Abstract

WEPE0468 - Evaluation of the effects of scaling up of an innovative sexual and reproductive health education program for young people, in Mwanza region, Tanzania

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Background: Little is known about the efficacy of scaling up pilot interventions through government systems. We present preliminary results of the evaluation of the ten fold scale up from an NGO led pilot to a government led programme in all 649 primary schools in 4 districts of Mwanza region, Tanzania.

Methods:
1) Pre and Post training questionnaires
2) Observations
3) Interviews
4) Group Interviews
5) Focus group discussions
6) Survey with students
7) Time sheets were used to:
   i) evaluate: ASRH knowledge and attitudes, use of participatory techniques and attitudes towards teaching ASRH. And to
   ii) identify key facilitating and inhibitory factors of MoE led training.

Results:

<table>
<thead>
<tr>
<th></th>
<th>PRE</th>
<th>POST</th>
<th>RR</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of RH</td>
<td>93%</td>
<td>96%</td>
<td>1.03</td>
<td>0.037</td>
</tr>
<tr>
<td>Recognition of importance of teaching about condoms</td>
<td>91%</td>
<td>97%</td>
<td>1.08</td>
<td>&lt;0.000</td>
</tr>
<tr>
<td>HIV Knowledge</td>
<td>91%</td>
<td>98%</td>
<td>1.08</td>
<td>&lt;0.000</td>
</tr>
<tr>
<td>Participatory techniques</td>
<td>78%</td>
<td>86%</td>
<td>1.13</td>
<td>0.000</td>
</tr>
<tr>
<td>Trained teachers should teach RH</td>
<td>53%</td>
<td>83%</td>
<td>1.57</td>
<td>&lt;0.000</td>
</tr>
<tr>
<td>Trained teachers should teach STIs</td>
<td>55%</td>
<td>82%</td>
<td>1.49</td>
<td>&lt;0.000</td>
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<tr>
<td>Trained teachers should teach condom use</td>
<td>57%</td>
<td>85%</td>
<td>1.49</td>
<td>&lt;0.000</td>
</tr>
<tr>
<td>Importance of confidentiality</td>
<td>34%</td>
<td>53%</td>
<td>1.60</td>
<td>&lt;0.000</td>
</tr>
</tbody>
</table>

Facilitating factors
- Involvement of government officials at all levels and working within the existing structures facilitates acceptability and effectiveness of the programme.
- Strengthening implementers’ knowledge and skills improves their abilities to effectively perform their roles.
**Inhibitory factors**
- Informal bureaucracies within the local government systems.
- Scarcity of resources.
- Varying level of community awareness.
- Difficulties in understanding more technical sessions.

**Conclusions:** Working within the existing government structures has increased ownership and acceptability of the programme potentially promoting sustainability. MoE led training can significantly improve teachers’ knowledge, attitudes and perceptions about ASRH issues.