



SEALING UP YOUTH
HIV/AIDS
PREVENTION

The Experience
of Pathfinder International
and the Foundation
for Community
Development
in Inhambane Province,
Mozambique

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ACRONYMS

ACUDES	Associação Cultural para o Desenvolvimento Sustentável (<i>youth association based in Inhambane City with chapters in Inhambane Province</i>)
AJUDINHA	Associação Juvenil para o Desenvolvimento de Inhambane (<i>youth association based in Inhambane City</i>)
ANAVIL	Associação dos Naturais e Amigos de Vilankulo (<i>youth association with base in Vilankulo</i>)
ASRH	Adolescent Sexual and Reproductive Health
BCC	Behavior Change Communication
CARE	American NGO working in Inhambane Province
CBO	Community Based Organization
CE	Community Educator
COLMATAR	Combater e Eliminar a Discriminação a Portadores de Deficiência (<i>youth association based in Maxixe</i>)
DDE	District Directorate of Education
DPE	Provincial Directorate of Education
DDJD	District Directorate of Youth and Sports
DPJD	Provincial Directorate of Youth and Sports
DPS	Provincial Directorate of Health
<i>Esh!</i>	Escolas Sem HIV (FDC's "Schools without HIV" Project)
FDC	Foundation for Community Development
FP/RH	Family Planning and Reproductive Health
GB	Geração Biz Project
GOAL	Irish NGO working in Inhambane Province
GOM	Government of Mozambique
INJAD	Inquerito Nacional de Adolescentes e Jovens
JHU	Johns Hopkins University
KAP	Knowledge, Attitudes and Practices
PLWHA	People Living with HIV/AIDS
PK	Kuhluvuka Project, FDC
STI	Sexually Transmitted Infection
UID	Unidade de Implementação Directa (Direct Implementation Unit), Kuhluvuka Project, Inhambane
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing

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In 2001, the Foundation for Community Development (FDC) launched a 3-year project to combat HIV/AIDS along the Maputo Corridor in Mozambique. The Kuhluvuka Project (PK), with support from



USAID, facilitates HIV/AIDS prevention, mitigation and care, advocacy, capacity building and research interventions that are implemented by national and international NGOs. Under the umbrella of PK, Pathfinder International and FDC joined forces in early 2003 to form the Unidade de Implementação Directa, or Direct Implementation Unit (UID) for the development of ASRH and youth-oriented HIV/AIDS prevention activities in Inhambane Province for a period of 18 months. A third partner, Johns Hopkins University (JHU), provided additional expertise in strategic planning for communication.

1. THE CHALLENGE

While PK activities elsewhere were conducted by local NGOs, FDC chose to form the UID for direct implementation of youth prevention activities in Inhambane in order to build on Pathfinder and FDC's experience in executing other successful youth projects in Mozambique. One of these projects, *Geração Biz* (GB), is a multi-sectoral government initiative supported by UNFPA/Mozambique with technical guidance from Pathfinder. It is currently in its fifth year of providing school and community based peer education and youth friendly health services in six of the country's ten provinces. By capitalizing on the technical expertise, widely accepted methodologies and high quality materials that had already been developed by GB, Pathfinder and FDC were able to develop a new, credible and successful youth program in the short period of time that was available for project implementation, while complementing existing interventions in the province.

The Pathfinder/FDC Inhambane youth component of PK sought to increase adoption of safer sexual decision making strategies among youth through increased demand and access to information and services and to further develop the capacity of NGOs, youth associations and communities to undertake STI/HIV/AIDS prevention efforts. Taking a peer education approach, the project focused on behavior change communications, with a complementary and reinforcing aspect of capacity building for youth associations. Interventions were aimed at male and female pre-adolescents, adolescents and young adults, including both in-school and out-of-school youth. Working primarily in district seats and the cities of Inhambane and Maxixe, activities were concentrated in eight sites in five districts and two cities, with 23 schools and 18 youth associations participating.

Pathfinder's role in the project ended in August of 2004, as Kuhlulukwa was winding down. FDC is currently revisiting its strategy for youth programming in Inhambane and elsewhere. FDC support to the participating schools and associations continues during this transition period, and it is hoped that many of the methods, materials and lessons learned will continue to be applied as the program evolves into a second phase.

Enabling Factor: FDC provided a favorable environment that encouraged building on existing, successful program approaches, avoiding the all-too-frequent pitfall of donor and implementing agencies of seeking to create new approaches or styles without taking full advantage of functional models.

In most respects, Inhambane is typical of Mozambique in terms of its high - and in some places, growing - HIV rates, its young age structure and the types of social and economic conditions that exacerbate young people's vulnerability to infection. Infrastructure is still basic, the population is largely rural, and low educational levels, especially among girls, combined with limited employment opportunities for youth and the weakness of local organizations working for youth development, set the stage for a high-risk environment in terms of young



Sexual and Reproductive Health KAP Study among Students

To establish up-to-date, Inhambane-specific KAP data, a survey of in-school youth was carried out. A questionnaire was designed and pre-tested using internationally accepted models as a basis. A sample of 1200 students from schools participating in the project was randomly selected, and 1,107 of these students voluntarily participated. Students from 21 schools administered the survey in August and September of 2003, following a rigorous training in its application. Respondents were categorized into two age groups, 10-14 and 15 and older. Approximately three-quarters of respondents belonged to the older age group and slightly more

boys participated (52%) than girls (48%). The study was not limited to KAP surrounding HIV prevention; it also explored the status of initiation rites, contraceptive knowledge, STIs, sexuality and gender, and violence.

In terms of knowledge, the results were encouraging but revealed some areas that still require attention. The most widely cited contraceptive method, noted by 88% of females and 85% of males, was the condom. The vast majority of respondents knew where to obtain condoms and other methods, and almost all students (96%) knew that using condoms

2. THE CONTEXT:

YOUTH AND HIV/AIDS PREVENTION IN INHAMBANE PROVINCE

people's sexual and reproductive health. One-third of Inhambane's population of 1,123,079 is composed of adolescents and youth (between the ages of 10-24), and given that, at national level, 45% of all new HIV infections occur among people below 24 years of age, it is clear that a focus on youth is imperative.

Other characteristics of the province are important when considering its overall vulnerability. Bordered on the west by Gaza Province, on the north by Manica and Sofala and on the east by the Indian Ocean, Inhambane is transected by the heavily traveled Maputo Corridor, which runs north from Maputo City to Inhambane City and continues through the central and northern provinces. Although agriculture and fishing form the basis of the economy, tourism in coastal communities and men's migration to work in South African mines are influential elements that contribute to a highly mobile population. Recent data¹ showed an HIV prevalence of 8% among the adult population in Inhambane. While this is lower than the national estimated prevalence of 13.6%, the three provinces bordering Inhambane

was one way to prevent HIV transmission. Fidelity and avoiding multiple partners were also widely mentioned. Participants were aware of several modes of HIV transmission, though only 70-80% noted blood transfusions, mother-to-child transmission, needles (injections) and razor blades as possible sources, and only about half specified sexual relations with a prostitute as particular risk. Very few respondents cited erroneous methods of transmission. Knowledge about HIV testing was lower, but about 13% of males 15 and older had already been tested, as had 10% of females in this age group. Finally, the validity of the peer education approach was confirmed by the fact that about three-quarters of students reported talking to peer educators when seeking information related to sexuality.

Likewise, most, though not all, attitudes relating to gender, HIV and condom use were favorable for prevention activities. While some gender stereotypes persist, responses revealed a fairly high level of support for equity in decisions

¹ 2002 Sentinel Surveillance Sites Survey, Multisectoral Working Group

– which are linked to Inhambane by transport corridors, have some of the highest prevalence rates in the country, far above averages.

Knowledge about HIV transmission and AIDS is relatively high among youth in Mozambique, and this was confirmed by the project's own KAP study that was conducted in 2004, but there are still gaps in knowledge, and transforming knowledge into preventive behavior is an ongoing challenge. The 2001 national INJAD youth survey (ages 15-24) reported that about 80% of young adults have heard of HIV/AIDS and that most young adults know that HIV is transmitted by sexual relations. However, less than one-third knew that transmission is possible by non-sterile needles, less than 10% could spontaneously name one of the three possible means of mother-to-child transmission, and only 22% of females and 38% of males knew where to get an HIV test.

Filling knowledge gaps, however, is only one step in what must be ongoing process to enable young people to protect themselves from infection and

and responsibilities surrounding sexual relations, childbearing, family planning, and childcare. Approximately 65% of respondents agreed that they could be at some risk of contracting HIV, and 79% affirmed that they felt capable of protecting themselves from HIV infection, results that reveal an appreciation of reality but that also indicate that more needs to be done to ensure that all youth at risk are able to protect themselves. Almost three-quarters of students affirmed that condoms are cheap and that they would buy them. However, fewer females were of the opinion that condoms are easy to use (38%), as compared to males (60%).

While knowledge and attitudes were found to be

largely favorable to promoting healthy behaviors, the study brought to light many gaps that still exist between knowledge, attitudes, and their impact on behavior. With very early mean ages at first sexual experience among the majority who had initiated their sexual activity both boys (mean age=14.2) and girls (mean age=15.4) are exposed to the risks of STI/HIV infection at a young age. About 41% of respondents reported using a contraceptive method in their first sexual experience, and over half of those responding to a question about consistent use said that they had used a condom in all sexual relations over the past 6 months. Similarly, just over one-half confirmed that they had intention to use a condom in all sexual relations. While it is clear, then, that condoms are

2. THE CONTEXT:

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empower them to make the right decisions with regard to their sexual and reproductive health. Despite high knowledge levels about HIV transmission, in the INJAD survey, only 7% and 6% of males and females, respectively, used contraception at first sexual intercourse, mostly condoms. Subsequent use of condoms was shown to increase but only to about 25%. Considering that both the INJAD survey and the Pathfinder/FDC KAP study revealed a pattern of early sexual experience, with an average age of about 15 years, and that more than half of males in the INJAD reported two or more partners in the last 12 months, these statistics present enormous challenges.

On the other hand, the percentage of sexually active in-school youth using condoms in Inhambane in 2003 – according to the Pathfinder/FDC KAP study - is quite a bit higher than what was revealed in the 2001 INJAD. About 55% of sexually active youth responding to a question about condom use over the last six months reported that they had used a condom consistently.

While there is clearly a need to redouble efforts to educate and empower youth to protect themselves, then, there is also support for the expectation that BCC interventions can have a positive impact.

gaining acceptance among in-school youth, much remains to be done to ensure that the majority of young people are protecting themselves. Finally, about 12% of both male and female youth reported having been forced at least once to have sexual relations against their will, and while a large majority of students perceived sexual mistreatment to be a form of violence, there was less awareness of the problems of verbal and psychological abuse.

The results of the survey serve as a baseline for measuring outcomes within the school-based component of the project. Additionally, the dissemination process itself, which involved a seminar and the distribution of study results to all schools, the DPE and DDEs, peer educators and other partners working in HIV prevention, has provided valuable information to facilitate discussion around the topics covered by the study. It is hoped that it will contribute to the development of structured interventions for sexual education and prevention strategies at schools as well as the reshaping of current interventions, while also providing insights into the development of BCC materials.



DC took a somewhat phased approach to the launching of Kuhluvuka Project activities, such that the Inhambane adolescent component was one of the last activities to be initiated under PK. In part, the very short time frame to develop this component drove FDC's decision to create the Direct Implementation Unit. By jump-starting youth activities under the direct guidance of experienced players with strong organizational capacity, it was hoped that momentum would be built that would move the initiative into a subsequent phase to be fully implemented by local partners under FDC's leadership.

The Projecto Kuhluvuka Network

In each province where PK acts, it has formed a PK Network, which is composed of all NGOs and CBOs that are implementing PK. To enhance the effectiveness of these networks and ensure coherence with government priorities and programs, key public sector representatives also participate in the regular network meetings. These networks do not replace the structures set in place by the Government of Mozambique (GOM), including the Provincial AIDS Nuclei. The latter provide a means by which the GOM administers multisectoral government funds for HIV/AIDS prevention and coordinates key players in each province. The PK Network also brings together key government



3. PROJECT MANAGEMENT STRUCTURE

Therefore, although Pathfinder's involvement in PK lasted just 18 months, both the organizational structure and the management set up of the Inhambane youth component were designed to optimize capacity building for longer term development of youth ASRH and prevention activities.

The UID was based in the most central of cities in Inhambane Province, Maxixe. Composed of a Pathfinder/FDC team of four technical professionals and administrative staff in a single project office, the UID extended its reach to the eight project sites throughout the province via Community Educators, one in each site. The Maxixe-based technical team consisted of FDC's UID Coordinator and Program Officer, together with Pathfinder's Senior and Junior Program Officers. Pathfinder/Mozambique's Maputo-based team, including the Country Representative, technical advisors and Financial Manager - all with extensive experience in youth programming under GB and other projects - provided ongoing technical guidance and support to program development, financial management and administration of the UID.

agencies, NGOs and CBOs in the province. However, its primary purpose is to enhance the effectiveness of PK's interventions.

In Inhambane, the PK Network expanded well beyond the more limited scope of other PK networks, becoming the strongest and most effective of the PK provincial networks. The Provincial Coordinator of Inhambane's Nucleus backed the idea of the Inhambane PK Network serving as a catalyst for greater coordination among the key players in the province. With the UID taking the lead in the network's organization, monthly meetings were held in which PK partners shared information and materials, coordinated areas of intervention and organized special events, such as World AIDS Day, Mozambican Woman's Day, etc.

Government partners such as the DPE, DPJD and DPS were originally included in the network, as these agencies serve as the primary GOM counterparts to project activities. The Provincial Directorates of Culture and Women and

Enabling Factor: Direct management by FDC and Pathfinder, both NGOs with the flexibility that this accords them, allowed for quick implementation and short term results. A longer-term model must seek even stronger collaboration with government agencies and further integration of activities into ongoing public sector programs, as well as implementation of community components by NGOs and CBOs.

Based in project sites, the eight Community Educators were selected and hired to assist in the development and monitoring of all activities in their respective community. The CEs were selected from a pool of applicants meeting the minimum criteria of having completed the 12th grade and possessing some previous training or experience in HIV/AIDS or other health or development programs. After receiving an initial 5-day training in ASRH content, management of peer educators' activities, and monitoring and evaluation, the CEs worked with the selected schools and youth associations in their respective communities to organize and implement activities. The ongoing assistance provided by the CEs included: helping to plan activities, ensuring that groups were equipped with sufficient BCC materials and other resources for planned events, reviewing intake forms with the activists, facilitating linkages with local government agencies and troubleshooting as required.

UID staff facilitated one-day monthly meetings with Community Educators. In these meetings, CEs provided a report of their activities and entered data into the project database, planned for the upcoming month, discussed new activities and received additional training. UID staff also provided ongoing support to CEs through regular site monitoring visits. Frequently, counterparts from the Provincial Directorate of Education participated in the monitoring visits as well.

Social Action joined the PK network as well; their participation in special events was particularly important. International organizations such as CARE and GOAL also participated in meetings on occasion.

Both in and out of the network, government and NGO representatives note that there has been a particularly cooperative and fruitful environment for coordination among projects. Beyond information sharing and coordination, organizations were careful to open training events to staff of other projects in order to

maximize the reach and impact of their activities. The UID, for example, included representatives of Mahlalhe and GOAL in some peer educator training courses as well as the training workshop on developing communications strategies. Similarly, UID staff participated in other partners NGO training events. The communication and information sharing that took place within the context of the network certainly contributed to reinforcing this open, productive atmosphere between NGOs, a contribution that goes well beyond the immediate objectives of PK.

3. PROJECT MANAGEMENT STRUCTURE

Coordination with all relevant government sectors was a key characteristic of the project, building on lessons learned under the government's own GB program. The education and youth sectors in particular, played strong roles. The Provincial Education Directorate (DPE) coordinated the division of work of NGOs in the province among different schools, in order to avoid overlap, while the Provincial Directorate of Youth and Sports (DPJD) oriented the project in its selection of communities for community-based work. The project regularly informed the DPE and District Education Directorates (DDEs) of its school-based activities and the DPJD and DDJDs of community-based activities. DPE staff was involved in site monitoring visits, together with UID staff. DPE supervisors also monitored the work of peer educators during their regular school supervision visits. The district level counterparts were particularly important in the organization of special events, such as those developed for World AIDS Day, Mozambican Women's Day, Theater Day, and other commemorative days.

Active involvement in relevant provincial level networks further strengthened cooperation with government agencies as well as NGOs. The UID facilitated the operation and regular monthly meetings of the Inhambane PK Network, which comprises all implementing Kuhluvuka partners in the province and brings together numerous government sector counterparts as well. Original members included: the UID team, the Provincial Directorates of Education, Youth and Sports and Health, the local NGO Mahlahle, peer educators, and religious organizations. Representatives from FDC/Maputo also participated, as did international NGOs such as GOAL and others on occasion. Additional government partners requested participation and eventually joined the group, including the Provincial Directorate for Culture and the Provincial Directorate for Women and Social Action.

Additionally, the project joined the regular coordination meetings of the Inhambane Provincial AIDS Nucleus. Members included Nucleus staff and representatives from Kulima, CARE, GOAL, World Relief, PK Network members and the relevant provincial directorates. Through these two mechanisms, organizations that are active in youth issues and HIV/AIDS prevention and care in Inhambane have succeeded in sharing information, avoiding duplication of activities and coordinating special events.

Lesson Learned: Government partners and networks have an ongoing presence and are knowledgeable about existing programs and projects; they can therefore be the most effective players in solving problems of project overlap. In Inhambane, the PK Network, the Provincial Nucleus to Combat HIV/AIDS and the DPE and DDE/Maxixe were particularly important in absorbing new NGO initiatives into the overall provincial environment.

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y conducting a comprehensive set of activities in schools and communities, the project successfully operationalized all planned strategies for raising individual and community awareness, as well as those aimed at strengthening the skills, knowledge and capacity of partner organizations and associations.



4. REACHING YOUNG PEOPLE WITH INFORMATION, LIFE SKILLS AND ACCESS TO SERVICE

Approaches and Strategies

While the focus of the program was on STI/HIV/AIDS prevention, a comprehensive, integrated, life-skills approach was taken, involving both young males and females. Discussion of issues such as gender inequalities and relationships provided a context within which to address issues of sexual and reproductive health, including contraception and prevention. Priority messages around prevention included: condom use, delaying sexual debut and limiting the number of partners. Peer educators' awareness was raised, and they in turn, raised awareness about the availability of and importance of seeking voluntary counseling and testing (VCT) for HIV and other STIs. The program sought to involve community leaders as well as government partners at different levels, build on existing efforts and traditions, and create strong linkages between target communities, school-based activities, and health services. An overall communications plan linked peer education and community-based activities to mass media, based on the Kuhluvuka approach that emphasizes public information programs.

The program also built on an ongoing relationship with the *Geração Biz* initiative for young people, the multi-sectoral government program supported by UNFPA with technical assistance from Pathfinder. With in and out of school peer education programs, youth-friendly health services and proven, effective communications materials and methods, GB provided the ideal model on which to build the PK youth component in Inhambane. The presence of FDC's *Esh!* secondary school and peer counseling program in the area added to youth and community awareness of and involvement in the issues.

Activities were developed to strengthen existing school- and community-based youth programs with comprehensive ASRH interventions and to develop new ones where they did not already exist. Interventions were also designed to build the technical and managerial capacity of youth associations to create and maintain programs with an ASRH focus that includes behavior change for STI/HIV prevention. The in- and out-of-school peer and teacher education programs included and were combined with

Enabling Factor: Both FDC and Pathfinder were credible organizations with established track records that were known by many government partners. This facilitated the establishment of solid working relationships with all relevant sectors in Inhambane Province.

activities such as: outreach events in communities; mass media approaches; linking to community-based organizations (CBOs); and linking to health services, including VCT. Special attention was given to involving youth in every stage of project design and implementation and to increasing girls' participation.

At the outset of PK, FDC identified and assessed the target districts, sites and schools falling within its focus area of the Maputo Corridor in Maputo City and the three provinces. Both in- and out-of-school interventions were undertaken in these target districts in Inhambane as defined under the Kuhluvuka Project: Zavala, Homoine, Morrumbene, Massinga and Vilankulo, in addition to Maxixe and Inhambane Cities. In most cases, activities were concentrated in the district seats. In the case of Vilankulo, additional activities took place in the Mapinhane area, such that there were a total of eight project sites. The Pathfinder/FDC UID conducted in-depth situation analyses in the selected communities and schools in order to know their special needs and resources before undertaking activities.

Main Set of Activities

- Community awareness raising meetings: Parents, community and religious leaders were brought together to discuss the importance of SRH and STI/HIV/AIDS prevention programs in the schools, and to learn about the key concepts that were emphasized, in order to facilitate the dissemination of this discussion to other levels of the community.
- Theater as a teaching instrument: Peer educator and youth activist groups participated in training for the use of theater techniques for ASRH and STI/HIV/AIDS educational purposes.
- Talks with dialogue and story techniques: Such activities promote scientific knowledge of STI/HIV/AIDS and ASRH.
- Sporting and Cultural Events: The development of sporting and cultural events in and out of school were developed, with themes related to STI/HIV/AIDS and ASRH integrated in the form of competitions, presentations or judged events. Both types of groups relied heavily on

Responding to Challenges: Initial resistance to the project - due to the failure of past projects to guarantee sufficient technical and financial resources for concrete results - was overcome when schools and communities witnessed the quick start-up and the real impact of activities that was possible due to the application of proven methodologies and materials.

4. REACHING YOUNG PEOPLE WITH INFORMATION, LIFE SKILLS AND ACCESS TO SERVICE

such events to attract youth; however, they were especially important to the work of out of school groups that did not have other spaces to meet with youth.

- One-on-One Meetings: The peer educators were trained to develop educational activities for one-on-one or small group settings.
- Presentation of educational videos with debate: Both in- and out-of-school youth took part in activities related to video presentations (including “Yellow Card”, “Zero Risk” and “Live and Live Together”), with follow-up discussion focusing on life skills development.
- Counseling: Counseling corners were set up in the majority of schools and in the sites of three youth associations. They were equipped with BCC and other materials in order to promote youth attendance. Youth

Increasing Girl’s Participation

Under Geração Biz, Pathfinder had observed that, although attempts were made to recruit equal numbers of boys and girls to the peer education programs, boys were over-represented and participated more actively than female peers. Given that young women feel more comfortable accessing ASRH information from female peers, this gender disparity posed a significant barrier.

In 2003, with funding from the USAID-sponsored Interagency on Gender Working Group (IGWG), Pathfinder conducted operations research to test the hypothesis that a specialized protocol, which addresses young women’s needs, would improve the recruitment, retention, and effective performance of female peers. The study² consisted of four phases: a literature review; an assessment of quantitative and qualitative data; development of a new protocol for recruitment, training and supervision; and testing the protocol in two GB sites, Maputo and Gaza, as well as within the PK/Inhambane context.

Various factors related to women’s role within Mozambican society were found to hinder female participation, such as parental expectations of girls

Responding to Challenges: To garner community support, more than quick start up was needed. Establishing comprehensive programs and the demonstration of ongoing results convinced communities and schools of the project’s serious intent to build local capacity, as opposed to conducting quick, isolated activities.

also have access to individual counseling, couple counseling and small group counseling in the corners.

- Events on “World Days”: Wide-coverage events were promoted on national or international days that correspond to project themes, such as World AIDS Day, World Population Day, and Day of the Mozambican Woman, St. Valentine’s Day, World Health Day and others.
- Activities with the community and out-of-school youth: School groups carried out community-based activities as well.
- Dissemination of condoms during events: In view of INJAD and Pathfinder/FDC KAP studies showing early sexual initiation and attitudes indicating that abstinence and delaying of first relation are not seen as the primary forms of preventing infection, it was clear that condom use as a preventive measure is very important for youth in Mozambique.

as caretakers, disapproval of females discussing issues related to sex, and limited free time for program activities. The newly developed protocol encourages, among other factors: group recruitment of girls and overrecruitment of girls (>50%), preference for girls who are already involved in community or social activities, specialized training for all peer educators that addresses gender dynamics, greater parental involvement, increased opportunities for recognizing girls’ achievements, a supervision system that mentored female peers, linking to income-generation activities and better preparation of project implementing staff in areas related to gender. After applying the protocol in Inhambane, slightly more than half of the students who were trained as school peer educators are female (365 out of 723) and there is an almost equal gender balance among peers who continue to operate in schools, although at the community level, girls still lag behind.

² *Improving female recruitment, participation and retention among peer educators in the Geração Biz program in Mozambique, Republic of Mozambique (Min. of Education, Min. of Health, Min. of Youth and Sports) and Pathfinder International, with support from USAID/IIGWG, UNFPA/Mozambique, DANIDA, NORAD and SIDA, Maputo, May, 2004.*

**Lessons learned:
The promotion of
condom usage
(and distribution)
was done within
a broader
context of
improving
communication
between parents
and children,
increasing
awareness about
sexuality and
promoting
positive cultural
practices.
Condoms were
presented as one
way, not the only
way, to prevent
STI/HIV infection.**

4. REACHING YOUNG PEOPLE WITH INFORMATION, LIFE SKILLS AND ACCESS TO SERVICE

School Based Program

Schools offer an infrastructure for reaching a large number of youth in one location, and the 1999 GB/Maputo school-based KAP study and the 2003 KAP study in Inhambane demonstrated that young people often turn to their peers for SRH information. Therefore, the school-based component was designed to reach a large number of young people with SRH information, while capitalizing on existing patterns of information-seeking behavior through peer education. The school-based strategy also recognized that peer-based programs need a supportive network of adults to function effectively and be sustainable. It therefore drew together all of the actors who influence and reach in-school youth, including school directors, teachers, parents and guardians.

The model for the this component is centered around the development of a cadre of student peer educators from grades 6-12 with support from teachers, who are also trained in ASRH/STI/HIV/AIDS topics and peer education techniques. Student peer educators are chosen using a standard recruitment protocol that promotes voluntary participation and takes advantage of existing, relevant groups, while also attempting to maximize girls' involvement. Standard selection criteria form the basis for final selection; these include sex (ideally at least 50% girls), current grade level, volunteerism, creativity and communication skills. Their training covers information on and discussion about gender, relationships, HIV/AIDS, STIs, sexuality and proper condom use, as well as how to advise fellow students, refer them for SRH services and distribute condoms as appropriate. Exercises using practical, real-life situations allowed trainees to simulate their future role as peer educators.

Teachers are also trained to reinforce student peer-driven activities by directly providing SRH information in- and out-of-the-classroom and by training their fellow teachers. A 3-part manual that was designed for this purpose under *Geração Biz* was adopted. The first module covers the major points related to ASRH and STI/HIV/AIDS prevention, in addition to

Lesson Learned:
Strong, local government support is indispensable for the success of community-based projects. The support and flexibility shown by government partners and local administrations in Inhambane set the stage for the project's acceptance. The Provincial Director of Education either personally attended all key public events or sent her representative. District Education Departments provided transportation for certain events and also invited peer educators to participate in other DDE-organized events.

introducing planning tools for prevention activities. The second module covers behavior change communication methods and life skills, comprising the theoretical-technical backbone of the program. The third module provides techniques for training in ASRH content, in this way preparing the teachers to become trainers themselves and to carry out other actions oriented towards prevention within the school environment. This module ends with action plan development and definition of monitoring indicators and instruments. Trained teachers were also encouraged to develop activities related to ASRH and STI/HIV/AIDS issues with participation of non-activist “Peer educators” and “peer activists”, or simply “activists”, are terms that are used interchangeably in this document to refer to the youth peer educators. Similarly, teacher peer educators may also be referred to as teacher activists.

teachers, and project staff provided orientation to the program for all teaching staff. Additionally, two Teacher Training Centers were brought into the program, in order to reach young people during their pre-service education.

To facilitate the activities of the peer educators, a number of structures were put into place:

- The project encouraged and facilitated the development of a *Nucleus for Preventing and Combating HIV/AIDS* in each school; all but two schools succeeded in forming one. While the students themselves take the lead in managing day-to-day activities, such as the operation of counseling corners, the Nucleus, comprising student and teacher peer activists, serves as the planning and monitoring body within each school, through workplan development and monthly meetings.
- Counseling corners, equipped with IEC materials, serve as meeting place and provide an appropriate space for individual and group counseling.
- Links with clinical services, established where possible, were necessary in order to respond to the demand for services that is created by peer education programs. Although only one health center in Inhambane Province had developed youth friendly health services during this first phase of the project, health sector partners were brought into discussions

Responding to Challenges: Most schools did not have the minimum physical conditions or resources to ensure ongoing project development. Project staff proposed that basic renovations take place for counseling corners in schools and for some youth associations. FDC agreed that this measure would fundamentally influence partners' ability to implement activities, and the renovations therefore took place, as did provision of basic furnishings for counseling corners. Additional resources, per original project plans, such as t-shirts, caps and educational materials, were also provided, serving to further motivate partners.

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regarding other possible options, such as establishing multi-purpose youth centers at the community level that include a small component of clinical services.

- Regular technical updates for peer activists were an important part of the ongoing effort to build in-school capacity. The UID, together with Community Educators and invited external experts facilitated the discussion of complex issues and provided advice on peer education and counseling techniques.

School-Based Results

During the design phase of PK, schools in selected communities were preliminarily identified for inclusion in the project in coordination with the DPE and using basic PK criteria. However, it was necessary to maximize the impact of activities by ensuring that selected intervention sites were not already benefiting from similar interventions and that targeted schools

Key Achievements

Peer educator programs in schools and communities were established and solidified.

When the project started, only two of the participating schools had formed a Nucleus to Prevent and Combat AIDS, and these were not very active due to insufficient training, limited technical support and lack of resources. The existence of a Nucleus in 21 of the 23 participating schools by the end of this project phase represents an important achievement. Contributing to the success and potential for sustainability of these groups is the fact that the project went beyond training, organizing, and providing equipment and technical assistance to the groups. A culture of independence was established from the beginning, with the understanding that the project would provide some basic support, but that the schools and the associations themselves would conduct the activities and carry the initiative forward under their own leadership.

had a profile that was conducive to participation in the program. Therefore, at start-up, the UID updated this assessment, conducting a school based mapping exercise that evaluated the vulnerability of the student population in each school, the number of potential beneficiaries, the level of interest of the school and its location in relation to the transportation corridor, the latter criterion defining PK's geographic reach. Information was also gathered regarding each school's physical resources as well as its experience in conducting HIV/AIDS prevention activities.

Of 32 schools assessed, 21 were initially chosen, and an additional two were added later. Of the total of 23, eight were primary schools (targeting grades 6 and 7), twelve were secondary schools – including three technical schools - two were teacher training centers, and one was the university level Higher School of Hotel Management and Tourism in Inhambane City. The total student population came close to 20,000.

Activities implemented in the schools included:

- 21 out of 23 schools established a *Nucleus for Preventing and Combating STI/HIV/AIDS*, with participation of students and teachers. The nuclei developed workplans using a tested model that had been developed and employed by Pathfinder Mozambique in GB programs; they also met on a monthly basis to plan all activities.
- 19 schools established Counseling Corners. This activity required renovating designated spaces. The corners were equipped with IEC materials, including pamphlets, posters, cartoon novels, and TVs and

**PK/Inhambane Youth Component:
Participating Schools**

District/Schools	Student Population
Inhambane	
• Emilia Dausse (Secondary)	1300
• Eduardo Mondlane (Technical)	805
• 3 de Fevereiro (Secondary)	1736
• Hotelaria e Turismo da UEM (Univ. level)	100
Maxixe	
• Maxixe (Primary)	1287
• 29th of September (Secondary)	2714
• Chiquque Teacher Training Center	427
Vilankulo	
• Vilankulo (Secondary)	1073
• Vilankulo (Primary)	608
• Airport (Primary)	689
• Pambara (Primary)	197
Massinga	
• Massinga (Secondary)	730
• Artes e Oficios (Technical)	134
Zona Mapinhane	
• Mapinhane (Primary)	520
• Padre Gumeeiro (Secondary)	363
Quissico	
• Quissico (Secondary)	709
• Quissico (Primary)	352
Homoine	
• Homoine (Primary)	944
• 25 de Setembro (Secondary)	1757
• Escola Basica Agraria de Inhamussua (Technical)	288
• Homoine Teacher Training Center	466
Morrumbene	
• Morrumbene (Primary)	1301
• Morrumbene (Secondary)	1113
23 schools	19,613

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videos. Each group developed a monthly schedule of peer educator involvement in the counseling corner to ensure that it would always be staffed during its open hours. Hours of operation varied, depending on the type of school, number of school sessions and students.

- Student peer educators from 23 primary and secondary schools were chosen, using the modified recruitment protocol that maximizes girls' involvement.
- 723 student peer activists were trained: 358 boys, and 365 girls. A 10-day training for youth peer activists was provided. Each activist received a kit consisting of a carrying case, an *Activist Manual*, pamphlets, a cartoon novel, a T-shirt and a cap. Other educational materials were provided on an ongoing basis.
- 223 teacher peer educators were trained.
- The UID, with Community Educators, conducted 1-2 meetings with the full teaching staff within all participating schools.
- Two sensitization sessions were held with parents in each participating

Key Achievements

A high percentage of female peer educators was recruited and retained.

Building on Pathfinder's lessons learned under GB and its operations research into the recruitment and retention of female peer educators, a revised peer educator selection protocol was applied in Inhambane. More girls than boys were originally recruited and selected, in order to avoid later imbalances caused by attrition. Priority was given to girls already belonging to existing social/community groups, as they were shown in the OR to be more likely to remain in the program. An increased emphasis was placed on parental involvement, in order to assuage the fears around the appropriateness of girls discussing themes related to sexuality. Training of peer educators addressed gender issues, regular refresher training was provided, and Community Educators provided solid support in follow up to the training. These actions, as recommended by the female recruitment and participation study, proved successful.

Responding to Challenges: Parental involvement and sensitization was key to building parents' support for the program. In schools, general sessions held at the beginning and end of school year, by invitation of the School Director, were open to all parents.

school. Although these were not originally anticipated within the project design, they were added in order to enhance the ability of peer educators to carry out their tasks and to help diffuse the messages into the wider community.

- Awareness-raising meetings were held with the involvement of the school community and wider community, including community and religious leaders.
- Links to health services were established to the extent possible. At the one established YFS in Inhambane City, peer educators became involved in IEC and counseling activities.
- Quarterly technical training meetings, a full day in length, were held with all activists, facilitated by Community Educators and UID staff.
- IEC materials, such as pamphlets, posters, photonovels and videos, as well as condoms, were made available to all schools.
- Television sets and video players were procured and distributed to 17 schools for use in peer education activities.

Key Achievements

Counseling corners are active in 19 schools and in 3 youth associations.

Prior to the PK intervention, most schools did not have a space for youth to meet and discuss issues or where it was possible to obtain didactic materials. In addition to renovating the spaces, the project provided basic furniture such as benches and tables, as well as a supply of educational materials on topics such as HIV/AIDS prevention, VCT, sexual and reproductive health and partner communications. Most peer educator groups are able to keep their counseling corners open for enough time during the course of the school day that interested students are able to access them. Peer Educators employ a rotating work schedule to keep the corner open, staffing it ideally with at least one male and one female activist, who show videos, distribute brochures, teach their peers correct condom use, distribute condoms where it is permitted and provide referrals to YFS or other services as appropriate.

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- Peer educators carried out an impressive number of activities, as summarized in the table on page 33.

Statistics from peer counseling sessions show that a wide variety of themes were covered in peer counseling sessions. While themes directly related to STI/HIV/AIDS prevention predominated, a large number of sessions touched on issues such as relationships, family and friendship, pregnancy, contraception, sexual abuse and negotiation.

Out of School Program

Because of the high percentages of out-of-school youth, incorporating an outreach component into this project was central to PK's ability to effectively reach, involve and influence a wide audience of youth.

Youth who are out of school represent diverse groups in terms of age, educational level, marital status, employment status and area of residence. They are often poor, highly mobile, in many cases less open to receiving new messages than those youth who are still in school, and their literacy rates are also likely to be lower. All of these factors make it more difficult to reach these young people, such that efforts to gain their participation must employ alternative information and service delivery channels to reach them in the areas where they congregate.

Facilitating the project's ability to reach these diverse groups was the fact that peer education remains one of the best alternatives, whenever feasible, to reach out-of-school adolescents and youth, as well as the fact that out-of-school youth socialize with in-school youth, age groups mix, and unemployed youth socialize with employed youth. Interventions aimed at one group, therefore, reached other groups to a certain extent. At the same time, the project facilitated these associations by bringing together in and out of school peer educators whenever possible.

Applying the lessons learned of Pathfinder's experience with the Ministry of Youth and Sports under *Geração Biz*, the project assisted existing civil society associations with youth-focused activities to strengthen their ability

Responding to Challenges:
To overcome early doubts among communities about the seriousness of the project, the involvement of community organizations, leaders and religious groups was sought out. Key community representatives joined meetings to discuss and explain the program at its outset and its progress as it moved forward.

to incorporate ASRH/HIV/AIDS issues into their ongoing activities at the community level. With a focus on capacity building, skills development and empowerment, a number of strategies were employed:

- Community-based mapping exercises: Conducted in the selected communities, the exercises identify adolescent and youth networks and circles of influence (such as market places, transportation stands, and street vending areas) and facilitate the selection of the most appropriate channels for outreach activities.
- Peer education through associations and youth groups: The methodology for the selection of peer educators uses similar criteria to those employed in school-based activities. It also includes the same training course and adaptation and dissemination of IEC materials appropriate for this group, as well as the provision of materials to identify the peer educators and facilitate their work, as with school-based peer educators. Inclusion of religious groups helps to increase the reach of the program and mitigate opposition from groups that may be wary of the program's objectives.
- Linkages and collaboration between youth associations and schools: Such linkages facilitate the use of school facilities by the associations.
- Alliances and collaboration with traditional initiators and healers: These linkages can reinforce the positive aspects of culture and traditions.
- BCC strategies that employ appropriate media: The use of mass media and local radio, videos, folk theatre, interactive radio and guided group discussions can be especially effective means of reaching out of school youth. Activities can be developed by youth for youth, and they can be used to address cultural barriers and facilitate dialogue, problem solving and informed decision-making.
- Youth Center Development: Multi-purpose sites in the community that are designated for use by young people, Youth Centers can link low-literate, non or low-income youth with literacy, vocational and livelihood skills training, combined with SRH information and services, and peer education.
- Capacity Building of Youth Associations: Regular technical meetings to update and build the technical knowledge and skills of youth association peer educators, together with training related to technical themes and

Responding to Challenges: In some cases, activists' encountered weak interest in talks and debates conducted in public places, perhaps due to past projects conducting isolated events that were not part of a larger program. When they involved Community Leaders to identify topics of interest and to conduct part of the activity themselves, participation both increased and became more enthusiastic. Having become more involved, these same leaders also continue to spread the messages in their areas on their own.

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association management, are basic elements for capacity building. The project provided additional support to three associations (ANAVIL, AJUDINHA and ACUDES) to ensure their legal status and upgrade their physical facilities.

Out-of-School Results

Just as the initiation of school-based interventions required further assessment of resources and capacities, so too did the community-based interventions. A mapping exercise was therefore completed in each intervention site with community and youth associations that had been identified, gathering information about their membership, legal status, experience with HIV/AIDS programming, training and other activities. As with the schools, factors that were considered included: vulnerability of youth in the area, potential number of beneficiaries and location in relation to the transport corridor.

Of 38 associations, sports groups and youth clubs assessed, 18 groups were chosen to participate in the program. All of these had functioning community-based programs, driven by a peer education methodology, by the end of the period. Three associations were selected for more intensive support to strengthen their physical resources and further build their institutional capacity.

Activities implemented at the community level included:

- 138 male and 79 female peer educators were trained.
- Three youth associations, Ajudinha, ACUDES and ANAVIL, received ongoing support to build their institutional capacity, resulting in their formal registration as civil society organizations.
- The sites of Ajudinha, ACUDES and ANAVIL were renovated and installed with audiovisual equipment in order to make them more functional with support from the project. The spaces include, at a minimum, a meeting room and a room for youth that can be used as a counseling corner.
- A network of three youth associations in Morrumbene District was

Lesson Learned: Enthusiasm and interest in community based informational events can be maintained when the events are a regular occurrence and are varied in their themes. Out of school activists returned to the same spots to conduct talks and activities around a different theme each time. Communities in some cases now even make requests to Leaders to invite the activists to return.

initiated to jointly renovate and manage a Youth Center in the town of Morrumbene. The Morrumbene Administrator designated the former Sporting Club for use by these associations; the project supported its renovation and facilitated the formation of a Management Committee with representatives of each of the three groups. The network hopes to make the project self-sustaining by generating income through renting the space for special events, and discussions were under way by the end of the project with the DPS to explore the possibility of installing YFS in this site.

- Two church groups were among those that participated in the project, representing the Catholic Church of Maxixe and the United Methodist Church of Massinga.
- All associations were trained in strategic planning, association management and development of youth-oriented activities for HIV prevention and awareness raising around issues for young PLWHA
- Training in Interactive Theater was provided to 30 Peer Activists.
- All associations were provided with IEC materials, including pamphlets, posters, photonovels and videos, as well as condoms.
- Community group activists participated in quarterly technical training

Key Achievements

The status and capacity of local youth associations was raised. By supporting three local youth associations, AJUDINHA, ACUDES and ANAVIL, to legalize their status, upgrade their physical infrastructure and strengthen their project management skills, the project succeeded in building the capacity of these individual groups. Of equal importance, the idea of associations, their utility, benefits and possibilities were fomented, opening the door to a more active

civil society environment among youth groups in the province. In terms of the groups' achievements, AJUDINHA is now expanding its work into other areas such as income generation with women, while also conceptualizing small projects for which they will seek funding. ACUDES succeeded in developing and obtaining approval for two projects from the Provincial AIDS Nucleus, reflecting a real step forward in this group's status.

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meetings that were facilitated by Community Educators and UID staff.

- Although total numbers of activities are not available for the community component, peer educators actively implemented all types of interventions according to plans: educational talks with debates, theater/drama, sporting and cultural events, presentations of videos with HIV/AIDS and youth themes and condom distribution.
- Joint activities were conducted with in-school peer activists, including the Labyrinth of Life and special events on commemorative days.
- Continuous dialogue took place with religious and community leaders, as well as with other CBOs, in order to share information and maximize the impact of activities.

Cross-Cutting BCC Activities

The UID, with support from Pathfinder/Maputo staff, undertook a number of BCC activities that linked to and benefited both in-school and community-based components. Primary among these were: the strategic planning for communication; the design, implementation, analysis and dissemination of a school-based KAP study; adaptation, production and dissemination of numerous IEC materials; and the development of radio spots.

Skills for strategic planning for communication were developed during a

Key Achievements

Youth report that both the messages and condom use are gaining acceptance. Community Educators and activists note that their peers are now talking more openly about ASRH and HIV prevention topics. They also report that, although it was necessary to be cautious in their approach to condom distribution, young people did take the condoms that were made available in counseling corners and at events, their impression being that condom usage seems to be gaining acceptance among youth in and out of school.

course that was designed and facilitated by JHU. In addition to serving the UID and the PK/Inhambane adolescent component, the 28 participants included representatives from youth associations, other PK partners, and other NGOs, such as CARE and GOAL. The primary objectives of the course were to allow participating projects to articulate a clear vision of their strategic objectives for communication and to harmonize this vision with their overall project objectives and activities. The course allowed participating organizations to acquire skills that served their immediate projects, while also building their overall BCC expertise. Participants learned about theoretical, results-oriented BCC models and how to systematically apply their concepts and principles to strategic planning for communications. Approaches for addressing sexual and reproductive health in particular were addressed, including how to ensure greater community participation in the strategy development process.

Educational materials that were borrowed from *Geração Biz* and reproduced for PK included:

- 1500 copies of the *Activist Manual*

Key Achievements

The provision of quality materials filled a gap. The ability to draw on quality, existing materials for program planning and management, training and IEC was a decisive factor in the program's success. The GB Activist Manual is key among these. It provides the peer educator with guidelines on all of the topics that s/he is trained to deal with. It can be employed in a training setting, but it is perhaps more important as a resource that the activist can keep on hand to consult or to refresh his/her memory. Pamphlets, photonovels and posters developed and tested under GB were also widely distributed, with good acceptance in Inhambane. One Community Educator noted that the attractive design of the materials was a key factor in this acceptance. The fact that GB is a government program facilitated the quick insertion of these materials into Inhambane institutions, as government counterparts were familiar with GB, its methodologies and materials.

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- 6 types of pamphlets
- 3 types of posters
- 2 photonovels (*Anita and Jaime* and *Encounters*)
- 4 educational videos
- Special t-shirts, bags (briefcases) and caps were designed and produced for the activists.

In-School Peer Educator Achievements against Planned Activities

Activities	Planned#	Actual#	Achievement
Trained male peer educators	441	453	102.7%
Trained female peer educators	441	429	97.3%
Educational Talks with Debate	368	387	105.2%
Counseling Sessions	3237	1576	48.7%
Theatre/Drama	105	157	149.5%
Video Sessions	87	59	67.8%
Cultural Activities	29	99	341.4%
Sporting Activities	29	180	620.7%
Condoms Distributed	61,404	37,903	61.7%
Youth Population Reached	30,670	32,373	105.6%

The number of peer educators trained, for both male and female, combines both in-school and out-of-school educators.

The development of the Labyrinth of Life is another key activity developed by the UID – with youth participation – that is both unique in the country and can easily be adopted and expanded by other programs.

To build local communications capacity and disseminate message more widely, a training event was developed for radio and social communication professionals with the objective of upgrading their knowledge about STI/HIV/AIDS, gender and sexuality themes, within a context of forming culturally sensitive messages.

The course explored biological aspects of HIV/AIDS as well as prevention and concepts of vulnerability; it also went beyond this to discuss stigma and discrimination and ways to combat these. Twenty-six persons participated, among these were 13 professionals associated with information services (radio and newspapers) in the province, along with ten PK Community Educators, two representatives from the Provincial AIDS Nucleus and one representative

of another NGO. The participants welcomed this activity, the first training course in HIV/AIDS the province aimed at radio and print journalists. It filled an information and knowledge gap, generated healthy debate and discussion and simultaneously strengthened their program planning skills and their ability to produce relevant and informed coverage.

One important outcome was that agreements were established with the community radio stations of Maxixe, Homoine and Vilankulo to elaborate youth-oriented programs, and regular programming was subsequently produced in these districts. Additional programs were developed on commemorative days such as Maxixe City Day and World AIDS Day. The course also served to open a discussion between the communication professionals and Provincial Nucleus officials regarding some of the difficulties that the journalists had experienced when attempting to gather information and data from government sources.

The comprehensive approach of the project, involving the school and community structures that are the best channels to reach young people, combined with BCC and education-entertainment initiatives on a wider level, was designed to ensure

The Labyrinth of Life

The "Labyrinth of Life" is an educational game developed by the Brazilian NGO, SOS Adolescente, that PKI/UID staff and youth participants, together with a consultant from SOS, adapted for use in the Mozambican context. The labyrinth consists of a series of panels that are set up in the form of a maze, with a story that is told through the placement of panels presenting choices at junctions within the maze. As the participant moves through the labyrinth following the paths indicated by the choices s/he makes, correct choices lead to the exit, whereas other choices lead to circular or backtracking paths. Designed as a

mechanism for applying knowledge gained in HIV/AIDS prevention programs, the exercise provokes curiosity and facilitates reflection and informed decision making. By involving the participant in an experimental format, s/he internalizes the lesson in a more profound way.

Two stories were developed for the project by a team of professionals, activists and youth from Inhambane. Using focus groups to understand the nuances of topics to be included, the stories and the mazes themselves were developed in Inhambane. With a focus on HIV prevention and health seeking behavior,

4. REACHING YOUNG PEOPLE WITH INFORMATION, LIFE SKILLS AND ACCESS TO SERVICE

complementary and reinforcing efforts. Thus messages that were received in school could be heard or experienced again within the community, and efforts were made to join the initiatives of in- and out-of-school groups whenever possible. Yet, while many school-based and community-based activities were the same or similar, each setting required and received the special considerations and customized approaches described.

Finally, the PK Network played a part in wider BCC and advocacy activities by providing a forum for exchanging information, tools and materials, while also allowing members to reach a larger audience with their messages. It also facilitated additional reporting of information about project progress in Inhambane to FDC/Maputo for inclusion in the Kuhluvuka newsletter, thus facilitating dissemination beyond the province.

Going Beyond Prevention

The alarming and increasing number of youths infected by HIV in Mozambique

the stories stimulate debate around real situations and choices faced by young people, reinforcing messages that will facilitate their ability to say no to unwanted and coercive sex and yes to condom use. After passing through the maze, the participant enters a resource room where they may sit down and further discuss their doubts and questions, learn about correct condom use and/or obtain a referral to health services.

Schools and youth associations set up the structure and monitored its use for one week. Activists facilitated the participation of other youth; they provided additional materials and information requested by participants. On the launching of Labyrinth in one of the project school well over 1,000 young people visited this initial exercises and numerous adults participating as well. The labyrinth showed itself to be a very successful medium for generating interest and effectively communicating HIV/AIDS prevention messages to a wide audience.

demands new levels of activism and leadership. Greater efforts are needed to create synergies and combined actions in the areas of prevention, assistance and social support, in order to provide a better quality of life for young people infected and affected by HIV/AIDS.

Considering the potential role that youth associations could play in this scenario and the need to build their capacity to implement projects and programs that contemplate the above needs, a workshop, "Realities, Potential and Possibilities: expanding the work of youth associations with adolescents and youths living with HIV/AIDS", was conducted, reaching 25 participants from several youth associations and NGOs. The objective of this event was twofold: to reach out to and mobilize youth associations and activists for the insertion of actions and social support for youth living with HIV/AIDS, and to build and validate guidelines for the development of future activities.

Five guidelines were defined by youth participants, all of them members of association partners of the project:

- Investments in projects that prioritize actions towards the insertion of young HIV+ people in existing and new associations with a mission to provide assistance and social support to seropositive youth ;
- Research projects for understanding the specificities and demands of youth living with HIV and AIDS;
- Training of youth activists to build their capacity and that of the associations to undertake such initiatives;
- Interinstitutional linkages for referral and sustainability of actions developed by the associations;
- Inclusion of advocacy activities in programs for prevention, care and social support to youth HIV+.

Finally, in addition to building on proven methods and materials, the project made important new contributions to youth programming in Mozambique. The production of *Viver e Conviver* has resulted in a quality video that other projects and programs will be able to take advantage of, and it was entirely developed by the project. The video, with young actors from PK programs in Inhambane and Maputo, had its debut showing in Inhambane City during the closing events marking Pathfinder's phase-out from the project in August, 2004.

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Viver e Conviver (Live and Live Together)

Tackling themes of HIV infection and prevention, as well as acceptance of people living with HIV/AIDS, the 28-minute video *Viver e Conviver* was designed and produced by the UID and Pathfinder in association with a professional film production company. The story outline was conceived through a participatory process in which young people from different backgrounds in Maputo City and Inhambane Province contributed to and approved the script. Actors were chosen from among youth peer activists in Inhambane and Maputo City, and with settings typical of both provinces and scenes filmed in both places, youth in these two areas will relate especially well to the film.

The story, presenting what are real situations for many young people, follows a group of friends dealing with sexuality in a context where AIDS cannot be ignored. The friends take different positions regarding preventive behaviors, living with HIV/AIDS and living alongside those who are infected. It explores the reverberations when one of the group, Carlos, tests positive: the shock and transformation that takes place upon the discovery of his status, the changing relationship with his family and the community, and the burden of discrimination. When Carlos is brought into a group of young PLWHA led by Paolo, the peer educator, the theme of accepting and living together with HIV+ persons becomes central, as does his own final transformation to living positively.

By addressing themes such as isolation, guilt, shame and preconceived notions about PLWHA, as well as VCT, the video transmits a message about combating discrimination and the value of support groups and a supportive community, while reinforcing prevention themes. As a tool that is both educational and entertaining, it can be used by educators, activists and health professionals, or as a part of any effort to raise awareness around these issues. While the primary target audience is youth, meetings of parents and community groups will also provide appropriate settings for its use.



Capacity building can be discussed at two levels. The UID worked to strengthen the capacity of schools, civil society organizations and communities. At the same time, Pathfinder worked within the UID to build their capacity for developing and managing youth HIV/AIDS prevention programs.



5. CAPACITY BUILDING

In the arena of school and association capacity building, a number of activities were meant not only to ensure the operation of the project, but also to build a long-term foundation to facilitate ongoing prevention activities. In the schools attention to supportive structures and ensuring involvement of the broader school community formed part of the approach to building sustainability.

The training of Teacher Peer Educators and school directors and the development of a system for their participation puts a model into place that allows for continuity and reinforcement of peer educator groups. Involvement of parents and community leaders ensures the external support that is necessary for the success of the program, and the establishment of physical spaces- counseling corners- overcame one of the most basic hurdles to the operation of organized groups in a school setting. Finally, if carried forward under continuing programs, the initiative to involve Teacher Training Centers will contribute to developing a cadre of young teachers with exposure to HIV/AIDS prevention themes and peer education programs.

Similarly, the capacity of community and youth associations was strengthened not only through technical training, but also via training in program planning topics and the establishment of linkages to community, school and local government structures. Legalizing the status and renovating the sites of three associations brought these groups to yet another level of development and sets the stage not just for their sustainability, but also for their growth.

In terms of increasing FDC's youth programming capacity in Inhambane, numerous efforts contributed to the project's success in moving towards this goal. Pathfinder/Maputo supported the UID to recruit and provide initial and ongoing training to the eight youth Community Educators, who also manage *Esh!* activities and who will remain with FDC. Pathfinder staff also led the

Enabling Factor: Good working relationships were established and maintained between FDC and Pathfinder staff at both central and provincial levels. Their high level of motivation to achieve success in the very short time frame that they were given also contributed to the rapid pace of project implementation.

establishment of financial, inventory and human resources systems in the UID office and facilitated staff mastery of these systems. Perhaps more importantly in terms of programmatic expertise, an information system for planning, monitoring and evaluation was introduced, based on GB experience, and staff was trained in its application.

Through training courses and on the job application, UID staff upgraded their knowledge and skills regarding the content of HIV/AIDS prevention programming, development of communications strategies, how to work with journalists and social communication professionals, application of the *Protocol for Recruiting, Training and Monitoring Peer Educators*, and use of the *Labyrinth of Life*. They also participated in a training of trainers course on *Sexuality, Gender, STD/HIV/AIDS and Life Skills*, and fine-tuned their own training skills by directly conducting a number of training courses. Finally, Pathfinder facilitated an exchange with the *Geração Biz/Zambézia* program.

The project also contributed to building the technical capacity of other NGOs, whose members participated in some of the training events mentioned. Another PK partner in particular, Mahlalhe, benefited from the participation of six of its supervisors in the course on *Sexuality, Gender, STD/HIV/AIDS and Life Skills*. These same supervisors also participated in a Pathfinder/UID-led course on M&E.

Lesson Learned:
When project implementation must be rapid, decentralized management can facilitate quick results. The project found that flexible management, with appropriate support to Inhambane from Pathfinder Maputo and appropriate levels of authority ceded to provincial project staff, made for smooth operations and quick advances in all areas.



5. CAPACITY BUILDING

The FDC-Pathfinder Partnership

FDC was established in 1994 and had considerable experience in implementing community development programs prior to PK. However, youth-oriented ASRH programs were new territory for the organization. Pathfinder International has established institutional expertise in the area of ASRH, with youth-oriented programs throughout Africa, Asia and Latin America addressing diverse programmatic areas, including the highly successful Geração Biz program in Mozambique


By taking advantage of Pathfinder's expertise in ASRH, a partnership was established under PK that allowed FDC to address this essential component of its overall program while also building its own capacity to design, implement and guide youth programs. Over the course of the eighteen months of program implementation, Pathfinder and FDC Coordinators and Program Officers worked closely together to achieve the UID's goals.

Pathfinder, via its Maxixe-based Program Officers and Maputo-based technical and financial team, provided technical and managerial leadership to the PK Adolescent Direct Implementation Unit. FDC staff benefited from on the job learning via joint implementation of activities with Pathfinder. Pathfinder ensured the establishment of financial and administrative systems, and FDC staff mastered these, but more importantly, the learning extended to program development in the form of ongoing, joint strategy development and project implementation, the application of a management information system for planning, monitoring and evaluating project activities, as well as application of new tools developed independently by Pathfinder, such as the protocol for the recruitment and retention of female peer educators.

UID project staff and national representatives of both PK and Pathfinder all concur that the relationship was fruitful, and that FDC's capacity for youth programming in Inhambane has indeed been strengthened in terms of technical knowledge and programmatic and administrative tools that will facilitate a successful second phase.



6. CONCLUSIONS



Certainly, there is ample subjective evidence that the original project objectives are being attained: Peer Educators and Community Educators report changing attitudes, a willingness to talk about prevention and greater condom use among youth. Additional youth associations, in numbers that could not be accommodated by the project, requested assistance from the UID once the results in participating associations became visible. One participating youth association has already secured separate funding from another source to continue implementing programs. Strong support from local administrations as well as district and provincial level government counterparts, the ability to rapidly scale up accepted methodologies and materials, and efficient internal project structures all contributed to these results.


Due to the short time frame of the project, however, impact - in terms of changes in knowledge, attitudes and behavior, and a quantification of the extent to which capacity has been built – has not yet been systematically measured. FDC commissioned an overall evaluation of Kuhluvuka, which was largely positive in its findings, but the performance of each implementing agency was not individually evaluated. However, the completion of the KAP study in August-September of 2003 established a clear baseline against which to measure much impact in the future.

Process evaluation, on the other hand, was readily facilitated from the beginning of the project through the application of *Geração Biz* monitoring and evaluation tools. Peer educators, both in- and out-of-school, were trained in the use of “diary boards”, where every activity that is conducted is registered. The records describe themes, target groups, method, BCC materials used and major difficulties. These records are compiled into the project database, and the results listed in this document are drawn from this information system.

The most important measures of the project’s success, however, are not the large number of activities implemented, but rather, its impact on the overall situation of youth prevention programming in the province and its contributions to lasting change. By establishing a cadre of youth and teacher peer educators, developing systems to ensure sustained interventions and building local capacity, the project has laid a solid foundation for ongoing youth programming in the province.



7. THE WAY FORWARD



his **Youth and HIV Prevention** experience is a clear example of how strong programs can be built in a relatively short period of time when they are truly replicating or scaling up experiences that have been proven to be successful elsewhere, using methodologies, materials and expertise gained in similar programs. Where such a possibility exists, strong government support at all levels, a constructive donor-implementor relationship, a flexible and functional project management structure, and clear goals with timelines will round out the preconditions for ensuring success.

The seeds have now been sown in Inhambane. The structure, the system and preliminary results that have helped to build momentum all exist. Activities are moving forward smoothly during the transition phase to FDC's new program, and many expectations have been raised. Continued success will depend on maintaining those approaches that helped to overcome barriers and challenges to implementation, as well as confronting new ones.

As part of its process to develop a new strategic plan to follow up on PK activities in Inhambane and with regard to youth programming, FDC held a workshop with both PK and *Esh!* participants in Inhambane in October of 2004 to explore new strategic directions. FDC seeks an even broader approach that addresses a fuller range of needs expressed by youth. Given the experience of encountering some initial resistance when parents, community or religious leaders feared a heavy focus on condom distribution, combined with the fact that much more can be done to meet youth's needs in the province, widening the approach beyond its current ASRH and HIV/AIDS prevention focal point may indeed prove to be valuable in the Inhambane context.

Whether the program continues its current focus or succeeds in effectively encompassing a wider range of themes, continued emphasis on work with associations holds much promise. However, after just 18 months, this work is still at an early stage. In spite of the fact that one participating association has already made the leap to independently obtaining financing from other sources in the province, most associations will require additional short-term financial support as well as long-term accompaniment and technical assistance to build their technical expertise and their potential to remain sustainably active. Promoting the development of networks of civil society organizations

may be another way to strengthen the associations.

In the schools, sustainability may be enhanced if new mechanisms for ensuring greater and more effective teacher involvement can be encountered in the short term. In the long term, as one NGO partner in the province noted, the real need is to work at a policy level to ensure the integration of ASRH and HIV/AIDS prevention within school curricula.

Overall, the program has been well received in Inhambane by government counterparts, by other NGOs, by school communities, and by the youth themselves. A number of participants noted that the challenge now is to keep pushing for more profound impact.

Knowledge levels are high and attitudes and practices are starting to change; it is time to build on this achievement and take it one step further - opening channels of communication between young people and their parents and seeking new ways to move from knowledge to behavior change. Thus, the program has important challenges facing it, but the stage is set, and new initiatives can take advantage of the strong momentum that has been built.

Key Achievements

Peer educators' own awareness and empowerment has increased. All young people involved in the project, from Community Educators to Peer Educators in the schools and communities, reported that they personally benefited from their participation in the project. One CE cited his greater understanding of the problems faced by adolescents - for example, difficulties or barriers in communication between young people and their parents - and routes to resolve such problems, in this case, via promoting more open dialogue. Beyond the professional growth, however, is personal growth. By being forced to deal with new and different groups in the community, he feels that he has gained a certain maturity and a new level of psychological development, that he is now more able to deal with social problems and life challenges, make decisions and interact with diverse groups. One out of school activist, a leader in his association, remarked; "Now we have another culture, life itself changes." School peer educators noted a number of changes in their own personal development as well. Some of their comments included:

"Now I know how to take care of myself."

"Now I think more about the future."

"I have fewer worries."

"I am better able to obtain information that I need."

"I know now that liking someone is about more than just having sex."





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