

# RHRP NEWSLETTER



**It was so lovely to see** everyone this month in Tanzania for the Refresher Training. We were joined by many community leaders and members, including the District Commissioner, district ward executive officers, district social welfare executive, district education officers for primary and secondary schools, the police and gender desk police, the rotary representatives, social worker, counsellors, reproductive health nurses and religious leaders including the Islamic Sheik and Catholic Bishop. This support helps strengthen the program and support the children in the community. But the people with the most power are of course, you, the teachers and head teachers. The changes are already happening- the teenage pregnancy rates have dropped, and the number of young people attending the health clinic has risen. You are changing the lives of young people in your community.



## NOTES FROM DR. JEFF

I am writing these notes from the September 2019 training for the Reproductive Health and Relationships Program in Same, which is progressing very well indeed. The 38 ToT Champions are committed to and excited about their work. They were particularly enthusiastic about the self-defence training they received from expert Nelson Nio and they are eager to share what they have learned with the other 365 teachers in the program. We are also working on a new video that will enhance what the previous video teaches about self-defence. This will be ready in a few months.

The ToT Champions also learned new details about relationships and reproductive that they will teach to the other teachers and they learned about future plans for the program. They told us about the tamasha that have been conducted by some schools and we were thrilled to learn how the students and teachers are exploring this new way of learning and promoting community involvement. Some of the role-playing dramas, songs, comedy and poems were described to us and we thought they were particularly creative.

## NOTES FROM DR. JEFF...

The concept of the tamasha presentations gave us an idea for a way to spread these ideas. We are thinking that the teachers in each school could work with the students to create several role-play dramas, songs, poems or comedies to show the attendees of the school's tamasha. Everyone could select the best tamasha student presentations as part of a competition. These students would then be filmed doing their role-play drama, song, comedy or poem and we could put these videos on the projectors so all the students in the program can learn from and enjoy their fellow students' creative work. We will let you know the details of the contest in the next newsletter.



POEM BY

# OYUGA VERONICA

TEACHER AT KISIWANI SECONDARY  
SCHOOL

School girls! School girls!  
Are you aware  
Of the pot bellied sugar daddies?  
Who lower students  
To their position  
Make them pregnant  
And go Scott free?

These monsters are destroyers  
They are dream killers  
They pollute the girl's future  
Indeed they bury it  
At very tender age.  
The monsters! Monsters!  
They are not to the girl's success.

Parents, teachers, society at large  
Let's give education  
Education to our girls  
About dreadful monsters  
They are pregnant causers  
They are HIV infectors  
They are not to the girl's success

To Empower Tanzania  
Thank you for your devotion  
Joining hands with the government  
To educate the youth  
On reproductive health and relationships  
This will make them aware  
It will nourish the future.



# FOCUS SECTION:

## Reporting Sexual Abuse & Rape

We want to focus on one topic each issue to provide additional information. These are picked at random, but if you have a request, please contact Jessica!

As many may remember at the training, there were various methods being used to report child abuse and rape after it is disclosed to a teacher. We met with the police, gender desk police, Ward Executive Officers (WEOs), District Social Welfare Officer, District Community Development Officer, reproductive health nurses, DEO of primary schools and social workers to define a protocol for reporting. This will later be replaced by a team, (called MTAKUA), currently being founded by the government, that will activate all appropriate people when a report is made. But until then (we will let you know when active), please use this plan:

### In Town

Teacher will take the child to the WEO, then to the Police, then to the Hospital.

#### Teacher > WEO > Police > Hospital

This process will be done by travelling between sites.

- Before travelling to the WEO, teachers should make the head teachers aware of the case. The responsibility for reporting remains with the teacher who received the information.
- The WEO will also contact the Social Welfare Officer.
- After arriving at the Police station, the Police will then contact counselling.
- There should be very little delay at each step- time is important in collecting evidence.

### In a Village

The Teacher will contact the Village Executive Officer who then contacts the WEO. The WEO contacts the Police who contact the Hospital. The child may be taken directly to the Police or the Hospital depending on the situation.

#### Teacher > VEO > WEO > Police > Hospital

Each step should be followed at least in phone call. It may be appropriate sometimes to not meet in-person with each step.

- Before travelling to the WEO, teachers should make the head teachers aware of the case. The responsibility for reporting remains with the teacher who received the information.
- The WEO will also contact the Social Welfare Officer.
- The Police will contact counselling.
- There should be very little delay at each step—time is important in collecting evidence.

Parents should be contacted by the teacher at the same time that the WEO is contacted unless the parent is the alleged perpetrator. If a parent is accused, please do not alert them to the allegation. The Police will take care of that. Even if a parent is resistant to protocol, the teacher MUST inform the WEO and the protocol should be followed without the parent consenting.

If the child tells a parent of the abuse first, the parent should contact the Head of Hamlet either by phone or a visit-as appropriate. The Head of Hamlet will activate the protocol and begin by contacting the WEO in towns, or VEOs in villages.



## FREQUENTLY ASKED QUESTIONS

### **Q: Why does the desire to have sex increase during teenage years?**

**A:** Teenage years can be a particularly confusing time due to the inter-relationship between brain development, emotional development and sexual development.

A child's body begins to mature into an adult's body due to hormone changes: It is useful to refresh your memory from the curriculum book about hormone production.

For females, estrogen, progesterone and testosterone play a role in female sexual desire. The fluctuations in these hormones during puberty cause sexual desire to fluctuate. Since these desires are new experiences, the young people are often interested in exploring them. As the body matures, these fluctuations reduce as the body starts to balance these—for example, an adult female may continue to have a rise in sexual desire around her ovulation time.

For males, testosterone, produced in the testes, is the hormone most closely associated with sexual desire. Testosterone levels fluctuate during teenage years as the body changes, and therefore sexual desire fluctuates during teenage years. These fluctuations become more balanced as the body matures.

It is also important to note, however, that sexual desire is not purely biological. Teenagers have immature cognitive (brain) development. Areas in the brain, including the frontal lobe, cerebral cortex and hypothalamus, that are responsible for self-control, risk analysis and foreseeing consequences, are not fully mature. In fact, the brain is not fully mature until 25. This means teenagers are more likely to take risks and engage in risky sexual behaviour.

Additionally, emotional development plays a large part. Relationships change during puberty as young people become more concerned about how other people view them, but they also start to understand their own feelings more and have a deeper understanding of 'love'. As a young person becomes more emotionally mature, they are able to identify healthy and unhealthy relationships and are less affected by peer pressure. This development is key to having good relationships, but they may experiment in relationships during this time. This puts them at risk of being exploited and engaging in unhealthy relationships.

# FREQUENTLY ASKED QUESTIONS...

## **Q: What is the reason for pain during periods?**

**A:** During a woman's period, the uterus has small contractions to help expel the uterine lining tissue. These small contractions are helped and caused by prostaglandins, which are chemicals released by the uterine lining that also cause inflammation. Each person will vary as to how much pain they experience, but some discomfort is normal. It usually starts 1-2 days before menstruation and lasts to about day 2-4 of the period. The pain is normally felt in the lower abdomen, and in the back. If the pain stops a person from doing their normal activities, then they should see the doctor. Pain medicines can improve the pain: paracetamol and ibuprofen taken regularly (follow instruction on the packet) can make the pain much more manageable, and for many, completely eliminate the pain. A warm compress or water bottle on the lower abdomen can also help the pain- this should not be hot enough to burn the skin though. If the pain is severe, some birth control methods are known to reduce the pain. This can be discussed with the doctor at the clinic.



# TRAINING SUMMARY



Thank You to all who contributed to the training for RHRP this month. It was very useful to have so many people in one space to discuss how we can best help the young people of Same District. The program has shown itself to be successful so far: the number of young people telling adults about their sexual abuse has risen, the number of young people attending the health clinics for concerns around their bodies has risen, and teachers report having a better relationship with the children in their classes. We hope the teachers realize how much support they have for their work from government, religious, NGO and other stakeholders in the community and the community as a whole. We want to encourage the teachers to arrange to have those supporters as guest speakers in your schools, ranging from Reproductive Health Nurses to Counsellors and other teachers. Supporters can help arrange Tamasha performances to involve the children or set up student RHRP clubs where the students get involved in peer-to-peer teaching for example! This is an exciting time of program development and it is clear you are making this program your own! We would like to also encourage head teachers to introduce the training run by ToTs and help teachers arrange school exchanges. This will help the children to receive the information in interesting and exciting ways, and encourage other teachers to be involved. Let us know what you get up to!

We will work on the specific suggestions you gave us such as providing more information in the curriculum books, expanding the content covered to include other topics, providing printed versions of this newsletter to each school, providing at least 1 Reusable Menstrual Pad (hopefully more) to each school for demonstration purposes, and getting letters of support from various government officials to each school to encourage more teachers to be involved. We will keep you updated. Next month in the Newsletter we will cover the guidance and rules for the young people's competition of performances in the school Tamasha to be made into videos.



**SPOTLIGHT:**

We want to know about you!  
 We would like to include a spotlight section on someone new each month. Send us your stories of teaching the sessions and a little bit about you ... you could see yourself here next issue!

# MEET THE TEAM

In this part of the newsletter, we would like to introduce you to the team, one person at a time.



**NELSON NIO**

Nelson has become involved in all Empower Tanzania programs teaching self-defence techniques. He has been teaching self-defence to women for 15 years in the USA. He uses all of his experience in martial arts combat.

Nelson was born in Indonesia and lived there until 15. At the age of 11, he became the national Taekwon do champion of Indonesia. At 15 he moved from Indonesia to the California in the USA.

A friend of his was brutally attacked in the USA, which inspired him to develop the SHIELD self-defense program- teaching self-defense for women. The program has gone from strength to strength, leading him from training celebrities, to being on television, as well as continuing his classes for young women and children.

He joined Empower Tanzania in Tanzania for 2 weeks this month. During this time he provided training to the teachers of the RHRP so that they may teach the young people of Same District. He also trained the IWHP community health educators to protect them during their travels, the CHAP community health workers for protection travelling between villages alone, and the BGBV entrepreneurs, who were all victims of domestic violence in the past. In his spare time, he enjoys kayaking and other outdoor sports, as well as his household pets.

If you have a comment or suggestion about the newsletter, please email Jessica at [jhawl@gmail.com](mailto:jhawl@gmail.com) with the subject title "Newsletter." If you need any help with a teaching issue, please contact Catherine at [catherinewales17@gmail.com](mailto:catherinewales17@gmail.com) or Yoeza at [yoeza1mzava@gmail.com](mailto:yoeza1mzava@gmail.com)