Adolescent-Centred HIV and SRH Programming
International Workshop on HIV & Adolescence
Grassroot Soccer is an adolescent health organisation that leverages the power of soccer to educate, inspire and mobilise youth to overcome their greatest health challenges, live healthier, more productive lives, and become agents of change in their communities.
Adolescence is an unique opportunity to shape young people’s future trajectories.
Where We Work
Adolescent-Centred Delivery Model: “3Cs”

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Coaches</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLZ soccer-based health curriculum</td>
<td>Caring adults and mentors</td>
<td>Vital conversations, safe spaces, inspiration and fun</td>
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</tbody>
</table>

Through our Coaches and partnerships with government, implementing organisations and clinical service providers, GRS supports the enabling environment*

*The enabling environment for adolescent sexual and reproductive health includes youth empowerment, creation of safe spaces, peer-focused programmes, schooling, parental engagement, community mobilisation, mentoring and positive role modelling, working with boys and men to promote gender-equitable norms, as well as meaningful youth participation in programme design, implementation and research (Savenmyr et al., 2014)
Adolescent Journey: “3As”

<table>
<thead>
<tr>
<th>Assets*</th>
<th>Access</th>
<th>Adherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased health knowledge and the confidence to use it</td>
<td>Increase uptake of high quality health services</td>
<td>Adherence to medical treatment, therapy and/or health behaviors</td>
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</tbody>
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*The Population Council’s definition (2015) of asset-building draws on Amartya Sen’s work: “an ASSET is a store of value that is related to what a person can do or be (their ‘human stock’). Assets can be categorised as human, social, economic, and cognitive, and include resources, knowledge, and skills that adolescents can draw upon to shape their lives and contend with [challenges] on their own and others’ behalf.”

Through partnerships, GRS supports the enabling environment* across the adolescent health journey.
## Interventions & Partnerships for Impact

<table>
<thead>
<tr>
<th>Assets</th>
<th>Access</th>
<th>Adherence</th>
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</thead>
<tbody>
<tr>
<td><strong>20-24 yrs</strong></td>
<td></td>
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<tr>
<td>• Coach Development (Financial Literacy, Training, Professional Development)</td>
<td>• Linking men &amp; boys to services (VMMC, HIV testing, drug testing)</td>
<td>• SKILLZ Clubs for female participants &amp; partners</td>
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<td></td>
<td>• Building capacity of health service providers to ensure youth friendly services are available</td>
<td>• Integrated contraceptive adherence &amp; entrepreneurship (through partnership with Living Goods e.g.)</td>
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<tr>
<td></td>
<td>• Girl-Focused SKILLZ: Healthy relationships, future planning, negotiation, gender equitable norms</td>
<td>• SKILLZ+ (Plus)</td>
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<tr>
<td></td>
<td>• Boy-Focused SKILLZ: Healthy relationships, gender equitable norms, HIV transmission, drug use &amp; abuse</td>
<td>• Coach’s Corner</td>
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<tr>
<td></td>
<td>• SKILLZ to promote gender equitable norms, provide basic age-appropriate HIV prevention and sexual health information</td>
<td>• Contraceptive adherence programs</td>
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<td></td>
<td>• Testing: Home-based HIV testing &amp; index-case testing</td>
<td>• Integrated nutrition &amp; lifestyle programming</td>
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<td></td>
<td>• Bridging the Gap: Facilitating parental disclosures of HIV+ status</td>
<td>• SKILLZ+ (Plus)</td>
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<tr>
<td><strong>15-19 yrs</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Girl-Focused SKILLZ: Healthy relationships, future planning, negotiation, gender equitable norms</td>
<td>• HIV/STI testing, condom distribution, self-testing</td>
<td>• Home-visit support for parents/families</td>
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<tr>
<td>• Boy-Focused SKILLZ: Healthy relationships, gender equitable norms, HIV transmission, drug use &amp; abuse</td>
<td>• Linkage (complete referral) to high impact health services</td>
<td></td>
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<tr>
<td></td>
<td>• Girls: Contraceptive access, HPV vaccines, cervical cancer screening, PrEP</td>
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<tr>
<td></td>
<td>• Boys: VMMC, drug use/abuse</td>
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<tr>
<td><strong>10-14 yrs</strong></td>
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<tr>
<td>Cross-cutting activities: home visits, community health events, and partnerships to promote an enabling environment</td>
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Results

Less likely to believe that violence in relationships is acceptable

5 times less likely than their peers to begin having sex between the ages of 12 and 15

4 times less likely to have had sex in the last year

8 times less likely to have had more than one sexual partner

2.5 times more likely to undergo voluntary medical male circumcision

53% more likely to test for HIV

2.5 times more likely to stay on treatment if they do test positive for HIV

More informed about the risks associated with older sexual partners and multiple sexual partners

Authors (2012-2017): Barkley, Chris; Coakley, Chelsea; Cooper, Adam; DeCelles, Jeff; Delany-MoretIwe Sinead; Das, Madhumita; Hershow, Rebecca; Kaufman, Zak; Moolman, Benita; Ross, David; Sanders, Ben; Zales, M. [Detailed references and additional authors listed in GRS 2016 Research Report and publications.]
Adolescent-Centred HIV Programming: Highlighting “SKILLZ Plus”

**How do we involve young people in design and delivery of our intervention?**

- Adolescents living with HIV participating in our programs requested a specialised curriculum and proposed support group
- Co-creation of knowledge: coaches living with HIV participate in the design and lead the delivery of SKILLZ Plus

- Preliminary annual plans are informed by discussions with coaches during “Coach Development” sessions
- Routine in-depth interviews with coaches and participants living with HIV also help to continuously inform program design based on feedback from them
## SKILLZ Plus

### Curriculum Overview

<table>
<thead>
<tr>
<th>Session</th>
<th>Life skills covered</th>
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<tbody>
<tr>
<td>1</td>
<td>Join the Circle! By the end of the session participants are able to: explain what SKILLZ is and why they have decided to join the team; describe and define the SKILLZ Contract; explain the importance of confidentiality in SKILLZ; and describe three ways to effectively communicate.</td>
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<td>2</td>
<td>Understand HIV! By the end of the session participants are able to: define the three SKILLZ to win against HIV; explain how HIV attacks the body and how the immune system works; list 3 things an HIV-positive person can do to live a longer life; and explain how HIV and antiretroviral drugs work. Coaches typically begin participant home visits after this session which continue over the course of the next nine sessions.</td>
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<tr>
<td>3</td>
<td>Know the Game! By the end of the session participants are able to: name one fact and one myth about HIV and AIDS; name three ways to avoid getting or spreading HIV; and describe how TB can affect someone with HIV.</td>
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<tr>
<td>4</td>
<td>Know Risks! By the end of the session participants are able to: explain that abstaining from sex is the most effective way to avoid HIV re-infection; explain why non-acceptance, unprotected sex, alcohol, and non-adherence are high-risk behaviors; and describe the consequences engaging in risky behaviors can have on an individual and his or her friends, family, and SKILLZ Team.</td>
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<tr>
<td>5</td>
<td>Build Your Team! By the end of the session participants are able to: identify friends, family, and community members who can support them; describe how they can support themselves to stay resilient; and identify places within the community where they can go for support.</td>
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<tr>
<td>6</td>
<td>Protect Yourself! By the end of the session participants are able to: describe one benefit of using condoms; describe the benefits of having just one partner; name one way they will protect themselves from getting re-infected with HIV or spreading HIV; and define HIV re-infection.</td>
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<tr>
<td>7</td>
<td>Disclosure By the end of the session participants are able to: define disclosure, and know when they are ready to disclose.</td>
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<tr>
<td>8</td>
<td>Healthy Relationships! By the end of the session participants are able to: define gender equality, and identify two healthy or unhealthy behaviors in relationships.</td>
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<tr>
<td>9</td>
<td>Healthy Choices! By the end of the session participants are able to: explain how being sexually active can bring negative consequences to their lives; explain that sex is a choice and is not something they have to do; explain the importance of seeing a healthcare worker if they think they are pregnant, re-infected with HIV, or contracted an STI; and explain that an HIV-positive mother can give birth to an HIV-negative baby.</td>
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<tr>
<td>10</td>
<td>Hope and Goals By the end of the session participants are able to: identify one realistic goal and steps to achieve their goals; describe how their decisions today impact their futures; and describe the consequences of adhering and not adhering to their medications.</td>
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<td></td>
<td>Graduation By the end of the session participants are able to: transition from SKILLZ Plus to SKILLZ Plus Club, and share one idea about what they want to do in SKILLZ Plus Club.</td>
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</table>
**SKILLZ Plus**

*What does the data say about attracting and retaining adolescent in HIV services?*

- A large operational research pilot with 6,000 adolescents in Zambia found that **95% of participants remained in treatment over the course of the program** and were **62% more likely to adhere to treatment than the control group**.

- Since 2012, SKILLZ Plus has been scaled up in Zambia, and implemented with partners in Zimbabwe and South Africa.

- In Malawi, we have co-designed the expansion of Baylor College of Medicine’s programme for older adolescents (Transition Training).

- More than 1,500 adolescents have completed the SKILLZ Plus programme in Zambia, Zimbabwe and South Africa.
SKILLZ Plus

Routine FGDs & IDIs: Voices of youth, parents and service providers

“I joined so that I can help my fellows, the things that I went through, I knew how being HIV positive is and how stopping talking to people really felt so I joined GRS so that I can help my fellow youths who are going through that pain, anger, it is not your fault!”

Female SKILLZ Plus Participant, Zambia

“It helps me because I felt relieved not to talk to my kids about other things I was scared to talk to them. (... ) I know she has the information from GRS now we can talk about any issues.”

Parent, ZW

“GRS made a difference because because now, most of these children, they are aware of peer pressure, they are aware of HIV and they have been taught what to do to prevent being infected. If infected they have been taught how to manage and take care of themselves.”

Health Care Provider, SA

“The number of young people have improved drastically, because since the beginning of the project used to do small numbers, but now, numbers have increased dramatically”

Health Care Provider, SA
SKILLZ Plus

Young Voices & Journeys

“When I was young, the doctor explained to me what it meant to be HIV positive using all of his fancy doctor terms. It was not until someone my age explained it to me that I really understood my status.”

“At the end of the intervention, all barriers are broken down; we are like one big happy family and everyone feels comfortable with each other to discuss sensitive and personal topics.”

Diana continues her BA at University of Zambia and is now a “Master Coach” international trainer for Grassroot Soccer, one of the preferred trainers for our girls-focused SKILLZ Health programmes.

Diana Taonga Tembo Kennedy, SKILLZ

Interviewee: Diana Taonga Tembo Kennedy, SKILLZ
Coach
Location: Lusaka, Zambia
Programme: SKILLZ Team implementing SKILLZ plus curriculum
Summary: Taonga is a dedicated 23-year-old student at The University of Zambia (UNZA) in Lusaka, Zambia. She is pursuing a B.A. in public administration as well as studying political science and gender studies. Born in Zambia, and raised in both Zambia and South Africa, Taonga is the first born of three children. She now lives in Lusaka, Zambia and is a peer educator for Grassroot Soccer (GRS). Taonga is HIV positive and implements the SKILLZ plus curriculum. A team from GRS interviewed Taonga to find out more about her experience as a GRS Peer Educator (Coach) and how her experience has affected her life.

“for about 10 years, I spent my life in a little cocoon by myself.”
Challenges & Limitations

• Enabling environment that either enables or constrains adolescent health outcomes
  ▪ Parent-led disclosure process
  ▪ For in-school adolescents: obtaining consent from guardians for testing and provision of on-site services
  ▪ For out-of-school: obtaining consent from guardians to participate in the programs
  ▪ Lack of youth-friendly health service providers that provide a ‘one-stop shop’

• Trade-off between reaching significant scale and in-depth data collection
  • Cost and quality
  • Need to integration in district and national systems
  • Data sharing with clinical service providers (adherence, retention and VLS)
  • Data on adolescents not collected routinely or disaggregated

• Limited amount of time that we can spend with young people – typically 10-12 hours

• Adolescent transitions result in shifting interest in ‘play’
Refreshing our Research Agenda & Future Programme Considerations

• From cost to cost-effectiveness
• From pilot to scale: pragmatic trials
• Dosage
• Non-traditional, youth-led qualitative methods and analysis
• Disaggregated data for 10-12, 13-15, etc.
• Trend-spotters & trend-setters:
  o GBV
  o Mental health
  o Index case-finding
  o Early marriage
  o “Future Planning”
Acknowledgements

Please visit our website to read more about our work and research:
GrassrootSoccer.org/Research