

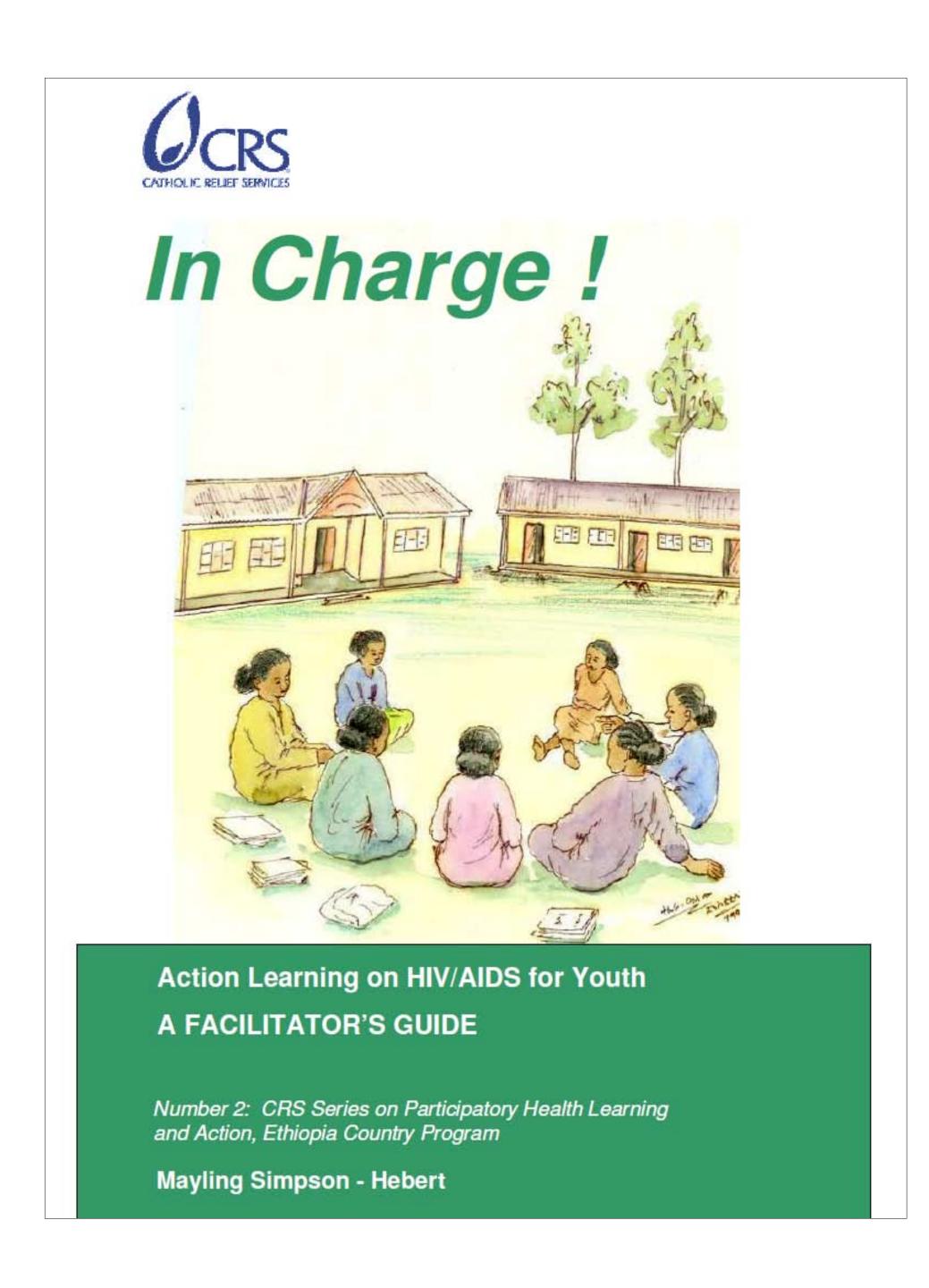
In Charge!: Improving efficacy and personalizing risk

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Research Question: Is In Charge! changing the participants' attitudes about HIV risk?

Background:

In Charge! is a curriculum of five lessons for youth aged 15-24. It uses pictures to evoke dialogue, is wholly participatory, and moves youth toward certainty and empowerment. CRS implemented the curriculum in hundreds of schools in Ethiopia, Kenya, Tanzania, and Uganda since 2005, reaching about 40,000 youth.



Curriculum Description:

In Charge!: Action Learning on HIV and AIDS for Youth is a versatile tool that can be adapted into many different timeframes. The activities have most commonly been conducted with in-school youth in a single school day or with out-of-school youth in five one-hour meetings.



The tool is comprised of five participatory learning activities:

(I) Who gets HIV? (2) How is HIV spread? (3) Blocking the spread of HIV (4) Reducing stigma and discrimination and (5) What can a girl or boy do? Each lesson includes a description of the activity and a series of drawings that are used to carry out the activity.



Methods:

CRS tested the impact of the curriculum in five Tanzanian schools with 172 participants. The schools were selected because of the high proportion of OVC orphans and vulnerable children (OVC) in attendance. The mean age of students in the analysis was 14.4; gender distribution was 46% males and 54% females. The religious distribution of the entire population participating in five schools was as follows: 27% Catholic, 39% Protestant and 24% Muslim.

Results:

In Charge! met its objectives. As the table below shows, risk was personalized and participants demonstrated confidence to respond to risky situations.

Changes in attitudes and self-efficacy as a result of the In Charge! curriculum

	Before	After
Risk personalized:		
Believe alcohol consumption as a risk factor	60%	72%
Caring for PLHIV as a risk factor for infection	32%	19%
Self-efficacy improved:		
Feels no control over life	12%	3%
Feels greater control over life	43%	51%
Able to resist bad influences	46%	57%
Rarely able to resist bad influences	18%	9%
Can stand for what they believe	72%	80%
Rarely able to stand for what they believe	27%	20%

Conclusions:

- I. In Charge! has successfully increased the knowledge base of students while simultaneously increasing their sense of confidence to make good decisions.
- 2. In Charge! has helped students to better personalize their risk.



Outcomes:

- I. The local district school authority is seeking funding to scale up *In Charge!* as a result of the good reception by students and teachers.
- 2. In Charge! is successful in influencing attitudes toward self-efficacy and personal risk, which is a necessary starting point for creating a positive environment for behavior change.