

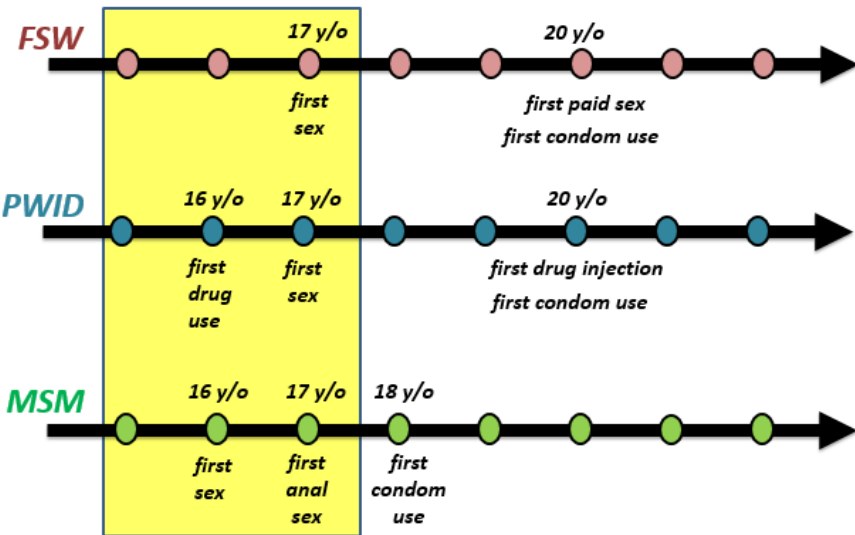
# ENHANCING INTERVENTIONS FOR YOUNG KEY AFFECTED POPULATIONS (YKAP) IN SELECTED CITIES IN THE PHILIPPINES

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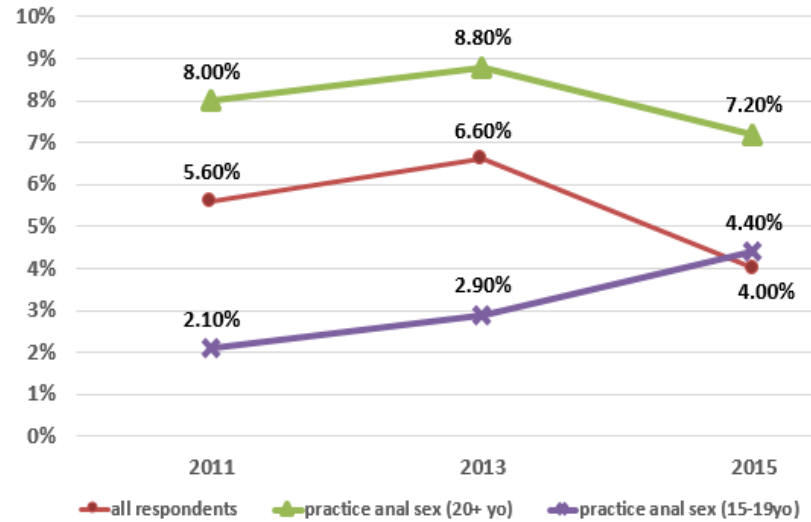


# Why do we need this?

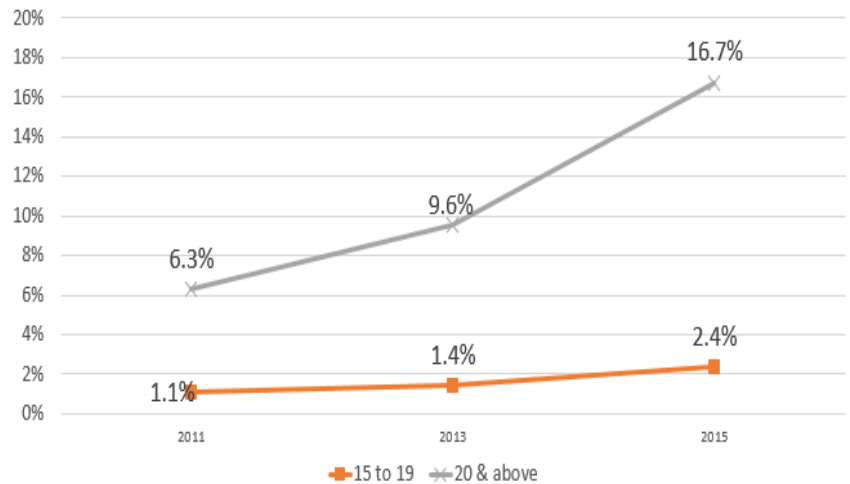
## Philippines

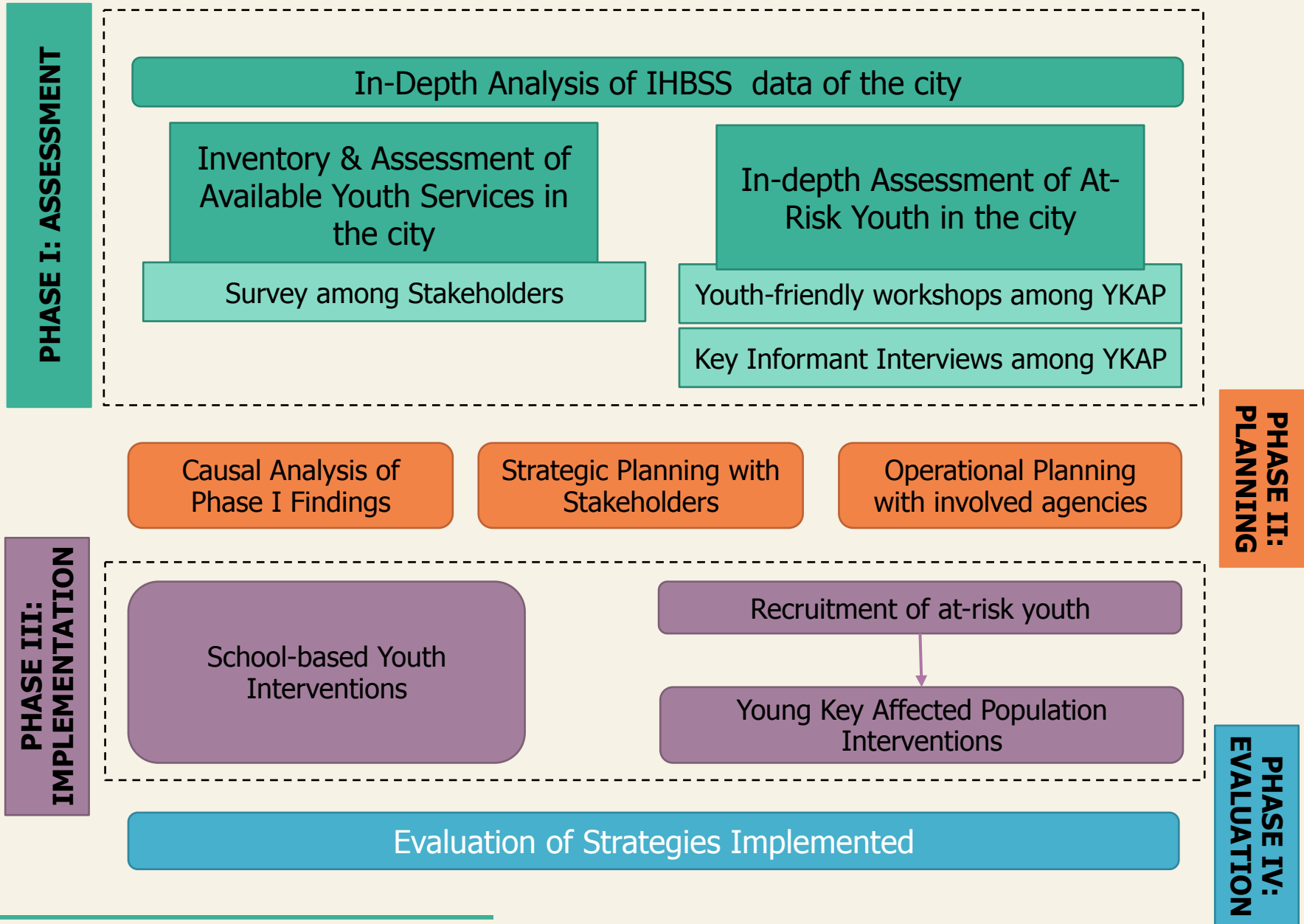


## Quezon City



## Cebu City

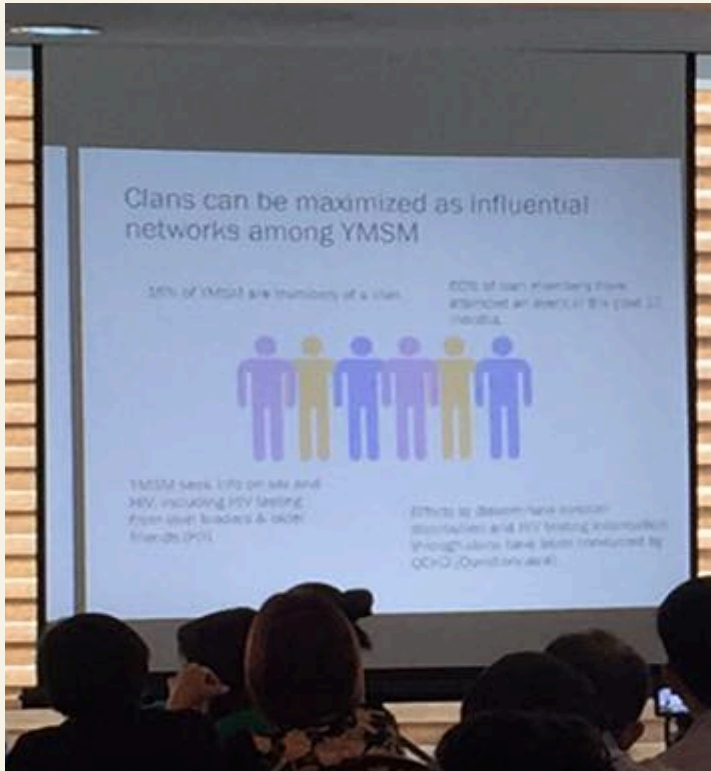




How we planned to do it?

# 1

## In-depth IHBSS Analysis



t Descriptive analysis of YKAP data  
Advocacy Briefing →

t In-depth analysis of key variables  
disaggregated by age and by sub-groups

g Risk behaviors

g Knowledge on STI & HIV

g Condom use

g Access to STI & HIV services,  
including testing

## Phase 1: Assessment

# 2

## Survey among stakeholders



### QUESTIONNAIRE FOR ASSESSING CURRENT HIV RESPONSE FOR YOUNG KEY AFFECTED POPULATIONS

*The Supply Tool*

Background information	
Name of focal point for correspondence related to this questionnaire	
Institution/Organization	
E-mail contact	
Telephone / Mobile No.	
Date questionnaire was completed	

#### Instructions for Completion:

This questionnaire is to be completed by the focal point for the Young Key Affected Population (YKAP) in your organization. The main areas are: (1) Information dissemination



t Identifying current efforts within the city on condom use, HIV testing, and treatment among young MSM

t Taking note of good practices and understanding bottlenecks in implementation

# Phase 1: Assessment

# 3

## Key informant interviews with YKAP

**ASSESSMENT OF YOUNG KEY AFFECTED POPULATIONS QUESTIONNAIRE**

**Quezon City**

Name of Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Venue: \_\_\_\_\_ Time Start: \_\_\_\_\_

Demographic Profile		
1	Anong buwan, araw, at taon ka ipinanganak? <i>In what month, day, and year were you born?</i>	____/____/____ (MM) (DD) (YYYY)
2	Ikaw ba ay kasalukuyang nag-aaral? <i>Are you currently studying?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES in 2	2.1 Kung oo, anong grade/year level mo na sa taong ito? <i>If yes, what grade/year level are you currently in?</i>	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> Vocational/TESDA/ALS <input type="checkbox"/> College Year 1 <input type="checkbox"/> College Year 2 <input type="checkbox"/> Others: _____
	2.2 Kung hindi, anong pinakamataas na antas ng edukasyon ang iyong natapos? <i>If no, what is the highest educational attainment that you finished?</i>	<input type="checkbox"/> Did not attend school <input type="checkbox"/> Elementary level (Gr 1-5) <input type="checkbox"/> Elementary graduate (Gr 6) <input type="checkbox"/> High school level (Gr 7-11) <input type="checkbox"/> High school graduate (Gr 12) <input type="checkbox"/> Vocational/TESDA/ALS <input type="checkbox"/> College level

t Tool focused on decision-making and access to services

t Revisited cruising sites with high number of young MSM



## Phase 1: Assessment

# 4

## Youth-friendly workshops for young MSM



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

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

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

## Phase 1: Assessment



# 4

## Youth-friendly workshops for young MSM

minutes	Participants	Materials Needed
15	<p>each participant a sketch pad with slam book questions of their profile, some risky practices, and what they have discussed with their friends/school/family about sex. During the actual round of introductions, the facilitator will then ask each participant to state something they have written on their slam book.</p> <p>This activity would help participants familiarize with each other and the facilitators and would level off the participants' understanding of the workshop.</p>	<ul style="list-style-type: none"> <li>• Sketch pad with slam book questions about sex</li> <li>• Pens</li> <li>• Microphone (if available)</li> </ul>

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

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

## Phase 1: Assessment



# What did we learn?

t Knowledge on basic HIV info remain low



t Many young MSM are studying in schools



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

Lack of training on HIV

Outdated high school text book

Personal beliefs cause discomfort

What did we learn?

t Condom use during last anal sex has increased, but remain low



t Unavailability of condoms hinders condom use (especially among high school students)



t Two components of condom use: knowledge & skill

Knows that condoms protect against HIV

QC: 83%

Cebu: 77%



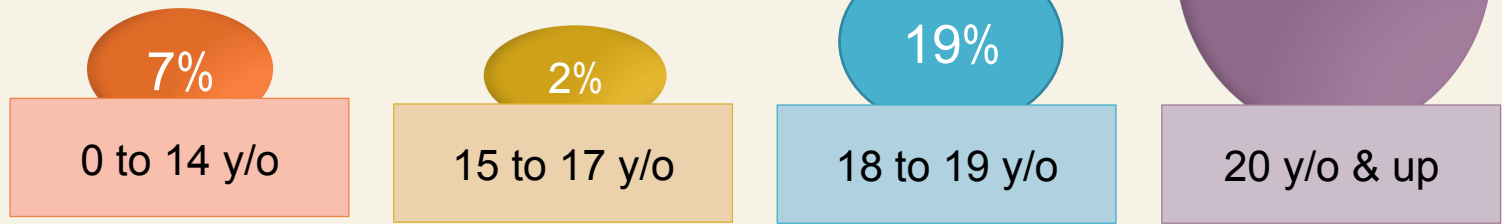
Demonstrates correct condom use skills

QC: 0%

Cebu: 0%

What did we learn?

t HIV diagnosis among young PLHIV\* is low



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



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



\*PLHIV Estimates from Spectrum

What did we learn?

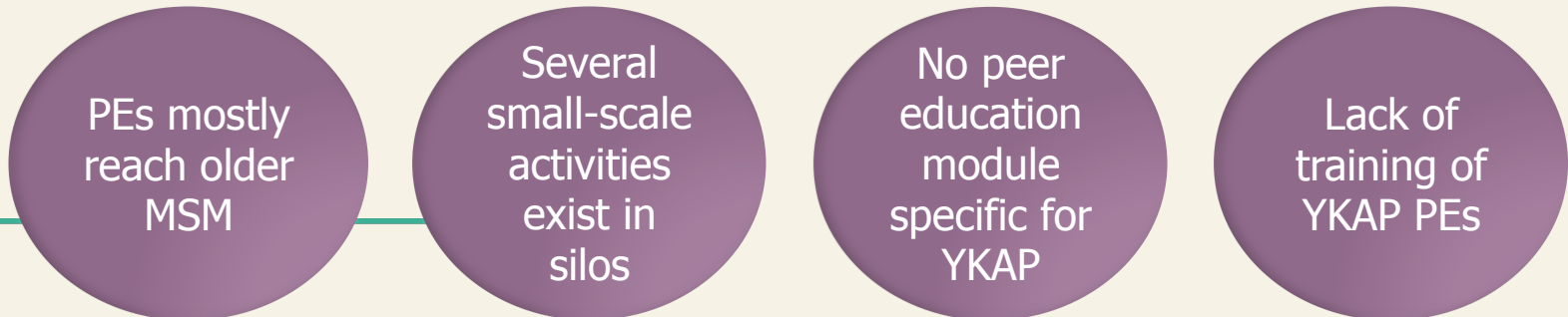
t Peer education increases likelihood of correct knowledge and protective behaviors



t But few young MSM have been reached by a PE



t Several bottlenecks were also identified



# 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

# 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

## Phase 2: Planning

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# 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