

Making it Personal: An approach to sexuality, gender, sexual and reproductive health and rights for HIV prevention

Children and HIV: Closing the Gap-Ending Vertical
Transmission through Community Action Symposium



*Georgetown Hotel and Conference
Centre, 20 July 2012*

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OUTLINE

- Introduction
- Background
- The concept
- Group exercise: Sexuality what and why
- Implementation
- Some practice





INTRODUCTION

- Early comprehensive sexuality information and education to address children's rights to SRH information and services for preventing sexual transmission of HIV.



Swedish/Norwegian Regional HIV Team
CSO partners in Africa



Save the Children



Background

In Africa, HIV is an STI

93% of all HIV transmission is by sexual activity, including reproduction (SADC)



Background: Sexuality taboos





The Concept: The Approach

- Starting with ourselves
- Positive view on sexuality-*remove negativity*
- Viewing identity as being a part of sexuality
- Non-biased and non-judgemental-*be inclusive and be aware of own values and to respect other peoples values when different*
- Affirmative-*other people's questions and comments should not be ridiculed, rather should be used to help open up communication and more honesty*
- Realistic-*must relate to people's realities/real experiences inclusive of people's age, identities etc. However, this must not involve judging but must include challenging norms and values that contribute to harmful and unhealthy behaviours*
- Recurrent-*learnings are process-oriented and spread over a longer-term to allow for self-reflection and internalisation*





The Concept: Perspectives

Human/child rights based, non-discriminatory and responsive to recipient needs

- *Age-information should be adjusted to age but issues/topics should not be excluded on the basis of age*
- *Gender-ensure equitable and equal opportunities in personalisation; places, timing of learnings and availability of services should not exclude other genders.*
- *LGBTi-be aware of sexual identities and be aware of language used that may discriminate and exclude other sexual identities*
- *Ethnicity and religion-be aware of these and content should not be excluded on the basis of religion and ethnicity*
- *Socio-economic class and caste*
- *Physical and psychological abilities or disabilities-be aware of these so that they are taken into account*





The Concept: content and methods

Comprehensive and balanced, based on knowledge and participatory

- Content should be sensitive to the needs of girls/women and boys/men
- Love and Sex-content should cover both and should cover all topics
- Values and facts-content and learnings should be based on proven knowledge and not on values. It is tempting to present only facts that support our own values-therefore both values and facts must be explored
- Reflection and dialogue-methodologies should be balanced to allow reflection of personal experiences at both an individual and at group levels
- Learning should be fun for both adults and children





The Concept: linkages

- Sexuality, gender and HIV prevention
- Comprehensive sexuality education, gender equality and HIV prevention



Group Exercise

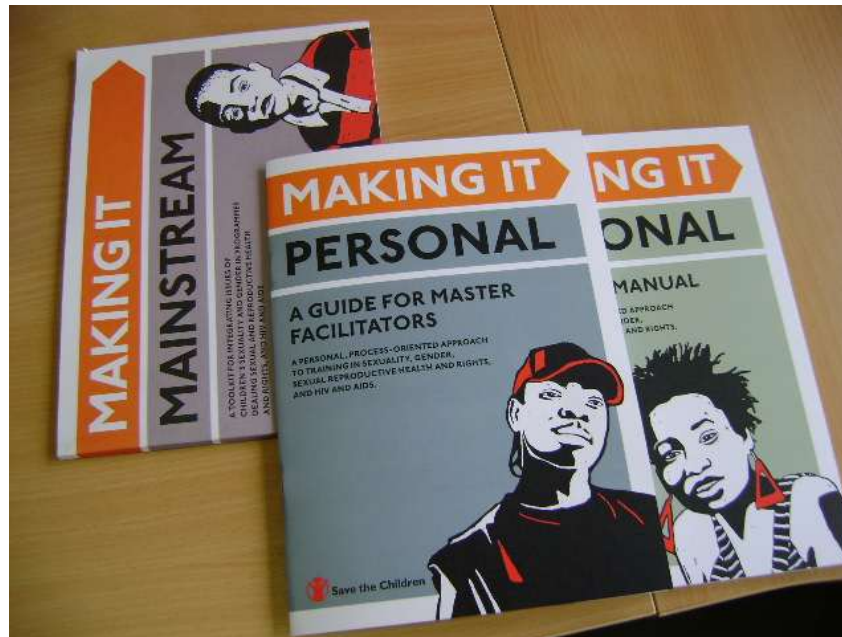
- To reflect on how we individually view sexuality
- To look at sexuality from different points of view

1. WHAT COMES TO MIND WHEN YOU SEE 'SEX'?
2. WHY DO PEOPLE/YOUNG PEOPLE HAVE SEX?



Implementing the approach

- Pool of specialist trainers (“process facilitators”)
- *Making it Personal* training package
- *Making it Mainstream* toolkit and OD processes





Some Practice

- Adapted tools for religious leaders
- VCT Centre and services for Moslem girls and young women in Zambia
- Mother-girl forums on SRH for nomads in Kenya
- *“This new methodology is innovative and I’ll feel more comfortable discussing these topics with children. For example, Life Line and personal development give the opportunity to have very casual discussions on sensitive issues……”* Chief Education Officer, Lagos State Model Junior College
- *“The fact that we have been asked to picture the word sex in different words helped demystify sex and know that one can talk openly....”*
Chief Education Officer, School Administration Department



Thank you for listening.

**Feel free to ask questions and make
suggestions and comments
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