

May 16, 2024

General Call / Appel Général / Chamada Geral

Welcome!
Bienvenue !
Bem-vindo!



*Mariam Nabukenya
Wamala, Co-Chair*



*Gabrielle Hunter
Co-Chair*

português

English



Interpretation

français

Slides
Diapositives
Slides



www.bit.ly/sbcwgcalls

Welcoming	Gabrielle Hunter & Mariam Nabukenya Wamala <i>SBC Working Group Co-Chair</i>
SBC WG Updates	Ashley Riley <i>SBC Working Group Coordinator</i>
Today's Theme	Mike Toso <i>SBC Working Group Steering Group</i>
Concours École Amie de Lutte Contre le Paludisme	Dr. Tiana Ramanatiaray <i>Madagascar NMP</i>
Promoting positive malaria behaviours through school health clubs in Nigeria	Dr. Olusola Adeoye <i>Breakthrough ACTION Nigeria</i>
Q&A	Mike Toso, Moderator <i>SBC Working Group Steering Group</i>
Closing	Suse Emiliano <i>SBC Working Group Steering Group</i>

SBC WG Updates

Mises à jour du GT CSC

Actualizações do GT MSC



Ashley Riley
SBC WG Coordinator

11th SBC WG Annual Meeting

When: September 11-13, 2024

Where: Nairobi, Kenya (Venue TBA)

Why: Convene malaria SBC professionals globally

- Share experiences in malaria SBC
- Participate in skills-building workshops
- Discuss emerging issues
- Set the WG's priorities for the next year

Interpretation: English | français | português



Website:
www.SBCWG.dryfta.com



2024 Annual Meeting Registration



Website:
www.SBCWG.dryfta.com



- **Abstracts & Skills-Building Proposals**
 - Due May 29th!
- **Registration**
 - Will be announced via listserv
 - Spaces will be limited
 - Fee: \$250
 - Includes: Entrance to meeting, daily lunch and tea breaks
- **Limited sponsorships** available for [national malaria program](#) members
 - Application now open
 - Deadline: May 24

Today's theme: School-Based Malaria SBC

Thème du jour :
Malaria CSC dans les écoles

O tema de hoje:
MSC contra a malária nas
escolas



Mike Toso
Steering Group

FRIENDLY SCHOOL COMPETITIONS ON MALARIA PREVENTION



Dr. Tiana Ramanatiaray
Madagascar PNL

FRIENDLY SCHOOL COMPETITIONS ON MALARIA PREVENTION



NMCP-Communication-Madagascar

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BACKGROUND:

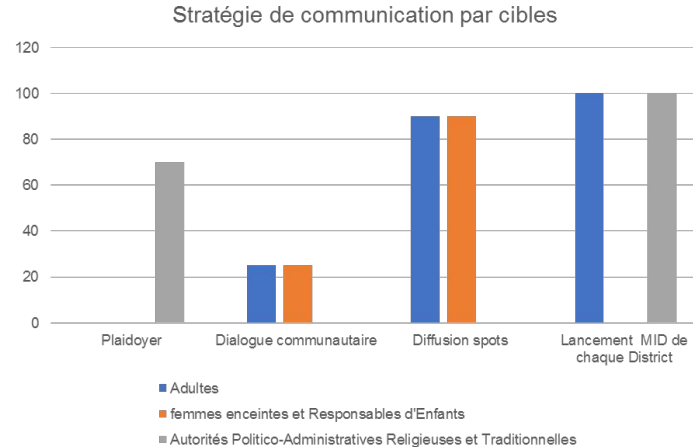
- Malaria situation in Madagascar
- One of the causes of student absenteeism
- Starting in 2019, included in NSP 2018-2022

PALUDISME	2017	2018
2 à 11 mois	30 753	36 256
1 à 5ans	235 469	274 604
6 à 13 ans	260 465	312 770
14ans et +	268 840	341 760

Source Données : DHIS2
ROUTINE

BACKGROUND (2)

- Intervention area: 41 malaria problem districts - 13 elimination districts
- School location Regional capital
- Competition prizes :
 - ✓ Malaria Campaign Materials
 - ✓ Tools and Supplies
- Communication strategies :



ECOLE AMIE DE LUTTE CONTRE LE PALUDISME COMPETITION

- Preparation :
 - Advocacy and Cooperation MSANP/PNLP-MEN
 - Information/dissemination meetings on the existence of competitions at all levels
- Send out competition guidelines
- Selection of the winners according to the guidelines (jury members)
- Delivery and official prize-giving

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School Competition Guidelines :

2019-2020	Video sketch competition: raising awareness of wrestling	Public/Primary Private
2020-2021	Drawing competition: How do you protect your family against malaria?	Public and private primary/secondary schools (COVID19 context)
2021-2022	Resumption of Drawing Competition	Primary/Secondary/High School Public and private

Supports available during CEALP :

- Validated with Ministry of Education and Ministry of Public Health
- Fun materials designed: with teacher, school health officer and validating bodies from the 2 Ministries



Awareness poster



Brochure for teachers

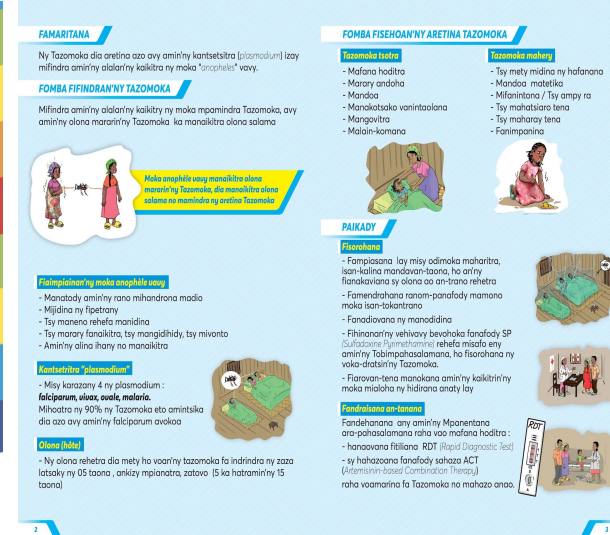
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Support available during CEALP:

TEACHERS	SCHOOL	LOTS
Guidelines, teacher's brochure	Awareness-raising banners, Awareness-raising posters	Certificates
Malaria control strategy	Perennial visual support for malaria information	Winner visibility



Awareness



Teachers' booklet

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Competition results

School year	Districts Targets	Number of schools participants	Number of schools Awards
2019-2020	41 Vulnerable districts	EPP: 200 (176 public school - 24 private)	200
2020-2021	41 Vulnerable districts	EPP : 3	-
2021-2022	54 Districts : 41 Vulnerable districts + 13 Elimination districts	EPP : 59 CEG : 33 Lycees : 2	94

EPP: Public Primary School

CEG: College Secondary education



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Competition Results (2)

1 st Drawing competition	2 nd drawing competition
1,660 drawings received	2010 drawings received
8,800 students reached	33,000 students reached

Drawing theme: sanitation in and around the home; use of mosquito nets; repellent methods; intra-domestic spraying and early treatment.

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Competition Results (3)

- Contest participants: 1/3 existing district schools
 - Update Malaria lessons for the 8th grade (CM2) in relation to control policy
 - One drawing = one child reached
 - Contribute to improving examination results:
- ✓ Public elementary school: 96% success rate
✓ Collège d'Enseignement Générale: 86% success rate
- Observation: reduction of absenteeism due to diseases sensitized at school (ARI, malaria, diarrhea, bilharzia, parasitosis).



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Challenges :

1. Effective participation of all public and private schools in target districts
2. Follow-up on the adoption of behaviours by schoolchildren after the competition



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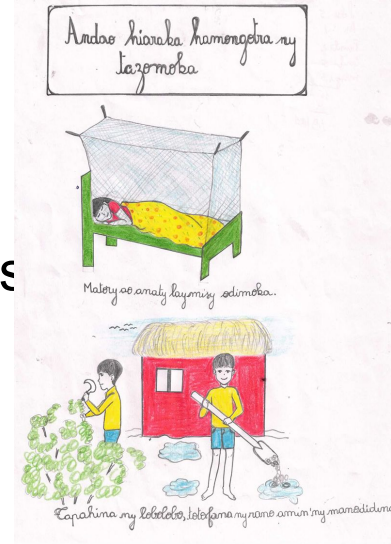
FOLLOW-UP:

- Means of monitoring: from descent of Education and Health teams
- Class attendance sheet



Conclusion

- Appropriation in the fight for the next generation
- Diversification/expansion of targets and multiplication of is
- Entertain to educate
- Effective empowerment at all levels
- Malaria lesson update class 8 (CM2)



THANK YOU FOR YOUR KIND ATTENTION!

Promoting positive malaria behaviours through school health clubs in Nigeria



Dr. Olusola Adeoye
Breakthrough ACTION
Nigeria

Promoting positive malaria behaviours through school health clubs in Nigeria

Breakthrough ACTION, Nigeria

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FOR SOCIAL & BEHAVIOR CHANGE



Background

- School enrollment rates in Nigeria are high (86.7% in 2021); education is compulsory between the ages of 6 and 15 (grade 1 to 9)
- Studies show that SBC activities in schools advance malaria-related knowledge, attitudes, self-efficacy, risk perceptions, and family supports and can aid in positive malaria behaviours¹
- School interventions may have a multiplier effect: Students influence their families, neighbours, and friends towards healthy practices²



1 Abamecha, F., Sudhakar, M., Abebe, L., Kebede, Y., Alemayehu, G., & Birhanu, Z. (2021). Effectiveness of the school-based social and behaviour change communication interventions on insecticide-treated nets utilization among primary school children in rural Ethiopia: a controlled quasi-experimental design. *Malaria Journal*, 20, 1-15.

2 Ayi, I., Nonaka, D., Adjovu, J. K., Hanafusa, S., Jimba, M., Bosompem, K. M., ... & Kobayashi, J. (2010). School-based participatory health education for malaria control in Ghana: engaging children as health messengers. *Malaria Journal*, 9, 1-12.

Breakthrough ACTION Nigeria

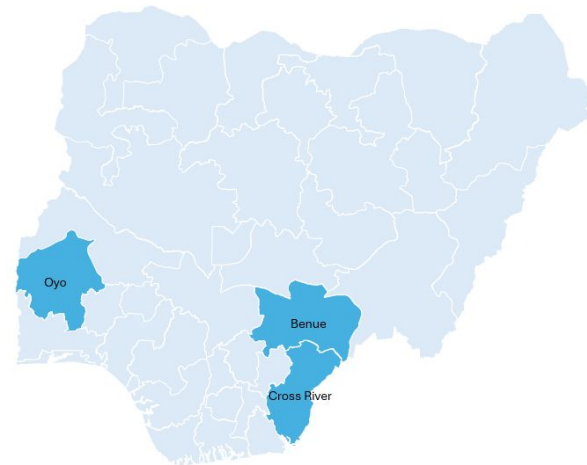
Programmatic Scope & Objectives

Objectives:

To promote **healthy malaria behaviors** among students attending health clubs in secondary schools

To build the **capacity** of students to communicate with others and become **champions/advocates** of health

To strengthen **collaboration** of the school health unit in the Ministry of Education and the National Malaria Elimination Program



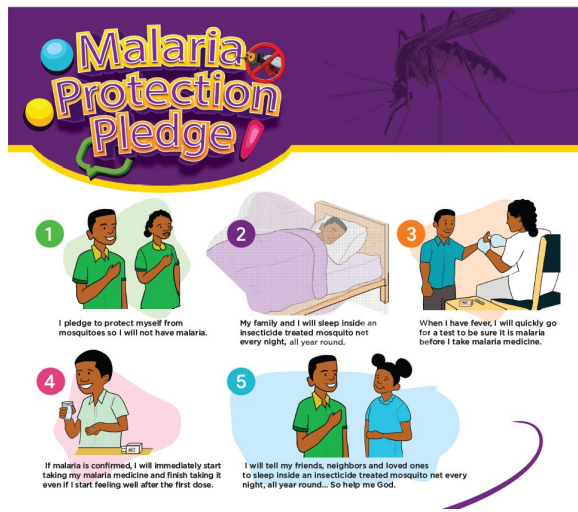
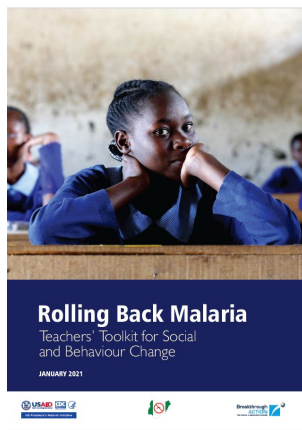
Scope:

- 31 secondary schools in 6 LGAs across 3 states
- School health club membership is open to all students, though non-mandatory
- Conducted a feasibility pilot for a full school year (September 2021- July 2022)

Approaches

Collaboration with the education sector

- Created 3 state school SBC implementation teams (SIT) for oversight
- Trained 59 health teachers & vice-principals
- Developed a teacher's guide on malaria and life skills



Increase knowledge of health club members about malaria behaviors

- A malaria pledge recited in school health club (SHC) meetings & school assemblies
- Used non-monetary incentives to encourage attendance & participation initially



Reciting the malaria pledge

Approaches

Strengthening students' IPC, planning, & organizational skills

Interactive activities, malaria-themed discussions, quizzes, dramas, games, debates, and football matches were conducted within and between schools



Commemoration of days such as International Day of the Girl Child, World Malaria Day etc.

Early support for institutionalization & sustainability

Other health areas sought to join the program, potentially making it more interesting and financially sustainable; students were excited to know more about other diseases



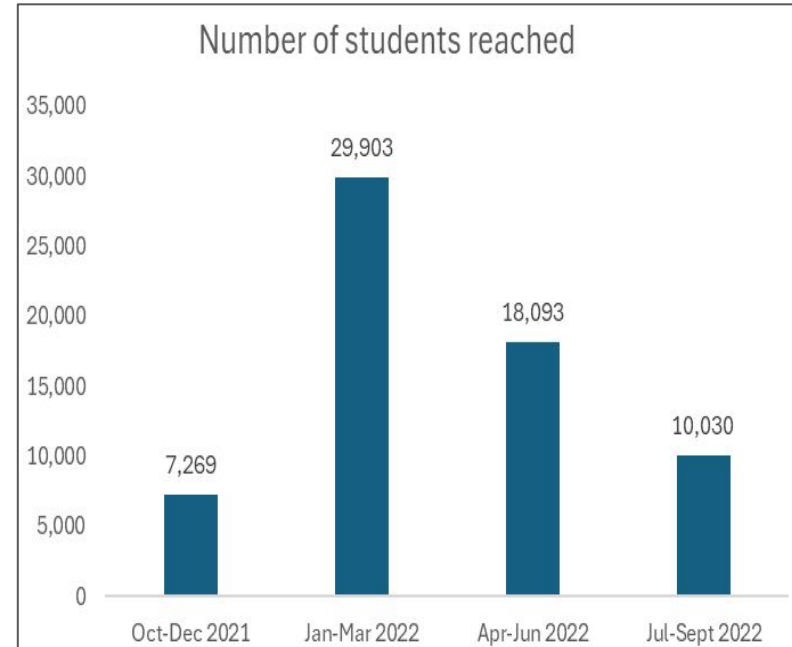
Playing the "Mosquitoes and Ladders" game as a fun start to malaria-themed discussions.



Inter-school competitions

Results: Monitoring Data

- Activities were conducted every week of the school terms except during examination period (~36 weeks)
- The SHC teachers' monthly report form was used to report on 3 types of activities:
 - Assembly activities
 - Classroom activities
 - School health club activities
- On average, 150 activities were reported monthly



Qualitative Results from an After-Action Review with Teachers, Vice-Principals, and State Implementation Teams

"It was obvious that it has achieved its desired aim. One, it brought back the school health club into the state system. And then we are looking forward to the time that we attend this club, because of what? Some said the edu-entertainment aspect of it... they yearned for that time to come so that they'll be part of it..."

Male, FGD Benue State

Effects of the program on students, schools & communities

- Enhanced knowledge & practices related to malaria & life skills among students & community members
- Improvement in school attendance through engaging learning methods
- Fostered a collaboration between health & education sectors
- Schools appreciated the increase in recognition and attention they received from Ministry of Education

Activities considered most impactful

- Entertaining activities: Dramas, "Mosquitoes & Ladders" game, school competitions, & the recitation of malaria pledges
- Quarterly review meetings with the SIT
- Non-monetary incentives were useful initially
- The teacher's' guide was considered the most useful of all tools especially the life skill sessions, which was seen as new, relevant, and interesting.

Qualitative Results from an After-Action Review with Teachers, Vice-Principals, and State Implementation Teams

Suggestions for what should be done differently

- Inclusion of more schools & greater involvement of school principals
- Leveraging major school events for malaria messages
- Revision of the SBC manual to include more topics
- Engaging parents better - PTAs, community associations, & religious organizations
- Integration of the program into the Nigerian school curriculum for long-term impact
- Provision of adequate non-monetary incentives to further boost participation & effectiveness



Challenges	Mitigation
No baseline quantitative assessment done to aid comparisons	Attempt made to assess students knowledge and perceptions before starting club activities
No health clubs in several schools	BA-N initiated school health clubs where there was none
Busy school calendar & other priorities in some schools hindered some activities in one state	BA-N supervisors visited the schools to encourage school health club activities
Lack of functional & equipped sick bays in schools	Attempt to work with other partners on this didn't work
Insufficient non-monetary incentives	Better budgeting and non-monetary incentives planned for the scale-up phase; more competitive activities planned instead
Conducting competitions between schools were sometimes difficult due to limited resources	Inter-school activities were limited to nearby schools and sometimes, outdoor activities conducted under the trees (It was still fun!)

Conclusions and Recommendations

- School health clubs are a feasible and sustainable approach for malaria SBC
 - Schools are continuing activities without project support
- Strengthen collaboration between ministries of health and education so SHCs can be functional
 - Leverage this experience to update TORs, training, reporting, and learning mechanisms
 - Integrate with other health areas and/or life skills
- Explore ways to measure change in knowledge, perception and behaviour of SHC and community members
- Connect club activities to community structures implementing health and development activities in communities (excursions, media appearances etc.)



Inter school competition

Thank You!

Contact: Olusola Adeoye
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Breakthrough ACTION, Nigeria

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Questions | Questions | Perguntas

Moderator



Mike Toso
SBC WG Steering Group

Panelists



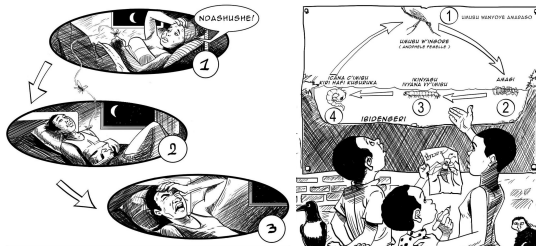
Dr. Tiana Ramanatiaray
Madagascar NMP



Dr. Olusola Adeoye
Breakthrough ACTION Nigeria

Share Your School-Based Malaria SBC Resources

- Email your resources to the SBC WG Coordinator: Ashley.Riley@jhu.edu
- Find resources at <https://bit.ly/school-sbc>
- Resources will be available soon on the Compass for SBC



Closing Clôture Encerramento



Suse Emiliano
Steering Committee

Mark Your Calendars



Elections for 1 Co-Chair Position

April - May



Abstracts + Skills-Building Proposals Due

May 29



SBC WG July General Call

Date coming soon - Share your topic ideas!



SBC WG Annual Meeting

September 11 - 13

Stay in Touch! Rester en contact ! Manter o contacto!



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**Thank you! / Merci! /
Obrigado!**