

APPRAISAL : SYNTHESIS

Title : Feel ! Think ! Act ! A guide to interactive drama for sexual and reproductive health with young people

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Abstract :

This toolkit is the result of teamwork between drama and sexual and reproductive health practitioners from six countries: UK, Botswana, Malawi, Mozambique, Zambia and Zimbabwe. The manual was developed by the International HIV/AIDS Alliance. It contains ideas, drama and discussions activities aimed at helping to learn about sexual and reproductive health issues. This toolkit is designed for youth groups, community workers, teachers, and anyone who wants to use drama as a process of learning and action on sexual and reproductive health and gain skills in facilitating and using this technique. It is divided into 11 chapters: 1) "Using interactive drama in SRH work", 2) "Working together safely on SRH", 3) "SRH knowledge and attitudes", 4) "How to facilitate interactive drama", 5) "Drama skills", 6) "Why do we behave as we do?", 7) "Mobilising the community", 8) "Working with groups", 9) "Making a play for performance", 10) "Monitoring and evaluation" and 11) "SRH information". The other aims of this toolkit are to enable practitioners to use drama in a positive way, which reduces stigma and discrimination towards vulnerable groups; to explain how to use the interactive drama on SRH with groups and the community and how to use the learning from group work to develop a play and perform it in interactive way with the community. With this toolkit, International HIV/AIDS Alliance intends to improve the content of performed drama so that it provides true information and shows more positive images and stories which do not discriminate or undermine vulnerable people such as those of us living with HIV, girls or orphans and to increase the use of drama as part of a participatory

process which engages young people from the start in defining problems, exploring their causes and consequences finding solutions.

Strengths

- 1) The aims of the toolkit are clear and relevant.

- 2) The toolkit is well structured, provides brief, but clear guidance on how to conduct the activities, and addresses a wide range of issues that are very relevant to understand the importance of sexual and reproductive health.

- 3) This document is very original because it deals with sexual and reproductive health using interactive drama and a variety of tools that allow young people and communities to learn together and helps to get an all-round view of situations facing young people.
- 4) It contains very useful information to address stigma and discrimination, sexuality, gender and relationships issues. This wide range of topics is relevant for young people.

- 5) The material provides activities and information to build a wide variety of skills and knowledge. Learners should mobilize different life skills show their ability to change attitudes.

- 6) It contains lots of information describing how to use the toolkit, what skills a teacher needs to build (facilitation, communication, giving feedback), how it is possible to mobilize community and work with groups in order to make a play for performance and describes the main activities that are used in the lessons.

- 7) The material uses gender sensitive language and images and discusses sexuality in an open and non-judgemental manner (leaving it up to learners to decide on these issues, rather than prescribing a certain view). The clear language and lively images make for very 'pleasurable' reading.

- 8) The document uses a range of active learning exercises with different type of participatory activity, (trust activities, role play, key fact activity, drawing, game, warm-ups, ice-breakers, wake-ups, energisers, tension relievers, community builders, topic introducers, anti-stigma activity, discussion, body-mapping, storytelling).

9) Learners are encouraged to explore prejudices and stereotypes related to femininity/masculinity and sexuality. The activities that are included in the manual are designed to encourage active participation and experiential learning by pupils.

10) Layout and drawings are relevant, modern and nice to read.

Weaknesses / aspects to be improved

1) The implementation mode is not clear. Even though, the material is designed to be used as extra-curricular activities for peer educators, drama group members or community group members; it should be useful to promote the integration into the official curricula.

Suggestions for improvement

→ The material could be part of a teacher training programme. In that sense, the document should also address recommendations to teachers for formal education.

→ The integration of interactive drama method or some activities into the formal education could constitute a very interesting step towards the facilitation of sexual and reproductive health education.

2) The document follows a certain plan, from the explanation of SRH to the making of a play for performance. Nevertheless, it's not really easy to find precise information on peer education recommendations.

Suggestions for improvement

→ Recommendations for peer educators and community members could be better organized. The document's organization needs to be improved in order to facilitate the search and the categorization of information.

→ For example, it could be possible to integrate in the same section all the roles and responsibilities of peer educators or community members. Skills and techniques that demonstrate the following: developing and supporting a sense of group spirit; ensuring that the intended content is covered; modelling effective facilitation skills; handling training problems, could be put in another section.

3) The document does not indicate the time required to complete the activities.

Suggestions for improvement

→The description of activities could be improved by adding more details about approximate time, material, preparation, evaluation, learning outcomes and a facilitator's note.

4) Though the information provided on SRH, STIs, HIV and AIDS is very clear, it does not cover a number of important issues sufficiently/in depth, for example love, VCT, ABC, vulnerability are only briefly addressed. Human rights or drugs are not addressed.

Suggestions for improvement

→It should be useful to integrate these important topics because they constitute key facts.

5) It is not clear whether the material was developed on the basis of an evaluation of needs and concerns of learners or parents, or in cooperation with these (and other) stakeholders.

Suggestions for improvement

→ The document should indicate if learners' point of view were taken into consideration.

Internal consistency

Both language and images are gender sensitive. The contents of the toolkit are generally in line with the learning objectives/outcomes.

Transferability issues and more suggestions for adapting the manual

The material is designed for community facilitators' using. The topics addressed in the guidebook are very relevant, and can serve as model on how to teach about sexual and reproductive health at schools. The lessons on SRH include a wide range of activities which could be used as examples for teaching youth in other settings. That's why this toolkit could

be adapted for the official curricula of the relevant countries or serve as a resource for educators working with in- and out of-school youth in the field of SRH, learning about sexuality, coping with emotions, parenthood, sexual harassment and so forth.

If used in other contexts, the material will need to be adapted as it is currently designed specifically for learners in Sub-Saharan African countries (Botswana, Malawi, Mozambique, Zambia, and Zimbabwe). Names, examples, situations or descriptions are linked to the cultural context. For example, the document shows that several words used in Zambia are sometimes discriminative and explains why it is important to change and adapt these words.