

## **SUPPORTING CSOs TO INTEGRATE SEXUALITY EDUCATION IN YOUTH PROGRAMMES**

**LEARNING THROUGH THE “KEEP IT” PROJECT  
IMPLEMENTED BY RESTLESS DEVELOPMENT  
WITH SUPPORT FROM SAVE THE CHILDREN (UGANDA)**



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## 1.0 INTRODUCTION:

Restless Development is piloting the integration of sexuality education (SE) into youth programs as part of the project known as Keep IT Real (KIR). KIR aims to contribute to an increase in the number of very young adolescents aged 10-14 years and youth aged 15-24 years that are better informed and able to make healthier choices about their sexual reproductive health and rights.

In 2014, Restless Development piloted integration of SE through 12 civil society organizations (CSOs) in Kampala, Nwoya and Agago Districts. The civil society organizations (CSO) that implement youth programs offer a potentially sustainable platform to scale-up sexuality education to vulnerable out of school young people.

To this end, SE integration is being piloted in partnership with CSOs that implement youth programs in Kampala, Nwoya and Agago Districts. The CSOs are; Kampala District: Little Light Uganda, Save Street Children, Youth United Innovations and Initiative Development Project and Muvubuka Agunjuse

Nwoya District: Charity for Rural Development (CHARFORD), Acholi Education Initiative (AEI), Community Development Incorporated (CDI) and Forum for Community Transformation (FCT).

Agago District: Agago Farmers' Cooperatives, Patongo Counseling Community Outreach, Wagwoke Wunu, and Goal Uganda

Restless Development designed this initiative of SE integration in such a way that processes and progress would be pro-actively monitored, documented, and lessons drawn to enable informed improvements in future similar projects.

This paper narrates the processes that were engaged at different stages namely; project initiation, management and implementation. The objectives of this Paper are to:-a) document the processes undertaken, and b) lessons learned during the integration of SE into the target CSO ongoing youth programmes; and c) document and make recommendations for more effective integration of SE in future.

## 1.1 The Concept of Sexuality Education

Sexuality Education is about “Providing young people with age-appropriate, culturally relevant and scientifically accurate information. It includes structured opportunities for young people to explore their attitudes and values, and to practice the decision-making and other life skills they will need to be able to make informed choices about their sexual lives”- UNESCO

Sexuality is a fundamental aspect of human life: it has physical, psychological, spiritual, social, economic, and cultural dimensions.

Sexuality education (SE) helps young people to:

- Acquire accurate information on sexual and reproductive rights; information to dispel myths; references to resources and services.
- Develop life skills such as critical thinking, communication and negotiation skills, decision making skills; confidence; assertiveness; ability to take responsibility; ask questions and seek help; empathy.
- Nurture positive attitudes and values open-mindedness; gender equity; respect for self and others; positive self-esteem; and positive attitudes on their SRH

By giving girls and boys the knowledge, beliefs, values and skills and a supportive environment to make healthy decisions, SE aims to:

- ✓ Reduce unintended and early pregnancy
- ✓ Reduce child marriage
- ✓ Contribute to HIV prevention
- ✓ Contribute to improved health
- ✓ Help young people complete school
- ✓ Help young people know themselves
- ✓ Contribute to a productive and empowered younger generation

Evidence shows that at least 12 hours of study is needed to have long-term impact.

Although strong international commitments on the SE exist, young people continue to receive a range of conflicting and confusing messages about sexuality and gender. A thorough and high quality curriculum-based SE is one of the strongest evidence-based approaches to help young people navigate these issues, and develop life-long healthy attitudes and behaviors.

Although national textbooks, and some community based organizations, have some form of health education, content is sometimes inconsistent, often incomplete and not delivered in learner-centered ways.

### The Integration Initiative

In 2014, Restless Development piloted the integration of SE through 12 civil society organizations in the districts of Kampala, Nwoya and Agago for out of school youth.

The rationale behind SE integration among CSOs was to initiate interest in rolling out a structured, evidence-based SE curriculum on existing youth platforms. The CSOs could embrace integration of SE in their on-going activities for youth if the experiences add value to their programs.

The process of integration required each CSO to : a) identify a staff member to champion the integration , b) select two out of school youth groups from their existing groups, c) recommend staff and 2 peer educators and c) support them to deliver the curriculum. d) Ensure full completion of the curriculum by the enrolled youth groups at the end of the year.

However, the design missed some broader milestones that would reinforce integration of SE among CSOs. Thus the intention for integration remained at the level of generating interest to integrate SE and not necessarily mainstream it within the systems of participating CSOs. The experiences arising from this integration are contained in this learning paper.

### 1.2 Methodology and Approach

This Learning Paper was informed by experiences from actors managing and

implementing the capacity strengthening of CSOs to integrate SE in youth programs. The methods used to obtain these experiences included use of tailored open ended questions applied in focus group discussions, key informant interviews, and discussions in the Learning Forum. The participants included; the staff and peer educators of selected CSOs, participating out of school youth-, staff of Restless Development, and staff of SCI. The CSOs were purposively selected to ensure a mix of promising CSOs/peer educators and the struggling ones. In addition, the peer educators were those that had undergone training and had actually delivered the SE curriculum.

### Limitations:

The CSOs in Agago district could not be interviewed due to time limitations.

It is also important to note that the learning forum method was adapted later in the field when it became evident that the two activities (the field interviews and the Learning Forum) were coinciding at the same time yet targeting the same people. It was agreed that since the format of the learning forum could allow probing questions and discussion, the consultant could use it to get some information relating to this study. While discussions at the learning forum to a large extent provided the needed information, it was not possible to obtain respondent specific experiences as the case was in other CSOs where KIIs and FGDs were done.

Table 1-Respondent Sample

Participating Individuals/ Organization	Method		
	KIIs	FGD	Learning Forum
Restless Development	4		
Save the Children	2		
Muvubuka Agunjuse	2	3	
Save Street Children		3	
Nwoya CSOs under this project	1(AEI)	17	(participants from all the four CSOs)
Total Participants	9	23	73

### *Data Collection and Analysis:*

The experiences of the participants were solicited through structured discussions with each category, using open ended questions. Texts from responses were analyzed using thematic analysis. The emerging lessons were drawn from reflections on what respondents saw as new insights on what worked or did not work with respect to capacity strengthening, and partnerships processes at different levels.

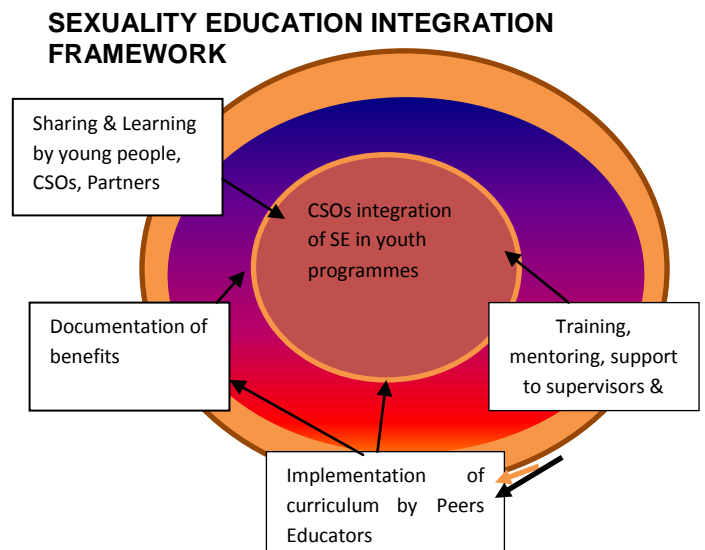
## **2.0 IMPLEMENTATION FRAMEWORK:**

The integration of SE can be understood as embedding its delivery into an existing, on-going platform, such as youth programming. For CSOs to integrate SE into youth programming, Restless Development strengthened the capacity of CSOs to train and support peer facilitators to deliver SE to their youth groups.

Overall, the implementation processes involved:

- Identifying CSOs implementing youth programs with no SRH elements, as well as those that had some form of SE programmes in place, but was weak or unevenly implemented. ( i.e. lack of structured curriculum)
- Orienting CSOs management
- Conducting visits to each CSO to verify their locations and discuss opportunities for integration and terms of reference with CSO management
- CSOs selecting two peer educators and one staff to train in delivery of sexuality education sessions and supervision respectively
- Training CSOs staff and, peer educators to integrate SE in at least two of their youth groups
- Peer Educators delivering SE sessions to out of school youth aged 15-24 using the existing KIR curriculum for out of school youth
- Providing bi monthly follow up support to trainers and peer educators
- Organizing learning and experience sharing fora for CSOs and youth groups

The above processes were meant to provide a framework within which the benefits of SE are realized, appreciated and supported by youth organizations. This understanding is conceptualized and summarized in the figure below.



### **2.1 The Intervention**

Integrating SE in youth programs commenced with startup activities between March and May 2014 and actual piloting run through July to November 2014 and continued with a series of activities ending in December 2014. These included start-up activities, actual implementation, and documentation of experiences.

#### **2.1.1 Mapping and Engagement of CSOs**

**Mapping CSOs-** Restless Development conducted a mapping exercise to identify the CSOs in Kampala, Nwoya and Agago. The criteria for inclusion was to identify CSOS with youth programmes having no prior experience in SE or SRH programming, but with commitment to address holistic needs of out of school young people. Twelve CSOs were identified and selected to pilot integration of SE (see profile of selected CSOs in annex section).

Through the mapping exercise, Restless Development documented the CSOs' focus areas as well as capacity gaps relating to the

management structures, and staffing levels. However, the capacity assessment paid limited attention to; level of CSO staffing, staff time, CSO project timeframes/designs of their running programmes and finance resources in supporting the integration.

**First Round CSO Orientation-** Restless Development conducted a one day orientation for selected CSOs. During the orientation Restless Development shared the findings of the mapping, documented CSO thematic areas, their target audience, and location, and shared the objectives of SE integration with CSOs.

**Second Round CSO Orientation-** In the second round orientation, specific orientation meetings were held in each district to generate further interest among top management. Restless Development clarified further on the importance of SE, and challenged CSOs to identify how they could deliver SE. Restless Development also visited individual CSOs and engaged them in clarifying expectations and signing Memorandum of Understandings (MoU's) to guide their partnerships.

According to the CSOs, their motivation to join the partnership was based on the fact that the intervention was complementing their ongoing activities and was intended to benefit their beneficiaries.

### **2.1.2 Capacity Strengthening of CSOs**

**Selection of trainees-** Thirty six representatives from these CSOs were selected to participate in the training; including one CSO staff training as supervisors, and peer educators as facilitators.



Each CSO took up the responsibility of identifying the peer educators to be trained. Although different CSOs had varying considerations, the overall criteria for selecting peer educators included; activeness of current peer educator, their willingness to organize the groups, and ability to speak English.

**Content of SE-** Restless Development trained the staff and peer educators to facilitate SE using the Keep it Real Project out of school youth SE curriculum. The training process involved application of pre and post assessment trainings to establish the effect of their trainings. The training methods used largely included use of question and answer, and games to simplify the content.

**Supervision-** The role of trainers in each CSO is to provide technical support to the peer educators. While there have been variations in approach and frequency of supervision by each trainer, in general all trainers utilized the observation checklist to guide peer educators on issues of participation by participants, and delivery of content. They also offered support to peer educators in answering difficult questions whenever they got opportunity to attend the sessions.

The frequency of follow up support was largely determined by availability of time and resources by each CSO to enable the trainers execute their role.

### **Support and mentoring of CSOs**

Restless Development provided support and mentorship to each of the CSO's. This support was done once every two months. The visit had 2 objectives 1) to discuss with CSO senior management on how the integration is progressing, how they are supporting the trained staff and peer educators leading the integration, and how they would broadly take on SE in their broader programming. 2) Offer mentorship to trained staff and peer educators on M&E aspects and how to deliver the most sensitive aspects of the curriculum. The sensitive areas included ways of providing explanations on sex and sexuality issues within specific cultural contexts. (Restless Development, Quarterly Narrative Report 01/06- 31/09/ 2014).

### 2.1.3 Learning and Experience Sharing

As part of providing support, Restless Development organized two learning fora with CSO management, supervisors, peer educators, and young people who shared their experience. The focus of sharing was on the content covered in SE and their experiences and reflections. The learning fora also gave a platform to the district stakeholders to know more about the programs, and, how SE is being done differently by different CSOs. It also provided an opportunity to get the views of CSOs on what they intend to do, so as to integrate SE beyond delivering the curriculum with a selected number of 2 youth groups. At the time of this study, most of the groups had completed at least 10 out of the 14 sessions of the curriculum and were appreciative of the benefits of the knowledge gained. Young couples, both girls and boys, reported that they now respect one another more and are planning their families together.

### 2.2 The Milestones Realized

**Implementation of the Curriculum** The first commendable milestone was the willingness and effort by 11 out of the selected 12 CSOs to integrate SE in their activities even when all except one had no prior institutional and technical experience in SRH.

The CSO management believes that SE is making a difference in the lives of young people. This is illustrated by the observations:

*“Even when you ask them questions and you observe how they answer, you can see the happiness in their faces” you can see the change”* respondent Acholi Education Initiative.

*“Young people have been empowered, the program has boosted the confidence of some young people”* respondent Muvubuka Agunjuse.

All 11 CSOs implemented varying number of sessions in the SE curriculum and, in total, reached 343 participants. During the delivery of content of the SE curriculum, both boys and girls were reached with 148 being boys and 195 being girls.

### Changes among young people (trained staff and peer educators)

A close analysis of the pre and post test training evaluation indicates that there was an increase in number of participants who believed that reflecting on their own personal values and attitudes towards gender and sexuality can help them become better educators. The increase was 6.2%, from 84.4% in the pre-test to 90.6% in the post test. The baseline figure was high due to the fact that CSOs sent the most relevant staff and peer educators to the training.

The experiences shared by young people indicated that many have understood the content of the curriculum. This was evident through articulation of SE content and testimonies of benefits realized by young people during FGDs as well as the Learning Forum. Also, staff from different CSOs testified that they had learnt many new things from the curriculum.

*“The training has enhanced my confidence in public speaking- Peer Educator- Nwoya*

*“Having gone through the sessions together with my husband, we now respect each other and have agreed to use family planning methods so as to plan our family better”.* Youth in Nwoya

*“The project opened our eyes on sexuality education; we used to assume they knew. The next time we get new interns we shall take have to take them through the sessions”* Management-Save Street children

A peer educator for the Acholi Education Initiative highlighted the importance of understanding gender through the SE curriculum and training. *“I have learnt that when we understand gender, our roles and responsibilities, we can do better in everything. It is the bigger basket; for instance pregnancy prevention is possible if men agree that women have a say in it, the same for family planning.”*

### 2.3 CSO Next Steps

The different CSOs under this initiative have indicated that they are planning to continue implementing SE in different forms. A respondent from AEI indicated that they intend to train all their staff on SE. *“We are going to sit with the board and ask for simple funding to enable all our staff to go thru this training.”*

**although we are not sure of the funding but at least it is one of our priorities”**

In addition, respondents from Nwoya Learning Forum revealed that individual CSOs had already thought through next actions which included; engaging young people in debates around sexual education issues, utilizing music dance and drama, use of a youth newsletter among others.

What is not yet clear is the kind of framework and support within which these steps are going to be undertaken. For instance, those doing drama in communities may require technical guidance on the content of the scripts to be used. Similar guidance will be required to inform messages and debates in the communities and on radio.

## **2.4 Promising practices**

Whereas integration of SE was a requirement for all CSOs, no specific guidelines were given on how each CSO could go about the integration beyond implementing SE education alongside ongoing youth activities. Experience from implementing CSOs revealed that as the process unfolded, a number of issues emerged which needed alternative choices and decisions. Some of these included the need to flex time for sessions, difficulties in finding financial and material resources etc. Each CSO had to figure out how the different challenges had to be handled.



In Acholi Education Initiative, the target group consisted of group based members aged 15-24 years. In addition young people who expressed willingness to attend as couples were also allowed to attend. This paid off since it was easier for some couples to agree on many issues such as use of family planning methods

which they wouldn't have done if only one partner attended. These decisions have worked well for both the peer educators and the young people under Acholi Education Initiative.

## **2.4 The Facilitating Factors**

All the above milestones and achievements were made possible due to a number of supportive factors.

All the CSOs identified SE as a critical need for young people and were therefore willing to implement this intervention. This willingness is reflected in the implementation as well as varied and unique management support to peer educators. Support included provision of work time, financial and complementary materials in the implementation of the curriculum.

The fact that CSOs' staff relate well with the young people, and have passion and motivation to serve the youth was recognized as one of the key factors that enabled effective implementation of the curriculum.

The young people had a lot of interest and willingness to participate and share. They are open-minded, and they want learn.

A good number of trainers and peer educators exercised flexibility in scheduling of sessions to suit the needs of young people they targeted. This was noted in Acholi Education Initiative and Little Light Uganda.

## **2.5 The Challenges**

### **2.5.1 Scope of Assessment of CSOs**

Although capacity assessment of individual key staff was done, this assessment did not explore the organizational capacities that would inform readiness of CSOs to deliver SE. *“We do very preliminary technical assessment, and then you realize the CSOs also have their own gaps- Respondent.* The capacity assessment did not establish in detail actual gaps in technical knowledge and skills in SE by CSOs, as well as their resource base to effectively implement SE in youth programs. CSOs willingness to integrate SE and offering of staff to do so, responses from interviewees showed that CSOs did not necessarily have the resources to implement SE and often saw it as a constraint on other project budgets.



### **2.5.2 Absence of Handouts, Visual aids**

Both the participating young people and the peer educators expressed interest in handouts, and demonstration materials to aide learning. In Rwot Group under Acholi Education Initiative, they asked for penis models and those that could be used to show how female condoms are used. . Some of the participants wished to have handouts to refer to in future and remember what they learnt.

### **2.5.3 Low Completion Rates of the Curriculum**

Although the CSOs indicated that they had supported all their respective 2 groups and their members had completed the curriculum, data from the field indicate that only 5 CSOs were able to complete the 14 sessions with specific youth groups. Of the total 343 participating young people, only 64 participants were reported to have completed all the 14 sessions in the SE curriculum. CHAFORD-Uganda had the highest completion rate of 22 participants out of the enrolled 29, while Agago Farmers' Cooperative Society, Little Light Uganda, Forum for Community Transformation, Acholi Education Initiative (AEI), Patongo Counseling Community Outreach (PCCO), and, Goal Uganda, either had partial information or no data at all to explain the number of young people who completed.

It was indicated that whereas young people are interested in the content for SE, it is sometimes not easy to mobilize them.

According to experiences shared, the main reasons for limited retention included: young people get interrupted during farming seasons especially peak periods that demand their time, community events, marriages where an individual has to relocate, child mothers often have to attend to their children, lack of pocket allowance, and, young people who are used to making their own money (street children) sometimes don't see immediate benefits. *"Young people are difficult to mobilize, and when you get them they ask for benefits and if there is none it is difficult to convince them"* (Respondent: Save Street Children).

Overall, delayed integration of detailed M&E processes was noted as one of the key factors behind lack of evidence on completion rates.

That is, the CSOs lacked supportive data to show they had completed the curriculum with all youth groups. They did not adequately update date in registers relating to participating young people, retention and drop out.

### **2.5.4 Expectations related to Funding**

The assumption at the start of this intervention was that CSOs would cater for all needs during implementation of the curriculum, this was not always possible. In all CSOs interviewed, the crosscutting challenge expressed was that the project lacked basic facilitation for implementation. There were no stationery, no basic refreshments to keep learners actively participating, and no or limited provision for photocopying forms for reporting. Sometimes CSOs or individual peer educators had to use personal money to meet these costs. The administrative costs relating to stationery such as flipcharts, and those for fuel had to be shouldered by other projects within the CSOs yet this was not provided for under project budget lines. Whereas CSOs tried to align sessions to happen simultaneously with other activities, this was not always possible due to emerging needs in the field. For example, Acholi Education Initiative had to exercise flexibility on training days; Muvubuka Agunjuse in order to target an exclusive group of 15-24 had to meet them separately outside routine meetings that involve broader target groups. Thus the freedom to meet the groups as and when required was limited.

In general, it was acknowledged that lack of funding attached to this intervention affected ability of peer educators to effectively implement their activities. It also limited staff of CSOs to make effective follow ups.

### **2.5.5 Limited clarity on outcomes of SE integration**

The design of this intervention had limited clarity on what integration of SE entailed in the technical and institutional sense. It did not articulate the kind of milestones that each CSO could track and measure towards full integration of SE. *"We have not defined the minimum requirements that we need for a CSO to implement a sexuality education program both at partner and CSO levels. This did not happen and may lead to quality compromise"* Respondent.

In addition, the framework had limited clarity on the M&E expectations and responsibilities of different partners. This challenge was re-echoed by one of the respondents who said that the M&E requirements were not very clear from the beginning. *“We thought we would have simple monthly update reports from the CSOs, midway we realized KIR had tools tracking use of curriculum,. The tools came in late and we did not conceptualize them well. M&E must be well thought out in future”* Respondent.

### **2.5.6 Use of multiple source of content**

It should be noted that some CSOs utilized both the provided SE curriculum and content from other projects' resource materials especially those with detailed content on life skills to meet the needs of the expanded target group of young people. While this is a good initiative, it is not clear how the peer educators were able to combine different sources of content beyond the provided curriculum and the effect such a stretch may have had on ability to complete the structured curriculum. It was also not possible in this study to establish the effect of mixed content and mixed audience. These are issues that would need further scrutiny during ongoing support and mitigate the negative effects that may arise from such a challenge

### **How the challenges were mitigated**

Restless Development communicated basic expectations to CSOs, clarifying minimum basics standards namely; supporting integration of SE activities into existing two youth programs per CSO.

The implementers exercised flexibility and adopted tools from other partner organizations and other relevant training materials to complement the curriculum especially where they saw gaps such as those mentioned earlier in this paper.

The backstopping of CSO trainers to provide technical support to peer educators especially on difficult areas made it easy for both the trainers and the peer educators to learn easily from the curriculum

## **3.0 THE LESSONS:**

The lay out and sequencing of the content of the SE curriculum was appreciated as easy to use. The effectiveness of the curriculum however was affected by lack of IEC and demonstration materials, such as the female condom, as well as gaps in information relating to gender based violence prevention, and other key life skills.

The child mothers have unique needs that need to be taken care of if they are to actively participate in learning sessions. For example, experiences shared in Nwoya and Kampala showed that child mothers take long to come for sessions since they first have to prepare for their children. They also need extensive education and counseling since they have a very limited understanding of their situation and how they got there in the first place.

There are variations in creativity in the implementation of SE by different CSOs. While some have gone extra miles to utilize existing resources and opportunities to implement the curriculum, others have been heavily constrained in doing the same.

The assumption that CSOs would integrate SE with no additional external resources was not fully true. Most of the CSOs did not find it easy to utilize existing resources for SE implementation and follow up support.

It is important to have a monitoring and support strategy and indicators for SE integration. This enhances ability to track progress and effectiveness of integration among CSOs.

Clarity on expectations regarding processes, results, and management and resource issues is a critical pre-requisite for effective partnership and, results.

The willingness of young people's groups (in the North) to integrate SE in their group activities is high. There is more willingness to continue with education through various ways. However, if this integration is not guided by experienced persons, the quality of messages may be compromised

## 4.0 RECOMMENDATIONS :

### 4.1 Recommendations for effective SE integration

The pilot period of one year has generated experiences and lessons that inform a new strategic focus for a broader approach that would ensure effective integration of SE programmes by the CSOs. The recommendations below are cognizant of the fact that SE integration is a multi-partner responsibility where each has to play their roles effectively to enable the pulling together of synergies and realization of sustainable benefits. The recommendations also take into consideration the fact that SE integration must be purposeful and commonly perceived and appreciated by all parties and the processes involved must be well laid out. If implemented, these recommendations shall provide a new strategic focus for greater capacity for effective SE integration in youth programmes.

#### Partnership Development

- a) Restless Development should review the selection checklist to enable them identify and select CSO's that have, processes, structures, human resources and finance capacity that will facilitate quality integration of sexuality education. This would help mitigate quality challenges associated with limited capacity of CSO to monitor and support SE integration.
- b) The project team should prepare operational definition of what integration of SE entails. They should articulate the minimum standards and milestones expected of CSOs that aim to integrate SE in their programmes. A checklist for integrating SE should include operational systems to be established, capacity development, resource planning, monitoring, documentation, evaluation, and learning.
- c) Recognizing the high M&E demands for quality SE integration and the fact that most of the community based organizations did not find it easy to utilize existing resources for SE integration and follow up support. Restless Development, should plan and budget for resources to facilitate integration i.e. packages

for facilitating field staff to monitor the delivery of the curriculum, and all the required M&E documentation.

d) Together with all partners, develop a sustainability framework to guide sustainable implementation of SE interventions for out of school youth. CSO partners should be involved in shaping the sustainability plans and identifying practical ways of implementing those sustainability plans. The sustainability plan should include the following:

- Objectives of SE integration
- specific roles and responsibilities by each partner in a given time frame
- Agreed upon integration indicators to be measured periodically
- Phase out activities by Restless Development

#### Programming

- a) Training, support and mentorship - Although training of staff and peer educators together was cost effective and successful, having separate trainings can provide an opportunity to discuss and agree on distinct roles and expectations. In the future, Restless Development should plan to deliver separate trainings for CSO staff from those of peer educators. The separation of these two trainings will help staff to appreciate their roles and expectations as distinct from those of the peer educators. While the roles of the staff would be focused on quality assurance and broader integration of SE in their programming and implementation, the role of the peer educators should hugely focus on delivery of the SE curriculum in line with agreed quality standards. It will also give an opportunity to the trained staff to facilitate some of the sessions during the peer education training as well as mentor and supervise peer educators, hence developing skills they can cascade within their organizations. The outputs of these two trainings should be distinct actions plans for staff and peer educators that would guide

the subsequent support and mentorship visits.

- b) Monitoring and Evaluation & Learning- - Clarify fully the M&E expectations and responsibilities of different partners during the initial discussions with CSO management.

-Agree on all M&E responsibilities and tools of staff and peer educators prior to signing of the terms of reference.

-Train and provide on job support to CSO staff and peer educators on use of the M&E tools, as well as information for performance improvement

Restless Development should support the CSO's to integrate this in to their organization M&E systems – to ensure that generated data are used for internal learning on benefits of SE to their beneficiaries as well as an integral component of their programmes.

- c) Curriculum review: Keep It Real should involve CSO's in the participatory review of the out of school youth curriculum. The review should also consider tailoring the content and advisory packages to specific needs of young people e.g. young mothers, and alternative strategies for delivery beyond structured learning sessions. Creative ways of information dissemination could include drama, counseling sessions, games etc.

#### **4.2 Recommendations for Mainstreaming SE**

In case the project considers supporting CSOs to fully mainstream SE as a sustained activity, it may consider the following recommendations.

- a) Mainstreaming SE requires adequate assessment of technical and institutional needs of targeted CSOs. A good understanding of these needs is an important step towards informing relevant capacity development interventions and subsequent CSO capacity to sustainably implement SE. To support this process Restless Development should do the following:

- Design very clear organizational assessment tools that cater for organizational and technical capacities in SE
- Conduct capacity development needs assessment at the technical and organizational level by each CSO
- Utilize the findings to develop a detailed capacity development strategy with clarity on processes, follow on support, feedback and information sharing and learning from implementation of SE interventions.

### **5.0 CONCLUSION:**

The processes of engaging CSOs towards SE integration was deep enough to generate interest for CSOs to implement SE alongside other youth activities. The outcome of the trainings showed that the number of young people who are believing that their own personal values and attitudes towards gender and sexuality can help them become better educators had increased after the training in SE. This is a sign that exposing young people to SE is an important milestone towards changing their beliefs and behaviours. However, the low retention of young people to complete entire package of the curriculum is an issue that would require deeper reflection on the design and delivery of this curriculum.

The efforts by some CSOs towards widening the scope of content and complementing the curriculum with other resource materials and methods (such as drama, use of newsletter etc) is a sign that they have embraced SE. But this also points to the need to closely monitor and support these CSOs to ensure that they adhere to the structured SE curriculum and do not compromise on its principles.

On the whole, the SE integration initiative did not incorporate in-depth considerations for promoting mainstreaming of SE and adhering to specific standards among participating CSOs. The lack of comprehensive and systematic harmonization of expectations especially those relating to financial resources, affected the ability of CSOs to effectively implement,

mainstream, measure, document outcomes and plan for more effective integration of SE.

As a result, it was possible to measure integration in relation to implementation of curriculum sessions, but not the extent to which different CSOs can sustain SE activities. This is largely due to the fact no specific support was provided to enable CSOs develop their capacities towards sustaining SE activities.

Overall, this initiative has demonstrated that SE integration in youth programs is possible. But, the conceptualization of SE integration ought to delve further into clarifying mutual expectations by partners relating to roles and responsibilities, and expected outcomes.

Experiences from SE integration have also pointed towards a need for mainstreaming SE within participating CSOs. Efforts towards mainstreaming ought to go beyond integration. It should widen its scope for capacity strengthening to enable sustained ability by CSOs to implement SE activities as a sustained intervention for the benefit of young people. SE mainstreaming needs to be planned in a more detailed manner, its implementation systematically monitored and supported to enable adherence to the main principles contained in the SE curriculum as well as those relating to mainstreaming practices.

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KEEP IT REAL- Quarterly Narrative Progress Report June to September 2014

KEEP IT REAL Project Capacity Building Training Report for Civil Society Organizations on Mainstreaming Sexuality Education in their Current Youth Programmes –Restless Development Report, June 2014

KEEP IT REAL CSO Training Plan-2nd -6th June 2014

Restless Development-Staff Activity Reporting Form, July 2014

Restless Development-Staff Activity Reporting Form, September 2014

Restless Development-Staff Activity Reporting Form, October 2014