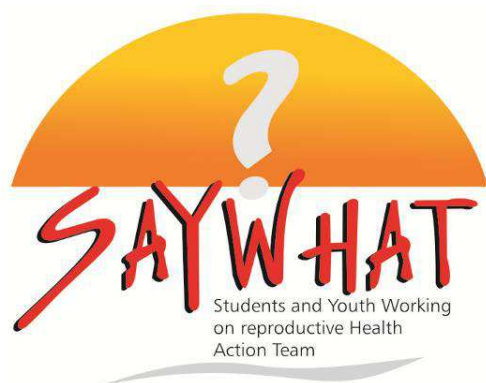




MID YEAR REPORT

MANICALAND AND MASVINGO PROVINCES



June 2013

INTRODUCTION AND BACKGROUND

The SAYWHAT Manicaland Office which became the first SAYWHAT provincial office in March 2011 continues to operate from the Mutare Teachers' College Students' Support Centre in collaboration with the college's Family Health and Life Studies Department. The beginning of 2013 has also seen SAYWHAT strengthening its work in Masvingo Province which has over 5 Tertiary Institutions working with SAYWHAT. The Manicaland Officer is now also coordinating the Masvingo colleges and ensuring that there is effective coordination of SAYWHAT programmes in the province.

Among the major activities that took place in the first half of 2013 are the Provincial Coordinating Committee (PCC) Meetings. These meetings were being done for the first time with the aim of analysing the SAYWHAT Operational Handbook and also introducing and contextualising the PCC in the different provinces where SAYWHAT is working. Other activities done include the 4Ps Programme Launch in Manicaland, 4Ps Training & Dialogues, ZITCOSA National Games, Provincial Vocational Training Centres Sports Gala, Film Aided Learning sessions, Join In Circuit Trainings and Weekly Peer Educators' Meetings.

Of all the programmes implemented by SAYWHAT in Manicaland and Masvingo Provinces in the first half of the year, it is the 4Ps Programme that has been taking the centre stage with GBV Dialogues being conducted in 4 colleges by the trained GBV Facilitators. A total of **1 087** students and staff from these 4 colleges have so far been reached out through these 4Ps Dialogues and already traceable changes in attitudes to GBV have been noticed among students and staff members in the respective colleges. The first half has also seen SAYWHAT facilitating the 4Ps Programme official launch by the Manicaland Provincial Development Officer (Ministry of Women Affairs) during the ZITCOSA games that were hosted jointly by Mutare Teachers' College and Marymount Teachers' College.

The month of May also saw the Young4Real project coming back on board with SAfAIDS meeting all the Young4Real implementing partners (including SAYWHAT) on the way forward. A number of activities have been lined up under the Y4R project which include Awareness Platforms and Community Dialogues. So far, Y4R activities have already started and the Magamba Training Centre Awareness Platform which took place from the 10th to the 15th of June reaching out to **713** people became the first Y4R activity for 2013 in Manicaland Province. This report seeks to outline and explain the SAYWHAT activities that were done in Manicaland and Masvingo Provinces from January to June 2013. It will analyse activities done against the planned activities and it will also look at the possible outcomes of such activities.

SUMMARY OF PROGRESS AND ACHIEVEMENTS

The Provincial Coordination Committees' (PCC) Meetings that were held in Manicaland and Masvingo and other provinces have since yielded a number of positive results for both colleges and SAYWHAT. The provision to have SAYWHAT and colleges agree on operational MoUs has been hailed for formalising SAYWHAT operations in colleges. The participatory nature of the PCC meetings also increased ownership of SAYWHAT programmes by students, Health Focal Persons and college authorities as they were given an opportunity to speak out their views on how SAYWHAT should operate. The inclusion of Focal Persons as a key component of the SAYWHAT structures and the clarification of their roles and responsibilities in the Handbook has helped motivate Focal Persons to fully participate in SAYWHAT programmes which was not the situation before. As a result of the operationalisation of the Handbook, colleges in Manicaland and Masvingo have started to appreciate what SAYWHAT can offer to colleges and what colleges can possibly offer to SAYWHAT. However, the challenge that remains is to mobilise resources that will facilitate the full operationalisation of the Handbook especially in respect of the Provincial Coordination Meetings that are supposed to be done bi-monthly in each province.

Following the 4Ps Training in April 2013 in Masvingo the trained GBV Facilitators (from Manicaland and Masvingo) have been practically applying what they learnt during the training through facilitation of GBV Dialogues in their respective colleges. In both provinces, a total of 1 087 students and staff have been reached through 4Ps GBV Dialogues. Of late, students have been able not only to identify forms of GBV but also to condemn such in public lectures and other gatherings within the colleges. Lecturers at Mutare Teachers' College for instance have been very careful not to say gender insensitive words in their presentations as the informed students are now so quick to pick it out.

Since its official launch on the 17th of May 2013, the 4Ps Programme has enjoyed tremendous visibility in Manicaland Province. Most students from Mutare Teachers' College, Mutare Poly, Marymount Teachers' College and Magamba Training Centre now have an idea of what the 4Ps stands for (ie, Prevention, Protection, Participation and Programmes). The Launch enlightened many people that the Ministry of Women Affairs is the parent ministry leading the implementation of the 4Ps programme and that UNFPA is funding it. Banners and pamphlets on the 4Ps Programme have been displayed and distributed in such foras as NAC stakeholder meetings, college based GBV Dialogues and during such commemorations as the International Day of Women and this has as a result increased people's levels of awareness on the 4Ps programme and what it seeks to achieve.

Following the Manicaland and Masvingo JIC Facilitation Trainings which trained a total of 32 students (25 females and 7 males-including staff members), the trained JIC Facilitators have

since started conducting JIC runs and JIC Information Dissemination sessions during Guidance and Counselling Lessons in High Schools, peer educators' weekly gatherings and during other SAYWHAT events like Young4Real Awareness Campaigns. The trained facilitators are displaying confidence in using the tool and are also noting possible changes to the JIC tool. For instance, JIC Facilitators in Mutare have noted that instead of having No Risk and Risk Cards on the Ways of HIV Transmission Station it is more ideal to have Low Risk and High Risk Cards. Such observations are a result of the JIC Facilitators' increased exposure and comprehension of the JIC Tool. Mutare Poly has even gone further to orienting their LCC Members (who were not trained as facilitators) to the JIC Tool so that there are more people within their college who can conduct JIC runs since only 5 people were trained in the college. Pupils from Mutare Teachers' College High School who have been exposed to the JIC runs for the past 3 months are demanding more of the JIC runs. Their knowledge levels on HIV and AIDS have increased since their first exposure to the Tool.

The Manicaland office has also managed to conduct its first 2013 Young4Real Awareness Platform at Magamba VTC whose focus was on discouraging Intergenerational Relationships (IRs) among students in Vocational Training Centres. Amongst those who were ignorant of the negative effects of IRs at the beginning of the awareness were able to at least mention 1 negative effect of such at the end of the Awareness Platform. STIs including HIV and AIDS and unplanned pregnancies were noted as the major negative effect of IRs.

SYNOPSIS OF PLANNED ACTIVITIES & VARIANCE ANALYSIS

1. PCC Meetings

Two separate Provincial Coordination Meetings were done in Manicaland and Masvingo Provinces to meaningfully engage students and Focal Persons on the SAYWHAT Handbook. The Manicaland PCC Meeting was done on the 9th of February 2013 and 4 representatives participated from each of the following colleges: Magamba VTC, Marymount Teachers' College, Africa University, Mutare Poly and Mutare Teachers' College who were the host. The Masvingo PCC Meeting was done on the 23rd of February at Masvingo Poly and 4 representatives also participated from the following colleges: Masvingo Teachers', Great Zimbabwe University, Masvingo Poly, Bondolfi Teachers' College, Masvingo VTC and Masvingo School of Nursing. Among the major issues discussed in both meetings were:

- The 35 years age limit to being an active member of SAYWHAT was queried in both provinces for leaving out other students who do not fall within this age bracket but are interested in SAYWHAT activities and programmes. The consensus was therefore to remove age limits and just allow all registered students to be able to be registered as SAYWHAT members.
- There were also questions on whether SAYWHAT members were supposed to pay annual subscription fees and the majority of participants in the 2 provinces seconded the payment of annual subscription fees and that these would be used to cover administration costs incurred by the SAYWHAT clubs in their day to day running.

After these 2 meetings it became clear that Provincial Coordination Committees (PCCs) were to be formed in each province and that these committees would be made up of student representatives and Focal Persons from the colleges within a particular province. Since these meetings were consultative in nature, the Secretariat representatives noted that all views and comments were to be consolidated and that the SAYWHAT Handbook was to be edited accordingly taking consideration of the views and comments of these and other 4 provinces as well.

2. The 4Ps Training and GBV Dialogues

A combined 4Ps Training was done for 19 students (including 4 Focal Persons) from 4 colleges namely Mutare Poly, Mutare Teachers', Masvingo Poly and Great Zimbabwe University. The training was done from the 26th to the 28th of April at Chevron Hotel in Masvingo. The 4Ps campaign is being run under the Ministry of Women's Affairs, Gender and

Community Development with technical and financial assistance from United Nations Population Fund (UNFPA). The Students And Youth Working on reproductive Health Action Team (SAYWHAT) is a partner under 4Ps who is working with students in tertiary institutions to address GBV.

The objectives of the 4Ps training were to:

- i. Raise awareness of the root causes of GBV in tertiary institutions as identified by the assessment study;
- ii. Engage students in facilitated interpersonal communication aimed at sparking personal reflection and critical norm thinking to challenge power and abuse in relationships;
- iii. Create IEC materials and ICT enabled platforms for information and knowledge sharing in GBV for students in tertiary institutions;
- iv. Document and share cases of GBV as a way of ensuring Support and creating clear Actions aimed at eliminating GBV in tertiary institutions;
- v. Promote college wide dialogues on GBV through campaigns.

Among other key issues discussed during the 4Ps Workshop were College cultures that promote GBV: Pimping was explained as an exercise carried out in colleges where male students arrange relationships between older men and their female friends in college. The male students then get paid for this service. The risk presented by this culture is sexual and at times physical abuse. The imbalances in the relationships make it difficult for the ladies to negotiate for safer sex and as such they are exposed to unprotected sex which increases their risk to infection.

Due to imbalances of power and dependency on lecturers and deans, it was noted that female students are exposed to abuse. In these cases, abuse tends to take a sexual nature where there is trading of sexual favours for marks or accommodation. The participants pointed out that there are cases where female students trade sex to have their assignments done by their male classmates. At this point it was agreed that this is due to a culture of laziness as well as the stereotyping that boys are better in school than girls.

The "MTV culture" is also influencing behaviour that is increasing risk of GBV. As students pursue swag they get into behaviours such as multiple sexual relationships, financially gainful relationships and in some cases male students physically abusing their partners to prove their dominance and masculinity, that put them at risk of either becoming victims or perpetrators of GBV.

Following the 4Ps training, the trained GBV Facilitators were supported to conduct GBV Dialogues in Colleges. To date **45 GBV Dialogues** have been done at Mutare Poly, Mutare Teachers', Masvingo Poly and Great Zimbabwe University reaching out to a total of **1 087** (556 females & 531 males) students and staff members within these colleges.

3. The 4Ps Programme Launch in Manicaland

The 4Ps Programme was officially launched in Manicaland Province during the National ZICTOCAS Games which were being co-hosted by Mutare Teachers' College and Marymount Teachers' College. The launch started with a march across the Sakubva High Density suburb on the 16th of March. Students from various Manicaland colleges and those from 10 Teacher Training colleges from all over the country were part of the march which started at Mangenje/Chigomba Bar and passed through Sakubva residential area right up to Sakubva Stadium. Students were holding 4ps Banners which had messages promoting zero tolerance to GBV.



Students holding 4Ps Banners walking down Sakubva residential suburb to Sakubva stadium

The Official launch of the 4Ps Programme was then done on the 17th of May by the Provincial Development Officer, Ms Chido Madiwa at Mutare Teachers' College where 184 students and staff members from Manicaland Colleges participated.



Ms Chido Madiwa (right) officially launching the Manicaland Colleges 4Ps Campaign; Juicer Mupositori entertaining crowds of students with his music

4. Join In Circuit (JIC) Trainings

The JIC programme is an approach to HIV and AIDS programming that has recently been adopted by SAYWHAT through partnership with **GIZ**. The JIC Tool is a typical participatory tool that can be effectively used to raise awareness on HIV transmission, contraception, condom use, body language, positive living and ways of protecting oneself and others from HIV infection. The tool can be especially used during orientation programmes for first year students in tertiary institutions. A total of 15 female students from Manicaland (Mutare Poly and Mutare Teachers' College) were trained as JIC Facilitators (13-17 April 2013) while 17 students (10 female and 7 male) from Masvingo (Masvingo Poly and GZU) were trained as JIC Facilitators from the 20th to the 23rd of June 2013. Below are photos for the 2 trainings.



The trained JIC Facilitators are required to conduct JIC Runs and JIC Information Dissemination Sessions in High Schools and within their colleges as part of the "Big Sister, Young Sister" initiative of having tertiary female students reach out to young female students in high schools as a way of reducing their vulnerability.

5. The Magamba Young4Real Awareness Platform

From the 10th to the 15th of June 2013, all Manicaland Vocational Training Centres were gathered at Magamba Training Centre for their annual Sports and Cultural Gala. SAYWHAT took this opportunity to conduct its first 2013 Y4R Awareness Campaign which has an overall aim of raising students' awareness on Sexual and Reproductive Health and Rights issues. This year, the Y4R Campaign is focussing on the reduction of Intergenerational Relationships among young people as an identified key drivers of HIV among young people from last year's Community Dialogues. Activities that took place during the Awareness Platform include focus group discussions by trained YPISA Champions; information dissemination; drama, quiz, public speaking and dancing competitions. The Rights Squad-a well trained group of young artists and DJs also participated in the Awareness Platform and they facilitated a number of edutainment activities which were aimed at discouraging young people from engaging in Intergenerational Relationships (IRs). Through these activities, SAYWHAT reached out to a total of **713 people (398 males and 315 females)** throughout the Sports and Cultural Gala. Below are some photos showing what transpired during the events:



Through the Young 4Real project, SAYWHAT managed to support the Manicaland VTC Sports Gala with a P.A System as well as prizes for drama and quiz competitions. SAYWHAT also bought a floating shield for the overall winners of all the Sporting activities and this shield which shall be contested for the next 8 years has been named **“the SAYWHAT Shield”** by the 2013 Hosting Principal Mr Sabwe. Magamba Training Centre won the shield for the first time as they came out overall winners ahead of Mutare VTC, Marange VTC, Nyanyadzi VTC, Kukwanisa VTC, Chipinge VTC and Buhera VTC who all participated.

The Young4Real project is now in its third and last year of implementation and its key activities for 2013 will include the orientation of Health Service Providers and refresher training of YPISAs on community referral system. The project also seek to increase uptake of SRHR services by young people including PMTCT services. Since the project is coming to an end, SAfAIDS shall facilitate the identification of promising practices and document them from June to August 2013. Partners shall also document Most Significant Change Stories as from when the project started in 2011.

6. Mugota and Web for Life Launch at Great Zimbabwe University

The Great Zimbabwe Univeristy SAYWHAT Club launched the Mugota and Web For Life networks at their university which are responsible for coordinating male and female students' SRHR initiatives in colleges respectively. Two separate committees were elected to lead these two networks. However, the college still maintains the main SAYWHAT LCC which remains responsible for coordinating all SAYWHAT SRHR activities within the college. Other partners like ZNFPC, NAC, and BHASO also attended the launch and they reaffirmed their commitment to support the Mugota and Web For Life initiatives within the college. The GZU SAYWHAT Club has been one of the most inspired group with dedicated young men and women in the 2 provinces. It has managed to spearhead a number of activities on its own and has followed formal procedures of asking for assistance for their activities from the SAYWHAT Secretariat. They have also successfully mobilised the GZU students to participate in the 4Ps GBV Dialogues over the past 3 months.

7. The Mutare Poly Lunch Hour SRHR Campaign (effective practice)

The Mutare Poly LCC came up with a creative way of reaching out to non resident and resident students with SRHR information. They lobbied with the college authorities to be allowed to work as cleaners and food servers in the college's Dining Hall during one afternoon in March 2013. When they got the permission to do so, the Mutare Poly SAYWHAT LCC organised themselves and assigned each other different responsibilities. While others were concentrating on serving food and cleaning tables, others were facilitating discussions

on SRHR with students who were having their lunch. An information desk was also set up at the main entrance to the DH and every student had the opportunity to get some IEC material either on entrance or on exiting the DH.

All the SAYWHAT LCC members involved in the process were putting on SAYWHAT T-Shirts for visibility purposes and SAYWHAT banners and posters were also hanged at strategic points in the DH. Those who wanted to join as members of SAYWHAT were also registered and were informed on the SAYWHAT club meeting times and venues. This exercise saw the Mutare Poly SAYWHAT Club growing in numbers from the usual 12 to 15 students to slightly above 30 students just a week after the Lunch Hour SRHR Campaign. The college authorities have also since commended the SAYWHAT club for leading by example through corporate social responsibility. To date, the SAYWHAT Club at Mutare Poly is one of the most respected clubs and in the upcoming College's Annual Symposium, the Club has been given more space to exhibit and demonstrate its work to the hundreds of High School students who will visit the college for career guidance purposes.

8. YPISA Toolkits Distribution

In March 2013, SAfAIDS started distributing the YPISA Toolkit which was designed for use by SRHR Champions who were trained in September and October 2012 in Manicaland. By mid April over 100 SRHR Champions had been given their toolkits and had started using them for facilitating discussion on SRHR with different groups of young people. The toolkit has been a great source of motivation to Peer Educators in Manicaland colleges and they are using it in a number of forums. For sustainability reasons, colleges in Manicaland did not distribute all the toolkits but reserved some in their Resource Centre which can be borrowed by students and be returned after use.



9. VARIANCE ANALYSIS

Of all the activities planned for the first half of the year for Manicaland and Masvingo Provinces, Young4Real YPISA Refresher Trainings (Manicaland) and the HIVOS Contraceptive Awareness Campaign (Masvingo) have not yet been done. YPISA Refresher Trainings were not done as planned because SAfAIDS was not yet through with the concept for the YPISA Trainings yet. The HIVOs Contraceptive Awareness Campaign has not yet been done due to a tight work plan schedule for Masvingo Poly where this campaign is supposed to take place. Hopes are that this Campaign will be done in September when the college opens for their last semester of 2013. Nonetheless, an approximate of 95% of all planned activities for Manicaland and Masvingo Provinces have been implemented successfully in this reporting period.

10. EXPERIENCES, ANECDOTES, SUCCESS STORIES AND LESSONS LEARNT

The Great Zimbabwe University Dialogue on Sex

An informal discussion platform was held with Great Zimbabwe University students on the 7th of April 2013. Present were 55 students (including staff members), 35 Females and 20 Males. The bulk of the discussion was on the right to choice, focused on the right to say no, whether or not this can be exercised at whatever juncture of foreplay.

The majority of female students had a conviction that the right to say no can be exercised at whatever point in the act, putting forward arguments such as; a woman may discover in the process that the man does not turn them on (pointing towards technique- kissing and other forms of foreplay); discovering an STI; or a genuine change of mind about carrying on with the act. One strong quotation was that ***‘when you don’t feel like having sex anymore, going ahead with it anyway actually becomes rape because you would not enjoy it’***

The majority of the male students with the support of a few female students were of the thinking that the right may be limited by the extent to which one would have allowed foreplay to carry on. The basis of their argument was that it was selfish and inconsiderate to switch decisions in the middle of the act. One such thinker argued that sex is a process not an event as such the parties involved will both be aware of the outcome of their actions so a decision should be made in the earlier stages of the act. Interesting quotes from the arguments included:

‘Kana wageza maoko, wagadzirira kudya wobva wabvutirwa ndiro, unonzwa sei’ – this pointed to the feelings of the partner who is later refused sex because they would have prepared for it by way of foreplay believing they were on the same page with their partner.

‘Kana mastudents aka kwira bhazi kuti vaende kuharare, vasvika kuChivhu driver oti akudzokera, kazhinji maUBA (university bachelors) havadzoke’ – this pointed towards the likelihood of women not being paid attention to in the event of them changing their minds in the later stages of the process of sex.

The argument around the right to say no brought out new and interesting areas that need attention for further discussion platforms as well as trainings. There is little verbal communication preceding sexual activity which leads to assumptions that subsequently lead to sexual violence and rape. This is a view that was supported by 95% of the group. It then follows that sex just happens even when the people involved were not really sure about the act.

Another interesting outcome of the discussion is the lack of responsibility exercised by young people. The majority of them are well aware of their right to say no yet are not exercising the responsibilities that allow them to be able to be heard when they say no. This falls back to the unwillingness to talk about sex prior to the act. This may be tied to the traditional factor of sex being a taboo with some participants noting that it is not interesting to talk about sex, the mystery surrounding it is what makes it all the more fascinating. However such dangerous views will not be useful in bringing down cases of gender based violence, as such there is need for more discussion to bring out the dangers of silence around sexual issues.

The students at the university are receiving SRH information from the institute’s orientation program, the SAYWHAT peer educators and the clinic. One male student complained about the lack of male nurses in the college clinic at which point, the staff member present assured them that there would be two male nurses at the clinic by mid April. (This promise was fulfilled)

Access to condoms seems not to be a challenge at GZU as these are readily available at the library and toilets. The male students however raised an issue that the condoms were not enough.

The event was very successful leading to the summation that there is more value in informal discussion circles where people can all participate with little lecturing and mild facilitation. However the time was not sufficient as some areas that would have required further exploration had to be cut short for the sake of time. Another challenge of having the event in the evening was electricity. The recommendation is that the programs should be arranged and synchronised with power schedules to avoid the logistical challenges surrounding a power outage.

Quotes from the Magamba Young4Real Awareness Platform

“Depo inofutisa vasikana”- this statement was said by a Nyanyadzi VTC female student who was expressing her reservations to using Depo as a contraceptive method. However, it emerged in the discussions with female students that most girls have reservations on certain contraceptive methods not because they tried to use them but because they rely on information from other women which may not be correct. Most important, among all the contraceptive methods that were discussed, both male and female students preferred the condom as it was relatively easy to use and does not only prevent pregnancy but also protect them against STIs including HIV.

“Sex thrills but it’s just a short time thrill with many regrets”-this statement was said by a male student from Marange VTC who was reflecting on Session 4 of the YPISA Toolkit which talks about Young People and Relationships. He also said **“young people enjoy discussions on sex and relationships only until HIV and pregnancy start to be discussed”**. Students also liked the statement **“Love should never hurt. But sometime it does”**. They likened this statement with the late Tongai Moyo’s song which has the following relics: **“ Rudo kanwa rwonaka tinoshevedzera.....asi kana chabvondoka, yuhwii maihwe ndabaiwa pamwoyo pangu”**.

The ZITCOSA 2013 MODELLING SHOW –THE FIRST OF ITS KIND

For the first time in the ZITCOSA history, a modelling show was done and the first Miss ZITCOSA was crowned at Mutare Teachers’ College. The Modelling show was organised and sponsored by SAYWHAT through the 4Ps Programme Against Gender Based Violence. A total of 8 female students representing 8 Teachers’ Colleges across the country took part in this maiden event which attracted over 700 students from the same colleges.

The Modelling show was categorised into 3 main segments namely nightwear, sportwear, and teachers’ wear. The Modelling Show also had a Question and Answer segment where all contestants were asked Questions by SAYWHAT. Most of the questions were related to Gender Based Violence and below are some of the questions:

1. What do you understand by the term Gender Based Violence?
2. What would you do to stop Sexual Harrassment of female students by male lecturers in Teachers’ Colleges if you are crowned as Miss ZITCOSA 2013?
3. Do you think male students are also victims of Gender Based Violence? How?

4. What advice would you give to your fellow peers on HIV and AIDS?

Although some of the contestants did justice to the questions, a number of them struggled to answer the questions. One of the contestants actually failed to say even a word and handed the mike back to the MC. This was a big lesson on our part as it taught us the need to prioritise grooming of contestants before the modelling show. This will avoid surprises on the Modelling day and it will also ensure that contestants research more on the question beforehand and when the questions are presented to them they will answer confidently and with detail. Thus the Question and Answer segment of the modelling show becomes beneficial not only to the contestants but also to the viewers.

Juicer Mupositori, a Mutare based artist thrilled participants throughout the Modelling Show. The pictures below show some of the parades by the 2013 Miss ZITCOSA models;



Natalie Mbulo from Hillside Teachers' College was crowned Miss ZITCOSA 2013-2014 while Patricia Chikwengo from Morgan Zintec Teachers' College and Grace Nyasha Ruzvidzo from Masvingo Teachers' College were crowned the first and second princesses respectively. Since this Modelling Show was being done for the first time, it was underfunded with SAYWHAT being the only supporter and organiser of the event. All the 8 Contestants were given a SAYWHAT 4Ps T-Shirt as acknowledgement and appreciation for their participation in the maiden event. The ZITCOSA Organising Committee appreciated SAYWHAT's contribution to the event and vowed to keep the show going in the coming ZITCOSA games. They also promised to expand the show by including the Mr ZITCOSA as well.

THE JIC TOOL-A UNIQUE AND EFFECTIVE WAY OF ORIENTING FIRST YEAR STUDENTS IN COLLEGES

The Join In Circuit (JIC) Tool though not a new methodology in HIV and AIDS Information dissemination has proved participatory enough to be effective for use during college orientation programmes. The JIC Tool is made up of seven stations each focussing on a

specific Sexual and Reproductive Health topic in relation to young people. The seven stations are Ways of HIV Transmission, STIs, Contraception, Condom Use, Body Language, Positive Living and the Protection station. Participants are led by trained JIC Facilitators into completing a JIC run-in this case a run being a process of going through all the seven stations mentioned above within an approximate period of 1 hour 45 minutes. At each station there will be 2 JIC Facilitators who facilitate games and discussions around the Station topic for 15 minutes and then usher/direct the participants to the next station till they complete the Circuit. The tool is designed in a way that participants have to be standing all the time and they will be kept occupied by the different activity like games that make up the different stations.

The JIC Tool is however flexible in the sense that when completing the full JIC run is impossible probably due to time constraints, the JIC Facilitators can facilitate just one or a few stations that speak to the issues they want to address on a particular day. In this case JIC Facilitators are said to have done JIC Information Dissemination sessions instead of a JIC Run.



Besides its simplicity, the JIC Tool can be used well with other tools and it can be mainstreamed in other Sexual and Reproductive Health Programmes. To date, the JIC Tool has been used successfully by Manicaland JIC Facilitators during weekly Peer Educators' meetings, High Schools Guidance and Counselling lessons and during 4Ps and Young4Real Awareness Platforms. What makes it an ideal tool for college orientation programmes is the fact that Orientations involve large groups of new students who can be very difficult to effectively manage in one group. As such the JIC Tool ensures that the students are divided

into smaller and manageable groups before they participate in the JIC Run. Furthermore, instead of orienting students to SRHR related issues using the lecture methodology, the JIC run ensures that the new students are not bored during the orientation process.

The JIC tool is very comprehensive and when well coordinated and facilitated it becomes a one stop shop for the students as they get all the information that they would use throughout their entire college life concerning their sexual and reproductive health.

11. Lesson Learnt

- MoUs between SAYWHAT and Colleges were missing link to sustainable and good relations between the 2 parties over the years.
- Establishment of PCCs is a step further in the effective management of SAYWHAT structures from the college level right up to the national level. Gender equality in SAYWHAT leadership structures has also been made possible through the provisions of the SAYWHAT Operational Handbook.
- Giving incentives to Peer Educators who facilitate College Based Dialogues and other related activities can be difficult to sustain especially at the face of limited financial resources but it has proved to be an effective way of mobilizing students to such dialogues as the 4Ps GBV dialogues.
- The 4Ps dialogues have been an eye opener for both male and female students and have enabled them to identify and fight against GBV in their own capacities.
- Modelling shows can be great crowd pullers in colleges and can be effectively used to disseminate key information on students' Sexual and Reproductive Health.
- Grooming of models long before the modelling is important as it enables contestants to speak out meaningful things with confidence and it avoids embarrassment before huge crowds.
- It is amazing where the Work of SAYWHAT has reached to date. The picture below was taken in Chiringaodzi Community under Chief Marange and it shows a teenager who is putting on a SAYWHAT T-Shirt with the message: **“My Pregnancy, my Responsibility”**.



12. CONCLUSIONS & RECOMMENDATIONS

- SAYWHAT is expanding not only in Manicaland and Masvingo Provinces but countrywide. Colleges are also acknowledging this growth and have since commended the formalization of SAYWHAT relations with colleges through the signing of MoUs between the 2 parties. The Provincial Coordination Committee (PCC) has also been introduced through the SAYWHAT Operational Handbook whose operationization will see PCC Meetings being done periodically in all the 6 provinces where SAYWAHT is operating. The roles and responsibilities of Focal Persons, college authorities, and students/members have also been clarified in the Handbook and all these developments are progressive and enlightened pointers to a brighter future for SAYWHAT. However, such growth also comes with increased responsibility on all the Structures that make up SAYWHAT, the secretariat and Board included. More resources (financial and human) have to be committed in response to the institution's growth and this calls for sound resource mobilization strategies to be employed in the second half of the year.
- The 4Ps GBV Dialogues have arguably been among the most popular activities implemented by SAYWHAT in this reporting period reaching out not only to good numbers of students but also to both teaching and non teaching staff members of

the implementing colleges. Unlike other dialogues, 4Ps Dialogues have been unique in that they were highly incentivised (ie. Refreshments being provided for all participants and GBV Facilitators being given some allowances upon completing facilitation of their dialogues). Although the sustainability of such an approach may be questioned, the bottom line is that incentivising such kind of initiatives works.

- The JIC Tool has been successfully introduced to Manicaland and Masvingo colleges and a number of benefits associated with its use in colleges have already been noticed. The tool being participatory, simple and yet comprehensive in terms of SRHR information dissemination has been identified as the most ideal tool to use for orienting new /first year students in colleges. It has also been seen to be an ideal tool to use during Guidance and Counselling lessons in High Schools. Its flexibility and simplicity in use has also allowed the tool to be used with other information dissemination tools like the YPISA Toolkit. More JIC Toolkits are needed in order to facilitate JIC runs in all colleges we are working with in the 2 provinces and more resources are also needed to facilitate training of more JIC Facilitators.
- Modelling shows remain a great crowd puller among students in tertiary institutions. Both male and female students are so excited not only to participate as viewers but also as contestants. Though Miss ZITCOSA 2013 was being done for the first time and was punctuated with late planning and low funding, it came out as one of the most memorable events of the 2013 ZICOSA Games that were co-hosted by Mutare Teachers' and Marymount Teachers' Colleges. The event ensured that SAYWHAT reached out to approximately 700 students from the 13 participating Teachers' Colleges in Zimbabwe with messages on Gender Based Violence under the 4Ps Programmes which had been officially launched a day before during the same event. In future planning for the next ZITCOSA and other related sporting events, there is need to prioritise the support for Modelling Shows considering their possible impact.