ENHANCING INTERVENTIONS FOR YOUNG KEY AFFECTED POPULATIONS (YKAP) IN SELECTED CITIES IN THE PHILIPPINES

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Why do we need this?

Quezon City

Philippines

Cebu City
How we planned to do it?

**PHASE I: ASSESSMENT**
- In-Depth Analysis of IHBSS data of the city
  - Inventory & Assessment of Available Youth Services in the city
    - Survey among Stakeholders
  - In-depth Assessment of At-Risk Youth in the city
    - Youth-friendly workshops among YKAP
    - Key Informant Interviews among YKAP

**PHASE II: PLANNING**
- Causal Analysis of Phase I Findings
- Strategic Planning with Stakeholders
- Operational Planning with involved agencies

**PHASE III: IMPLEMENTATION**
- School-based Youth Interventions
- Recruitment of at-risk youth
  - Young Key Affected Population Interventions

**PHASE IV: EVALUATION**
- Evaluation of Strategies Implemented
In-depth IHBSS Analysis

- Descriptive analysis of YKAP data
- Advocacy Brief

- In-depth analysis of key variables disaggregated by age and by sub-groups
  - Risk behaviors
  - Knowledge on STI & HIV
  - Condom use
  - Access to STI & HIV services, including testing

Phase 1: Assessment
2 Survey among stakeholders

- Identifying current efforts within the city on condom use, HIV testing, and treatment among young MSM
- Taking note of good practices and understanding bottlenecks in implementation

Phase 1: Assessment
Key informant interviews with YKAP

- Tool focused on decision-making and access to services
- Revisited cruising sites with high number of young MSM

Phase 1: Assessment
Youth-friendly workshops for young MSM

Due to the differences between different sub-groups of young MSM, four separate workshops were conducted:

- Female-identifying
- Male-identifying
- College students
- High school students

Used existing YKAP networks to identify participants (10-15 per workshop)

Phase 1: Assessment
Youth-friendly workshops for young MSM

Entailed a lot of planning with young people & youth advocates to develop youth-friendly games and activities to effectively engage participants.

Slam books were used as a data collection tool to record responses in a non-threatening way.

Phase 1: Assessment
Knowledge on basic HIV info remain low.

Many young MSM are studying in schools.

But while HIV is included in the high school curriculum, several bottlenecks exist:

- Lack of training on HIV
- Outdated high school textbook
- Personal beliefs cause discomfort
What did we learn?

- Condom use during last anal sex has increased, but remain low.
- Unavailability of condoms hinders condom use (especially among high school students).
- Two components of condom use: knowledge & skill.
  - Knows that condoms protect against HIV:
    - QC: 83%
    - Cebu: 77%
  - Demonstrates correct condom use skills:
    - QC: 0%
    - Cebu: 0%
What did we learn?

- HIV diagnosis among young PLHIV* is low
  - 7% 0 to 14 y/o
  - 2% 15 to 17 y/o
  - 19% 18 to 19 y/o
  - 67% 20 y/o & up

- Young MSM in Cebu who did not get an HIV test, say they have no time to get tested

- While young MSM in QC who did not get an HIV test, feels no need to get tested

*PLHIV Estimates from Spectrum
Peer education increases likelihood of correct knowledge and protective behaviors.

Correct knowledge: 12x increase
Condom use: 2.5x increase
HIV testing: 2.1x increase

But few young MSM have been reached by a PE.

Several bottlenecks were also identified:
- PEs mostly reach older MSM
- Several small-scale activities exist in silos
- No peer education module specific for YKAP
- Lack of training of YKAP PEs
Country Learnings: Assessment

Building Partnerships
- Ensuring program ownership of local governments
- Engaging young people & other stakeholders in the entire process

Survey among Stakeholders
- Identifying good practices and bottlenecks that exist to inform future plans

Key Informant Interviews
- Information gathered validated IHBSS & workshop findings

In-Depth IHBSS Analysis
- Maximizing IHBSS data thru age-disaggregated analysis
- Need for a separate Briefer on YKAP using IHBSS data

Workshops for Young MSM
- Brainstorming with the youth on youth-friendly activities
- Conducting separate workshops for diff. sub-groups of MSM
- Data collection tool & activities may be adapted as intervention
Phase 2: Planning

Using Force Field Analysis (FFA)

1. Describe the Current Situation and Define the Problem
2. Decide on an objective
3. Validate and Identify the Forces (Driving, Restraining)
4. Determine the Importance and Ease of Change for Each Force
5. Create Change Strategies
6. Develop Action Plans
Phase 2: Planning

Key Strategies

- Engagement of Task Force on Youth Development (TFYD) officers as peer educators in their barangays

- Strengthen implementation of HIV lessons in the Grade 8 Curriculum (develop standard reference materials & train teachers)

- Expansion of condom distribution points within communities to address perceived unavailability

- Establish service delivery networks that link at-risk youth in schools with communities & health service providers
Country Learnings: Planning

- Forming a core group that will discuss the findings and their possible implications
- Engaging the youth in planning to ensure age-appropriate interventions
- Inviting decision-makers from different sectors as the participants
- Presenting key assessment findings to stakeholders facilitated buy-in and commitment to YKAP interventions
- Using the Force Field Analysis - effective planning tool
- Maximizing existing opportunities for YKAP interventions (e.g. schools, local communities, NGOs)
- Facilitating collaboration of different stakeholders towards unified YKAP interventions