

Change from within to reach out

Evaluation of Teachers Together – Shaping the Future

A cooperation project between
Tanzania Teachers' Union, TTU and
Svenska Folkhögskolans Lärarförbund, SFHL

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ENCLOSED

Information from the EI website on the EFAID project in Tanzania

INTRODUCTION AND BACKGROUND

Mbeya is situated at the crossroads between Ethiopia/Kenya – Malawi/Zimbabwe/South Africa and Dar es Salaam – Zambia/Angola. As a communication centre, Mbeya is severely hit by HIV/AIDS, a threat that the teachers had felt for a long time and wished to fight in a structured way. After initial contacts in the year 2001 a project to fight HIV/AIDS was eventually launched in 2004. It has then expanded to other districts in Mbeya Region in 2010 and 2012.

The first contact concerning the evaluation was taken in February 2012. SFHL wished to have an evaluation of the project carried out quickly; the final report should be handed over preferably in the first weeks of May in order for SFHL to be able to prepare an application to by August the 1st. The tender from Amadeus – Kultur- och Språkmöten (Amadeus – Intercultural Relations, Cross Cultural Communication) was accepted and a contract signed on the 1st of March.

On the 8th of May the National Executive Committee in SFHL decided not to seek a prolongation of the project. In spite of the fact that this decision came in the final phase of preparing the report we have managed to take that into consideration when the recommendations and final report have been finalized.

EVALUATION ASSIGNMENT

PURPOSE AND FOCUS

The main purpose has been to undertake an evaluation of the project *Teachers Together – Shaping the Future* and its activities in order to capture its impact and to provide recommendations for the future. The evaluation has worked to identify and analyse different effects of the methods used in the training seminars with members and the training of ‘Teachers of Teachers’, ToT¹ (below referred to as ToT), within TTU in Mbeya, Rungwe and Kyela districts in Mbeya Region.

Key questions:

- Is the project effective in changing attitudes towards HIV/AIDS and influencing behaviours in such delicate matters as sexual behaviour and gender issues?
- Can the methods be used on a larger scale to promote gender equality and develop democracy within the whole organization?

¹ The term for the trainers who lead the seminars in the project is *Teacher of Teachers*, ToT

METHODOLOGY

HOLISTIC AND PARTICIPATORY

A holistic approach has guided our evaluation work. By observing, interviewing, and discussing the project, its activities and achievements with project staff, target groups and other relevant actors, we have strived to capture the essence of the project, its strengths and its challenges, as well as its impact and future paths.

The evaluation process has been characterized by dialogue. Both partners, TTU and SFHL, have been invited to join the process and take part of preliminary findings, analysis and conclusions along the way.

In the evaluation process we have listened, observed, and asked questions – all with the purpose of getting an overall understanding of the project impact today and tomorrow. By using a participatory approach, a great number from the target group have had their voice heard. Experiences, thoughts and ideas on the training, its effect as well as challenges in spreading the word have been shared in workshop format.

EVALUATION ELEMENTS

INITIAL WORK AND DOCUMENT REVIEW

We started the assignment with a meeting and interview with Mr. Rikard Lilljeqvist, the SFHL coordinator for the project and continued to review existing documents, primarily the latest application and report to LO-TCO Secretariat of International Trade Union Development Cooperation (below referred to as LO-TCO). We also had contact with LO-TCO, The international Department of Lärarförbundet, Education International (EI), the president of SFHL Ms. Ingela Zetterberg, and former president Mr. Ebbe Andersson. Before the visits we had frequent contacts with TTU through e-mail and telephone.

DISCUSSIONS WITH OTHER RELEVANT PERSONS

The following persons/organization have been contacted and interviewed in meetings or over the telephone;

- The International department of Lärarförbundet, Mr. Martin Carlstedt
- The former International Secretary of Lärarförbundet, Ms. Margareta Axell
- EI Brussels
- LO-TCO
- The coordinator for the PANAF² Programme, Mr. Peter Jansson
- TUCTA³ National PANAF-programme coordinator, Ms. Juliana Mpanduji (meeting)
- TUCTA Mbeya Region, Regional. Secretary Mr. Kasombwe (meeting)

² The PANAF programme is a Study Circle Programme that LO and TCO run together with ITUC Africa, AATUU and many confederations in 17 African countries, among them Tanzania

³ Trade Union Congress of Tanzania, the only important Trade union confederation on the mainland in Tanzania. There is a separate confederation on Zanzibar.

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Towards the very end of the work with the evaluation an e-mail was sent to the 26 folk High Schools in Sweden asking for comments. Few answers were received (possibly due to time constraints).

EVALUATION VISITS

The field work has been carried out through two visits. The first took place between the 10th and 20th of March when Ms. Helena Kästel and Mr. Mattias Kästel visited Tanzania. During their visit they got the opportunity not only to meet a great number of teachers but also to work with them in workshops focusing on experiences, results and effects of the HIV/AIDS training. In total, approximately 120 teachers were engaged in the evaluation process. Workshops were held in all three districts: Mbeya, Rungwe, and Kyela. Different workshops were held with teachers who had attended the HIV/AIDS seminar some time ago and those who were new to the training. For the discussions it was an advantage that the evaluation team consisted of one man and one woman. Participatory methods were used on key questions touching topics such as:

- Changes in attitudes towards HIV/AIDS and other related areas
- Changes in behaviour
- Changes in relationships with partners, families, and communities
- Benefits from the new knowledge
- Ways that the knowledge has been used and spread
- Challenges in spreading the knowledge

During the visit, the evaluators got a good chance to meet with ToTs and to experience the HIV/AIDS seminars in action. Further, a group interview with the HOPE Group (HIV positive teachers) was held to capture their experiences and ideas. The last day, a meeting was held at the TTU Headquarters in Dar Es Salaam with the Deputy General Secretary Mr. Ezekiah Oluoch to discuss the preliminary findings and future plans of TTU. A short meeting was also held with the General Secretary Mr. Yahya Msulwa.

Mr. Kjell Kampe visited Tanzania from April 11 to 21. Based on Helena's and Mattias' visit he could concentrate on discussions with the ToTs in the three districts and discussions with the local, regional and national leaders. He also met the HOPE group and the coordinator for the PANAF-programme in TUCTA, both on National and Regional level in Mbeya.

On the first and the last day of the visit he had meetings at the Headquarters in Dar es Salaam; a brief courtesy meeting with the leadership (President, First Vice President, General Secretary, and Treasurer), discussions with Deputy General Secretary Mr. Ezekiah Oluoch, the earlier Project coordinator for the DLF project Mr. Anthony Mtavangu, and the contact officer at the Headquarters for the project *Teachers Together – Shaping the Future*, Mr. Reginald Christonsia. On the Regional and District level he met with the leaders responsible for the project (see below p.6).

Mr. Christonsia took part in both visits in Mbeya Region and local and regional representatives for TTU also attended the meetings in Dar es Salaam during both visits.

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ABOUT THE PROJECT

BACKGROUND

The first contact that resulted in a project was taken in the year 2001 when Mr. Erik Roos, International Secretary for District 2 (Jämtland, Västernorrland, and Gävleborg counties) of SFHL and Mr. Rune Viklund, General Secretary, SFHL, visited Mbeya and contacted the TTU. The plans for a project were elaborated in 2004 in an exchange visit from Mbeya. In 2005 SFHL was granted a project through LO TCO Secretariat for International Trade Union cooperation (below referred to as LO-TCO). 10 teachers were trained in a 17 day long workshop in Sweden to become ToTs. Seminars for teachers then started in the Mbeya district and another ten ToTs were trained later that year. When the project has moved on to two more districts, Rungwe in 2010 and Kyela in 2011 more ToTs have been trained, twenty for Rungwe and ten for Kyela. From the start in 2005 until March 2012 a total of 2 122 teachers, 1 068 female and 1 054 male teachers have been trained. Year by year the figures divided by sex and district are:

Year	M	F	Total	Mbeya	Rungwe	Kyela
2005	32	39	71	71		
2006	77	78	155	155		
2007	224	233	457	457		
2008	54	58	112	112		
2009	88	93	181		181	
2010	129	120	249		249	
2011	395	392	787		428	359
<u>2012</u>	<u>60</u>	<u>60</u>	<u>120</u>	<u>40</u>	<u>40</u>	<u>40</u>
Total	1054	1068	2122	835	898	399

PARTNERS

Originally it was a project between District 2 of SFHL and TTU in Mbeya, but the project has become a concern for all of SFHL and TTU. The contract is signed between SFHL and TTU on national level, but the most important actors are the regional and local organizations in Tanzania and the coordinator in Sweden.

The main actors are:

- from SFHL, International Secretary and the coordinator for the project, the late Mr. Erik Roos, until 2009, and thereafter the International Secretary and coordinator Mr. Rikard Lilljeqvist,
- from TTU the District Secretary in Mbeya district Mr. Zacharia Mponjoli, the representative in the National Executive Committee from Mbeya Region Mr. Moses Mwalimi (both are also ToTs in the project), the Regional Secretary for the Mbeya Region Mr. Kasuku Bilago. On the National level Mr. Reginald Christonsia is the contact officer. The Deputy General Secretary Mr. Ezekiah Oluoch has the practical overall responsibility for TTU. The contract is signed by the General Secretary Mr. Yahya Msulwa.

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OBJECTIVE AND GOALS

When the project started the object was to reach all teachers in the Mbeya district, later it has been extended to three (out of eight) districts in the Mbeya region; Mbeya, Rungwe and Kyela. The overall goal is to diminish the spread of HIV/AIDS in the districts.

ACTIVITIES

The activities in the project are mainly seminars where teachers are trained. During 2011 the seminars have been four days plus, after some time and not at all occasions, an additional two days lead by a doctor.

In the year 2011, 13 basic seminars with a total of 488 participants and five 2-day additional seminars with 232 participants were carried out. One six day course for ten ToTs for the Kyela district was also held in 2011. In the seminars the so called “HICDAM” model is used: 1) *Hear* about 2) *Get Information* 3) *Be Convinced* 4) *Decide* what to do 5) *Act* in a responsible way 6) *Maintain* the new behaviour.

The model has turned out to be very effective in trainings concerning HIV/AIDS. It facilitates sincere discussions on sensitive issues and is very activating.

The participants get an allowance for their participation. It was raised from 10 000 Tsh to 20 000 Tsh per day from 2012 (roughly 40 to 80 SEK). The ToTs’ allowance was raised from 15 0000 to 30 000 Tsh in 2012.

PRESENTATION OF FINDINGS AND ANALYSIS

RESULTS AND EFFECTS OF THE SEMINARS FOR TEACHERS

The results and effects of the seminars on HIV/AIDS are significant. Participants report important changes in attitudes and behaviour. The new knowledge gained at the seminar has affected relationships with partners, families, communities, as well as in the teaching. The teachers also share why the knowledge is important and to whom and how they have spread it.

Considering the length of the training (4 + 2 days), the results and effects that the participants and other involved undergo themselves or observe in others are quite remarkable. Our experience is that it normally takes much more than a seminar of a few days for such a change. We believe that the success depends on many factors; the participatory and progressive method, the engaged and competent ToTs who are also teachers. One important key to success can probably be found in the fact that time is now ready for Tanzanians to confront HIV/AIDS: The frightful illness has been there for three decades and slowly crept into people’s consciousness. Many start to understand that drastic measures have to be taken. The examples of change that we present below have been provided by a great number of teachers. ToTs and coordinators confirm the importance of the seminars and its impact.

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MOST IMPORTANT WITH THE SEMINAR

During the evaluation workshop, one opening question that was used was: In what way is the seminar important? The teachers were asked to provide their answers in one word. Among the answers were: education, changes, new behaviour, gained confidence, raised awareness, bringing the family together, faithfulness, sexuality, knowledge to avoid deceases, breaking stigma etc.

BENEFITS OF THE KNOWLEDGE

According to the target group, the knowledge that is gained in the seminars is beneficial to them in various ways and situations. Some teachers are inspired and become courageous enough to do the test and are prepared to get the result. However, many among those who test HIV-positive still find it difficult to be open with their status as they are afraid of stigmatisation, which actually could result in them loosing their job.

The knowledge has affected many teachers' relationship with (1) their partner, (2) their family, (3) their community, as well as (4) their teaching. Below we present findings from the evaluation workshops.

RELATIONSHIP WITH PARTNERS

For many teachers much of the knowledge provided in the seminars has been new to them. They now feel able to protect themselves and also their partner. They appreciate to learn not only about protection against HIV/AIDS but also against other sexual transmitted deceases (STDs). Participants share that they today care more about hygiene in intimate situations. Several groups of men also shared that they today respect that their partner has a right to make a decision whether o have intercourse or not. As a consequence the teachers say that they are today more respectful towards their partner than before, for instance if their partner is too tired to have sex after a long day.

"Women are doing everything. We men are often ignorant of the work that the woman does during a day and should respect her saying no to sex."

Another effect that participants report is increased faithfulness. They talk about the change in terms of sustainable love, true love etc. Family planning is another word that is also mentioned.

To many participants gender has become a natural topic to talk about in relation to knowledge on HIV/AIDS. According to many participants, the understanding and respect between men and women, especially within couples, have increased thanks to the new knowledge and the experience from talking openly about sexuality and related issues. Couples start to discuss shared responsibilities in the household.

Further, participants have noticed positive changes in the family's economy as a result of increased cooperation between the partners as well as increased wishes to be at home, instead of being out spending money, thanks to an improved relationship.

THE FAMILY

The group works provided several examples of how the teachers have chosen to educate family members on the importance of environment and hygiene at home, how to avoid

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infection etc. Some have shared information with their children to raise their self-awareness. According to some they look after their children more carefully today than before, not only the daughters but also the sons. Some teachers give counselling to family members and have learnt a lot about how to live with those already infected. Other benefits that they have noticed as a result of the seminars are: peace at home, knowledge on good cure for those infected etc.

THE COMMUNITY

The stigmatisation regarding HIV/AIDS is widely spread in Mbeya region as well as in other parts of Tanzania. Teachers who have attended the seminar look at their task to raise the awareness on HIV/AIDS in their communities. Some say that they try to be a role model themselves, to first change things in their own relationships and families as a way to inspire others. Teachers also raise the importance of spreading knowledge in the communities in order to stop stigmatisation and to encourage people to be open with their status. Today many people choose not to as they fear what other people would say or do. There are people, though few, who have chosen to be open with their infection. They face big challenges in society.

TEACHING

According to the participants, their teaching benefits from what they learn in the seminars. It takes courage to teach children about the symptoms of HIV/AIDS and how to protect themselves, but some participants do. Other important knowledge that teachers bring into their teaching is how to live with already infected members, how to avoid stigmatisation and how to counsel already infected children.

Gender is another theme that the teachers bring into their teaching. Some teach about effects of stigmatisation, gender suppression, rape etc.

One teacher shared that after the seminar he had started a peer group at his school. The group targets young people who are interested to learn more about HIV/AIDS and to discuss personal situations.

CHALLENGES IN SPREADING THE KNOWLEDGE

The training seems to have given them confidence and tools to speak openly and share the new knowledge with others. Many teachers use photocopies of hand-outs from the seminar to show family members, friends, and colleagues. Some teachers have given material to colleagues in order to give them a chance to teach the subject as well.

There are many challenges in spreading the knowledge on HIV/AIDS. Religion is one. Many are told that they are sinners and blamed for teaching evil things to families and thereby hurting families. Teaching about the importance of using condoms is not popular. There are also superstitious beliefs that HIV/AIDS is caused by witchcraft, through demons or spread in other mysterious ways. Further polygamy still exists in some traditional communities, which makes it challenging to advocate about the importance of having one single sex partner.

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Lack of time is another challenge. Teachers are occupied with too many other things, to work outside school to generate more income is one. Thus, it is difficult to find time to include teaching and counselling on HIV/AIDS.

To some teachers, finance is also a challenge. Many examples were given; no money to buy condoms to show others, no money to reach the target group by transport or to buy papers and pens.

Despite the challenges, many teachers have found various ways to spread the knowledge to a broader community. Some have strategies such as going through churches and mosques others contact prominent people in the village, people whom others listen to.

"HIV/AIDS is very close. We need to fight it from within, which makes it easier to combat. Before I thought HIV/AIDS was something far away."

"It is a strong seminar teaching us that we must work and cooperate with those infected. After the seminar, we could not practice stigma."

"We are now ambassadors of HIV/AIDS. We have to educate the community"

THE HOPE GROUP

A group of teachers who have come out with their status as HIV positive have formed a group, called HOPE. Through the HOPE group, infected teachers get an opportunity to meet and discuss their situation; how to organize activities to raise money to cover their medicine and reduction in salary at times when they are too sick to work, how to fight stigmatisation.

Today they are twelve people in the group, but they hope that more HIV positive teachers will join. During the HIV/AIDS seminar all participants are tested anonymously. In the seminars, a lower number than the average in the population at large is tested HIV positive, but still many. Everyone gets to know the group result and is encouraged to test themselves in order to find out if they are among the infected. According to the project coordinators, many test themselves but few of the HIV positive choose to be open with their status. One reason that is put forward by the project coordinators is that the teachers don't have anything to gain from showing their status. There is an agreement with the government that each HIV-positive teacher shall get 100 000 Tsh a month and free medicine, but the money is very seldom paid. One member in the HOPE group who had got it once was told not to tell others about it.

Many members of the HOPE group got their diagnose during the seminar but some knew already before. They describe their situation as quite difficult. As HIV positive they face many challenges such as stigmatisation, economy, reduced strength to work and take care of the family etc. However, they think that the knowledge gained in the seminar makes it easier to live a life as HIV positive.

"I benefited a lot from the seminar. Now I know lot how to live with HIV."

One woman, who knew she was HIV-positive already before the seminar, told us that she found it easier to live with HIV after having attended the seminar. She said that she

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worried a lot more before compared to today when she felt more confident in life. " *Before I lived in shyness. Now I think it's good to be open.*"

The HOPE group expressed demands on support from TTU; economic support to start income bringing activities like selling notebooks, paper and pencils at schools, poultry farms et cetera.

TRAININGS OF TOTs

We had meetings with the ToTs in the three districts for discussions based on some prepared questions. The following is the main outcome of those discussions.

GENDER – MOST IMPORTANT SEMINAR SUBJECT

The general opinion was that gender was the most effective subject when it comes to influence attitudes towards HIV-AIDS. Many examples of how the seminar had affected the practical gender balance situation in homes, at school and in the society were given. To have both spouses at a seminar has shown particularly important in this respect. Therefore TTU also started to invite spouses that were not members of TTU, but had to stop that due to protests from members who were not granted a place in the a seminar where non-members had been invited and also paid allowance by TTU.

ALLOWANCES – IMPORTANT INCENTIVE

The allowance for participants have recently been raised from 10 000 to 20 000Tsh (= 40 – 80 SEK) per day. Since giving an allowance to participants at seminars is a system that is strange to Swedes there has been much discussion between the partners about that. The argument to raise the allowances was that it is difficult to get participants to come if the allowance was not raised. Other seminars that teachers attend often generate a much higher allowance; 65 000 Tsh/a day for some government seminars was given as an example. Apart from being an incentive and a long tradition one argument - that can also be understood by Swedes – is that many teachers have other income generating activities. This is often necessary to support a family since the salary is very low (an average of only about 250 000 Tsh a month). If they are gone for several days this income will be lost and the allowance can make up for that loss.

MATERIAL

There is no standardized material for the seminars. Today the material used in the seminars consists of many different documents. The ToTs have collected much material over the years. New material is added as the knowledge on HIV/AIDS develops. Some ToTs add own material, articles from magazines et cetera.

There is a need to put together a single material, a booklet or brochure that the participants can get as a hand-out at the end of the seminar. That way it can also be easier for them to help spreading the message further.

DURATION OF SEMINARS

The ToTs find it difficult to manage to go through and have active discussions on all subjects within four days and would therefore like to have the seminar prolonged with

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one day. They would also find it very useful to be present on the follow up meeting with a doctor.

FOLLOW UP TRAINING FOR THE TOTs

The ToTs feel a need to have a follow up training themselves in order to learn about the latest development in research concerning HIV-AIDS and how they can apply and present that in the seminars. This was given high priority among the ToTs. They also had the opinion that knowledge about HIF/AIDS must be treated in the ordinary teacher training and in-service training

OTHER TRADE UNION PROJECTS

There are some activities and other projects that have - or have had - an effect on this project.

THE LO AND TCO PANAF-PROGRAMME TOGETHER WITH TUCTA

For many years the two main labour confederations in Sweden, LO and TCO have run an extensive programme on membership training using the Study Circles with Confederations in at average 15 countries in Africa, among them Tanzania and TUCTA (Trade Union Congress of Tanzania).

According to the Coordinator at TUCTA on national level, 400 Study Circle Leaders (as their term is⁴) have been trained since 2007, among them between 50 and 100 teachers. To each seminar two persons from each of the 14 affiliated unions are invited. All unions do not exist in all regions (seafarers for example) and some unions do not always take part and then other unions can have more than two. This is often the case for TTU.

According to the Regional Secretary of TUCTA in the Mbeya Region, who also is the coordinator for the programme, there was a seminar of three days last year where two teachers participated and now they had meetings at their workplaces “to disseminate the information”.

The District secretary in TTU said that he sometimes used them when he visited schools for information. He did not know if they had any study circles at their schools “but I should know for they have not asked for allowances”.

DLF LEADERSHIP TRAINING

DLF had a leadership training programme together with TTU for many years, starting at the top level working downwards. In 2009 when the project already had phased out TTU changed its constitution and has now introduced schoolreps. By April 2012 TTU has trained about 60 % of the 20 000 school reps.

⁴ In Study Circles among teacher unions in Africa the term Study Circle Convenor (or Animateur du Cercle d’Etudes in Francophone Africa) has been used. The reason is that the word leader is not very appropriate to describe the role of the function.

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LÄRARFÖRBUNDET (THE SWEDISH TEACHERS' UNION) STUDY CIRCLE PROGRAMME

In the year 2003 a Study Circle project was initiated with Lärarförbundet. In 2008 Lärarförbundet phased out due to lack of success, which partly had to do with mismanagement and unclear roles between different projects; DLF, EI EFAIDS and the Study Circle programme. The DLF leadership training activities were given higher priorities. *"We lost a good partner because of our mismanagement."*

According to Lärarförbundet one reason for the lack of success was also that Lärarförbundet had misjudged the pre-knowledge of the Study Circle concept; since there had been Swedish Study circle activities in Tanzania for many years Lärarförbundet did not have any introduction of the concept and training for study circle convenors which was a mistake.

During our visits we saw signs that the Study Circle concept is still not fully comprehended; when the Study Circle is discussed it is usually only in terms of disseminating knowledge to the members. The aspect of discussions among the members to come up with and express their demand on the leadership seems not to be fully in the picture.

KARIBU SWEDEN – KARIBU TANZANIA TEACHER TRAINING DIPLOMA PROJECT

Karibu Sweden Association, KSA and Karibu Tanzania Association, KTA are sister organizations that coordinate cooperation between Swedish Folk High Schools and their equivalence in Tanzania – Folk Development Colleges. KSA is an umbrella organisation for Swedish Folk High Schools with sister colleges in Tanzania. Today there are 26 Swedish Folk High Schools that are twinned with colleges in Tanzania.

The associations also, together with the Institute of Adult Education, the Tanzanian Ministry of Education and TTU, organize a Diploma training course for teachers for adults, mainly for FDC teachers, who in many ways are good craftsmen, but have very little teacher training. Two Swedish Resource persons are stationed in Tanzania for a period of at least two years to work with that training. It is believed that the Ministry is interested in making the training part and parcel of their teacher training activities in the future.

EI, EFAIDS PROJECT WITH TTU

Between the year 2000 and 2008 TTU was also engaged in the large EI EFAIDS programme. (See enclosed information from the EI web site). This project work also took much administrative resources at TTU and was one factor that complicated the overall project coordination.

THE TTU BANK PROJECT

TTU has engaged in a very big and important venture; to start a bank owned by the teachers. To do this they needed to have a security of 15 000 000 000 Tsh, (roughly 60 million SEK). When the target was almost reached the sum was changed by the government to 25 000 000 000 Tsh (roughly 100 million SEK) that TTU is now struggling to collect. This is given very high priority within TTU and therefore no money is paid to

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the local and regional levels of the TTU and only two international projects where there were contracts for 2012 have continued to get funds to run smoothly. These two projects are a professional teacher training project in the Kilimanjaro region together with Helvetia, a Swiss organization and *Teachers Together - Shaping the future*.

The expectation is that the bank, once in operation, will generate a substantial economic surplus so this cut down for local and regional activities is temporary but will most probably remain for at least another year.

DISCUSSION AND ANALYSIS

SUCCESS FACTORS – WHAT MAKES THE CHANGES POSSIBLE?

There are several factors in the project work that put together make the change possible.

THE MODELL - TEACHERS TRAINING TEACHERS

The fact that it is teachers teaching colleagues makes it much easier to get an open atmosphere. It is not an expert coming from outside, it is a colleague.

The organization of the project has also been very 'flat'; no hierarchy where the initial progressive and participatory method has been lost; many of the ten teachers given a good 16 days training in Sweden in 2005 are still active and more have been trained. They are experienced and have had great freedom to develop and adjust the methods to suit the local setting without suffocating directives from funders. The methods used are very participatory and they are good examples of modern pedagogics that are rare in ordinary teaching in schools with classes of up to 100 pupils and many untrained teachers.

RAISED AWARENESS AMONG TEACHERS

HIV/AIDS has now been a threat to the population for three decades. The awareness about the threat is gradually growing and some of the astounding results in changes of attitudes and behaviour as a result of the seminars are possible due to this raised awareness. The time is ripe for people to understand that it is absolutely vital to make important changes in the traditional life style to fight HIV/AIDS.

CHALLENGES IN THE PROJECT/KEY ISSUES FOR THE FUTURE

ECONOMY

This evaluation has not had the assignment to look closely into the economy of the project, but it is obvious that the cost of running seminars is very costly due to the system with high allowances (see page 11). This also makes it more difficult to judge whether the popularity of the project is due to content and importance of the subject or more economic reasons. The problem became even bigger in 2012 when the allowances were doubled, from 10 000 to 20 000 Tsh a day for the participants (from roughly 40 to 80 SEK). If it is not possible to solve this problem by cutting down the allowances, it is

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necessary to find funding elsewhere to make it possible to run seminars on a broad scale and spread to other parts of the country.

One possibility that is being discussed is to find partnership with authorities or get other sponsors. There are today government funds in all districts to fight HIV/AIDS, funds that are often misused today; to invite many stakeholders to a conference where the benefits of the activities are presented and press authorities to use existing funds can be one possibility

THE MATERIAL

The study material consists of many different documents. The material we saw was in our judgment mostly very good, though some texts concerning homosexuality we found very prejudiced and discriminatory.

There is a great need to make one booklet that can be presented to the participants and given to them as a hand-out after the seminar. That would also facilitate for the participants to spread the knowledge. Of course this must not be the only material to use; the freedom to pick interesting articles, make own material, get material from the Internet et cetera must still be there.

CONTINUED TRAINING FOR THE TOTs

The ToTs need to get a continuous training to be informed about the latest research and methods in fighting HIV/AIDS.

FOLLOW UP MONITORING AND EVALUATION

There has been an informal follow up where all participants have filled in a form and also discussed the experience at the end of the seminar. The ToTs have then studied the evaluations and adjusted the seminars along the line.

The follow up activities need to be more structured and also made in a form that can be reported and in some way measured to assure the quality of the seminars.

CONCLUSIONS

The project *Teachers Together – Shaping the Future* is without any doubt relevant. In Mbeya region the HIV/AIDS situation is alarming. Almost 20 % of the population are infected by HIV/AIDS, which makes the region the most infected in Tanzania. HIV/AIDS is crucial to TTU as many of their members are infected or are at risk of becoming HIV positive. The ignorance as well as is the stigmatisation is considerable. There is a need to raise awareness. Considering teachers' broad contacts and status in society, they are great potential change makers.

The HIV/AIDS seminar provided by the project responds to the needs. The numerous teachers we have met during the field visits witness about the impact. Many have changed attitudes and behaviour, not only to HIV/AIDS but also to related topic such as

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gender. Further, many teachers feel more confident to talk openly about HIV/AIDS and to share the new knowledge with their partner, family, friends, colleagues, students, and community.

The changes in attitudes and behaviour are quite remarkable and as evaluators we have asked ourselves, how these changes are possible in just a few days? From what we have understood the success is related to the issue of relevance. People in Mbeya region have no choice. They can't overlook the alarming HIV/AIDS situation. They need to find ways to fight it. The thirst for knowledge is huge. Other factors explaining the achievements are most probably the pedagogical methods used in the seminar. The strength of the method is its participatory approach and clear decision to speak openly about any matter related to HIV/AIDS, even delicate sexual matters etc. Many teachers appreciate the openness and find it deliberating. Another key to success is the coordination and the project being a local initiative. There is a need and the TTU representatives who are running the project and its activities are motivated.

The very model *Teachers training Teachers* seems to be very effective. Many participants regard the ToTs as role models. It is easy to relate and to create a sense of community, all being teachers and trade union members. The fact that ToTs work in team, of three women and three men, is important. Further, from what we have seen, the ToTs are enthusiastic about spreading the knowledge and encourage others to do the same. Another motivator for the ToTs (as well as the participants) is the allowances that they receive when attending seminars. The amount is quite considerable, especially compared to a teacher salary. However, the system makes the seminars very expensive and the project not very efficient and threatens its sustainability. It is therefore not economically possible to spread all over the country in its present form. To train the majority of the members in Mbeya region as well as in other parts of Tanzania, there is a need to find other ways to reach out with the knowledge.

THE FUTURE OF THE TTU-SFHL PROJECT IN RELATION TO OTHER PROJECTS

On May 8th 2012 the NEC of SFHL took a decision not to continue to support this project. This of course influences the possibilities to continue the work.

As evaluators we have seen many good qualities in the project, qualities that risk to be lost if there is an abrupt stop to the activities.

A MEMBERSHIP TRAINING SCHEME AS AN ALTERNATIVE

On the National level in TTU there is a great interest to restart a membership training scheme using the Study Circle. Now most school representatives have been trained and the leadership feels ready and eager to move on to the members. In their opinion the HIV-AIDS subject could be included in the study circles as part of such a programme.

On the Regional level in Mbeya region there is also an interest in developing this project into a membership training scheme in the form of study circles, but there is a worry that the HIV-AIDS element may not be significant enough to have the same impact as the seminars have today. However if a Study Circle Project that embraces the HIV/AIDS could be organized that could secure the sustainability of the achievements and use the experiences from the project to develop the trade union democracy within TTU further.

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When Lärarförbundet and TTU had a Study Circle Project (from 2003 – 2008) two major mistakes made it fail: TTU did not at the time have membership training as a priority and the Study Circle concept was not properly introduced. Today in TTU, the study circle is still mostly seen as a method to disseminate knowledge to the members. The equally important part of the concept – to give members a chance to discuss trade union matters and empower them to make sure the union functions democratically – is not yet discussed and seen as a natural part of the concept. But the situation since 2008 has changed and (1) TTU now prioritizes a membership training scheme and (2) there are plenty of resources that should make a good introduction of the Study Circle rather easy. The HICDAM (see p. 7) method that is used in the project seminars has much in common with methods used in Study Circles and the ToTs in Mbeya region could easily be trained to be the first group of Study Circle convenors and after a round of Pilot Study Circles become trainers of more Study Circle convenors. It could then spread rather quickly over the country.

Another resource that is present and could also be used is the Karibu Associations and the twinning school activities between the 26 Swedish Folk High Schools and their Tanzanian counterparts, the Folk Development Colleges.

Lärarförbundet is now involved in a Study circle Project in Zanzibar. Lärarförbundet is of the opinion that TTU is financially viable to run a membership training scheme by its own means. The present venture with the attempt to start a bank does put TTU temporarily in a less favourable economic position. An ideal is that the development of study circles in new countries in Africa should be done through contacts and cooperation with countries where the system has been introduced and got rooted. Such countries-organizations could be ZTU on Zanzibar, ZIMTA in Zimbabwe, or possibly NUT in Nigeria.

One limitation to the Study Circle is that it is not a suitable method to use in the countryside with many scattered schools with perhaps 2 – 4 teachers at each school. Here a more traditional seminar activity might be necessary to reach these teachers within reasonable costs.

It is our conviction that the project has found a very functioning way of fighting HIV-AIDS and that it would be a loss if that work was stopped. However, the system is very expensive and all possible avenues to find a more cost effective way of reaching the same goals should be examined.

RECOMMENDATIONS

REORGANIZE THE PRESENT ACTIVITIES INTO A BROAD MEMBERSHIP TRAINING SCHEME

TTU should examine different possibilities to develop the project into a Membership training scheme using the Study Circle as a method. In this discussion TTU could use SFHL/Lärarförbundet as a discussion partner.

Important questions to discuss are:

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- What support is needed to make a good introduction of the Study Circle Concept in TTU?
- Can this be achieved through cooperation with other African organizations (ZATU in Zanzibar, ZIMTA in Zimbabwe, NUT in Nigeria) or are there advantages if Lärarförbundet/SFHL is involved in this introduction?

There are many useful resources in Tanzania today in this field - a number of ToTs and lots of experience and knowledge as a result of the project in Mbeya, the Karibu cooperation between 26 Folk High Schools in Sweden and Folk Development Colleges in Tanzania, the Karibu teacher training project.

- How can these resources be used to add quality and a quick spread of a membership training scheme?
- How shall the work with HIV/AIDS in the Mbeya Region develop? Is it enough to make it a module in the general Study Circle or does it need to be an activity of its own (a special study circle)?
- Can the ToTs in the region be trained to become a group of pilot Study Circle convenors and have study circles with emphasis on HIV-AIDS and then trainers of Study Circle Convenors?
- How shall members in small schools in the countryside be reached?
- Is it possible to organize Study Circles on school hours without allowances?

DEVELOP A MATERIAL ON HIV-AIDS

A workshop should be organized where the ToTs can put together a material that can be printed in the form of a booklet to be handed out to participants at the end of the seminar (Study Circle). The material can be based on different materials that are being used today. Other organizations may be invited, but it is important that the work is based on the experiences of the ToTs from the seminars of this project.

The material should then be professionally edited and printed in a large edition that makes it possible to spread it generously.

SUPPORT TO THE HOPE GROUP

It is vital to strengthen the fight against stigmatization – one aspect where the project has not been so successful. The HOPE group must be encouraged and given support to develop activities where they can be active.

SFHL should also support them to get contact with groups in Sweden that can work together with them.