



# RAPID FUNDING ENVELOPE FOR HIV/AIDS: TANZANIA



## HEAD, HEART, HANDS, HEALTH—YOUTH HIV/AIDS EDUCATION IN TANGA REGION



Sixteen-year-old Batulli stands poised in front of more than 40 students and teachers at Mbula primary school, set among the lush rolling hills of Lushoto in Tanzania's northeast. She is explaining ways that HIV can be transmitted. Engaging and amicable, Batulli has the attention of everyone in the room, eliciting laughs, inciting questions, and receiving proud looks from the teachers in the room. Batulli is a member of 4H Tanzania and trained as a peer educator through a programme funded by the Rapid Funding Envelope (RFE).

4H Tanzania, like the similar organisations in more than 80 countries around the world, is a community of youth who congregate to learn leadership, citizenship, and other life skills. 4H Tanzania operates through 23 district offices in six regions of Tanzania. Founded in 1976 as a government project, 4H has grown to more than 34,000 Tanzanian youth members organised through schools with teachers volunteering to provide supervision.

In early 2006, 4H applied for an RFE grant aimed at mainstreaming HIV/AIDS activities and knowledge within the 4H clubs of four districts in Tanga region. The goal was to add HIV/AIDS knowledge to its existing membership, and use that resource to reach out to the rest of the youth population in those districts. Included in the project design was training for the teachers who volunteer as supervisors. A select group of teachers and peer educators was also selected as trainers, to ensure growth and sustainability of the programme.

During the implementation of the project, the regional government divided one of the selected districts into two (due to population growth). To maintain parity between the districts, 4H opted to expand the programme out to a total of 77 clubs from the original target of 65, resulting in an additional 44 youth and 30 teachers being trained beyond the initial targets, all without additional funding.

With the clubs firmly established, 4H was able to focus on implementing the programme for its existing membership. Students were trained as peer educators in basic facts of

*4H Tanzania integrated a youth-based peer education network into its existing school clubs in Tanga region. The teachers and peer educators trained through the programme are sustaining it by training future members without additional outside assistance. As a result of the programme, local youth have an increased level of understanding of HIV transmission and prevention, and the peer educators are gaining experience as leaders in their communities.*



Michael Paydos, MSH, 2007

Batulli giving a lecture on the ways HIV can be transmitted. As part of her training to become a youth peer educator, Batulli has committed herself to reaching at least 160 students in one year.

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*“The programme didn’t just educate the students to be peer educators. It gave them confidence to talk to others and the power of self-expression.”*

—Adija Mohammad, teacher and 4H peer educator supervisor

HIV/AIDS, methods of delivering information, and encouraged to work together. Each participant was given a target of 160 fellow students to reach through activities such as lectures, question and answer sessions, drama performances, and informal discussions. 4H members often worked in groups and all have been active. The organisation regularly assists its most prominent members in finding employment or continuing their education; because of this, members are eager to stand out in any way they can. Following Batulli’s lecture, a second group put on a series of skits dramatizing common situations surrounding HIV/AIDS: a boy pressuring a girl to have sex, an HIV positive girl being ostracized, friends talking about sex, and a couple going in for testing. “After just a few months, the transformation is already visible,” explains Joseph Desdel, the project coordinator. “Youth do not hesitate when talking about AIDS issues, and the level of discussion has increased.”

“Having this grant not only enabled us to make this progress, but it’s also raised our profile in Tanga,” says Mr. Dresdel. “The posters, t-shirts, and materials produced through the project are also raising more awareness of who we are.” Already, thousands of people have been exposed to the outreach efforts of the 4H clubs. A “second tier” of peer educators, in the same districts and elsewhere in Tanga, are now being prepared by the current members and teachers. All this growth and the continued activities have occurred without additional outside funding. Mr. Dresdel explains how “one of the missions of 4H Tanzania is to instill self-reliance in members.” With this project behind them, 4H is showing just how this can be done.



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Most of the 4H groups have established “drama clubs” to demonstrate real-world issues surrounding HIV/AIDS. These clubs have become one of the more successful and engaging activities of the project.

### PROJECT OUTPUTS:

- Trained 304 peer educators (half female), including 36 as trainers of future peer educators;
- Trained 130 teachers to supervise peer educators and train new ones;
- Established targets for each peer educator to reach at least 160 youth within one year through education activities, with each member more than half way to their goal;
- Produced written materials including training manuals, informational booklets, and posters, which have been used to sustain peer educator involvement in the programme;
- Programme fully integrated into the 4H clubs—more than 900 “junior peer educators” have already been trained through the programme (by teachers and other trained peer educators) without additional support.



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