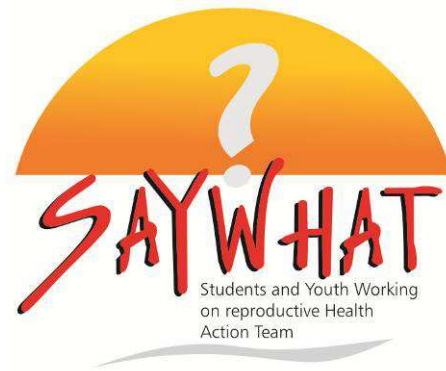




SRH DEPARTMENT

MID-YEAR REPORT

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Introduction and background

This report provides a detailed analysis of the results chain emanating from the activities implemented by the SRH department between the period January-June 2013. The report shall provide a narration of planned versus implemented activities as well as an analysis of the variance in planned activities during the period under review. The SRH department's activities were designed to complement SAYWHAT's three strategic objectives of

- Generating and sharing information on sexual and reproductive health including rights amongst students;
- Network and advocating for students sexual and reproductive health rights and;
- Providing support and enhance the capacity of students on SRH related programming areas.

The above objectives were realised from the activities that were drawn from three projects under the SRH department namely the wise up campaign supported by PEPFAR, HASP supported by OXFAM and the YES Project supported by SAIH.

During the period under review the SRH department trained 60 students in youth friendly service provision and coalition building. These trainings enhanced the capacity of the students to coordinate college based activities in a youth friendly manner and optimising on locally available resources. Trained students were able to develop and implement college based work plans that had interactive activities such as the inter-college debates, sexual harassment public lectures, SRH information kiosk during inter-college games and SRH dialogues in hostels. These activities ensured the sharing of SRH information to the wider college community and increased student knowledge levels on key aspects such as positive living, contraception, male circumcision and available SRH services.

The SRH department used edutainment under the wise up campaign and involved student artists as well as branded t-shirts to encourage the student community in making informed choices on their SRH life styles.

The SRH department ensured learning and sharing by partnering like-minded organisation in media campaigns targeting young people on positive living, challenges of multiple concurrent partnerships and youth participation in SRH programming. The department supported the review of SRH related manuals at national level such as the national voluntary male circumcision manual in partnership with the Ministry of Health and the SRH sports manual in partnership with the world education council programme.

Cumulatively, the SRH department ensured student ownership of initiatives targeting their peers and self.

Summary of progress and achievements

The SRH department conducted a coalition building training for the four colleges under the HIV and AIDS Support Project (HASP). The training managed to produce at least one key SRH advocacy issue per college and identified partners which colleges shall link with in pursuit of their respective advocacy issues. All the four colleges went on to conduct college based partners symposiums which have resulted in collaborations in the implementation of college based activities e.g. review of HIV policy at Chinhoyi University of Technology (CUT) and the provision of HIV Testing and Counselling (HTC) during the ZUSA games at Bindura University.



The SRH department conducted four public lectures on sexual harassment which increased the knowledge levels of students on the different forms of sexual harassment and the referral paths for survivors. Following these public lectures, college authorities from Kushinga Phikelela and Hillside Teacher Training who do not have sexual harassment policies realised the need for such policies.

The SRH department supported students in exchange programmes like the inter-colleges debate between BUSE and CUT. The inter-colleges debate created a conducive environment for students to appreciate their own skills and capacity to generate dialogue on salient issues such as gender equity and equality and the management of unplanned pregnancies in the colleges. The debate reviewed new insights to these topical issues which included the over feminisation of the gender struggle and how the discourse of unplanned pregnancy in colleges does not bring to the surface the rights of the unborn child.

SYAWHAT hosted the leadership quality circle constituting of Deans of students, focal persons and student leaders from the four colleges under HASP. The platform provided an inter-face between college authorities and students who had been participating in the HASP research challenge as well as representatives of the Local Coordinating Committees. The platform facilitated for the students to inform college authorities using information generated through the HASP research challenge on fundamental issues such as the prevalence of multiple concurrent partnerships in colleges, the role of SRH

services and commodities in influencing student behaviour and factors that influences the implementation of sexuality education. The platform then committed to continue with more robust researches that will buttress their case in key policy reforms such as guidelines on the management of pregnancies during campus life.

The SRH department trained peer educators 33 students from Belvedere and Hillside Teachers' college in youth friendly service provision and the management of youth friendly centres. The trained peer educators have begun implementing their different work plans and supported college based activities such as exhibitions during the ZITISU games and outreach activities using the Join in Circuit in nearby secondary schools. These work plans indicate not only improved skills among peer educators to conduct activities but a sense of responsibility to act in mitigating the impact of HIV within their respective communities.

The SRH department spearheaded the use of edutainment in the Wise up; make a difference and graduate alive campaign being implemented in 6 colleges across Zimbabwe. Through the standard messages, the wise up campaign managed to broaden the scope of positive living among the students beyond HIV to a life style of being responsible and making informed choices on matters to do with sexual and reproductive health. The wise up campaign placed students at the centre of planning and implementation through interactive methodologies like poetry, drama, dialogue amongst other things.

The SRH department partnered with different organisation in mass media who conduct SRH related programs on either radio or television. Most students appreciated listening to and being informed by some of these programs such as the interventions and young for real on power fm and positive talk on ZBC. The SRH department went on to engage the not so conventional community based radio groups such as Harare radio dialogue. These fora paved way for a broader reach out including other strategic audiences such as parents, policy actors and makers.

The SRH department supported other like-minded organisations with facilitation skills or in the review of related strategic documents. Some of the institutions and strategies supported include the review of the male circumcision manual by the Ministry of Health, review of the SRH sports manual by the World education council program and informing the M and E framework for the reproductive health unit under the Ministry of Health.

The human resource component of the department was exposed to different capacity building trainings such as monitoring and evaluation and gender mainstreaming trainings. The 2 trainings enhanced the skills of personnel in the department to integrate result based monitoring and evaluation in processes, products and services offered by SAYWHAT. The training leveraged SAYWHAT's niche in tracking change at outcome and impact levels which can be attributed to project efforts.

In total the activities implemented during the period under review contributed to the progressive realisation of SAYWAHT's vision of a gender just nation with healthy, empowered students who enjoy their full reproductive health rights in tertiary institutions of higher learning.

Vertically these results can be tracked at the three levels of active student citizenry, empowered college structures on the social development of students and an enabling policy environment that is supported by political willingness of college authorities to prioritise the social development of students.

Planned activity implementation and variance analysis frame work

Activity	Progress	Planned	Actual	Variance analysis
Coalition building training	A coalition building was conducted for the four colleges under HASP reaching out to 18 students including their focal persons. The training was a preparatory platform for the SAYWHAT exit and it enhanced the college capacity to utilise locally available partners. The four colleges managed to identify college based key challenges using the problem tree analysis. The colleges then identified partners who were relevant in addressing their respective challenges.	1 Coalition building training	Coalition building training	The coalition building training was implemented as planned.
Sexual harassment public lectures	SAYWHAT partnered with Women's Action Group to conduct a sexual harassment public lecture at Kushinga Phikelela Farmer Training Centre. In Bulawayo, SAYWHAT partnered with Legal Aid Foundation to conduct a similar sexual harassment public lecture to first year students at Hillside Teacher Training. The sexual harassment public lectures generated dialogue on the different forms of sexual harassment as students were not aware of the other forms like passing unwelcome sexual comments to another person or whistling in a sexually suggestive manner.	4 sexual harassment public lectures	3 sexual harassment public lectures	One of the colleges under HASP opted to be supported for a review of a draft sexual harassment policy rather than a sexual harassment public lecture i.e. Chinhoyi University of Technology.
Youth Friendly Centre Trainings	2 youth friendly centre trainings were conducted at Belvedere and Hillside Teacher Training Colleges reaching out to 33 students including focal persons. The YFC trainings were college based and enhanced the capacity of students in the areas of SRH rights, contraception, gender, HIV treatment and prevention. Peer educators for the 2 colleges have commenced to implement their respective work plans during the ZITISU games for Hillside and supporting a JIC run	4 youth friendly centre trainings	2 youth friendly centre trainings	The 2 youth friendly centre trainings could not be conducted by June for Morgan Zintec and Mutare Teachers College. The week that was planned for the Morgan Zintec training coincided with their micro teaching exercise. Mutare teachers indicated that they would be

	at Harare poly for Belvedere Teachers College.			comfortable with July as they were affected by hosting the ZITCOSSA games.
Inter-colleges debate	2 universities CUT and Bindura participated in the inter-college debate hosted by BUSE reaching out to 133 students. The 2 debate sessions focused on gender and unplanned pregnancies helping students to share their experiences and expectations in both gender and unplanned pregnancies programming. The inter-colleges debate allowed students to have ownership as it was solely planned and implemented by students from these 2 universities.	1 inter-college debate	1 inter-college debate	The inter-college debate was implemented as scheduled
Leadership quality circle	The leadership quality circle brought together the four colleges under HASP constituting the deans of students, focal persons and the student's leadership structures. The event which was hosted by Hillside Teacher Training College allowed interaction between college authorities and student leaders who had participated in the HASP research challenge. The forum resulted in college authorities committing to pursue SRH related issues like pregnancy for female students and the establishment of SRH related policies for Kushinga Phikelela and Hillside Teachers College.	1 leadership quality circle	1 leadership quality circle	The leadership quality circle was implemented according to schedule
Partners symposium	As a result of the coalition building training, the four colleges under HASP were requested to conduct partner's symposiums in their respective colleges. The partners symposiums conducted managed to generate functional relationships with stakeholders such as PSZ, PSI, School of nursing etc. One example of such collaborations is when PSZ provided treatment coupons to Hillside Teachers College.	4 partners symposiums	5 partners symposiums	The extra partner's symposium took advantage of the national student's conference to convene for a meeting with the college authorities and student representatives who were present.
Wise up campaign	The wise up campaign used edutainment in 6 colleges namely CUT, GZU, Masvingo poly, Byo poly and Chibhero	6 college based campaigns	6 campaigns	Follow up campaigns will be done by the colleges to ensure

	College of Agriculture. Students were engaged through interactive methodologies that allowed for entertainment and education through artistic pieces such as poetry and drama. The key result of the wise up campaign was the provision of space for students to generate their own initiatives tailor made to suit college context.			continuity.
Livelihoods fair	SAYWHAT managed to implement 2 livelihoods fairs at Bindura University of Science Education and Chibhero College of Agriculture. The livelihoods fairs managed to create an interface between students and institutions that provide short to medium term financial assistance to young people such as the youth fund under the Zimbabwe Youth Council. The platforms shared information on non-harmful options for young people including students to sustain their livelihoods during college life	3 livelihoods fairs	2 livelihoods fairs	Students at CUT opted to conduct an exhibition during the ZUSA games in the place of livelihoods fair. CUT students highlighted that the college had already implemented a similar activity during their orientation week.
PCC Meetings	SAYWHAT conducted Provincial Coordinating Committee (PCC) meetings for Harare and Mashonaland provinces respectively during the period under review. The PCC meetings were part of the consultative process in reviewing the SAYWHAT structures handbook which shall be adopted to govern structures at Local Coordinating Committee, Provincial Coordinating Committee and National Coordinating Committee levels. Participants highlighted issues on subscription fees, membership and the code of conduct. The meeting concluded that the suggested changes shall be in cooperated in comparison with outcomes from other colleges on the same process.	2 PCC meetings	2 PCC meetings	The PCC meetings were conducted as scheduled by the following colleges, Belvedere Technical Teachers College, Harare Institute of Technology and Seke Teachers College under Harare province. Mashonaland province had Bindura University of Science Education, Chinhoyi University of Technology, Gwebi and Chibero.



Sexual Harassment Public Lecture



Zimbabwe Universities Sports Association (ZUSA)



YFC Training: Belvedere Technical Teachers' College



Coalition Building Training

Summary of unplanned, implemented activities:

Radio and television talk shows

SAYWHAT participated as resource persons in three radio and television programmes namely positive talk on Ztv, young for real and interventions on power fm. To ensure the listenership of students, SAYWHAT sent out bulk short text messages to all students in its data base soliciting for their listenership. The radio and television programmes were focusing on the three strategic areas of the underlining factors influencing MCP's amongst young people, positive living amongst youths in colleges and the role of youth participation in SRH programmes targeting self.

The programmes managed to sensitise young people to make informed choices on their sexual health as well as to actively participate in community initiatives. This feedback was received by members of the SAYWHAT secretariat during project implementation in various colleges.

Learning and sharing

SAYWHAT participated in learning and sharing platforms such as the review of SRH related manual under the ministry of health and child welfare, trainings on result based monitoring and evaluation as well as gender mainstreaming and community dialogues on SRH spearheaded by community radios. These platforms positioned SAYWHAT to influence the content and context of SRH programming for students in colleges to be strategically placed in the priorities of line ministries. The trainings that personnel from SRH department received, improved programme efficiency as requisite skills in that regard were acquired. The two trainings inspired personnel from the SRH department to pursue careers with academic institutions which in return shall impact on the quality of work at different levels such as project design, planning, organisation, execution and close out.

Lessons learnt

SAYWHAT is a nascent organisation which is built on a solid foundation of the development of knowledge and the sharing of information to positively influence behaviour and inform SRH related decisions by young people. It is in this regard that the SRH department drew lessons during the period under review (January-June 2013). Below is a list of some of the lessons learnt by the SRH department in its implementation cycle under review,

- Inter-colleges debate stimulated open dialogue amongst students on issues that are not usually discussed in public spaces e.g. the revelation that conventional gender programming primarily focuses on women and excludes men as strategic partners in the movement for gender equality and equity.
- Empowering students to conduct researches brings new perspectives and information that is simplified but relevant to SRH programming. If properly

packaged this information can leverage advocacy initiatives targeting college authorities as it has the living face of the affected constituency (students)

- Most partners that were engaged in college based partner symposiums had reserved resources both financial and technical to support college SRH related initiatives. Some of the partners engaged such as PSZ have resources already allocated for students in tertiary institutions e.g. treatment coupons.
- Implementation and understanding of policies that govern incidences of pregnancies is still limited including amongst the student affairs department who are responsible with the policies. This presents an unmet SRH need which needs to be supported by further assessments on the rationale of existing policies and alternatives in the context of sexual and reproductive health rights.
- The existence of new SRH interventions which has been modified to suit existing realities e.g. the shift from male circumcision to VMMC or the national targets have moved from PMTCT to EMTCT.
- An increase in the number of manuals at national level that are meant to standardise SRH information dissemination and the provision of services e.g. the ASH training manual of 2012, the YFC manual produced by ZNFPC in 2010, the VMMC manual by the Ministry of Health (2013).
- There is great potential in the utilisation of SAYWHAT tools if they are incorporated in designing and imparting of capacity building initiatives targeting peer educators.
- Packaging of SAYWHAT interventions in colleges e.g. sports galas, dialogues and other thematic group discussions may present an opportunity for such to be disseminated through youth friendly centres or other colleges where SAYWHAT does not have running projects.



Taking lessons beyond the board room meetings: The Case of Chinhoyi University of Technology

Chinhoyi University of Technology (CUT) is a state owned institutions of higher learning located in Mashonaland West with an average student enrolment of between 5 500 to 6 000. CUT was one of the colleges

under the HIV and AIDS Support Project (HASP) with three other colleges namely Kushinga/Phikelela Farmer Training Centre, Hillside Teacher Training College and Bindura University of Science Education (BUSE).

The project had an overarching objective of providing youth friendly services to students and creating an enabling policy environment on SRH related matters. It is in this regard that SAYWHAT facilitated exchange programmes between and amongst these colleges in the form of leadership quality circles, Dean's forums and student to student exchange activities. It is in one of these platforms that BUSE shared their sexual harassment policy that governs the designing and implementation of programmes targeting students on sexual harassment at the levels of protection, prevention and management of sexual harassment cases at BUSE.

Other colleges like Hillside Teacher Training College shared on their comprehensive health and life skills curriculum that goes as far as training students going out for teaching practice on life skills.

These foras led to CUT being inspired to develop a sexual harassment policy that informs how the college manages incidences of sexual harassment at the three levels of promotion, prevention and mitigation of sexual harassment cases. The promotion stage focused on raising awareness on the different forms of sexual harassment with the prevention stage implementing activities that seek to prevent cases of sexual harassment. The mitigation stage addresses cases of sexual harassment that have occurred and seeks for litigation within and outside campus as informed by the sexual harassment referral path that the survivor chooses.

CUT has adopted and adapted the life skills training in teacher training colleges to suit its own context. The college now conducts a life skills dialogue between returning students from work related learning (final years) and students who are due for work related learning (second years). These dialogues are led by students ensuring the friendliness of messages but realistic enough to alert second year students on possible SRH challenges they may encounter during work related learning.

The SRH department acknowledges and applauds the CUT student affairs department for their political willingness in learning, adopting and adapting effective practices from other colleges in the HASP project.



Voices from community partners

“If it was possible would wish to continue with activities under HASP or even write a letter to those donors to continue supporting us because our students were really benefitting”. Dean Masaisai, Hillside Teachers College at the Leadership Quality Circle.

“I think the information being presented by the students in their researches is quite relevant but we can complement such by partnering these students with personnel from the student affairs department or other lectures to make the researches more academically sound and possibly leverage our advocacy initiatives with the University council”. Dean Dzoro, Chinhoyi University of Technology at the Leadership Quality Cycle.

“Actually the student affairs department has gone further by orienting parents of first years to understand some of the social needs of students to ensure that they also support their children during college life”. Dean Makhado, Bindura University of Science Education at the Partners Symposium.

“This was exciting meeting our fellow students from CUT here at BUSE debating and having fun. It was quite an experience for me as the chairperson, keep it up guys. To be honest I am very proud to be a peer educator, now students will no longer call us ava vemakondomu. I hope they will be able to appreciate that we talk about other things like gender that we were debating on today”. Kudakwashe, BUSE chairperson of the Local Coordinating Committee at the Inter-colleges debate.

“I believe in the concept of monkey see monkey do, our elders here in Bulawayo come and pick our beautiful girls by the gate. They should stop that for us to learn from them”. Buto Wenkosi, Hillside Teachers College at peer education training.

“We are happy that the college has agreed to use this policy in its draft form whilst we wait for council to approve it. As a department we pray that this is the beginning of a long journey towards a sexual harassment free university and I want to thank all for making this footprint right here in Chinhoyi in 2013”. S Mukuwapasi, CUT Life skills coordinator at the partner’s symposium.

“I want to testify of SAYWHAT’s work at Hillside. My sister who was pregnant at Hillside was supported to get accommodation in the staff quarters and she delivered her baby and now she has finished a course”. Ollwin secretariat member from Dabani trust at the Oxfam’s partners platform.

“To be honest I have realised that we have to utilise our opportunities. As a college we were given the funds to start a project that will feed in the positive living revolving fund. For the past 3 years the fund has managed to see through 1 poultry project of 500 birds. Personally I think we should have done better as a college and today as HASP announces its exit we should have been boasting of heaps and heaps of money to continue some of these activities”. P Rupande, matron for Kushinga during the Leadership Quality Circle.

Options for the future

- The need to conduct inter-college debates with more colleges to create a culture of dialogue around SRH issues relating to students.
- The need to support more student and staff driven researches to generate information on the SRH needs and gaps that are campus specific.
- SAYWHAT should continue lobbying for support from its partners to ensure the students benefit from SRH services being provided by partners.
- The need to review SAYWHAT tools of training and or information dissemination such as the MC toolkit, SAYWHAT manual and positive living toolkit to align with new trends in statistics emerging in SRH programming.
- The need to systematically develop tailor made trainings that ensure the utilisation of all SRH information tools developed by SAYWHAT.
- The need to come up with a comprehensive strategy of packaging and disseminating college based dialogue to other colleges which do not have running projects or through the youth friendly centres.