This section draws from the observation of the learners behaviour both during the GDs and the workshops; focusing on self-management, the aim here is to identify the tasks that the learners have taken responsibility for and undertake without being prompted. The common behavioural patterns observed in the different groups which serve as indicators to this analysis, are related, in the workshop, to the circle and the changeovers, and; in the GDs, to participation, the recorder and the seating arrangements.

The Aids toto clubs evolve around a circle; it is the central position were learners return to after each activity to reflect on topics, share ideas, ask questions and discuss. A good circle incites good visibility and sound distribution between the learners which incite participation, but also it positions all learners and facilitators as equals within the workshop. The TfaC workshops are designed to be energetic and upbeat activities, for that rhythm to be kept the changeovers between activities have to be swift. The correct undertaking of this activity requires the learner's cooperation and self-management.

For the purpose of this analysis all the workshops and GDs have been divided into two groups; those who have management skills and those who don't. In the workshops both indicators had to be positive to be considered to have self management skills, whereas in the GD three of the four did.

## FINDINGS

**In nine of the sixteen workshops observed the learners presented good levels of self-management.** Learners take on the task of ensuring that the circle is the right size and shape, and that girl/boy alternation is observed. The learners ensure that changeovers are done swiftly, both by moving fast and by encouraging others to do so. By assuming these organisational tasks the correct functioning of the workshop becomes a collective responsibility.

**In eleven of the fourteen<sup>9</sup> GDs observed the learners presented good levels of self-management.** The learners encouraged other learners to participate, made

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<sup>9</sup> Two GDs haven't been taken into consideration for this analysis due to one of them not being transcribed and the other being, what originally was the test sample group if which the GD employs a different format.

seating arrangements so that everyone could see what was being written, and point the recorder towards whoever was speaking at the time. The learners present a proactive behaviour towards a correct undertaking of the activity.

**In eleven of the fourteen groups, the levels of self-management in the workshop coincide with the levels of self-management in the GDs.** This proves that the skills which are learnt by the learners in the workshops are adapted and used by learner in other contexts. Self-management has been transferred by the learner from the workshop to the GD.

#### Conclusion

The learners have acquired self-management skills; as a result the correct implementation of the workshop has become a collective responsibility shared between the learners and the facilitator. The learners transfer those skills and apply them to different situations.

#### **TEAM WORK**

In this section we will look into the levels of team work displayed by the learners both during the workshops and the GDs. This has been done by observing some common indicators to both the workshops and the GD and some specific to the GDs; **they shared ones are: construction of arguments, active listening and task division, and specific to the GDs are the writing and method of selection of the most important action.**

Common to the previous section, the aim to review the factual transfer of skills from workshops to GDs has led us to divide all the workshops and GDs have been divided into two groups, those who present team work behaviour and those who don't. In the workshops two of the three indicators had to be positive to be considered to have team work skills, whereas in the GD three of the five did.

#### FINDINGS

**Ten of the sixteen workshops observed, presented good levels of team work.** During these workshops the facilitator would draw from the learner's knowledge to collectively construct arguments, learners would listen and engage on what other learners said and tasks were assumed by different learners. In the majority of the workshops a good team work has resulted from a collaboration of the facilitator and the learners.

**Ten of the sixteen GDs observed, presented good levels of team work.** The learners would listen and engage to what other learners said which resulted in arguments being collectively constructed; the person writing would only write the conclusions reached by the group and the selection of the most important action was done through participation and discussion. Learners present good team work skills when working without external input.

**In ten of the fourteen groups the levels of team work in the workshop coincide with the levels of self-management in the GDs.** This proves that the dynamics which have been developed during the workshops result in the learners acquiring skills which they adapt to other contexts. The team skills acquired during the workshops by the learners have been transferred to the GDs.

#### Conclusion

The learners have acquired team work skills; through the dynamics employed in the workshops the learners have learnt to work with others in a cooperative way. Those skills have been transferred by the learners from the context of the workshop to other contexts.

#### **COMUNICATION SKILLS; VOICE, BODY & SPACE**

One of TfaC's aims is to develop the learner's communication skills by encouraging them to make a good use of voice, body and space; in this section we will assess whether the learners have acquired these communications skills and if they have been transferred from the workshop to the GD. The use of voice and body are here the indicators for both the workshops and GDS. Evidence reveals that in none of the cases have learners developed two of these skills; either they had developed one, all three or none, therefore the groups of learner classified as having developed their voice and body will have, in fact developed all three, whereas those classified as not having done so, will have developed either one or none.



## FINDINGS

**In ten out of the sixteen workshops observed the learners made good use of voice, body and space.** Both learners who would volunteer to talk and those who where asked a question by the facilitator spoke loud and clear, held their head high and talk with aplomb. During the energising activities they used their body confidently and joyfully. The majority of the learners have acquired communication skills.

**In twelve of the sixteen GDs observed learners made a good use of voice, body and space.** They learners would talk loud and clear and they would make a perfect circle around the desk; some learners would stand and others would sit, so as to ensure a good visibility for all the learners. The learners have acquired communication skills and they use them without prompting.

**In twelve of the sixteen groups, the communication skills of the learners evident during the workshops, coincided with the skills demonstrated during the workshop.** The communication skills that the learners develop during the workshops are applied by them in different contexts. Learners transfer communication skills learnt in the workshops to other contexts.

Conclusion.

The learners have learnt to use voice, body and space to communicate; they have acquired communication skills and apply them in other contexts.

## GENDER

To encourage gender equitable behaviours is one of the underlining aims of the Aids toto clubs and of TfaC's work as a whole. Aimed at determining whether the learners have interiorised gender equal behaviou

rs and if those behaviours are being transferred from the workshops to the GDs; in this section we look at whether when interacting and dividing tasks the learners present a gender equitable behaviour.

The chosen indicators in this section are, for both the workshops and GD, communication skills, division of tasks, body contact and participation; specific to the GDs are the seating arrangements. For both the GDs and workshops a minimum of three positive indicators are required to be considered to have developed a gender equitable behaviour.

The number of boys and girl participating in the Aids toto clubs is equally distributed between girls and boys and the participants in the GDs were half boys and half girls<sup>10</sup>, therefore we have been able to observe specific ways in which gender influences the behaviour of the learners in two different contexts.

## FINDINGS

**In eight of the fifteen workshops observed, the learners' interaction and the division of tasks were gender equitable.** In the majority of the workshops the learners were seen using voice and body equally between boys and girls, a balance boy/girl ration was observed when assuming tasks such as making sure the circle was gender intercalated or proposing an energiser for the workshop, and they seemed comfortable when undertaking a boy/girl activity such as dancing or doing role plays in pairs. The majority of the learners have interiorised gender equitable behaviours and they reproduce them during the workshops.

**In ten of the fifteen GDs observed, the learners presented gender equitable behaviour.** The communication skills displayed were common both to boys and girls, the learners were comfortable touching opposite sex learners when sitting, both girls and boys equally assumed chores such as letting us know they had finished or telling the group to be quiet. The learners have interiorise gender equitable behaviours and they reproduce them during the GDs.

**In twelve of the fifteen groups, the learners attitudes towards gender evident during the workshops coincide with those observed in the GDs'.** The learners transfer the skills that they develop during the workshops to a different context such

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<sup>10</sup> An exception to this is the all girls school which was visited during the field work.

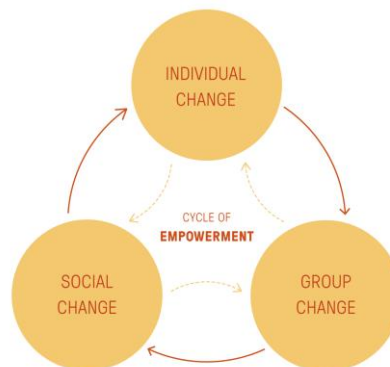
as the GD. They have interiorised a gender sensitive approach and they are able to adapt it to specific contexts.

### Conclusion

The majority of the learners present gender sensitive behaviour, however the difference between those groups that have developed these skills and those who haven't is smaller than the one found in the other sections. The learners have interiorised gender sensitive attitudes and have the capacity to apply them to other contexts of their lives.

### CONCLUSIONS

The Aids toto clubs general aim is to increase the learners HIV prevention strategies by encouraging safer gender and sexual practices (TfaC: 2013). To do so TfaC works to improve the learners' knowledge on issues relevant to their SRH, to develop a proactive attitude and to equip them with transferrable life skills such as team work, self management and communication so as to ultimately change their behaviour.



Elaborated by TfaC

According to TfaC, individual, group and social change are necessary for empowerment to be achieved. The Aids toto club aims to achieve both individual change, or develop power within, and group change, or develop power with. Power within refers to a person's confidence to set goals and act to achieve them; it requires confidence, assertiveness and self belief; whereas the power with refers to specific skills which facilitate the working together of different people to achieve a common goal. (Kabeer:1994, Batliwala: 1994, Rowlands: 1997).

The findings here suggest that the learners have acquired comprehensive and accurate knowledge on the relevant topics of the TfaC agenda, they are confident communicators and they present a proactive attitude and a gender sensitive and collaborative behaviour. They have shown awareness towards how specific behaviours can affect their life as a whole, and they present themselves as the legitimate protagonist of their choices.

Empowerment is a process through which people are enabled to assertively reflect, decide and act on areas of their lives which are relevant to them. To assess empowerment one must acknowledge the unpredictability that results from its dependence on human agency (Batliwala: 1993, 1994). In this chapter we have given light to, on the one hand, the acquisition by the learner of mental, attitudinal and behavioural skills regarding their sexual and reproductive health, and, on the other, of the transfer of these skills to other contexts. These findings suggest that the learners have developed the power within to assertively reflect on their goals and on the behaviour they should follow to achieve them; and the power with, to collectively work with other learners in a cooperative equalitarian manner to achieve common goals; the recognition that the learners have in fact been empowered as a result of their participation in the Aids toto club, doesn't however allow us to conclude that the learners will in fact behave in a way towards their sexual and reproductive health, which positively influences their future; it does however allow us to affirm that they have acquired the tools to do so.



## CHAPTER III. THE PROGRAM

The previous chapter establishes that the Aids toto club's goal to increase the learners' KASB, SRH and HIV prevention strategies has been achieved. The results do however reveal a variation in learners' KASB between the different schools; the aim of this chapter is to explore that variation, and trace a causal relation between specific areas where the programs implementation differs in each school and their specific outcomes.

The inputs assessed here are the Aids toto clubs workshops as well as the support received by the facilitators from head teachers, mentors and the community. Developing a research focused on the outcomes of a specific input, results in other possible areas of influence being left out of the scope of analysis. We aim to present a plausible and logical relational pattern between input and output whilst recognising the possibility of the existence of other influences not exposed here as they exceed the breadth of this research.

In this chapter we will identify which of the areas of implementation influence the achievement of the program's goal, and propose recommendations for improvement that can be undertaken for the program to reach its full potential.

In addition this chapter includes an assessment of the TOs knowledge of the functioning of the program, noting that as district supervisor and coordinator of the Aids toto clubs, the Training Officers would play a key role in the process of integrating the recommendations resulting from this investigation.

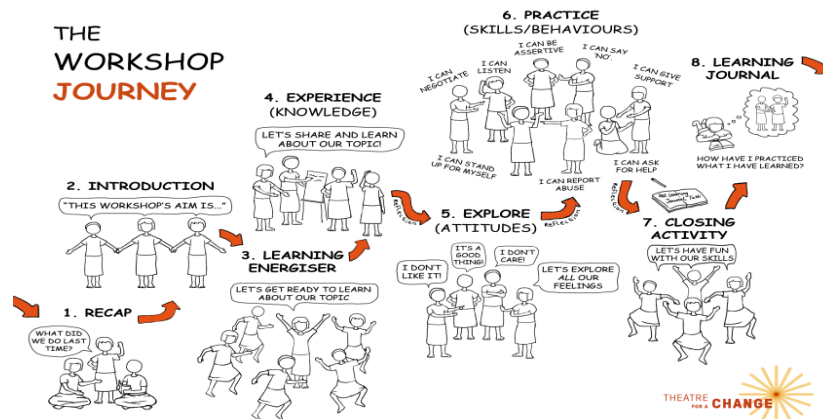
### III.a. THE WORKSHOPS& FACILITATION SKILLS

The Aids toto clubs behaviour change workshops consist of weekly sixty minutes activities which are divided into three sections: *experience*, *explore* and *practice*.

**The *experience* section** incites learners to share the knowledge and understanding they have on the topic at hand using their personal experiences as reference. The objective of this section is for the learners' knowledge, attitude and behaviour towards a topic to be made evident in order to draw the exploration of the topic from their understanding on it.

**The *explore* section** aims to incite reflexion on the topic; the facilitator leads thought provoking activities during which the learners are encouraged to: look at the topic from different angles, think about the consequences of certain behaviours, explore the attitudes that they have towards the topic and ultimately propose positive attitudes and behaviours for specific scenarios.

**In the *practice* section** learners enact the positive behaviours they have jointly decided to be more appropriate responses to specific scenarios, and the club is closed with a group reflection on what they have learnt about the topic at hand. All the above sections are developed by employing a variety of techniques such as brainstorming, role playing and improvisation.



Elaborated by TfaC

The different learning sections of the Aids toto clubs workshops correspond with activities which require that the learners move from the central circle to other areas of the class room and return to the circle three or four times during each workshop. For the levels of engagement of the learners to be kept high both the activities and the changeovers between them must be upbeat and rhythmic. It is the facilitator’s responsibility to put into place dynamics that ensure that the workshops maintain an upbeat rhythm whilst engaging the learners in a learning process which builds on the participant’s contributions, knowledge and experiences.

In this section we look at the facilitation skills observed during the workshops in order to assess if the facilitators are upbeat, joyful, engaging and energetic (TfaC: 2013c). The skills selected as indicators have been observed to be central in determining whether workshops are both rhythmic and engaging; they are: the use of voice and body, the use of space, levels of organisation and the building on the participants’ contributions.

**Table 2. Facilitation skills**

			VB	Space	Organisation	Building on contributions	TOTAL ✓ per school
Karonga	1	Chisalankhanga	x	✓	✓	x	2
	2	Chisumbu	X	x	✓	x	1
	3	Matinkhula	✓	✓	✓	✓	4
	4	Mwenilondo	✓	✓	✓	✓	4
Kasungu	5	Chinkhoma	✓	x	✓	x	2
	6	Chisemphe	✓	✓	✓	✓	4
	7	Ntema	✓	✓	✓	✓	4
	8	Nkhamenya	✓	✓	✓	x	3
Machinga	9	Chinguni	X	✓	x	x	1
	10	Mpondasi	✓	x	✓	x	2
	11	Namikhate	✓	✓	✓	✓	4
	12	Namiwawa	x	x	✓	x	1
Lilongwe	13	Chibwata	X	x	x	x	0
	14	Chigudu	✓	✓	✓	✓	4
	15	Dowa II	✓	✓	✓	x	3
	16	Ndunje	✓	✓	✓	x	3

Total ✓ per area	11	11	14	6
Total x per area	5	5	2	10

Own elaboration

## FINDINGS

**The majority of the facilitators have acquired facilitation skills and they successfully lead engaging and energetic workshops.** In nine out of the sixteen workshops observed, the facilitators presented good facilitation skills (See table 1.).The majority of the facilitators have good skills in at least three of the four areas observed; in six schools the facilitators were good in all areas. These facilitators would use their voice confidently, adapting voice tones to different situations and using their body to express themselves, the circle was the right size and shape; they would actively listen to what the learners said and made a point of referring back to them and integrating them in the activity. In these workshops the rhythm was upbeat and the learners were alert and engaged.

Facilitators haven't acquired the skills of engaging with the learners' knowledge and drawing conclusions by building on that knowledge. In ten out of the sixteen schools facilitators didn't use-integrate what the learners had said- in the activity. These

facilitators did ask the learners questions and encouraged them to participate, but they didn't neither refer back to the learners contributions nor built on it. This results in the reflexion process becoming participatory in its form but not in content. What the learners had said would often be integrated in the final discussion, but no direct reference was made to the person who had mentioned it.

**Facilitators are organised, they prepare the activities by learning the order of the different activities and preparing material which will be required during the workshop.** Ten of the fourteen workshops observed were well organised. The facilitators had prepared the workshops: they had the material, the learning objective would be written on the blackboard, they knew the workshops every step and confidently went from one activity to the next. The workshops ran smoothly and the learners didn't have to wait while the facilitator wrote the aim on the blackboard, for example, or drew a picture required for that specific activity.

**Strong facilitation skills result in the acquisition of knowledge, skills and positive attitudes and behaviours which are transferred to other areas of the learners' lives.** Out of the six schools in which all the facilitation areas were good, five coincide with groups learners who had positively developed life skills. Good facilitation has developed in the learners' proactive attitudes, self management skills, team work, communications skills and gender equitable behaviours.

**Learners have developed skills, attitudes and behaviours as a result of their participation in the Aids toto club.** The four schools in which the facilitators receive a negative mark in three areas or more, coincide with learners who have failed to develop skills in six or more areas, Learners who haven't been exposed to effective forms of intervention by the Aids toto clubs, don't present these skills. A correlation exists between the facilitator's ability to successfully lead a workshop and the learners' acquired skills, attitudes and behaviours.

## CONCLUSION

The workshops are being implemented mainly by facilitators that have the skills to engage learners, make them protagonist of the activity and ensure that the workshops are upbeat and fun. These workshops positively influence the learners KASB. However there is a variation in the skills presented by the learners in different areas which indicates that there is room for improvement in skills employed by the facilitators. A direct correlation

has been found between the facilitations skills displayed during the workshops and the acquirement by learners of KASB.

### **III.b. HEAD TEACHER, MENTOR, OTHER TEACHERS & THE COMMUNITY**

In order to establish possible factors which influence or determine the outcome of the Aids toto clubs, we interviewed the head teachers at every school site and included questions both in the interview with the facilitator and the head teachers, regarding the support received by the Aids toto club from the mentor, other teachers, the head teacher and the community.

Interviewing the head teacher allows us to report with some confidence about what support is offered, how it takes place and the possible influence it may have on the outcome of the program. However in-depth analysis of the influence of each of these actors exceeds the scope of this research; here we derive from the head teachers and facilitators discourse whether a significant variation exists in the levels of support received in the different schools and suggest if this variable could have influenced the different outcomes of the program.

#### **THE HEAD TEACHER**

During all the interviews head teachers claimed that they fully supported the program and facilitators, that they received a lot of support from the head teacher.

To probe whether those homogeneous discourses hide different levels of support, they have been analysed focusing on the following components: the head teachers' knowledge and understanding of TfaC methodology, their awareness of changes in Aids toto club learners KASB, and the facilitator's mention of specific forms of support by the head teacher.

**Table 3. Head teachers support to the project**

			Changes in learners	Knowledge on workshops	Specific support mentioned by facilitators	TOTAL ✓ per school
Karonga	1	Chisalankhanga	✓	✓	X	2
	2	Chisumbu	✓	✓	✓	3
	3	Matinkhula	X	X	X	0
	4	Mwenilondo	✓	✓	✓	3
Kasungu	5	Chinkhoma	✓	✓	X	2
	6	Chisemphe	✓	X	✓	2
	7	Ntema	✓	✓	✓	3
	8	Nkhamenya	✓	✓	✓	3
Machinga	9	Chinguni	✓	✓	✓	3
	10	Mpondasi	X	✓	✓	2
	11	Namikhate	✓	X	X	1
	12	Namiwawa	X	X	X	0
Lilongwe	13	Chibwata	X	✓	✓	2
	14	Chigudu	✓	✓	✓	3
	15	Dowa II	✓	✓	✓	3
	16	Ndunje	✓	✓	✓	3

Total ✓ per area	12	12	11
Total x per area	4	4	5

Own elaboration

## FINDINGS

### **The head teachers understand, value and actively support the Aids toto clubs.**

Thirteen out of the sixteen head teachers present at least two of the following attributes: good knowledge of the TfaC methodology, they can name specific changes in the learners KASB and support the facilitators with specific actions. In addition they elaborated on how the Aids toto clubs reinforce participation and sharing ideas, and talked about how through singing and dancing the learners were able to develop their communication skills leading to a reduction of their shyness; they talked about: a decrease in the learners use of abusive language, an increase in participation of girls in class and boys being less aggressive, as well as reporting a reduction in early marriages and sexual relations between the learners. Finally the facilitators named ways of support generally around the

Open Days<sup>11</sup> and material; the head teachers are said to have been encouraging attendance to the Open Day and giving the facilitators marker, chalk or charts for the undertaking of the workshop.

**The support of the head teachers to the Aids toto clubs doesn't influence the outcome regarding the learners KASB.** Three of the eight schools where the head teacher offers good support to the program, have positive impacts in all the areas of the learners' KASB indicators. No correlation has been found between the level of head teachers support to the program and the outcomes in the learners KASB. This is not to say that that support doesn't have an influence on the program as a whole, only that the specific outcome regarding an increase of the learners KASB, isn't determined by the head teachers support. Further research would be required to locate other aspect of the program which are influenced by this factor.

#### THE MENTOR

Out of the three influencers here assessed, the only one who is a formal participant of the Aids toto clubs program is **the mentor**. Every facilitator is assigned a mentor by the school to supervise and assist them during their placement year. TfaC makes use of this mentor figure and has assigned them to be supervisors of the Aids toto clubs.

Both head teachers and facilitators were asked about the support offered by the mentor, to the program as a whole and to each facilitator. The replies to these questions have been unanimously positive.

**The mentors support the facilitators in their everyday activities by encouraging and helping them achieve their goals.** Both the head teachers and the facilitators positively view the figure of the mentor; the examples which they put forward can be classified into two areas of support: personal support and logistic support. Personal support comes in the way of encouragement and guidance and, logistic support, mediation between the facilitator, the community and other staff members specially focused on the organisation of the Open days. The facilitators unanimously mention the personal support received from the mentor; however specific mediating tasks mediating with the head teacher were

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<sup>11</sup>The Open Days are celebrated once a term in each school were the Aids toto club is ran; members of the community are invited to the school and the facilitator and the learners undertake topic specific awareness raising activities.

only mentioned by three of the sixteen facilitators, this suggests that in the majority of the schools mediation isn't assumed by the mentor.

**The difference in the levels of the mentor's support can't be employed as a measure to explain the variation found in the learners KASB, although it has been a positive influence for the facilitator.** The homogeneity of the support received by the clubs from the mentor on the personal level, and the fact that the variation of support revolves around the organisation of the Open Days, indicates that the difference in the support received by mentor, doesn't determine the learners' KASB. The mentors support can't be employed as an explanatory factor in the different outcomes of the programs.

#### OTHER TEACHERS

The participation of **other teachers** in the Aids toto clubs isn't formally contemplated in the program, however in order to ascertain the possible influence they have on the program, this study included questions regarding their support during both the head teacher and the facilitator interviews, the findings are as follow.

**The support received by the facilitators from members of staff revolves around the Open Days.** Nine of the thirteen<sup>12</sup> facilitators and all the head teachers, considered that the program received support from other teachers; they unanimously referred to teachers assisting the organisation of open days. In all nine cases, teachers were said to have 'assisted in good numbers in preparation to the event, and in two, to have also helped organise activities. Support outside the open days was mentioned only by three facilitators, through personal encouragement and advocating for TfaC during the school assemblies. Two of the facilitators mentioned negative attitudes of other members of staff towards the clubs which surfaced with them failing to participate in the workshops when asked by the facilitators.

The homogeneity of the finding on other teachers support to the program, and the fact that that support evolves around the Open Days, means that other teachers support can't be considered to have a causal relation with the outcome regarding the learners KABS but can, however, be considered to have a positive influence in the undertaking of the Open Days.

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<sup>12</sup>Three of the facilitators didn't mention other teachers as the question was an open question.



## THE COMMUNITY

The Open days are **community outreach** activities which are celebrated once a term and aim to raise awareness on specific subjects common to the Aids toto club program. The facilitators agree a topic with the TOs and prepare a set of activities such as participatory theatre performances and themed songs, which are developed in cooperation with the learners. The community outreach strategy is also instrumentalised through the radio listening clubs<sup>13</sup>, however technical difficulties with the radios have hindered the correct development of this program; this and the fact that it was very rarely mentioned when talking about community support during the interviews, has resulted in it not receiving attention in this analysis.

**Community support of the Aids toto clubs is materialised through their participation in the Open Days.** The majority of the facilitators (ten out of sixteen) referred to the participation of community members during the open days. Both the facilitators and head teachers talk about the community members attending in good numbers, enjoying themselves and engaging in the activities. However in two cases facilitators mentioned that certain negative attitudes persist in the community due to misconception about the Aids toto clubs being 'all about sex' and 'prostitution'.

## THE TRAINING OFFICERS

The liaison between the facilitator and TfaC is the Training Officer. The TO is responsible for the training of facilitators during the year, the TTC and supervises the Aids toto clubs implemented in their allocated districts; in each district Aids toto clubs are run in ten schools.

The TOs are a central piece of the program, it is through their supervision and knowledge of the functioning of the programs that strengths can be reinforced and the weaknesses solved.

In this section the aim is to assess whether the TOs have knowledge of the way in which the programs are run in the different school. To do so, we will compare: the information regarding the support of the head teachers and the facilitation skills gathered from the TO questionnaires with, the information acquired on the same topics through the field work.

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<sup>13</sup> For more information on the radios listening program visit <http://www.tfacafrica.com/what-we-do/malawi/radio-project/>

To avoid the possible biased that would result from the TOs giving their schools high scores, the comparative evaluation of results of the TOs scoring and the field work, will be done by calculating district averages for both the TOs and the field work. By comparing whether the schools score above or below average, we can assess if the TOs are aware of skills that the facilitators have and, of the different levels of support given by the head teachers to the program

**Table 4. Comparative of the TOs questionnaires and the field work**

			Head teacher support		Facilitation skills		Average			
			Field work	TO	Field work	TO	Head teachers support		Fac. Skills	
							FW	TO	FW	TO
Karonga	1	Chisalankhanga	2 =	3 >	2 <	4 >	2	2,7	2,7	3,7
	2	Chisumbu	3 >	2 <	1 <	4 >				
	3	Matinkhula	0 <	4 >	4 >	4 >				
	4	Mwenilondo	3 >	2 <	4 >	3 <				
Kasungu	5	Chinkhoma	2 <	4 >	2 <	3 <	2,5	3,7	3,2	3,7
	6	Chisemphe	2 <	4 >	4 >	5 >				
	7	Ntema	3 >	3 <	4 >	3 <				
	8	Nkhamenya	3 >	4 >	3 <	4 >				
Machinga	9	Chinguni	3 >	4 >	1 <	4 <	1,5	3,7	2	4,2
	10	Mpondasi	2 >	2 <	2 <	4 <				
	11	Namikhate	1 <	5 >	4 >	5 >				
	12	Namiwawa	0 <	4 <	1 <	4 <				
Lilongwe	13	Chibwata	2 <	4 <	0 <	4 <	2,7	4,2	2,5	4,7
	14	Chigudu	3 >	5 >	4 >	5 >				
	15	Dowa II	3 >	5 >	3 >	5 >				
	16	Ndunje	3 >	3 <	3 >	5 >				
Total coincidences			6		11					

Own elaboration

**The TOs haven't developed a relationship with the head teachers of the Aids toto clubs schools and don't have knowledge on the level of support they offer the club.** In eleven of the sixteen compared skill averages, the TOs and the fieldworks observation on facilitators' skills coincide. The TOs methods of supervision of the workshops results in them having knowledge of what schools have the strong facilitators and the weaker ones.

## CONCLUSION

The facilitators receive personal ongoing support from the mentors, material support from the head teacher for the undertaking of the clubs and support by the community and other teachers through their attendance to the open days. No correlations has been found between these specific forms of support and the outcomes in the learners KABS, but it is safe to say that these different areas of support all play a part in the overall success of the program. Finally the TOs have acquired a good understanding of the skills that the facilitators have, however, they are not aware of the support received by the facilitators from the head teachers.

## CONCLUSIONS

This chapter has answered the question of how the changes revealed in the previous chapter have been achieved. Two central conclusions can be drawn from the findings: the skills the facilitators display during the workshops ultimately determine if the learners KASB has increased, and that the Aids toto clubs facilitators receive support from a variety of sources both within the school and from outside.

The comparison between the facilitation skills and the change in the learners KASB reveals that transformative capacity of the TfaC methodology depends on the way in which the participatory methodologies are put into practice in a specific context. The Aids toto club facilitators have, not only successfully setup and run behavioural change clubs, but they have developed a network of supports which, although not proven to determine the outcome of the program, ensure that other areas such as community outreach, are successfully developed.

Facilitators receive different forms of support from the head teacher other teachers and the community, however they turn to the mentor if they encounter any challenges. The mentor supports the facilitators on an everyday basis and they are likely to have an understanding of the specific difficulties met by facilitators, combined with a comprehensive understanding both of the community and the school functioning.

The facilitators are the interface between TfaC and the learner and they should be made the protagonist of the Aids toto clubs programs; knowledge should be draw and built on how they network, the specific problematic they face and the tools employed to solve them should be registered and shared, and specific forms of support should be put in place to ensure the facilitators continue to acquire and develop their skills to run the workshops.



## CHAPTER IV. CONCLUSIONS & RECOMMENDATIONS

The program would benefit from redefining the Theory of Change behind the project. There appears to be lack of consistency between the objectives, activities, indicators and outcomes of the project, and between the indicators of change and the methods employed to measure them. Developing a theory of change could improve the programs rational hence facilitating its development and efficacy.

A lack of agreement persists on the specific elements which compose a theory of change (Vogel: 2012, Stein & Graig: 2012, Eyben et al.:2008); but for the purpose of this project we propose paying particular attention to the following elements: clearly defining the specific program objectives and drawing a causal relation between them the activities and the desired outcomes; determining what the intermediate outcomes and the pre-conditions of the program are and establishing strategies for them to be achieved, and developing and defining methods of evaluation that match the previously established indicators of change.

In this final chapter we review these elements and recommend specific lines of action which could improve the internal coherence and transformative potential of the program.

We propose the general aim of improving the learners KASB and SRH be grounded on a list of specific, manageable **objectives**. The objectives of this program have been found to be too general and non-operational, as a result, the assessment of whether the program has been a success has relied on the researcher's interpretation of what constitutes positive sexual and reproductive health and on tailor made indicators of change. It is therefore suggested that objectives be made specific, delimited and traceable; as well as the exact knowledge, attitude, skills and behaviours the program aims to change, defined. Clearly defined objectives become a standpoint from which the program can draw a coherent thread of actions, outcomes and research methods which can ensure measurable results.

It is advisable that **pre-conditions** which influence the achievement of the programs goals be made explicit, monitored and reinforced. This research has shown that in this program the determining pre-condition required to achieve a change in the learners KASB is that the facilitators have strong skills to run the workshops. Tools can be developed to monitor the facilitators' skills and actions undertaken to reinforce those skills. During the selection process the TOs could note the teacher's strengths and weaknesses, in order to offer guidance and assistance to develop specific skills, prior to their departure on the first year of implementation. In the first term visit to the schools, the TO could check if those areas had

been improved and, based on that information, a *reinforcement day* focused on specific skills could be organised during second term-the ten district facilitators could come together and draw from each other's strengths by leading skill acquisition orientated workshops.

For the activities of the Open days to be run successfully, they require the support of the community, other teachers and the head teacher; gaining that support is therefore an **intermediate outcome** of the program. The research has shown that the facilitators have successfully developed a network of support which positively influences the achievement of the programs goals. This intermediate outcome can be made explicit, the different areas of support received in each school registered and the rapport building tools employed by the facilitators identified and shared.

Knowledge regarding the specific strengths and weaknesses of the different areas of support in the different schools, could help, allocate implementation sites to each facilitators -by matching their skills with the strengths and weaknesses of the school, and to identify schools where rapport between the different actors remains weak, in order to plan specific actions to develop that area. The reinforcement day proposed earlier, could also be employed to enable a space for facilitators to share their experiences in this area, and draw from each others knowledge, to develop positive ways to gain the confidence and support of relevant actors.

A list of manageable **indicators** should be developed in direct concordance with the programs objectives and activities; these indicators can focus exclusively in aspects of the learners KASB influenced by the program. Currently the assessment on the program's goal achievement is done through a baseline/endline questionnaire; the lack of development of these specific indicators has resulted, on the one hand, on these questionnaires focusing mainly on the learners knowledge, and, on the other, on topics such knowledge on methods of contraception, which aren't a specific aim of the primary school program, being included. This lack of concordance between the objectives, activities and indicators could result in an erroneous representation of the impact the program is having on the learners.

The final element in the theory of change refers to the **evaluation methods** employed to assess whether a program's objectives have been achieved. In the case of the Aids toto clubs, the indicators of change which need to be explored are the learner's KASB on their SRH; currently this is being done by employing quantitative methods of research. We would suggest that qualitative methods are a more appropriate choice for a behavioural change program; as they tease out behavioural nuances otherwise ignored or misinterpreted. The following finding

presents an interesting example of how the use of different techniques can result in opposite interpretations of the same reality. Aimed at testing the learner's knowledge on HIV transmission, both in the baseline questionnaires and in the questions presented in the workshops, the learners were asked whether HIV could be transmitted by kissing. In every workshop at least one learner answers was 'yes, but only if the two people were kissing very hard, they both had wounds in their mouths and blood was exchanged'; this answer has been interpreted as an indicator that learners have knowledge on HIV transmission and they have reflected on the topic; an affirmative answer to this question in the questionnaire is interpreted as a lack of knowledge.

The impact of a program which aims to change behaviours by employing a person centred approach, should be assessed employing equally participatory methods of research; the richness and diversity of the impact the program has on the learners can only be fully captured by putting into place methods of evaluation which allow for their skills, attitudes and behaviours to be observed, using participatory research methods and an emergent qualitative approach of gathering data.

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