

Program Summary

Students Partnership Worldwide: School Health Education Program (SHEP)

Students Partnership Worldwide (SPW) is a nonprofit NGO whose aim is to make young people central to the development process. Working under the Tanzanian Ministry of Education and Culture, SPW Tanzania advocates that young people have much to offer, and their age can be an advantage when discussing sensitive issues.

Currently, SPW Tanzania has just completed its third year of implementing a Demonstration Model of School Health Education in 35 secondary schools in all seven districts of Iringa region. The program trains and deploys 18- to 25-year-old Tanzanians and Europeans as peer educators in the frontline of a schools-based campaign to mobilize young people against HIV/AIDS. The peer educators use participatory activities in both the classroom and extracurricular activities to educate students in adolescent sexual and reproductive health (ASRH). They also work toward facilitating easier access to youth-friendly services, both within and outside the school.

These appropriately trained, committed, and well-educated young peer educators are proving very effective in challenging the culture of stigma and denial among the older generation and also in effecting the necessary behavior change through exerting a positive influence among their younger peers. The students exposed to the School Health Education Program (SHEP) can also educate their own peers, both in and out of school, as well as older generations.

So far, approximately 16,250 students have benefited from the program at an estimated cost of US\$24.12 per student per year. However, it should be noted that 15,000 adults have also benefited, along with a huge number of other school-aged children and adults in the community. The program was found to have successfully met 11 and partially met 5 of the 16 UNAIDS benchmarks for effective programs.

Students Partnership Worldwide: School Health Education Program (SHEP)

PART A: DESCRIPTION OF THE PROGRAM

Program Rationale and History

Students Partnership Worldwide (SPW) has HIV/AIDS programs running in India, Nepal, South Africa, and Uganda, as well as an education intervention being carried out in Zimbabwe that includes medical monitoring. SPW has been working in Tanzania since 1992 and has witnessed the progressively worsening HIV/AIDS situation there. Research was conducted in 1998–99 to see what could be done about this situation. It was found that teaching about HIV/AIDS in secondary schools does not address the urgency or scale of the problem; HIV is not an examinable subject, and teachers do not have the necessary time to dedicate to it. Furthermore, AIDS is mentioned only in biology classes and then in a very formal way.

Consequently, SPW proposed that more HIV/AIDS education was needed in schools and that this education should be nonacademic, nonformal, skills-based, student-centered, and participatory. SPW also noticed a lack of communication between students and teachers, and proposed that trained peer educators would be better candidates to fill this gap and bridge the void between students and teachers.

Based on these findings, a program was designed in 1999. The idea was to tap into the underused resource of form 6 (the final school year) school leavers in Tanzania by recruiting young, educated, energetic, and enthusiastic Tanzanians to act as peer educators. These young people are aged between 18 and 25 years and work together with foreign (mainly British) youth peer educators, with whom they form a cross-cultural team. The main focus of the program is for the peer educators to discuss adolescent sexual and reproductive health

Our children especially must be protected against HIV infection.

They must be adequately informed, counseled, and empowered early in their lives on how to avoid infection.

*President Benjamin
William Mkapa of Tanzania*

(ASRH) through a one-hour lesson per week during school time, as well as organization and facilitation of numerous school and community health awareness events and festivals.

Iringa region and the rest of the Southern Highlands Zone were chosen as the starting point for the program because the area was found to be severely underprovided by other HIV/AIDS education programs. Iringa is also on the main Tanzania-Zambia highway, which means many truck drivers pass through. (Trucking routes are well-known vectors in the transmission of HIV.) Iringa is also a region with prevalent migrant labor, another factor in the spread of HIV/AIDS. There are also a large number of rural secondary schools, the majority of which are community based. Furthermore, SPW has spent many years building trust and rapport with schools in the area.

The program began in 19 secondary schools in 1999, and a further 16 secondary schools were added in 2002. The three-year demonstration model finished in 2002, and SPW is now planning to scale up the program to Mbeya, Ruvuma, Morogoro, Dodoma, and Rukwa regions. It is hoped that the program will eventually be adopted on a national scale.

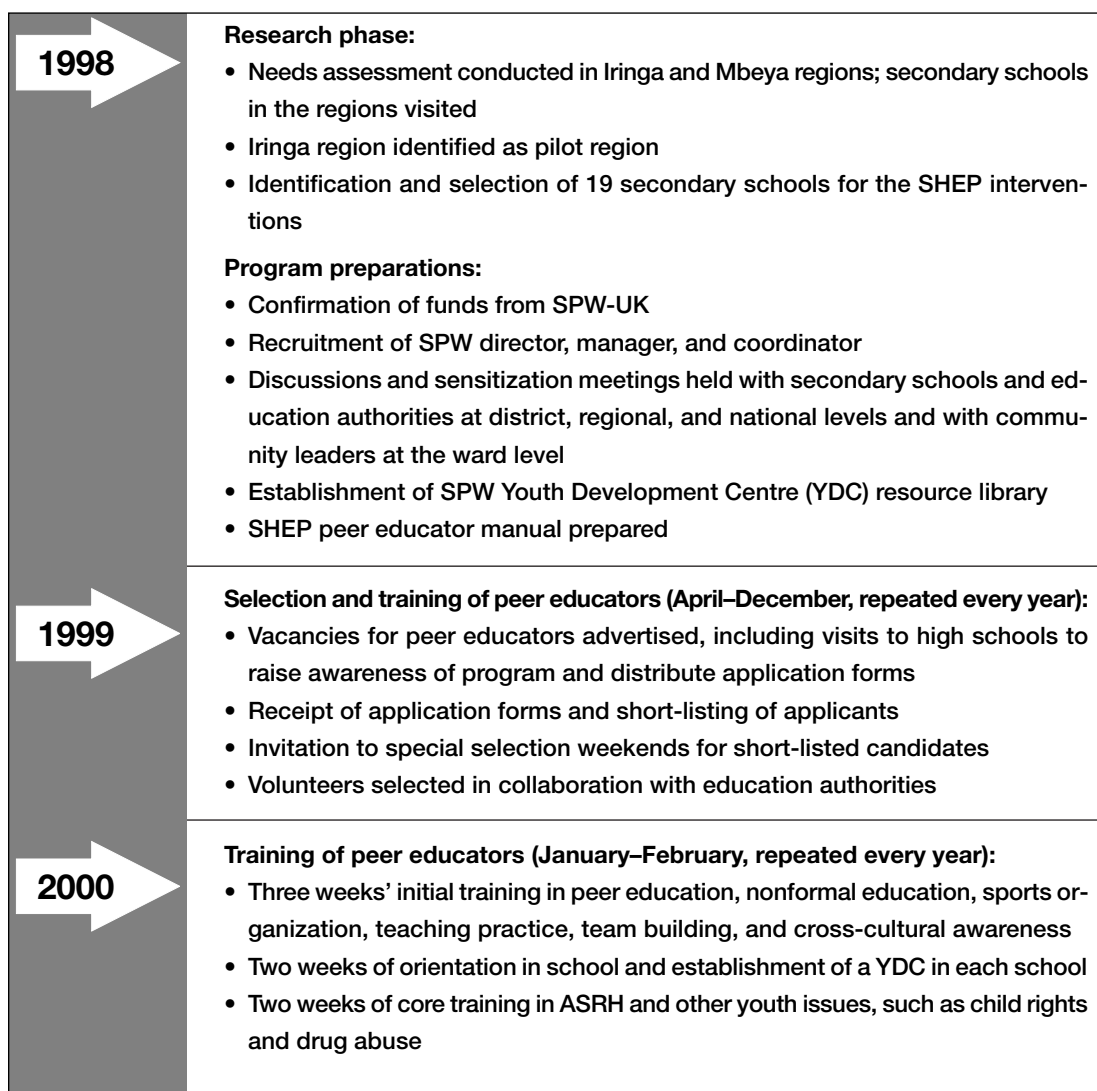


Figure 1. Time Line of Major Program Events



Figure 1. Time Line of Major Program Events

Program Overview

Aim

The aims of the program are to create awareness and equip children and youth with correct and appropriate information and skills to enable them to make informed decisions and behave responsibly with regard to their SRH.

Objectives

According to the program coordinator, the program objectives for children and youth are to

- enable the vulnerable group to safeguard their own (reproductive) health;
 - promote essential life skills among young people, in particular their confidence and self-esteem; and
 - provide wider access to correct, youth-friendly information that highlights the risk factors so that young people can make appropriate decisions on critical issues affecting their well-being.
- For adults, the program objectives are to
- promote an empathetic awareness of ASRH and give the support young people deserve and require,
 - promote an appreciation of the community’s SRH status (particularly the threat of HIV/AIDS) and promote appropriate measures to improve it, and

- raise awareness of a range of delicate, yet essential, areas as part of an HIV/AIDS campaign, including children's rights, the social context of HIV/AIDS in Africa, reducing stigma, and improving care for people living with HIV/AIDS.

Target Groups

Primary Target Group

The primary target group is secondary school students (form 1 to 4, ages 13 to 20 years) in 35 schools in Iringa region.

Secondary Target Groups

The secondary target groups are the primary school pupils (standard 5 to 7, ages 11 to 15 years), out-of-school youth (ages 10 to 24 years), and the community at large (all ages). Adults are involved in the program mainly during youth festivals, in which the whole community usually participates.

Site

The program is located in south-central Tanzania in all six districts of Iringa region (Iringa municipality, Iringa rural, Kilolo, Mufindi, Njombe, Ludewa, and Makete). Thirty-five secondary schools are involved in these program.

Program Length

The program lasts for eight months, every year from January to September. The period from September to December is used as an evaluation period and for planning the next year's program. Some secondary schools have received peer educators for three successive years; others, for one or two years.

Program Goals

The list in figure 2 shows how the program coordinator and the implementers ranked the program goals. It is important that the broader social context of HIV/AIDS, rather than just biological facts, be taught. For example, there is a need to discuss such issues as traditional practices and beliefs (e.g., the inheritance of widows, the belief that the traditional doctor can provide a cure for AIDS) and common sexual pressures on young people in rural areas (e.g., sexual harassment and rape, "sugar daddies" or "sugar mummies [adults who prey on young people]," sex for small presents, etc.). There is a need to discuss common myths about HIV/AIDS in rural areas (e.g., condoms do not work, or are infected with HIV as part of a conspiracy; or having sex with a young girl protects a man from contracting HIV).

Approaches

The program director ranked the approaches in order of priority as shown in figure 3.

The program staff believe that the approaches they use are appropriate and suitable to achieve the program goals and objectives because they have seen a marked improvement in knowledge and behavior among the youth.

Activities

Program activities are listed in figure 4.

Components

The program consists of three main components, each of which is discussed in more detail below:

1. classroom activities,
2. extracurricular activities, and
3. festivals.

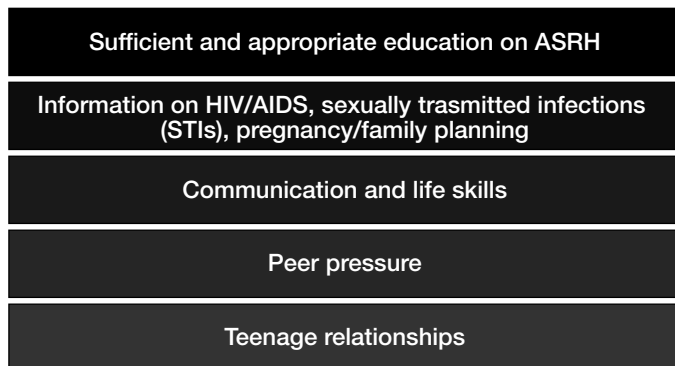


Figure 2. Program Goals Ranked in Increasing Importance by Program Coordinator

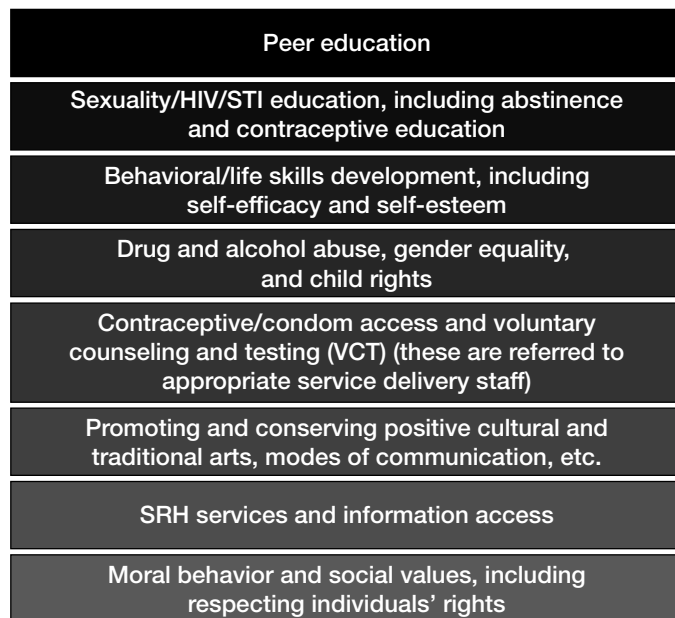


Figure 3. Program Approaches Ranked in Increasing Importance by Program Director

Focus group discussions
Lectures
Quizzes
Role plays
Drama
Songs
Poems
Ngonjera (lyrics)
Rap music
Debate clubs
Sports (SPW supports the purchase of sports gear, mainly T-shirts, footballs, and netballs)

Figure 4. Program Activities Unranked

Classroom Activities

The peer educators are from both Tanzania and foreign countries (mainly the United Kingdom). There are two peer educators per school (usually one Tanzanian, and one foreign, both of the same sex), and they live within the community served by the school. The peer educators are responsible for conducting all the components of the program. In addition, they conduct individual counseling for students when approached and are available to tutor students in academic subjects. They also do the budgeting for festivals.

Such a mobilization of educated youths must surely represent one of Tanzania's most promising and innovative approaches in the urgent battle against HIV/AIDS.

Manager of the National School Health Program

The task of the peer educator is to act as a role model to encourage youth to behave responsibly, have self-confidence, and change their attitudes toward life. They also ensure that youth receive accurate information on ASRH in a fun, nonthreatening environment in which they can open up and discuss their problems.

Each of the schools in the program has one hour per week allocated for ASRH classes, which are run by the peer educators. Each week, a different topic related to ASRH is discussed. These topics include

- communication skills;
- teenage relationships and sexuality;

- STIs;
- HIV/AIDS — its history, symptoms, impact, and other facts and figures;
- facts about pregnancy, including the effects of pregnancy at an early age; and
- family planning.

Each week, various nonformal educational techniques are used to present and reinforce the classroom topics (e.g., a role play about a teenage girl becoming pregnant). Appropriate expert educators (e.g., the National Family Planning Association [UMATI], Population Services International [PSI], UNICEF, doctors, nurses, etc.) also give talks and demonstrations on specific ASRH areas that the peer educators are less qualified to approach, especially condom education and demonstrations. (These experts may also give talks at extracurricular activities and festivals.) At the end of the year, a quiz is held to test the students' knowledge of ASRH.

The education system teaches history, geography, etc. There is no time for teaching the advantages and disadvantages of social issues not in the school curriculum. SPW fills this gap.

Teacher

Extracurricular Activities

Peer educators organize and participate in a wide variety of extracurricular activities with the aim of both reinforcing ASRH classroom learning and providing students with a platform to perform and keep active. Such activities fall into three broad categories:

1. Expressive performing arts, such as drama, choir, rap, traditional dance, poetry, and so forth, are widely used in schools for both fun and stimulation and as a proven health education method. Peer educators use the arts through cultural evenings; interform, interhouse, or interdormitory competitions; interschool competitions; community shows; and so forth.
2. Youth clubs: Peer educators work with students and teachers to help set up and support student and youth clubs with formal structures. These clubs hold regular ASRH activities, including anti-AIDS messages. The role of the peer educator is as facilitators or advisers to help ensure youth club sustainability.
3. Sports: Peer educators also use sports as an essential component in their approach. They regard sports (football, netball, volleyball, basketball) as a means for youth to lead themselves away from risky sexual behavior and develop self-esteem.

SPW volunteers teach us about so many things when those responsible to give this education — parents and relatives — cannot. Since SPW volunteers are peer educators, then they touch all issues — even about STDs, teenage pregnancy — without phobia.

Child

Festivals

To take their health objectives to a larger and wider audience, peer educators also plan, organize, and implement many festivals and health awareness-raising activities in their schools and communities. These events are lively, colorful affairs characterized by a carnival-type atmosphere. Typically, the events involve a variety of different health awareness activities, such as expressive arts competitions (drama, choir, dance, etc.), health quizzes, video shows, public marches, candlelit memorial ceremonies, speeches from local leaders, and health talks and seminars given by health workers, students, teachers, HIV-positive speakers, and NGO experts. Generally, peer educators arrange seven or eight such events in every school and local community on the program every year. This makes a total of more than 250 festivals and activities held across all the 35 schools in 2002 alone.

After the festival, an evaluation report is written, signed by the peer educators and the head teacher, and submitted to SPW headquarters.

Case Studies

Malangali Community Seminars

At Malangali, the peer educators spent a week visiting on foot four of the more remote villages in their ward to help choose 25 people from each village to participate in forthcoming community seminars. Many of the village leaders and other people they met with knew the volunteers from previous visits and work that the volunteers had done. As well as identifying the participants, the peer educators also asked each village to prepare a choir on HIV/AIDS and youth and an ngoma dance on HIV/AIDS and drug and alcohol abuse, which they should bring to the seminar. The seminar itself involved nonformal discussions, question and answer sessions, learning games and energizers, as well as clarifications of important HIV/AIDS facts. Interspersed with the seminar sessions, an intervillage choir and ngoma competition took place, providing both entertainment and stimulation for the participants as well as another important educational activity. The winners of the two competitions were given specially prepared mugs, which bore HIV/AIDS messages. The seminar was facilitated by the SPW peer educators and three teachers from Malangali Secondary School who had recently attended a Ministry of Education and Culture (MoEC) training workshop in Mbeya on HIV/AIDS education in schools.

Tosamaganga Secondary School Talent Night

The HIV/AIDS-themed talent night at Tosamaganga was a portrayal of fun learning, set in the beautiful old surroundings of this famous school. Tosamaganga is an all-boys school, and the 600 or so “Tosa Boys” who attended the evening laughed as they learned at the performances. There were interform competitions in comedy, drama, rap, and poetry, all based on the theme, “Underlining the Realities of HIV Infection for Youth in Iringa.” There were also other entertainments, including the “Mr. Tosa” and “Mr. Funny” competitions, a fashion show, and bolingo dance contest. On a more serious note, the regional manager of PSI led an inspiring, informative, and open discussion about Youth and HIV/AIDS, culminating in an extended question and answer session about condoms, their use, and the various myths and misassumptions about them. The SPW director further reinforced the evening’s theme with an in-depth explanation of the shocking situation of HIV infection in Iringa rural district. The evening culminated in the locally famous anti-AIDS cultural group, Nyota — rappers, dancers, and actors who led the education and entertainment into the small hours of the morning.

PART B: IMPLEMENTING THE PROGRAM

Needs Assessment

A needs assessment was conducted over six weeks by SPW staff. This involved seeking advice and direction from potential stakeholders about the feasibility of the program and the most effective strategies for introducing and consolidating it within the region. The reception afforded to the SPW team was uniformly positive. A lengthy and comprehensive report was produced, recording all meetings convened, advice proffered, and supporting evidence of the region's capacity to deliver an effective demonstration model of school health. The report is available from SPW's offices.

SPW volunteers and students, we are the same age, which makes a big difference.

Student

The program coordinator also said that the program is constantly reviewed in terms of content for the student beneficiaries to ensure that the program addresses their special priorities and concerns, both for them as young people and as young people in different societies. For example, the program emphasizes the social context of HIV/AIDS. In Makete district, there is special emphasis on widow inheritance; in Ludewa district, the special emphasis is on witchcraft beliefs about AIDs, and so forth.

Program Materials

Nearly all materials used by SPW in the SHEP intervention have been provided by and adapted from other NGOs, donors, and government materials. Most of them are in Kiswahili (the national language used by all Tanzanians), and some are in English. Each school sets up its own resource center, in which the materials are stored.

Target Group Materials

The peer educators, guardians, and teachers have no curriculum that is followed explicitly. Instead, they use the available materials to help them plan their lessons. For example:

- publications on HIV/AIDS from the Tanzania National AIDS Control Program (NACP),
- “Towards Responsible Sexuality,”
- *STIs/HIV/AIDS Peer Education Training Manual — a Complete Guide for Trainers of Peer Educators in Prevention of STDs including HIV/AIDS*,
- *WHO Teacher's Guide — School and Health Education to Prevent AIDS and STIs*, and
- “Talking AIDS — a Guide for Community Work.”

These materials cover issues of the physiology and psychology of growing up, relationship issues, the psychology and physiology of sex, AIDS and its transmission, contraception, children's rights, gender issues, and substance abuse. For more details see Tanzania SHEP Program Appendix 3: Program Materials.

Additional Materials

Booklets, brochures, leaflets, and flyers, all developed by other NGOs, are also used. These materials convey similar messages to those described above. The materials are distributed to the schools by the peer educators, and they are accessible to all at the YDC in the SPW office.

Sports gear, such as 300 footballs and netballs, jerseys, and T-shirts, is distributed to schools because these items are not available locally.

Staff Training Materials

Although the school staff receive no specific training, they are given a variety of teaching resources that are used for reference. These are also used by peer educators and in the YDC (SPW office). They are listed below:

- *Femina* — *HIP* magazine (30 copies per school of each edition),
- *Amua* newspaper (30 copies per school of each edition),
- *Sara* comic (UNICEF; 10 copies per school of each edition),
- *AMREF* — *Vijana kwa Vijana* (“Youth for Youth”; 10 copies per school of each edition),
- *AMREF* — *Sababu ni moja* (10 copies per school each edition),
- *The State of Education in Tanzania* (Kuleana; one copy per school), and
- various children’s rights materials from Kuleana (numerous copies per school).

Staff Selection and Training

Peer Educators

- For each school, there are generally two volunteers — one Tanzanian and one foreign.
- Tanzanian peer educators are recent form 6 school leavers holding “good passes” marks (division 1 and 2) in a variety of subject combinations.

A speaker from PSI came to give a demonstration on how to use a condom. This is a sensitive area to discuss but PSI knows exactly how to tackle these issues.

Peer educator

- Approximately half are recruited from the Highland Zone so that youth can contribute to Highlands development, as well as provide a higher degree of regional sensitivity to the program. The other half come from a wide variety of high schools in different regions of Tanzania.
- The peer educators are recruited according to the following criteria: academic performance at form 6, reference from a previous head teacher, English proficiency, extracurricular proficiency (choir, sports, drama, art, etc.), suitability to be a peer educator (confidence, sociability, assertiveness, creativity, etc.), commitment to nine months on the program, and parental consent to join the program.
- Foreign volunteers have A levels or bachelor’s degrees and are selected on criteria similar criteria to those used to select their Tanzanian counterparts. See Tanzania Shep Program appendix 4 for the recruitment procedure.

Both Tanzanian and foreign peer educators receive the same training, carried out by SPW senior staff and invited facilitators from education officers at the district, regional, and zonal levels. The training comes in three phases:

1. Initial training: For three weeks, six days a week, they are taught about:
 - the spirit of volunteerism and teamwork,
 - peer education,
 - language (Kiswahili for foreigners and English fluency for Tanzanians),
 - cross-cultural awareness,
 - gender and development,
 - nonformal education (e.g., drama, group discussions, debates, games, etc.),

- the formal education system in Tanzania, and
 - teaching methodologies and practice.
2. Placement orientation: Immediately after the initial training, the peer educators proceed to their placement for the first time. This orientation takes three weeks. Activities during this phase include introductory meetings; teaching practice, observation, and preparation; and extracurricular activities such as games and drama. Peer educators become involved, action plans are prepared, and a baseline survey on the school community is carried out.
 3. Core training is carried out by SPW staff, health workers, and staff from UMATI and PSI. It lasts two weeks. Activities include orientation feedback, organizing activities for SHEP, budgeting for activities, further sessions on peer education, ethics, and daily monitoring and evaluation of own work. An ASRH module is explained in detail by qualified health workers.

In addition, a workshop for peer educators and teacher guardians is held for three days at the end of the secondary school summer holidays (June/July) and end of peer educators' holidays. The workshop covers issues that were not covered in previous training and workshops.

Teacher Guardians

- Each school has one or two guardians.
- The students select the teachers who will be their guardians.
- The guardians receive three days' training on ASRH.
- The role of the guardians is to supporting the peer educators and counseling students.

Staff roles are summarized in appendix 1 to this chapter. Staff data are given in appendix 2 to this chapter.

Setting Up the Program

The following stages were undertaken to set up the program:

- Instruction and guidance were sought from and given by the Commissioner for Education to set up a demonstration model of SHEP in the Southern Highlands.
- Support funding was received from SPW-UK.
- A needs assessment was conducted in secondary schools in Iringa and Mbeya regions in conjunction with the district, regional, and zonal education authorities.
- Iringa region was chosen as the pilot region.
- Nineteen secondary schools were chosen for the SHEP intervention.
- A workshop, overseen by the zonal chief inspector, was held for head teachers, school owners, and government education authorities.
- The program design was agreed upon, based on best practice from other SPW programs.
- The SPW director, manager, and coordinator were recruited and an office was set up.
- The SHEP peer educator manual was prepared.

Truly, I have never known an NGO like this, who have the approach of going straight to the villagers and living with them in this difficult environment. I would like to say, "SPW, we need money," but this is not a solution. SPW, do your best to give us knowledge like this, which will endure.

Villager

SPW is working at a grassroots level on fundamental issues which affect Tanzania, and with the people who are Tanzania's future...our youth....You have my full support.

**Regional commissioner
Iringa region**

Program Resources

There is a main resource center (the YDC) at SPW headquarters. It is a spacious room with tables and benches, and shelves full of training materials. The YDC is open to all youth in Iringa municipality.

Each secondary school on the program has a “mini-resource center” open to teachers, peer educators, and students. Materials available are those mentioned in Staff Training Materials above, as well as pamphlets, festival reports, pictures, flyers, and so forth.

Advocacy

Senior government officials have attended youth events and festivals or had discussed the program with SPW staff. SPW also works in partnership with the local government officers at the district, ward, village, and subvillage levels, who help sensitize communities to the program.

After the two and a half years of implementation, problems, such as pregnancy among students, have decreased. Youth are more open on ASRH issues. They attend health facilities for services/advice, and they are more assertive and knowledgeable.

Program director

SPW works directly in the community, which allows the peer educators to learn about the community's beliefs and attitudes toward HIV/AIDS and share information about the program. The community is invited to the festivals, and formal meetings are also held with head teachers, teacher-guardians, and community leaders to discuss the SPW program.

As well as advocating their program with the government and the community, SPW has also fostered good links with other local, national, and international NGOs working in this field. These NGOs provide many of their materials to the program and give talks in the schools, and SPW has attended their workshops and seminars. They also share their ideas and experiences so as to overlap in their efforts and learn from each other's experience.

Program Finances

Since the establishment of the program funding, approximately US\$392,000 has been received from UNESCO, SIDA-Tanzania, the Danish International Development Agency (DANIDA), Elton John AIDS Foundation (EJAF), USAID, The Swiss Agency for Development and Cooperation (SDC)-Tanzania, and SPW-UK. Approximately 16,250 students have benefited from the program. Therefore, the average external financial cost per student is approximately US\$24.12 (392,000/16,250). However, it should be noted that 15,000 adults have also benefited, along with an unknown number of other school-aged children and adults in the community.

Please see appendix 5 to this chapter for further details on program finances.

PART C: ASSESSMENT AND LESSONS LEARNED

Challenges and Solutions

Program Director

Using valuable resources: The program uses a much underused resource — young, educated, and enthusiastic local (as well as foreign) people. This approach should be encouraged in all programs because most countries have a large population of young people who can ensure a program's sustainability.

Replicability: The program operates within the government educational system and uses renewable and inexpensive staff. This makes it easy to replicate in other areas and countries. Furthermore, the same approach can be used to tackle not just HIV/AIDS, but other diseases of poverty, such as malaria and tuberculosis.

Advocacy: In spite of involving the wider community, there are still some community members who are against the SPW program because they think it promotes sexual activity. Sensitizing the community and government authorities is an extremely demanding and time-consuming task, yet it is crucial if the program is to succeed. Ideally, what is needed is a more efficient way of doing this.

Poverty: Poverty remains the biggest problem in the fight against HIV/AIDS for most of the rural subsistence populace. Poverty exposes them to a greater risk of HIV infection and immediately compromises the priority or urgency of fighting HIV/AIDS.

Social beliefs: Although the majority of people are aware of the term “HIV/AIDS,” there is still widespread ignorance, apathy, and derision of the pandemic. Social beliefs and traditions also complicate the campaign, for example, believing in witchcraft (*kurogwa*), widow inheritance, polygamy, and so forth.

Teacher motivation: There are no incentives to be a teacher — they are poorly paid and ill respected, so they are not motivated to teach well. The system has also, unfortunately, led teachers to expect allowances for any task outside their typical routine. Such an attitude deems any real HIV/AIDS intervention run by teachers at a school level as ineffective and too cost oriented.

Scaling up: The greatest challenge is how to scale up such interventions and ensure that they reach the majority of students (primary, secondary, and tertiary) across Tanzania. An intervention must be effectively and efficiently delivered to make an impact that achieves better ASRH status. This implies management, training, resources, and consistent sensitization and monitoring. It also implies effective and active collaboration with other sectors (such as health care and social marketers, governments, community leaders, and so on).

Lack of priority: HIV/AIDS education in schools will always come up against more pressing logistical, academic, technical, and social demands and priorities involved in running a successful school. It is therefore critical to get across the equal importance of delivering HIV/AIDS education.

Since SPW peer educators have been at Lugarawa Secondary School in Ludewa district, there have been no cases of schoolgirl pregnancy at all in the school.

Program director

Training: More training of both peer educators and teacher-guardians is needed to increase the impact and effectiveness of the program

Resources: At present, the program is hugely underresourced. Extra staff, as well as funds, would increase capacity and allow the program to work better. The program needs better documentation.

Monitoring and evaluation: Experts are needed to aid in monitoring and evaluation. At present, the staff do not have the technical expertise to carry out a scientific evaluation.

Official committees: The board of trustees is in London only. For more efficient and effective work and commitments on both sides, there should be a locally based body that will at least discuss the program once a year, if not a local board of trustees or advisory and management committee. (Please note: A Tanzanian board of trustees has now been established.)

Peer Educators

Curriculum: At the moment, the ASRH module is fixed in format, content, and approach for all forms. It is necessary for SHEP to produce a form-graded ASRH module (forms 1 to 4) so that as students move up each year, the ASRH module will be both informative and set at a slightly different level for them.

Youth-friendly: Local health facilities need to be youth friendly and have a constant supply of medicine for STIs.

Condoms: Condoms should be made more accessible.

Support: The peer educators need more support and guidance when they come up against difficulties, such as hostility from parents and teachers.

Evaluation

Monitoring and evaluation are carried out by SPW staff, head teachers, and peer educators. A large evaluation is planned for the end of 2002.

Monitoring is done in a variety of ways:

- Weekly record sheets and event-day report forms are filled in by peer educators and head teachers, detailing subjects taught, methods used, extracurricular activities, and community interventions.
- SPW staff hold regular monitoring meetings with peer educators, conduct school visits, and attend activities and events. Problems are discussed and solutions suggested.
- A meeting is held twice a year (one before and one after the intervention) with SPW staff, head teachers, and peer educators to discuss problems and progress.

Evaluation is also done in a variety of ways

- A health quiz given to students at the beginning and at the end of the program to see how much they have learned.
- Head teachers and school staff write an evaluation report at the end of the program, explaining the impact they think the program has had.

The implications of the evaluation are used to structure the next year's program.

A change in attitudes has been noticed by the peer educators and SPW staff. For example, girls are far more assertive than before and are now willing to discuss issues of gender and ASRH. There has also been a decrease in the rates of teenage pregnancy. Answers from the health quiz indicate an increase in ASRH knowledge.

UNAIDS Benchmarks

	Benchmark	Attainment	Comments
1	Recognizes the child/youth as a learner who already knows, feels, and can do in relation to healthy development and HIV/AIDS-related prevention.	✓	<p>Youth are encouraged to freely express themselves about ASRH issues and all topics taught by the program; their ideas and suggestions are always considered and valued.</p> <p>Program activities are youth led through drama, art, rap, etc.</p> <p>The atmosphere within SPW is that there must be NO GAP and NO BARRIERS between students and volunteers.</p>
2	Focuses on risks that are most common to the learning group and that responses are appropriate and targeted to the age group.	Partially fulfilled	<p>The program addresses the risk behaviors.</p> <p>Peer education is seen as the most effective tool to take into account the specific needs of individuals.</p>
3	Includes not only knowledge but also attitudes and skills needed for prevention.	✓	<p>The program promotes attitudes and behavior change, recognizing that information is not enough.</p> <p>Student attitudes have changed – for example, the students are more assertive in coping with growing-up/adolescent problems.</p>
4	Understands the impact of relationships on behavior change and reinforces positive social values.	✓	<p>One of the objectives of the program is to encourage responsibility in relationships, reinforcing abstinence and saying No to sex before marriage.</p>
5	Is based on analysis of learners' needs and a broader situation assessment.	Partially fulfilled	<p>A health quiz at the beginning of the program identifies weak areas.</p> <p>The same quiz is repeated at the end of the program, so necessary reinforcement and adjustments can be made.</p> <p>Volunteers conduct a community assessment during their orientation week in the schools, health facilities, and community where the school is located.</p>
6	Has training and continuous support of teachers and other service providers.	Partially fulfilled	<p>Peer educators receive training before the start of the program.</p> <p>Head teachers and school guardians are provided with training materials.</p>

	Benchmark	Attainment	Comments
7	Uses multiple and participatory learning activities and strategies.	✓	Multiple participatory learning activities and strategies are used, such as: drama, songs, role plays, poems, debates, and quizzes.
8	Involves the wider community.	✓	The youth events/festivals involve the community by inviting them to participate in the discussions. This exposes them to ASRH issues, which they can take to their homes and the community in general. The issues are also addressed during general meetings of the village.
9	Ensures sequence, progression, and continuity of messages.	Partially fulfilled	The program tries to build from knowledge to action. The same messages are given consistently throughout.
10	Is placed in an appropriate context in the school curriculum.	✓	The program is part of the school curriculum. ASRH HIV/AIDS/STI topics are taught during school hours and appear on the weekly timetable.
11	Lasts a sufficient time to meet program goals and objectives.	✓	The program lasts from form 1 to form 4 of secondary education.
12	Is coordinated with a wider school health promotion program.	✓	School health coordinators at national, regional, and district levels are involved in, and work closely with, the program.
13	Contains factually correct and consistent messages.	✓	All materials used by SPW have been approved by the MoEC and MoH.
14	Has established political support through intense advocacy to overcome barriers and go to scale.	✓	There is political support, from the national level to the community level. The program plans to scale up to other regions in the Southern Highlands. As a result of this political support, more donors are choosing to support SPW, which gives hope for program expansion.
15	Portrays human sexuality as a healthy and normal part of life, and is not derogatory against gender, race, ethnicity, or sexual orientation.	✓	The SPW program portrays human sexuality as a healthy and normal part of life, and it tries to guide students on how to address adolescent and cultural issues.

	Benchmark	Attainment	Comments
16	Includes monitoring and evaluation.	Partially fulfilled	Continuous evaluation is done by the volunteers and SPW staff. SPW is planning an external evaluation conducted by technical experts in this field.

PART D: ADDITIONAL INFORMATION

Organizations and Contacts

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We appreciate the help of the following people in providing much of the information in this report:

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 Mr. Andrew Kalinga — Manager (Tanzanian)
 Mr. Jimmy Innes — SHEP coordinator (British)
 Mr. Steven Kyaruzi — Assistant SHEP coordinator (Tanzanian)
 11 peer educators (8 Tanzanian and 3 foreign)
 Mr. L. Lawa — Deputy head teacher, Kibao Secondary School
 Six teachers — Kibao Secondary School

Six students (male and female) — Kibao Secondary School
Mr. Ali Athuman Mlaga — Chairman, Kibao subvillage
Mr. Meshack Mlyapatali — Clinical officer, Kibao Dispensary
Mrs. Aurelia Fuluge — Head teacher, Kibao Primary School
Mrs. Maria Ndutule — Acting ward executive officer, Kibao ward
Mr. Salum — Regional education officer, Iringa
Dr. Salum — District medical officer, Iringa rural

Available Materials

For information on how to obtain these materials, please see color insert in this report.

SHEP Volunteer manual
(order number: SPW01)

SHEP Narrative Report 2001
(order number: SPW02)

Ludewa Youth Festival 2001: A brief report
(order number: SPW03)

Njombe Youth Festival 2001: A brief report
(order number: SPW04)

Iringa and Mufindi Youth Festival 2001: A brief report
(order number: SPW05)

Southern Highlands Demonstration Model: report on first phase research, July 1999
(order number: SPW06)

A documentary record of newsprint media covering SPW Tanzania 2001
(order number: SPW07)

SPW Annual Report 2001
(order number: SPW08)

The questions adolescents ask most frequently about and their answers. Eight booklets in English:

- Vol. 1: Growing up
- Vol. 2: Male-female relationships
- Vol. 3: Sexual relationships
- Vol. 4: Pregnancy
- Vol. 5: Healthy relationships
- Vol. 6: HIV/AIDS and the new generation
- Vol. 7: Drugs and drug abuse
- Vol. 8: Alcohol and cigarettes

(order number: SPW 09)

Maswali waliyouliza vijana kuhusu na majibu yake. Eight booklets in Kiswahili:

- Vol. 1: Kuingia utu uzima
- Vol. 2: Mahusiano kati ya wasichana na wavulana
- Vol. 3: Mahusiano ya kimwili
- Vol. 4: Mimba
- Vol. 5: Usalama katika mapenzi
- Vol. 6: Ukimwi na kizazi kipya
- Vol. 7: Madawa ya kulevya
- Vol. 8: Pombe na sigara

(order number: SPW 10)

Booklets/pamphlets from Kuleana:

- Haki za watoto na wajibu wgo: haki zetu
- Tupate haki yetu ya elimu!
- Wasichana na wanawake wana haki!
- Kulikoni majumbani? Tunataka haki zetu!
- Elimu ni haki ya watoto wote. Je, wasichana wa shule wanaopata mamba?
- “Hatupendi adhabu ya viboko!” Watoto tutimize wajibu
- About Children’s Rights
- Zapp* magazine. Haki za watoto leo!

(order number: SPW 11)

Pamphlet and magazine from UNICEF:

- Fahamu: Dalili za hatari kwa mwanamke mjamzito
- Sara*: Sara anamwkoa rafiki yake

(order number: SPW 12)

PSI pamphlets:

- Tumia Salama Condoms. Jikinge!
- Ukweli Kuhusu Kondom

(order number: SPW 13)

UMATI pamphlets:

- Mapenzi katika umri mdogo ni hatari
- Siri ya Hedhi
- Mabadiliko ya mvulana au msichana wakati: Anapokua

(order number: SPW 14)

TAMWA pamphlet:

- Sheria ya makosa ya kujamiiana, 1998

(order number: SPW 15)

AMREF booklets/pamphlets:

Yafahamu mabadiliko muhimu wakati wa ujana wako

Jikinge na magonjwa ya zinaa

Sababu ni moja: Vijana, ngono na virusi vya UKIMWI/UKIMWI katika nchi tatu za Afrika

Vijana kwa Vijana: Kuzuia kuenea kwa virusi vya UKIMWI na vijana Kenya

Je, ukimwi ni ajali?

(order number: SPW 16)

Femina magazine

(order number: SPW 17)

Appendix 2: Staff data

(order number: SPW 18)

Appendix 3: Program materials

(order number: SPW 19)

Appendix 4: Recruitment procedure

(order number: SPW 20)

Appendix 5: Program finances

(order number: SPW 21)

APPENDIX 1. STAFF ROLES

Program Director

Has overall responsibility for all aspects of the Program, in particular

- financial control of budget and expenditure,
- staff recruitment and management,
- fund raising at local and national level,
- liaison with all partners and stakeholders,
- management of media contacts, and
- monitoring and evaluation procedures.

Program Manager

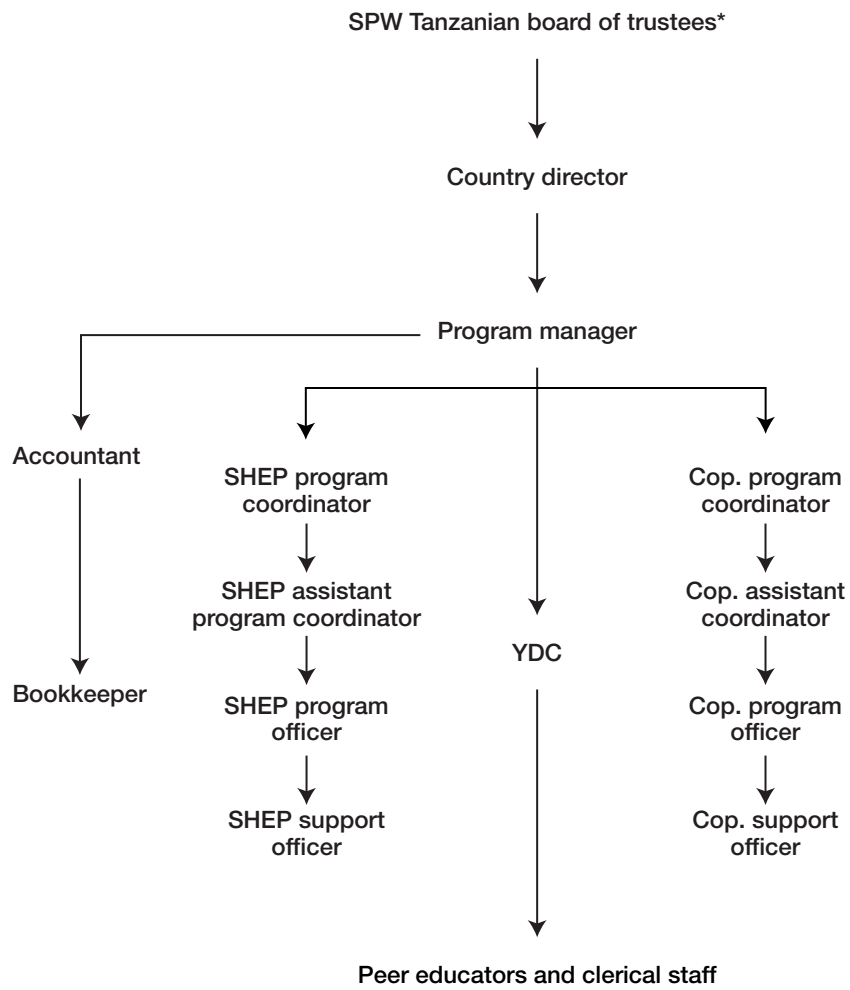
Is responsible for

- personnel management of SPW staff,
- office administration,
- logistical aspects of program (travel, visas, etc.), and
- liaison with relevant government authorities at regional and district levels.

SHEP Program Coordinator

Is responsible for

- recruitment of Tanzanian peer educators;
- training and professional support of peer educators;
- providing leadership and support of peer educators;
- coordination of all school- and community-based health awareness activities;
- program design and development;
- sensitization of all regional, district, and school authorities; and
- assistance to program director in fund raising and budgeting.



*The Tanzanian board of trustees was established after the preparation of this review.

Figure A.1. Staff Structure

APPENDIX 2. STAFF DATA

Since the commencement of SPW-SHEP program in Iringa, a total number of 154 peer educators have been recruited, 89 Tanzanians and 65 from overseas. At present, there are 49 Tanzanians (30 females and 19 males) and 23 from overseas (17 females and 6 males). Foreign peer educators come mainly from Britain, although three come from Ireland, Australia, and Sweden.

These young people are the backbone of the SHEP in Iringa. Two are placed in each school, one foreigner and one Tanzanian. However, some schools have Tanzanians only. To qualify to be a peer educator, one has to have completed high school. The youth apply for the post, pass an interview, and undergo a six- to seven-week preparatory training course.

Overseas peer educators raise approx. US\$3500 to cover airline tickets, health insurance, and U.K. administration, as well as program costs in Tanzania (e.g., training, peer educator allowances, etc.).

Type	Number of staff	Position/title	Gender
Full-time and paid	13	Director, 1 Manager, 1 Coordinators, 2 Asst. coordinators, 2 Program officers, 2 YDC coordinator, 1 Bookkeeper, 1 Secretary, 1 Office assistant, 1	Male Male Male 1 male, 1 female Female Male Male Female Male
Part-time and paid	4	Accountant, 1 Support officers	Male Male and female
Peer educator staff, other than peer educators receiving allowances/incentives)	Up to 5	Peer educator support	Male and female
Teacher guardians	1 to 2 per school		Male and female

Total Number of Tanzanian Peer Educators in SHEP 2000-2002									
Year	Total	Female	Male	Tanzania	Tanzania	Tanzania	Overseas	Overseas	Overseas
				total	female	male	total	female	male
2000	39	19	20	19	8	11	20	11	9
2001	43	29	14	21	14	7	22	15	7
2002	72	47	25	49	30	19	23	17	6
Total	154	95	59	89	52	37	65	43	22

APPENDIX 3. PROGRAM MATERIALS

Author	Title
AMREF	"Know Your Body" "Protect Yourself from Sexually Transmitted Infections" "Is AIDS an Accident?" "The Reason Is One" "Youth for Youth" "Learning through Experience"
TAMWA	"The Voice of Siti – Empowerment to Women and Other Social Issues" "Sex Offences Law 1998"
UNICEF	<i>Sara</i> (a comic magazine on youth issues) <i>Know the Dangerous Symptoms During Pregnancy</i> (booklet and film)
UMATI	"Sexual Activities at a Tender Age – The Consequences" "The Secrets of Menstruation" "Body Changes on Boys and Girls at Puberty"
PSI	"The Truth About Condoms" "Protect Yourself" <i>Amua</i> newspaper for secondary school students provides information about HIV/AIDS prevention, condom awareness, and general ASRH issues

Author	Title
Kuleana	<p>“What Is Happening in Homes” (mistreatment of girls)</p> <p>“Girls and Women Have Equal Rights – We Need Our Education Rights”</p> <p>“Children’s Rights and Their Responsibilities”</p> <p>“We Don’t Want Corporal Punishment”</p> <p>“Education is the Right of All Children – What About Teenage Pregnancies Amongst School Girls?”</p>
GTZ	<p>A series of 8 booklets in both English and Kiswahili on questions adolescents ask most frequently and their answers:</p> <ul style="list-style-type: none"> • <i>Growing Up</i> • <i>Male-Female Relationships</i> • <i>Sexual Relationships</i> • <i>Pregnancy</i> • <i>Healthy Relationships</i> • <i>HIV/AIDS and the New Generation</i> • <i>Drugs and Drug Abuse</i> • <i>Alcohol and Cigarettes</i>
FEMINA	<p><i>Femina</i> magazine mainly consists of health and social life topics.</p>

APPENDIX 4. RECRUITMENT PROCEDURE

The recruitment of Tanzanian peer educators is a long process, covering nine months from April through to December.

- April–May: SPW staff inform head teachers and visit high schools around the country to meet students, explain the program, and leave information about SHEP as well as application forms.
- June–August: Interested applicants send completed application forms to the SPW office in Iringa, where they are studied and filed by SPW staff.
- August–September: Once the National Form VI exam results are published, SPW reviews all received applications and ranks each one on its individual merit to compile a short list of potential peer educators.
- October: Short-listed candidates are sent a letter to invite them to one of two selection weekends, held in Dar es Salaam and Iringa. Their parents are also sent a letter to seek their consent for their child to take a place in SHEP.
- November: The selection weekends are held, involving a range of participatory activities (group work, presentations, drama, debate, etc.) to assess the suitability of each candidate. After the selection weekends, the SPW peer educator selection committee formulates final lists of selected and reserve peer educators.
- December: The final lists are passed to the regional education authorities for approval. All approved candidates are sent a confirmation letter inviting them to join SHEP.

In 2001, a total of 350 application forms were received from recent graduates. Of these, a short list of 80 peer educators were invited to attend one of the selection weekends. Of these, a total of 49 peer educators were recruited.

APPENDIX 5. PROGRAM FINANCES

Breakdown of Funding Sources and Allocation				
	Amount	Donor	Date	Funding required for
Funding 1 (since establishment of the program)	US\$4,000 (two grants of US\$2,000 each)	UNESCO	July 2000 July 2001	Training of peer educators and guardian teachers
Funding 2	US\$51,000	SIDA (Tanzania)	July 2001	Covering shortfall between annual budget for activities and actual funds available, also, secondhand vehicle purchase
Funding 3	Approximately US\$40,000 (2 grants)	DANIDA (Tanzania)	October 2001– March 2002	Running SHEP in six urban secondary schools. Fund all activities facilitated from secondary school attachments.
Funding 4	US\$49,208	EJAF	January 2002	Sponsoring 35 Tanzanian peer educators on SHEP 2002
Funding 5	US\$56,210	USAID	April	Running a SHEP in 12 primary schools of Iringa Rural District
Funding 6	US\$35,210	SDC Tanzania	May 2002	Preparing and facilitating four district youth festivals
Funding 7	US\$157,080	SPW-UK	2000–2002	Contribution from 66 overseas peer educators US\$2380.

Year 2001-02 (Last Year) Expenditure	
Expenditure	US\$ (approximate)
Staff remuneration	49,518
Management, administration, operations	50,100
SHEP	133,389
District youth festivals	35,259
Total	268,263

Management, administration, and operations include: rents; utilities; communications; stationary; office equipment; staff health, travel, and vehicles; publicity and media; profile; personnel relationship and fund raising; staff training; audit expenses; independent evaluations, and so forth.

Estimated Allocation to Each of the Approaches, 2001-02	
Approach	Cost in US\$ (approximate)
Tanzania peer educator selection	2,779
Training program	30,514
Peer educator set-up monthly allowances	32,532
Sensitization	6,213
School placement visits	5,092
Activity money at placement school	29,555
District youth festival evaluation	35,259
Evaluation	25,074
Total (less miscellaneous and contingency)	167,018