Report of

The 2005 Take Control National Youth Consultation

8 – 13 May 2005
Harmony Centre, Windhoek

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for
Ministry of Information & Broadcasting
UNICEF Namibia Adolescent HIV Prevention Programme
UNFPA

30 May 2005
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1. INTRODUCTION

With the support of UNICEF’s Adolescent HIV Prevention Programme (AHPP) and with the involvement of many other partners, the Take Control Namibian HIV & AIDS media campaign has for almost six years produced a multitude of materials which aim to help young Namibians to make healthy choices in the face of HIV & AIDS. Materials included are posters, pamphlets, radio and television commercials as well as documentaries and short TV dramas. Over the years, the campaign has often sought the direct input of young people, be it in the form of pre-testing, material evaluation sessions or by involving youth directly in the production of materials.

The 2005 Youth Consultation, organised by the Ministry of Information & Broadcasting (MIB) and supported by AHPP and UNFPA, combined several forms of involvement: Young people from all 13 regions were invited for five days (May 8 to 13) to the Harmony Centre in Windhoek to evaluate existing and provide input for future campaign material as well as to receive training on creative methods of reaching out to the community.

This report sums up the results of these five days of discussion, evaluation and creative work.

1.1 The Aims and Objectives

What do we aim to achieve with the Youth Forum? The Ministry of Information and Broadcasting in cooperation with AHPP and UNFPA stipulated the aims and objectives of this year’s youth forum as follows:

1. Mapping of your Community
What is going on in young people’s communities? Who do they spend time with, who do they trust, where do they go for information, etc.?
Objective: Getting to know the target group of young Namibians better.

2. Campaign Evaluation
We would like to know more about what people thought about the November 2004 campaign. Has it reached them? Is it doing something for them? We would also like to get more input on what needs to improve to guide the next stage of material development.
At the same time we will pre-test ideas for the June 2005 campaign.
Objective: Find out if both urban and rural youth understood and liked the campaign last year and if they understand and like the ideas for this year’s campaign.

3. Radio Documentaries for young people
A series of radio documentaries are currently being produced for young people. We would like to get input from the youth in the production phase.
Objective: Pre-test a couple of pilot programmes with the youth to ensure both rural and urban youth like the series.
4. *Intergenerational dialogue*
We would like to take the opportunity to find out more about what young people think the role of parents should be in HIV prevention. We will also pre-test the production of a radio programme on inter-generational dialogue.
Objective: Pre-test a couple of pilot programmes to ensure both rural and urban youth like the programme ideas. Find out from them, what issues need to be addressed in the series.

5. *Talking with parents*
We would like the youth to comment on the parents booklet to be finalized and printed.
Objective: Make sure the booklet addresses the issues young people feel their parents/caregivers need more information about.

6. *Inputs for Open Talk*
The design and lay-out of Open Talk has not changed much over the years. We would like input from the youth on what changes can be made to make it more popular.
Objective: Increase the quality and popularity of Open Talk by getting ideas from the youth on how it can be done.

7. *Training on reporting from schools*
We will continue to encourage young people to contribute to Open Talk and will have the editor, Mr. Brian Prince, facilitate a session on reporting for Open Talk.
Objective: Give the youth basic skills on reporting.

8. *Ideas for reaching out to the community*
We would like to give the youth ideas and skills in producing short community dramas in the AIDS Awareness Clubs in their schools.
Objective: Give the youth ideas and basic skills on the production of community theatre.

1.2 Realization

Not all the envisaged campaign material to be tested during the Youth Forum was completed in time. The radio programme pilots mentioned in 4. *Intergenerational dialogue* and the parents booklets mentioned in 5. *Talking with parents* had not been produced yet. Instead the youth consultation was used to get input from the participants on the future development of the radio programmes for intergenerational dialogue.

The conference, once again, focused mainly on material evaluation, however, as opposed to 2004, the imparting of skills to the participants in terms of reaching out to the community became a major benefit.

The youth consultation covered the following topics:
1. Mapping of your Community & Why, why, why Exercise
Expert facilitator: Coordinator
Day 1 (morning)

2. Campaign Evaluation: Take Control TV Speak-Outs and Posters / Input for future TV Speak Outs
Expert facilitator: Bastian Schwarz, John Hopkins University
Day 2

3. Radio Documentaries for young people: Evaluation of Radio Speak-Out Pilots ‘To all the Girls and Boys’
Expert facilitator: Linette Smit
Day 3 (morning)

Expert facilitator: Steve Felton
Day 3 (morning)

5. Evaluation of Open Talk and training on reporting from schools for Open Talk
Expert facilitator: Brian Prince, Editor of Open Talk
Day 4 (morning)

6. Evaluation of OYO Magazine and Training on reporting from schools for OYO Magazine
Expert facilitator: Marius Johannes, Programme Manager Ombetja Yehinga Organization, and Rikondjera Thihero
Day 4 (afternoon)

7. Ideas for reaching out to the community: Production of Community Dramas and Creative T-Shirt Design
Expert facilitator Drama: Pandu Hailundu
Day 1 (afternoon)
Expert facilitator T-Shirt Design: Inatu Indongo
Day 4 (afternoon)

8. Evaluation of TV-Series ‘Tsha Tsha’
Expert facilitator: Bastian Schwarz, John Hopkins University
Day 5 (morning)

Appendix:
   a) Programme overview
   b) Detailed programme
   c) Contact List
1.3 The Participants

A total of 65 participants were invited – five representatives from every region. Participants were selected with the help of Take Control partner organisations, namely MIB, the National Youth Council (NYC), Ombetja Yehinga Organisation (OYO) and AHPP through Open Talk.

Ultimately, a total of 55 youth participated in the activities of the youth forum.

The average age of the participants was a little over 17 years old, the youngest being 14, the eldest participant being 28 years old. The target group was initially set between 15 to 19 years and preferably school-going youth. As in the previous year, though, some organizations sent older representatives, who are active members of AIDS Awareness Clubs. Problems were encountered especially in one case of a 28 year old lady from the Ohangwena region, which didn’t speak English and couldn’t follow most of the discussions.

Appendix:

d) Participants’ List
2. RESULTS

This section of the document will present the outcomes of all exercises conducted during the five-day workshop in a chronological order.

2.1. Day 1: Community Mapping & Why, why, why Exercise / Community Drama Exercise

The purpose of the exercises conducted during the morning of the first day was to explore the settings young people across Namibia live in and to determine contributing and underlying factors of reproductive health issues in participant’s communities. What do these communities look like? What do these environments spell for HIV risk reduction behaviour? And finally: What do the youth consider as the key health (and especially reproductive health) problems affecting their community today?

The afternoon was used to introduce participants to the concept of community drama as an outreach tool to the community. The participants split into groups of two neighbouring regions each, and started working on 5-minute community dramas on topics of their choice. During the entire week the youth facilitators worked independently with their groups in the evening hours in order to present their mini dramas on the last day of the conference.

2.1.1 Community Mapping

The community mapping exercise was adapted directly from FHI/Youthnet who had conducted community mappings with pre-adolescent youth in 2003. Participants were asked to draw up a community typical of their region, including all places relevant for young people. Secondly, participants were asked to assess which venues boys and girls frequented and what locations they considered safe or dangerous in connection with HIV & AIDS.

For this exercise and the following one, participants were split according to regional groups.

The community mapping exercise provided little new information but confirmed the findings of last year’s conference and other previous research. A detailed analysis of the findings of this exercise is not included, as it has been sketched out in detail in last year’s report. However, see attached appendix for each regions’ community mapping report.

As indicated in the 2004 Youth Forum Report the results show once again, that the role of alcohol in sexual risk behaviour is underscored by the most risky settings all being places of alcohol sale and/or consumption. Equally predictably were churches and, to a
lesser extent, homes, schools and youth centres as safe settings due to heightened control through adult supervision.

Again, possibly the most interesting outcome of the exercise is the illustration of the lack of facilities that offer positive, safe and productive recreational activities. Only in the most urbanised settings appear youth to have access to a variety of places to spend their free time beyond the ubiquitous soccer pitch. At the same time, the places commonly associated with relaxation, fun and entertainment are exactly the dangerous settings of bars, clubs and shebeens.

It would be worthwhile to further explore the possibility of how a wider variety of safe entertainment options can contribute to risk reduction and healthier lifestyles in Namibia.

2.1.2 Why, why, why Exercise

The aim of this exercise was to learn more about contributing and underlying factors of reproductive health issues in participants’ communities. As with the community mapping this exercise provided little new information. Its findings are attached to the separate regions’ reports of their community mapping.

However, it is interesting to note, that apart from HIV/AIDS, many groups (6 out of 13) identified teenage pregnancy as one of the key health issues young people are facing today in their communities. The contributing and underlying factors according to the reports are obvious: poverty, alcohol and drug abuse, lack of education and, amongst others, a lack of entertainment facilities.

Appendix:
- e) Reports Community Mapping & Why, why, why Exercise (11 reports)

2.1.3 Community Drama

The expert facilitator started his session with improvisation games and a short introduction on community drama. This was followed by a plenary discussion on the following topics:
- What do participants expect to learn from this session?
- What experience of community drama do participants have?
- Why community based theatre?
- How dramas are made collectively

Afterwards participants split into groups (two neighbouring regions each) to brainstorm on themes relevant to their communities. Each group selected one main theme which was then presented to the plenary. The expert facilitator gave tips and introduced tools on how to develop a community drama. This was followed by group break-up and each group started working on their own 5-minute drama.
Methods and Constraints

This session must be seen as a very brief introduction into the art of community drama. Since many of the participants (5 out of 13 regions) did not have experience with community drama, they were introduced to a valuable tool for educating their community in regard to HIV/AIDS and other important issues. One participant stated: „Community drama is using action to tell people what is happening in their community.“ Another defined it as „addressing common problems through the form of entertainment.“

Under the guidance of the youth facilitators, most of them having had experience in drama development, the groups rehearsed their plays in their spare time in the evenings. Only three out of six groups had the opportunity to present their dramas at the end of the afternoon. Every play, though, was staged on the last day of the conference, whereupon the youth facilitators selected one to be presented during the closing function.

Time was too short for this exercise. The participants would have liked to get feedback from the expert facilitator on the last day of the conference, but due to time constraints this was not possible.

Participants completed a short questionnaire on what they had learned during this session and stated how they would use the experience in reaching out to their community. Some of the findings of this evaluation are included in this report. Detailed reports are available on request.

Results

Although time was restricted, the drama exercise proved to be of great benefit to the participants. Those who previously had contact with community drama stated that watching a theatre play on social issues made them aware of problems and how they could deal with them.

Participants which already had experience with community drama stated the following institutions as collaborators:
  - My Future is my Choice, Swakopmund
  - OYO, Oshikango
  - Coastal Youth Club, Walvis Bay
  - Red Cross
  - Ongwediva Youth Club
  - School AIDS Awareness Club (Oshikukufitu Combined School)
  - OYO (Ponhofi Snr. Sec. School)
  - MOHSS (Okanimekawa village)

The following contents were named for the productions:
  - Dangers and Hazards of fire (Caprivi)
  - Stigma and discrimination - HIV/AIDS play
Participants seemed to enjoy this session. It was rated as the third most popular exercise of the entire youth forum and it rated 2nd in regard to what participants have learned during the youth consultation (See 2.5.2. Feedback on the Youth Forum.) The youth also seemed to take much pride in ‘polishing’ their theatre play for the final presentation on Friday. The winners of the drama ‘competition’ (regions Otjozondjupa with Khomas and Erongo) each received a T-shirt as prize.

2.2. Day 2: Take Control Material Evaluation and Input

During the morning of the second day the youth consultation evaluated Take Control campaign materials, namely 5 TV Speak Outs and the accompanying posters. The TV Speak Outs consist of small interviews with personalities, some of whom are well-known Namibians, talking about 1) and 3) living positively, 2) gender, 4) abstinence and faithfulness and 5) condom use. Posters of these personalities also promote the above messages.

In the afternoon participants were invited to supply their own stories of what action they are taking to fight HIV/AIDS. Some of these stories were audio-recorded for radio, others short listed for the production of TV Speak Outs.

2.2.1. Take Control TV Speak Outs

Methods and Constraints

Participants watched five TV Speak Outs with five-minute breaks between every TV spot in order to take notes on prepared questionnaires. Afterwards they split into smaller groups of two neighbouring regions each. In group discussions the youth facilitators asked questions about 1.) Exposure (Have they seen the Speak Outs before?), 2.) Comprehension (Are the Speak Outs easy to understand? What is the overall message?) and 3.) Evaluation (How did they like the format of real people sharing their experiences? Could they relate to the stories/people? Were the characters credible? What did they like or dislike?).

The notes of the participants proved to be more specific and hence more valuable for evaluation than the notes of the facilitators from their group discussions. Initially confusion occurred around the correct order of the five TV Speak Outs, as copies of the questionnaires had not been prepared in the correct order. As a result a few (less than 5) questionnaires were spoilt.
Results Material Evaluation – TV Speak Outs

**Speak Out 1: David & Gwen, Living Positively**

More than half of the participants (29 out of 52) had previously seen this TV Speak Out. The message, i.e. it is good to confide in someone trustworthy when you learn about your status, was understood by all. Only 5 participants felt it was not interesting to watch. In general everybody liked it.

The participants also felt that David and Gwen were credible. However, one or two appear to think their story was staged (Quote: “They played their characters really well.” Oshikoto). Some did not get the whole story (David and Gwen being friends), since they referred to Gwen as “the wife” or “the girlfriend”. One person suggested using “famous people” for the Speak Out, obviously not familiar with Gwen Lister’s public image.

A few participants (3) felt Gwen’s reaction was “insensitive”. Others complained they were talking too fast, while a few mentioned they would like to see a Speak Out on this topic in their own vernacular rather than in English.

Other suggestions for improvement were: to shoot the film in more attractive venues; to have background music while the characters are talking. A few (3) did not grasp the idea of the documentary genre, i.e. it is real people speaking; they felt it would be more effective in the drama genre.

Several participants mentioned it would be good to have a clear message at the end of the Speak Out, containing advice on how to live positively. This seems to be a general phenomenon concerning the reception of the Speak Outs: The youth prefers to have practical advice in order to really get the message.

**Speak Out 2: Kanjoo & Tshuutheni, Men’s and Women’s Roles (Gender)**

Two thirds of the participants (35 out of 52) had seen this TV Speak Out before. However, many (almost half of the participants) did not get the message, or perhaps just disliked it. The remaining half understood the message, i.e. gender equality where both men and women take decisions when it comes to sex.

The gist of the participant’s notes is especially girls thought this TV Speak Out “interesting”. They appreciated advice given by a woman to other women to be active in sexual decision taking. Some male participants also thought it interesting (Quote: “This proves that not all women are under men”; and: “It gives a broader view on things that you think are far away but almost in everyday life.”)

Especially male participants argued that in the traditional context this TV Speak Out is not credible and the message not realistic. The following quotes prove the point: “In tradition woman is behind man” (Kunene, age 19). “The man is the head of the family. He decides when to have sex, not a woman.” (Omaheke, age 16, male). “Women depend on men for everything.” (Karas, 20, female).

A few participants (5) also felt this Speak Out is not credible since Tshuutheni is “laughing too much”. Some claimed the characters were contrived and not honest. Others (especially male participants) simply “didn’t like the guy” – for obvious reasons stated above.

There were also quite a few positive responses: participants liking the idea of both partners making decisions together and women having the right to take their own decisions.
A valuable comment for improvement of the Speak Out: The characters should be sitting together during the interview, so as to really show how they are going about taking decisions together. Some participants felt this would be more realistic, while others were again looking for practical guidance on “how decisions are made at home between man and women when having sex”; “They should suggest how shy girls can find the courage to take decisions” (Otjozondjupa, age 16, female).

**Speak Out 3: Emma & Fillander, Living Positively**

Two thirds of the participants (35 out of 52) had previously seen this TV Speak Out. Most participants (26) agreed that the main message is the open dialogue with someone on finding out your status. 17 persons perceived the main message to be ‘living positively’, while others stressed that this Speak Out conveys the message one should not be afraid or ashamed to speak out.

Almost everybody (with 3 exceptions) believed this Speak Out was interesting though sad. One participant appreciated the fact that Fillander is probably the first Nama-speaking person to speak out (Hardap, 17, male). Fillander and Emma were credible to all but 3 participants. They generally liked Fillander’s honesty, the fact that she was speaking out, and the advice that is given on how to live positively.

More than two thirds of the participants (19) did not like the fact that Fillander had had suicide thoughts. A few (6) would have preferred it in English without subtitles. Suggestions for improvement on this Speak Out were once again to give more practical advice to viewers on how to live positively and how to handle suicidal thoughts. One person was interested to know who could have infected Fillander, and another would have liked to see what medication she is taking.

**Speak Out 4: Clive & Roadine, A and B (Abstain & be faithful)**

Nearly three quarters of the participants (38 out of 52) had seen this TV Speak Out before. Almost everybody got the message, i.e. wait and abstain until you find someone trustworthy and faithful to have sex with, or until you are married.

Apart from 3 participants everyone thought this Speak Out was interesting to watch. Those who thought it was not interesting were critical about Clive “not being serious”. One participant from Khomas noted: “It was more like a joke, because the actors were laughing. I mean we need seriousness!”

Most participants thought Clive and Roadine were credible although some (2) mentioned only Roadine is credible while Clive “looks naughty”. Another participant from the Hardap region (age 17, male) said: “One can see the lady is lying.” One participant answered the question on credibility with “Yes and No, because they are talking about serious issues but they keep laughing.” Altogether 11 participants felt Clive and Roadine are not credible. Quotes: “A doctor must prove to us that it’s true they are still virgins” (Oshikoto, age 15, female). “Not credible. I know a lot of coloureds and bastards and trust me, they are the most sexually active people. This makes it hard for me and my friends back in Swakop to believe it” (Erongo, age 16, male).

Foremost participants liked this Speak Out due to the fact that Clive made his decision to abstain at the young age of 16. They believe it shows that life can be fun even when
abstaining from sex. Participants also appreciated that both Roadine and Clive mentioned it is not easy to abstain.

Four participants did not like that Clive seems to be not serious. One participant mentioned that the characters are “too white”, i.e. the same message carried by black people would work better for him.

A few individual suggestions for improvement: Viewers would have liked to know what helped Clive and Roadine to abstain (Quote: “Maybe they could have told us how they were controlling their desire to have sex” (3)). They would like to see teenagers carrying this message, not adults, and they would prefer to see characters from rural areas, so as to educate the rural people (“cause people in rural areas have a lot of sex”). Two participants were interested to know if Clive and Roadine have children.

**Speak out 5: The Dogg & Ndeshi, Condoms**

Most participants (44 out of 52) claim to have seen this TV Speak Out before. Almost all participants (45) perceive the main message as always use condoms when having sex. Others discovered more messages: do not indulge in casual sex with unknown partners; the dangers of alcohol abuse; and make rational decisions before having sex.

All without exception thought this Speak Out to be interesting. They took to the fact that a “famous singer” carried the message and they liked the music. (“The music makes the message enjoyable.”) Many participants mentioned it is good having a celebrity carrying forward an HIV/AIDS message. Someone mentioned they all ran to the TV when they heard The Dogg’s music, but were disappointed when realising it is an HIV/AIDS awareness spot, but ended up watching it anyway.

On credibility there were a number (10) of critical comments. Most felt that musicians are in general not credible with regards to safe sex. Some (3) were asking: “Do they really practice what they preach?”

Viewers appreciated that young and famous people are giving advice on how to protect against HIV/AIDS. They liked the message of encouraging the use of condoms, the way the characters spoke and the background music.

Dislikes: Some felt Ndeshi and The Dogg were promoting clubbing (6) and promiscuity (2). Others thought The Dogg only advised the use of condoms when under the influence of alcohol; they felt this is not proper advertising of the use of condoms.

A few participants thought this Speak Out could be improved by demonstrating condom use at the end.

**Conclusion**

The session proved that the TV Speak Outs have a very good exposure through NBC TV. While more than half of the participants had previously seen the Speak Out of David & Gwen (the least well-known), almost all of them had seen Ndeshi & The Dogg (the most well-known). Exposure of the other Speak Outs ranged in between. There was no evidence of any specific regions being more or less exposed to the campaign material.

Ndeshi & The Dogg’s Speak Out proved to be the most popular, although not necessarily the most credible. Music attracts young people and, like one participant commented: “The music makes the message enjoyable.” It seems future TV Speak Outs could benefit
from this finding. Music will get the message across better than just pure dialogue, albeit soft background music. The youth in general paid attention to atmosphere in the TV Speak Outs, mentioning for example that venues should be more attractive or commenting about the clothing styles of the characters.

The Speak Out of Emma & Philander also proved to be popular, due to the fact that it deals directly with HIV-infected people. One group felt it is important to show the real effects of HIV/AIDS and suggested to show “before and after” pictures of people suffering from the disease. This suggestion provides food for thought in that the campaign material may still be too “clean” and not demonstrative enough.

Kanyoo & Tshuutheni’s TV Speak Out seems to be the least popular because of the message it carries, viz. gender equality. Especially youth from the rural areas and remote regions felt the message of gender equality in connection with sex clashes with their traditional life styles and beliefs. It was apparent from the questionnaires that many of the viewers were not clear on the message of this Speak Out. They either did not understand it or rejected it outright. This proves that a lot needs to be done with regard to education on gender issues.

While the participants in general liked the idea of real people speaking out about HIV/AIDS, many of the rural participants do not seem to know the personalities featuring in the Speak Outs (or posters) – apart from Ndeshi and The Dogg. They would prefer teachers, pastors, regional councillors and other people, who are role models to them to feature in these Speak Outs.

Language also seems to be an important issue, as could be noted in other campaign material evaluation. Furthermore, the youth felt a clearer message at the end of the Speak Outs would benefit the comprehension.

2.2.2. Take Control Posters

Methods and Constraints

After group discussions on the TV Speak Outs participants stayed in their groups of neighbouring regions to evaluate the posters. Coloured stickers were used to rate each poster as “good”, “bad” or “so-so”. Afterwards the youth facilitators discussed the reception of the posters.

Working with different coloured stickers seemed to confuse not only the participants, but also some of the youth facilitators. This resulted in the number of coloured stickers not matching up with the number of participants. Some of the facilitators also used their own method of attaching values to the colours, noting their individual key on the posters. The methodology of this exercise needs to be re-examined.
Another big constraint in this exercise was the fact that only four of the eight Take Control posters were available for evaluation.

**Results Material Evaluation – Posters**

**Poster 1: Tshuutheni: “I treat my partner the way I would want to be treated”**

Tshuutheni’s poster was rated with 28 stickers for “good”, 27 for “so-so” and 16 for “bad”. *(Please keep in mind that these figures are not reliable, since his posters got 71 stickers, whereas there were only 55 participants at the conference.)*

Participants felt that Tshuutheni’s message is not as clear as those of the other posters. Some (Karas & Hardap regions) thought his dress code was inappropriate, he looked like a gangster and his looks are not really trustworthy.

Others felt his message will encourage behaviour change in regard to gender and sex issues.

**Poster 2: Clive: “I made my own decision – and that was to wait”**

Clive’s poster was rated with 28 stickers for “good”, 19 for “so-so” and 15 for “bad”. *(Please keep in mind that these figures are not reliable, since his posters got 62 stickers, whereas there were only 55 participants at the conference.)*

The participants felt Clive forwards a positive message, and he and Roadine look happy and content. They also thought abstinence is the safest way to protect yourself against HIV. They appreciated that he stuck to his decision and felt it is something admirable in today’s society.

However, they would prefer someone younger to talk about abstinence. Due to the stigma attached to his ethnic grouping, some felt his message is not credible.

**Poster 3: Tyson: “Keep up your guard”**

Tyson’s poster was rated with 32 stickers for “good”, 17 for “so-so” and 28 for “bad”. *(Please keep in mind that these figures are not reliable, since his posters got 77 stickers, whereas there were only 55 participants at the conference.)*

Tyson’s poster seems to be simultaneously the most popular as well as the least popular, meaning its message is very ambivalent.

Many participants had problems with understanding the meaning of “Keep up your guard”. Although many of them related this to a war situation and made the connotation of having to fight AIDS like you have to fight your enemies, many others did not understand the message. Three out of six groups felt especially illiterate persons will think Tyson is boxing the condom (Quote: “He wants to give the condom a knock-out”.)

On the other hand they felt Tyson is a good role model for the fight against HIV because he is young and a celebrity.

**Poster 4: Hendrina Afrikaner: “Respect needs to be part of sex and relationships again”**

Hendrina’s poster was rated with 31 stickers for “good”, 20 for “so-so” and 14 for “bad”. *(Please keep in mind that these figures are not reliable, since her posters got 65 stickers, whereas there were only 55 participants at the conference.)*

Participants were impressed by the fact that Hendrina wants to give an example to elders with regard to respecting one another in a relationship. This poster especially appealed to
the traditional Caprivi and Kavango regions where elders instil respect in their communities.

Other participants did not like her poster, since an elderly lady is not a credible role model: “It looks like advertisement for an old age home.”

**Conclusion – Poster Evaluation**

In general participants felt the posters should look more attractive and not all of them convey a clear message. They noted that the writing on the blue background cannot be read clearly from a distance. Without all the small print the personalities and the messages are not self-explanatory.

Some suggested the use of more familiar faces.

As with the TV Speak Outs the personalities used are known mainly to their specific regions and ethnic backgrounds and not to all participants.

Tyson’s poster stood out in that it was received very ambivalently.

**An Outlook on future campaign material**

Participants were asked to give their input on the development of future campaign material.

*The type of persons they would want to see on TV Speak Outs and posters:*  
- Ministers, people in high positions in government, ex-president Sam Nujoma, other government officials  
- community counsellors, regional officers  
- local artists and musicians  
- doctors  
- people living with HIV/AIDS; to add a real stage face to AIDS

*Topics they would like to see covered:*  
- Teenage pregnancy  
- Condom demonstration  
- have ministers, doctors, teachers, youngsters, toddlers to add a real face to AIDS  
- home-based care  
- Orphaning of children  
- the after-effects of the death of an HIV parent  
- alcohol and drug abuse  
- unemployment

**Appendix:**

f) Notes of group discussions TV Speak Outs & Posters (6 reports)  
*Notes of the participants as well as posters with coloured stickers from each group will be handed over to the organizers of the Youth Forum.*
2.2.3. Future Material Input

The afternoon of the second day was spent collecting stories from participants on what they themselves are doing about HIV/AIDS. The youth split into regional groups of 3 to 5 persons and each participant sketched their own story. Later every group selected the best or two of the best stories; these were recorded by staff members of John Hopkins University.

Out of all the stories recorded, three were selected for the production of TV Speak Outs with TV One Africa. They are about to be released on the national broadcaster in June this year. All of them focus on abstinence, thereby satisfying the demand of the youth to have youngsters talk about abstinence instead of adults.

2.3. Day 3: Radio Programme Evaluation & Input / OYO Magazine Evaluation & Input

Day 3 of the Youth Consultation was dedicated to the evaluation of and input on radio programmes for youth and parents. Steve Felton, who is to be commissioned by UNICEF to produce radio programmes on intergenerational dialogue, used his morning session to find out more about the potential audience for his programme “Generations”. Linette Smit, also commissioned by UNICEF, tested two editions of her new youth programme called “To All the Girls and Guys”.

During the afternoon the Newsletter magazine of Ombetja Yehinga Organization (OYO) was evaluated, followed by writing exercises for the same magazine.

2.3.1. Input for Radio Series ‘Generations’

Methods and Constraints

The idea was to test radio programme pilots at the youth forum, but the pilots were not produced in time. Instead the opportunity was used to explore the potential audience and attitudes of parents towards HIV & AIDS. To this end a questionnaire was prepared and analysed by the consultant Steve Felton. The questionnaire was agreed on by UNICEF.

The TOR for the programmes suggests they are intended primarily for adults. The questionnaire, therefore, asked the participants to report on listening habits and attitudes of their parents and guardians, as well as their own habits and attitudes.

The questionnaire also asked about attitudes of young people in school, in the context of HIV & AIDS. However, it emerged that not all of the participants attended school. In the light of that, and the TOR, this part of the questionnaire has not been analysed.
The detailed analysis is by region as well as gender. This is available, but has not been analysed. It can be noted, however, that no great regional or gender disparities emerged on a first viewing of the data. Furthermore it must be noted, that the sample is too small for any accurate analysis by region or gender.

A summary analysis was made and the following methods were used to extract data:

- Multiple choice questions with boxes to be ticked were analysed by counting the ticked boxes for male and female, and then totalling them. Finally, the totals which stood out, because they were much larger, were calculated as percentages of the ticked boxes.
- Questions which asked for topics to be listed in order of priority were analysed by adding the numbers allocated. So, for example, if 4 people gave ‘Education’ priority 1, the score would be 4. Then if the same 4 people gave ‘Sibling care’ priority 6, the score would be 24. The lower numbers therefore indicate a higher priority. Where people failed to give a priority number to an option, that option was scored with the number of the options (9 or 8) in the question, to ensure that it was given a low priority.
- Where a question gave priority options, but respondents were asked to offer extra options, those extra options have been given a high priority in the analysis, on the ground that people thought them important enough to add to the sheet.

The methodology is not assumed to be rigorously scientific, but is intended to give a good idea of the listening habits and opinions of the respondents and their families.

Results Questionnaire

1. Listening habits

50% of the young people preferred music programmes, with 17% preferring chat shows and 20% discussions. Nearly half, 48%, said they listened most to NBC National Radio, with 32% preferring the regional services of the NBC. The second preference was for NBC National and for Radio Energy.

An impressive 67% of mothers or female guardians listened to NBC regional services, with 22% listening to the National Service. For fathers and male guardians the figures were 61%: regional and 26%: national.

Where families listened to radio programmes together, 64% said they listened to NBC regional services, 15% to the National Service, and 15% did not listen together.

It seems clear that the best broadcasting medium for these programmes is the NBC regional service.

Where families listen to programmes together, 33% listen to chat shows, 34% to discussions, and 20% to music. A high proportion of respondents (82%) thought that chat
show telephone callers raised interesting points, and none thought that the callers only
displayed their ignorance.

Therefore, telephone chat shows or discussions would be possible radio formats for these
programmes. However, further research or discussion with the broadcaster would be
required to establish what kind of discussion format is popular.

2. Important issues discussed in families

The young respondents suggested that most important issues were raised by mothers
(48%) or youths (30%), but not by fathers (12%).

Both adults and youths chose education as the highest priority issue.
Medium priority issues were:
  Jobs
  Money
  Friends
  Sex & HIV

Who does what in the house and cares for siblings were considered less important.
Issues which the respondents brought up themselves, and (I believe) have a higher
priority in household discussions are:
  Alcohol
  Freedom/Going out at night
  Pregnancy
  Peer pressure from friends

3. Issues that cause arguments in the family between youth and parents

None of the suggestions in the questionnaire scored high or low. Education, Jobs, Money,
Friends, Sex, HIV/AIDS, Household chores and Sibling care all scored a medium
priority.

Issues that were mentioned by respondents were:
  TV
  Loud music
  Going out
  Freedom
  Alcohol
  Pregnancy
4. Issues that are hard to discuss in the family

Here, Sex and HIV scored highly: 93% & 89% respectively. This is, perhaps, obvious, and the whole point of the exercise. Other issues which were mentioned by respondents were:

- Relationships
- Peer pressure
- Pregnancy
- Alcohol

It would seem that the main issues between parents and adolescents are education, the freedom for youths to ‘do their own thing’, to listen to music and watch TV, and the consequences of drinking and having sex, and being led astray by peers.

5. Talking about HIV & AIDS

43% of the respondents said they found it easiest to talk about HIV & AIDS if the issue was raised by radio or television, which is encouraging! When talking to parents/guardians about the issues, 25% said that it was easiest to talk about in the context of a death of a friend or relation, and 20% singled out pregnancy as a talking point that could lead to discussion about HIV & AIDS.

Two talking points for radio discussions could therefore be deaths and pregnancy.

6. Messages for parents/guardians and young people

The questionnaire asked the respondents to consider what messages should be addressed to 1) adults and 2) youths. Some responses were clearly influenced by current campaigns and can, perhaps, be discounted. A good example is “Wear a condom”. A wide variety of responses included “Be faithful as an example to young people”, “Avoid sugar daddies,” and “Don’t be a sugar daddy”. The list is definitely worthy of consideration for radio discussion topics. The highest scores are noted below:

Parents/guardians:
- Speak to children about HIV/AIDS
- Be open with children about sex

Youth:
- Avoid peer pressure
- Avoid alcohol
- Fight the disease together / Talk to friends / Join meetings/discussions
- Be open with Parents
- Listen to parents (they were young once and know a lot)
7. Respondents’ ideas for radio programmes

The respondents held short discussions with facilitators, who reported back to the consultant. It was not expected that they would come up with ideas for programmes for adults. Concerning programmes for young people they made the following requests:

- Experts to give advice on sex, HIV & AIDS on call in programmes
- Adults and young people should discuss issues together on programmes
- Discussion and other programmes should be made in the regions, rather than disseminated to the regions from Windhoek.
- Young people want to hear more information about:
  - Careers
  - Job opportunities
  - How to get into UNAM
  - How to get visas to travel
  - How young people experience unemployment

Conclusion

1. There are some good ideas and guidelines contained in the summary analysis (included with this report), which should help the proposed theme group to determine topics for the proposed radio programmes.
2. The NBC regional services are definitely the right broadcasting medium.
3. The format (chat shows or discussions) should be discussed with the broadcaster.

Appendix:
- g) Detailed Analysis ‘Generations’
- h) Summary Analysis ‘Generations’

2.3.2. Evaluation Radio Series ‘To All the Girls and Guys’

Methods and Constraints

Participants were made to listen to two episodes of the radio series ‘To All the Girls and Guys’. Each episode was followed by a group discussion (two neighbouring regions in each group). Youth facilitators took notes on prepared questionnaires for their respective groups. This was followed by a general discussion with the whole plenary. Although the group discussions were done according to neighbouring regions, no apparent regional differences could be noted in regard to the reception of the series.

The questionnaire focused on the following topics: Could the youth identify with the person speaking? What was the main message? What did the youth think on questions asked and the way they were asked? Was there information missing? How did people feel
after listening to the testimony? How has their life story affected or inspired them? Can the interview prove effective for HIV prevention? What could have been improved on the production side? The questionnaire did not inquire about the theme music used for this programme; this was done orally in the general discussion with the plenary.

**Results Evaluation ‘To All the Girls and Guys’**

1. **Peter, the Streetkid: Abstinence**

   **Identification**
   In general participants felt they could identify with the story of Peter. He was talking about issues that are close to the youth, although none or few of them shared the fate of growing up as a neglected child on the streets. Most of the groups identified alcohol and drug abuse as the main factor causing parents to neglect their children. They identified other topics relevant to them like peer pressure, running away from home, orphanage, abuse, unemployment and prostitution.

   **Main message**
   All groups identified ‘abstinence until marriage’ as the main message. Other messages identified were the following: try to reject peer pressure; have hope and faith in God; no matter how difficult it gets, don’t give in to circumstances; no matter how many times you fall, get up again; the youth should stand together and get involved in community activities.

   **Questions asked**
   4 out of 6 groups found the questions to be straightforward and to the point. They also felt the interviewer encouraged Peter to talk openly. One group thought the questions too personal, without specifying; another thought they were unclear or not clearly answered, without specifying.

   **Information missing**
   Things the participants would have liked to know, which the interviewer didn’t ask:
   - How does Peter survive to care for his siblings? Where does he get financial support since he is unemployed? How did he pay for his school fees since he made the impression of being educated?
   - Is his father still alive? Does he live together with his sisters and brothers?
   - How does he manage to remain abstinent?
   - How does it feel like acting as an early parent and being responsible for siblings at such a young age?

   **The effect of the testimony: How has it affected or inspired the listeners**
   The participants felt encouraged after listening to Peter’s testimony. They felt it was promoting the rejection of peer pressure and served as a reminder to be a better parent. The example of Peter’s mother showed it is not an option to become a prostitute. His message also encourages to stick to one’s principles, and to be strong, courageous and focused. Others felt sad, seeing other people suffer like that. Participants from Oshikoto
and Otjozondjupa regions commented: “It inspires me to get up and try again” or “It affected me because I know there are people with bigger problems out there”.

**Effective for HIV Prevention**
The youth felt Peter’s testimony could be effective in regard to HIV prevention since he is a good role model, having overcome so much in his life. Peter also talked about abstaining, which they regard as the most effective protection against HIV. Kunene and Erongo regions felt that the interview does not address HIV issues directly, but only points to the contributing factors.

**Suggestions for improvement**
All groups mentioned that the background noise was disturbing and recordings in a quieter environment would have been preferable. A few groups suggested involving the siblings Peter is caring for in the interview, so as to make the story more credible. Others would have liked more background information on Peter. Some felt the main message should come out more clearly in the end: “one should not make listeners guess”.

1. **Sam, living positively**

**Identification**
In general participants felt they could identify with the story of Sam, although he seemed to be much older than the target group. Alcohol abuse, squandering money, an irresponsible lifestyle and practicing unsafe sex were mentioned as serving as bad example.

**Main message**
All groups identified ‘living positively’ to be the main message. A phrase of Sam that stuck for some: “Life is not about sex” or “There is more to life than sex”. One region identified the message that you can get infected, no matter how rich or poor you are. Related messages are: avoid alcohol, use money wisely, and do not blame others for your infection.

**Questions asked**
3 out of 6 groups found the questions to be straightforward and to the point. The other 3 groups felt the interviewer interrupted her interviewee too often. They found some questions unnecessary, for example the one about favourite subjects and hobbies. Some participants lost interest in the interview right at the beginning, which might have resulted from the slow start of the interview, too long answers and some distracting background noise. Sam’s way of laughing in answer to serious questions seems to have confused some participants.

**Information missing**
Things the participants would have liked to know, which the interviewer didn’t ask:
- Sam’s profession and how long has he been living with HIV/AIDS?
- His age, the reason for his divorce
- Was he married at the time he got infected?
- Did he lose his job after learning about his status?
- How do people see him at work?

The effect of the testimony: How has it affected or inspired the listeners
Participants felt that Sam’s story was sad, but inspiring in that he didn’t blame others for his infection. They felt he has finally made peace with his situation, because he appeared very positive and full of humour. Others thought he should have answered more seriously. The interview inspired participants to avoid alcohol and abstain from sex.

Effective for HIV Prevention
4 out of 6 groups felt this episode of the radio series is effective for HIV prevention. Sam encouraged getting tested, and he set an example as to what can happen to someone involving in unsafe sex and abusing alcohol. They thought it important to have spiritual guidance and strong values in life. Kunene and Erongo as well as Hardap and Karas regions thought this interview will not prove helpful for HIV prevention. They thought it either boring or not attractive to youth or they stated that Sam does not seem to be serious. They also felt that the interviewer put words into his mouth.

Suggestions for improvement
All groups once again mentioned the background noise being disturbing; recordings in a quieter environment would have been preferable. They also felt the interview was too long.

Conclusion

The interview partners for the radio series ‘To all the girls and guys’ seem to have been well chosen. They talk about issues relevant to the youth and their stories can serve as positive example (Peter) or as a warning (Sam).

The participants, though, were critical about the quality of the recordings. Background noises, which obviously were supposed to give an atmosphere and feeling of the daily lives of the interviewees, turned out to be distractive. In the first interview sound bites were added at the beginning, but they were too sharp and faded in and out too abruptly. It was also apparent (though not to the youth, since this wasn’t discussed at the consultation) that the questions for Sam’s interview were added later, resulting in an on-and-off-sound of background noise.

As for the theme music used, the youth felt it should carry a clear HIV message. They also commented it should go along with the kind of music the target audience, i.e. the youth, listen to. Someone suggested letting Gazza or The Dogg compose theme music for this radio series. Though the youth easily identifies with Kwaito music, this might not be the perfect music style for this series, either. Other participants felt that the music is O.K. and they would go along with it. They mentioned that the interviews do not transport a happy message, so the music seemed O.K. to them.
Many participants noted the interviews were too long. A good method of making long interviews appear shorter is breaking them up with little music inserts.

Another small observation by the coordinator: When talking about “the youth” in a radio programme targeting the youth, one should avoid terms like “they”. Talking to the youth/the listeners directly and addressing them personally with “you” creates more of an alliance and identification between presenter and radio listeners.

Appendix:
   i) Evaluation papers “To all the Girls and Guys” (6 reports)

2.3.3. Evaluation OYO Magazine & Reporting Exercises

Methods and Constraints

On the afternoon of Day 3, two expert facilitators from Ombetja Yehinga Organization (OYO) presented a session on creative writing. Themes discussed were:
   • Basic story structure; the characteristics of a beginning, middle and end of a story
   • The main character; the process of selecting and developing a main character
   • mind mapping: the way to develop an idea and an angle in story writing.

Participants were instructed to discuss possible topics for the OYO magazine in their groups and then write a short article on the topics of Virginity and Suicide. Participants were divided according to regions (2 to 3 regions) and were assigned two youth facilitators each. The participant’s reactions were very positive; they were excited by the thought of having their stories published in the OYO newsletter.

Some of the examples quoted by the OYO expert facilitator (mainly concerned with modern urban lifestyles and trends) as well as the expressions he used were not well understood by those participants originating from rural areas and remote regions. (Some participants for example didn’t even have a clear idea of who or what ‘Hollywood’ is.) Regardless, the activities and the concepts of OYO Magazine and Ombetja Yehinga were well received by the learners.

As for the evaluation of OYO Magazine and it’s effectiveness for HIV education, OYO felt the fact, that most of the youth saw the magazine for the first time, provided an objective view. OYO noted though, that on the other hand, most of the participants are „not part of the OYO culture“. They were also not informed that the magazine is used as a training tool. The magazine, furthermore, is only distributed in the Kunene and Erongo regions of Namibia, thus participants from other regions were not familiar with it yet.

Results OYO Magazine Evaluation

The following data was retrieved from the evaluation questionnaires handed out to the participants. They received a copy each of an OYO magazine upon arrival at the
Harmony Centre and were asked to read the magazine in their spare time, evaluating it on the third day of the forum. (Report by Marius Johannes, Programme Manager OYO)

Even though the response was in favor (60%) of the effectiveness of using magazines like OYO to educate the youth of Namibia on relevant issues affecting them, the interest of the magazine’s content scored 87%. This was also observed in Question 10, on the benefit to the youth, where it was indicated in the 80% percentile, with a clear need from a 84% indication that the content should be increased to make it more informative for the youth. A focus on more actual HIV infected individuals should also be introduced with recorded interviews. Even though OYO is a magazine for the youth by the youth a more formal young adult role must also be introduced and extended over a calculated period.

<table>
<thead>
<tr>
<th>Sample size</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>28yrs</td>
</tr>
<tr>
<td>Youngest</td>
<td>14yrs</td>
</tr>
<tr>
<td>Average Age</td>
<td>17.17yrs</td>
</tr>
<tr>
<td>Gender</td>
<td>24 male (47.05%)</td>
</tr>
<tr>
<td>27 female (52.94%)</td>
<td></td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>605 (N-100%)</td>
</tr>
</tbody>
</table>

1. Question: Please indicate how much you like reading? (N-54)
Indicator: (a) Not at all (b) Sometimes (c) Very much
TOTAL%: 0% 50% 50%

2. Question: Please indicate how much you like reading magazines? (N-54)
Indicator: (a) Not at all (b) Sometimes (c) Very much
TOTAL%: 0% 40% 60%

3. Question: Please indicate how much you like reading books? (N-54)
Indicator: (a) Not at all (b) Sometimes (c) Very much
TOTAL%: 4% 46% 46%

4. Question: Please indicate how much you like reading newspaper articles? (N-51)
Indicator: (a) Not at all (b) Sometimes (c) Very much
TOTAL%: 3% 47% 50%

5. Question: Please indicate how much you like the OYO magazine you just read? (N-52)
Indicator: (a) Not at all (b) So-So (c) Very much
TOTAL%: 3% 46% 51%

6. Question: Please indicate how much did you like the content of the OYO magazine you just read? (N-42)
Indicator: (I) (a) Not at all; (b) So-So; (c) Very much
TOTAL% 8% 28% 64%
Indicator: (II) (N-46) (a) Interesting; (b) Mild; (c) Boring
TOTAL% 87% 6.5% 6.5%

7. Question: Please indicate how relevant OYO is to the Namibian community? (N-52)
Indicator: (a) Not at all (b) So-So (c) Very much
TOTAL%: 4% 36% 60%

8. Question: Please indicate how relevant OYO is to your region? (N-48)
Indicator: (a) Not at all (b) So-So (c) Very much
TOTAL%: 29% 25% 46%

9. Question: Please indicate how relevant OYO is to your personal benefit? (N-52)
Indicator: (a) Interesting to have (b) Nice to talk about (c) A must for my friends (d) Not much
TOTAL%: 38% 40% 8% 14%

10. Question: Please indicate how relevant OYO is to the benefit of young people? (N-50)
Indicator: (a) Not at all (b) So-So (c) Very much
TOTAL%: 2% 18% 80%

11. Question: Do you want the content to be more or less in OYO? (N-50)
TOTAL%
   a. More: because: 84%
   b. Less: because: 16%

1. Verbalized responses “What I liked”
“Interesting, cool, just right, informative, language, drawings, experience, story board good, fabulous, remarkable, convincing, attractive, open magazine, good Namibian stories, more sex, relevant, eye catching, youth friendly, perfect, homosexuality, take care, condoms, different cultures, educators, entertaining.”

2. Verbalized responses “Don’t like”
“Use more bold words, too little information, region specific, too long sentences, paragraphs too long”

3. Verbalized response “What I would change”
“Words to small (x7), more pictures, words to close, parents must also read, more regions, more topics, real pictures of people suffering with HIV/AIDS, more local languages, more people of other regions, get it to the south, put picture and stories of people suffering, personal interviews, attract older readers, adult perspective, more counseling, reduce long sentences, sports and fashion section.”
Conclusion

From the above evaluation it seems clear that OYO magazine can be an effective tool to educate the youth on HIV-related issues and have them participate actively in the discussion on these topics. It could prove worthwhile to extend the distribution of OYO magazine to other regions than Kunene and Erongo.

The evaluation, though, also seems to indicate that OYO should seriously consider a layout reform, in order to improve the readability of the magazine (the writing being much too small, not enough pictures and too small).

2.4. Day 4: Evaluation ‘Open Talk’ & Reporting Exercise / Creative T-Shirt Design

On Day 4 of the Youth Consultation the morning session was dedicated to ‘Open Talk’. Although the bi-weekly publication itself was also evaluated, the session concentrated more on a general introduction on the paper, distribution, reporting exercises and a practical session of ‘open talking’.

In the afternoon participants were given the chance to create their own T-Shirt under the tutelage of a young Namibian artist.

2.4.1. Evaluation ‘Open Talk’ & Reporting exercise

Methods and Constraints

Participants were given copies of the latest editions of ‘Open Talk’ upon their arrival at Harmony Centre. They were encouraged to read the paper in their spare time. On Wednesday evening evaluation forms were distributed. Participants were asked to hand in the completed forms on Thursday morning. Only 48 out of 55 participants handed in their forms.

Participants discussed the publication in their regional groups (two regions in each group), whereupon the youth facilitators handed in another general evaluation form of ‘Open Talk’, containing the findings of their group discussions.

Probably the most important information resulting from the evaluation papers is concerned with the distribution of ‘Open Talk’. Steps should be taken to ensure distribution at the schools, public libraries and other institutions who are not yet receiving the bi-weekly paper. The expert facilitator and ‘Open Talk’ Editor collected names and addresses of schools and institutions, which do not yet receive the paper.

Most of the morning, though, was spent on encouraging and teaching the participants to actively participate in ‘Open Talk’, rather than evaluating it. After a general introduction and brainstorming session on how to report for the paper, participants started to work on their own edition of ‘Open Talk’. They broke up into four groups, each group taking over
the production of one page of the paper. This edition of ‘Open Talk’ will be published in the near future.

This exercise proved to be a good tool for encouraging the youth to participate in future editions of ‘Open Talk’.

Results of Individual Participant’s Evaluation of ‘Open Talk’

Exposure
Close to 80% of the participants (38 out of 48) have read Open Talk before the Youth Forum. All but one participant stated they like reading Open Talk.

Distribution
Most of them (35 %) have access to ‘Open Talk’ at their schools (17 out of 48). Others read the publication at their local youth centres and AIDS clubs (8), in the Namibian newspaper (5), at public libraries (3) or have seen it at a friend’s place (3). 22 participants stated that their school is receiving ‘Open Talk’; 19 claimed their school is not receiving it. The forms completed by the participants do not always state the correct name of their school or institution; therefore the following list can only serve as a rough guideline. A more detailed list with addresses is with the editor of ‘Open Talk’.

Schools receiving Open Talk:
Haimbili Haufiku SSS
P.K. De Villiers
Suiderlig High School
Empelheim Junior Secondary School
Ngweze Secondary School, Caprivi Region
Groot Aub School
E.J.S. School
Isize Combined School, Caprivi Region
Cornelius Goreseb High School
Okangwati Combined School
Oshitudha Combined School
Okanu Combined School
Oshikulufitu Combined School
David Sheehama SSS
Wennie Du Plessis High School
Omhanda Combined School
Onamahoka Combined School

Other institutions receiving Open Talk:
Teacher’s Resource Centre, Otjikoto
AIDS Regional Office, Keetmanshoop
Multi Purpose Youth Centre, Usakos
Multi Purpose Centre Trust, Walvis Bay
Sesfontein Youth Group
Namcol (town not specified)

**Schools not receiving Open Talk:**
- Otjikoto Secondary School
- Otjiwarongo High School
- Lordsville Junior Secondary School
- C. //Oaseb SSS
- Namib High School, Swakopmund
- Enguwanta Combined School
- Ruacana Vocational SSS
- Epako Junior Secondary School
- Augustineum Secondary School
- Epaku Junior Secondary School

**Other institutions not receiving Open Talk:**
- Sam Nujoma Multi Purpose Centre, Ongwediva
- Lironga Eparu Organisation, Caprivi Region
- Lironga Eparu Organisation, Kavango Region
- Lironga Eparu Organisation, Omaheke Region
- Bunya Youth Club, Kavango Region (town not specified)
- OYO Group, Outjo
- Window of Hope, Kamanjab

**Effectiveness for HIV prevention**
All but one participant stated they “learn things” from ‘Open Talk’. They specified that they get general information on HIV/AIDS through ‘Open Talk’ (20), practical advice (12), encouragement to speak out (4) and information on drug & alcohol abuse, abstinence, teenage pregnancy and other.

Most participants answered “yes” on the questions whether ‘Open Talk’ has made them feel that they might be at risk of contracting HIV/AIDS or whether ‘Open Talk’ has made them think that HIV/AIDS is a serious problem.

77% of participants (37 out of 48) answered “yes” on the question whether ‘Open Talk’ and other information on HIV/AIDS has made them decide to delay having sex. (This seems highly incredible in the light of other discussions and evaluations of the Youth Forum.)

85% of participants (41 out of 48) answered “yes” on the question whether ‘Open Talk’ and other information on HIV/AIDS has made them decide to use a condom when having sex. 7 participants stated they are not sexually active, while one participant stated he always does use condoms.

About 80% of participants claimed they discuss ‘Open Talk’ with their friends (18), in class or with other learners (8), in their AIDS clubs (5) or with parents and guardians (1). 10 participants stated they do not discuss ‘Open Talk’ with anyone.

**Topics for Open Talk**
The youth would like to see the following topics discussed in ‘Open Talk’ in the future:
- teenage pregnancy (11)
- alcohol and drug abuse (6)
- positive living (5)
- suicide (3)
- peer pressure (3)
- Advertising on HIV events (2)
- Sex (2)
- how to say no
- how to deal with family
- interviews with HIV/AIDS infected people
- marriage
- murder
- religion
- condom use & demonstration
- unsafe sex
- politician’s opinions
- TB
- Youth
- Employment
- Career guidance
- Environment
- Youth inflicted crimes
- Poverty
- School kid’s opinions
- Faith and compassion
- Virginity
- Controlling desires

They suggested including competitions and an info corner in ‘Open Talk’.

**Results of Group Evaluation ‘Open Talk’**

*How to improve distribution of Open Talk at schools*

The following suggestions were made to improve the distribution of ‘Open Talk’ at schools, after addresses of the schools not yet receiving the paper were collected.

- AIDS Awareness club facilitators should collect ‘Open Talk’ at youth centres and regional offices
- Libraries should distribute copies as soon as they receive them
- Distribution through youth centres, public libraries, local hospitals and regional inspector’s offices
- Via post directly to the AAC contact teachers or the library
- Network with other ministries that travel regularly to take ‘Open Talk’ to remote areas
- Do a survey to find out how many learners get the chance to read ‘Open Talk’
How to get learners to read and contribute to ‘Open Talk’
Suggestions on how to get learners at the schools to read and contribute to ‘Open Talk’ and how ‘Open Talk’ could be used at schools:
- life skills teachers to dedicate discussions in class, based on issues of ‘Open Talk’
- should be part of the syllabus
- distribute ‘Open Talk’ in class and ask for feedback
- by word of mouth: advise friends to read ‘Open Talk’ for advice and guidance
- radio programmes to promote ‘Open Talk’ (use local language stations)
- create and organize an ‘Open Talk’ team at your school to go around discussing the topics from the newsletter
- AACs should discuss topics of ‘Open Talk’
- Have competitions to raise awareness for and cultivate reading of ‘Open Talk’
- Suggestion boxes at schools for all students, suggestions to be sent to ‘Open Talk’
- Schools to network with youth centres
- Have assembly meetings for the entire school to discuss ‘Open Talk’
- Create awareness on special days like World AIDS Day or Day of the African Child

Suggestions for Improvement of ‘Open Talk’
The following suggestions were made on how to improve ‘Open Talk’. These are all individual suggestions unless otherwise noted:
- take out the column ‘From the SC’s (Secretary General’s) Desk’; it takes up too much space and is boring
- add picture stories
- add more pages for letters to be published
- add a special column for people who came out publicly or made brave testimonies
- have competitions, puzzles & games, cartoons
- reduce font so that more information can be added
- less and/or smaller fotos
- adverts and events calendars for youth activities
- some comprehension tests for clarity at the end of some articles
- a column directed at parents

Other comments on ‘Open Talk’
Participants stated ‘Open Talk’ is interesting, informative, encouraging, attractive, funky, cool and reminded them of themselves. 3 out of 6 groups suggested that ‘Open Talk’ should be more than 4 pages “because there is a lot we want to say”. Others suggested having regional branches for ‘Open Talk’ reporting from the regions, and that the paper should be published in different local languages.
One group (Kunene & Erongo) mentioned that some youth facilitators use ‘Open Talk’ for the packaging of vetkoek and fish that they sell at their stalls, instead of distributing it to readers.
Conclusion

With 80% of the participants having read ‘Open Talk’ before, it can be noted that the paper enjoys good exposure and popularity. The distribution network for ‘Open Talk’ could be improved, though, and steps should be taken to ensure that all schools and also youth clubs and AACs receive it.

The call for more pages of ‘Open Talk’ implies that the paper is popular but should contain more information. Suggestions of reducing pictures or the sizes thereof as well as using a smaller font might better be ignored; after all this is a youth paper and visibility is a priority.

A follow-up on the suggestions to use ‘Open Talk’ in class and to add the discussion of and participation in ‘Open Talk’ to the syllabus could prove worthwhile.

2.4.2. Creative T-Shirt Design

The Take Control campaign over the years has created a number of T-shirt designs to raise awareness for HIV & AIDS, the most recent and popular being the ‘Superman / Be Your Own Hero’ logo. Most HIV & AIDS awareness T-shirts, however, are not regarded as fashionable clothing. The expert facilitator for this afternoon’s session commented: “You wear them during night or for doing your laundry, but you would not want be seen in a club with these T-shirts.”

The aim of this session was to let participants design their own HIV & AIDS awareness T-shirt.

The starting point for this exercise was a discussion on the following topics:
- Ways to make T-shirts with HIV/Aids education effective
- How to make the message more trendy and youth friendly
- Does the message apply to the deepest of emotions and feelings of the target group?
- How can these skills be used in communicating the messages in schools and communities?
- Look at issues such as why young people might feel uncomfortable wearing a T-shirt with an HIV/AIDS message

Methods and Constraints

The expert facilitator introduced a creative method of T-shirt design. Participants were instructed to paint their design on masking tape, which was later cut out, placed onto a T-shirt and then coloured in.

Since this method was very time consuming, most participants could not finish their T-shirts during the afternoon session. Many participants wrote long messages instead of
drawing clear logos or pictures and later struggled with cutting out the letters. Nevertheless the youth seemed to appreciate learning a new technique and took great pride in ‘designing’ their own T-shirt.

**Conclusion**

Only about half of the participants managed to finish their T-shirt. Nevertheless, this session was rated as the second most popular of the youth consultation (see 2.5.2. **Feedback on the Youth Forum**). Three female participants who worked together on a T-shirt with the message “In bed girls rule: Use Femidom” were awarded a special prize at the prizegiving ceremony on Friday.

This session was effective in regard to equipping the youth with a creative tool for reaching out to the community. Though the T-shirts created during this workshop cannot be regarded as fashionable, the participating youth might still take pride in wearing their own T-shirt and thereby spreading their individual HIV & AIDS message.

An evaluation questionnaire completed by the participants confirms the assumption that clothing can be a very effective tool for creating HIV & AIDS awareness. One participant commented: “The message moves around with you.” One has to keep in mind, though, that in order to be effective, HIV & AIDS awareness clothing has to be fashionable and in line with the lifestyles of young people. It could be worthwhile letting professional fashion designers create T-shirts or other clothing for future campaigns.

**2.5. Day 5: ‘Tsha Tsha’ Assessment / Overall Evaluation of Youth Forum / Closing Function**

On Day 5 of the Youth Forum, participants evaluated the South African TV-series ‘Tsha Tsha’, which they had viewed the evenings before. After that a general evaluation of the conference was done by the coordinator to get feedback on the expectations of the youth, the content of the conference as well as the quality of facilitation.

This was followed by the presentation of six mini community dramas, which the participants had prepared with their group facilitators over the entire duration of the forum. The best drama was selected by the youth facilitators to be presented in the final closing ceremony. For the closing representatives of the ministry, other stakeholders and members of the media were invited.

**2.5.1. ‘Tsha Tsha’ Assessment**

**Methods and Constraints**

The first three episodes of ‘Tsha Tsha’, a South African TV-soap for HIV/AIDS awareness, were shown to 55 youth (average age 17 / age range from 14 to 28) from all
13 regions of Namibia. Due to copies of ‘Tsha Tsha’ not being available on time and other technical constraints (video beamer initially not working, DVDs faulty etc.) the episodes could not be screened every evening as originally planned, but only from Wednesday evening onwards.

Participants completed a questionnaire. Furthermore six brief (30 minute) discussion groups were held.

**Results ‘Tsha Tsha’ Assessment**

1. **Count on questions 1 and 1**

<table>
<thead>
<tr>
<th>Would you watch it?</th>
<th>Definitely</th>
<th>Maybe</th>
<th>Prob. No</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment of</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting</td>
<td>44</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>54</td>
</tr>
<tr>
<td>Story</td>
<td>27</td>
<td>19</td>
<td>5</td>
<td>3</td>
<td>54</td>
</tr>
<tr>
<td>Production</td>
<td>26</td>
<td>18</td>
<td>6</td>
<td>4</td>
<td>54</td>
</tr>
<tr>
<td>Music</td>
<td>10</td>
<td>16</td>
<td>17</td>
<td>4</td>
<td>54</td>
</tr>
</tbody>
</table>

2. **Key learnings**

Participants took a variety of messages from watching Tsha Tsha.

- Most prominently, they reported that they had learned that alcohol is bad and could lead to unwanted and unprotected sex (a total of 25 times mentioned).
- Another major theme that stuck with participants was the aspect of caring for people with HIV/AIDS (like Andile for his mother), as reflected by 10 statements.
- Also, participants learned that one should have the courage to inform a former partner about one’s status when testing positive (9).

Other learnings and themes mentioned repeatedly were:

- Always use condoms (8)
- How to be responsible
- Never give up/courage to do things
- Dealing with loss of parents (all 4)

2 participants felt the show did not teach them anything that they did not already know. One said, he took nothing from the show.
Also in the group discussions, alcohol featured prominently next to a wide variety of other issues.

3. Is it a problem that the show is from SA?

17 said yes. A substantial part of those (11) appeared to have problems with the use of a South African language in the show. Others (6) reported they would prefer to see a Namibian production.

37 said no. They mainly pointed out that South Africans and Namibians face many of the same problems. Again, some said that it would be better, though, if the show were in English.

In the group discussions it came out that many thought the show was dealing with issues that were real to participants’ lives as well.

4. Likes and dislikes

Most liked:
The acting and the characters (20)
Is informative and educational, encouraged me to take care (10)
Deals with real issues (7)
Music and dancing (8) – dancing liked better than the music!
Dialogues & Humour (4)
Lessons & Message (4)

Least liked:
Subtitles/language (31)
Music (7)
Show is too short (3)
Showing poverty (2)

Group discussions confirmed that people were impressed by the acting, mostly found the storyline interesting and entertaining and liked the dialogues.

Across all groups, the use of subtitles and Xhosa as the main language emerged as the main problem. Many participants appear to have experienced problems to read the subtitles fast enough.
5. Entertainment value

The show was clearly identified as educational but group discussions suggest that participants conceded substantial educational value. Overall, it appears that participants felt that the show was equally entertaining and educational.

From two out of six group discussions it emerged that participants actually appreciated the fact that the show carried more information than the usual shows on NBC.

Also, that Tsha Tsha has an explicitly African setting is seen as an advantage. The humour in the show is appreciated.

Conclusion

Namibian youth (and probably not only the youth) would appreciate to view a series like ‘Tsha Tsha’ on NBC TV. Even though the South African indigenous languages and the subtitles pose a problem with regard to a broad reception of ‘Tsha Tsha’ on NBC, the entertainment value of this series could do much more for education on HIV-related issues than many other programmes on the national broadcaster.

Of course the question pops up when NBC is going to commission local (or foreign) filmmakers to develop Namibia’s own TV-soap that deals with HIV-related issues.

2.5.2. Feedback on the Youth Forum

Media Logistics Namibia as coordinators of the Youth Forum asked participants and youth facilitators separately to give their feedback on the conference. The comments underneath could serve as a guideline for the planning for future youth forums of this sort. Most mentioned comments are named first, the numbers in brackets indicate how many times mentioned. Out of 55 participants, 51 handed in their forms.

2.5.2.1. Participant’s Evaluation

What did you learn/achieve during the youth forum?

- Sharing and spreading info on HIV/AIDS (38)
- How to do community drama (20)
- How to design a T-Shirt (18)
- Open talk without fear (16)
- Story writing and reporting (7)
- Group work (7)
- Info on sugar daddies/mummies (5)
- How to set rules and stick to them (3)
- Other (community mapping, evaluation of Take Control campaign, to read Open Talk etc.)
Did your experience of this week meet your expectations you had for the workshop?

Yes
• Yes (37)
• Youth concerns discussed (6)
• Learned how to receive and share info (7)
• Learned more on HIV/AIDS (6)
• Met people from other regions (3)
• Learned how to live positively with HIV (1 from Caprivi)
• Learned about problems in other regions (1)

No
• No (5)
• Expected white kids to participate (2)
• Expected to stay in a hotel (2)
• Expected to meet people like Emma (1)
• Expected demonstration of female condoms (1)
• Expected more speak-outs (1)
• Expected short discussions, not long (1)
• Expected less, experienced more (1)

How are you going to share your experience with your community?
• By giving feedback in school, community meetings & other, by sharing info with friends (41)
• Through drama (6)
• By giving out posters and brochures (6)
• By coming up with own campaign material (3)
• Through open talk (2)
• By printing HIV/AIDS T-Shirts (2), reporting (1) or giving info over radio (1)

What session did you like most during the youth forum?
• Open Talk (20)
• T-Shirt Design (10)
• Community Drama (9)
• All (8)
• Radio interviews (7)
• Take Control Speak Outs (5)
• Tsha Tsha (3) / movies (2)
• Writing and reporting (3)
• OYO (2)
• Music (2)
• Food! (2)
What session did you like least during the youth forum?

- None (18)
- T-Shirt Design (5)
- OYO (5)
- Drama (4)
- Community Mapping (4)
- Radio (4)
- Open Talk (3)
- Setting of ground rules and adhering to them (2)
- Evaluation papers (2)
- Speak out Posters, writing & reporting, Tsha Tsha, Movies, Music, Food, not enough rest (1 each)

Please rate the workshop and give points from 1 to 10 (1: very poor, 10: very good)

- 25 participants gave 10 points out of 10
- 11 participants gave 9 points out of 10
- other ratings were 8 or 7 points out of 10, none lower
- a few participants didn’t understand the exercise

What could be improved for future workshops in terms of: Content

- nothing (8)
- discuss issues other than HIV (3)
- must be clearer, not specified (2)
- more time to cover topics (2)
- add condom demonstrations
- more art

What could be improved for future workshops in terms of: Expert Facilitation

- nothing (23)
- facilitators talking too fast (4) or too long (3), must use simpler language (1)
- facilitators should be friendlier (2)

What could be improved for future workshops in terms of: Youth Facilitation

- nothing (20)
- youth facilitators should be friendlier (6)
- youth facilitators should be better qualified (3)
- youth facilitators should cooperate better with each other and respect one another (2)
- get facilitators from each region (1), train facilitators from other regions (2)
- they shouldn’t underminded participants (1); should be more patient (1); must be more open and give advice (1); should participate more (1)
- participants should facilitate themselves (1)
2.5.2.2. Youth Facilitator’s Evaluation

10 out of 12 youth facilitators handed in their evaluation forms. The numbers in brackets indicate how many out of 10 youth facilitators made the same statement.

**What did you learn/achieve during the last week?**
- Interaction with the youth (4)
- Drama direction and radio programmes (4)
- How to design T-shirts (4)
- Information on HIV/AIDS (3)
- Leadership qualities (2)
- How to be creative
- How to keep equipments safe
- How to gain respect from participants
- Writing and organising information
- Learnt about other regions

**Did your experience of the last week meet your expectations you had for the workshop?**
- 5 out of 10 answered ‘Yes’
- Learned more about communication (drama, reporting) (2)
- Exceeded expectations (Kristian)
- Had no expectations, first time facilitating (Mweneni)
- Goals and achievements were successful
- No - because of imbridgetment of ground rules from some participants (Amon)

**What did you like most during the youth forum?**
- Entertainment (during Open Talk and disclosure of participants of their HIV status) (4)
- The activities and hospitality of the co-ordinators (4)
- Consistency of the activities in the programme (3)
- Interaction with participants (2)
- Speak Out Campaigns (2)
- T-Shirt design (2)
- Participation from the participants in activities

**What did you like least during the youth forum?**
- Time too short for rest, breaks are too limited (3)
- Poor discipline from some participants (2)
- T-shirt design, too long and frustrating
- Selected participants at the conference (Amon)
- Discussion of OYO magazine, participants have not read the magazine and it was boring

**Please rate the workshop and give points from 1 to 10 (1: very poor, 10: very high)**
- 3 out of 10 youth facilitators rated the workshop with 10 out of 10
- 1 out of 10 youth facilitators gave a rating of 9 out of 10
- 3 out of 10 youth facilitators gave a rating of 8; 3 gave a rating of 7 points
What could be improved for future workshops? Would you do the organization differently and how?

- More breaktime to keep participants refreshed for every session (3)
- Improve facilitator’s and participant’s attendance (2)
- Youth facilitators should be involved in the organization of the workshop, technical and protocol wise
- Participants follow-ups required
- More Open Talk discussions
- Departure of participants and facilitators should be simultaneous to avoid discrepancies
- Attending participants should understand English, otherwise provide translator
- Improve menu
- More physical and outdoor activities for cultural integration

Do you have other suggestions how the youth could be targeted?

- There’s a need for active youth who can deliver message and give feedback
- Have different participants next time to represent & spread the message further (2)
- Use radio and TV to educate parents and adolescents (2)
- Use T-shirt design to create cool messages for young people to wear at parties or clubs
- Stick to prescribed age groups and all towns should be represented
- Co-operation between different regions to share skills and knowledge
- No, workshop is fine like it is

Any other comments:

- Feedback from participants after the workshop is essential
- It was an excellent workshop (2)
- Clear description on how participants will be dealt with if they breach the rules (Mweneni)
- More workshops like this are needed and to have participants present that take it seriously

Conclusion

The common view of the youth facilitators is they enjoyed the conference and learned quite a lot. However, some were unhappy with some of the participants that attended the conference. The youth facilitators felt some participants seemed to regard the conference as a holiday. They thought it is imperative that feedback should be given by the participants on how they used the information they got back home in their communities. Participants should either write a report or start initiatives in their schools, clubs and communities and they should be encouraged to have contact with participants from other regions in order to exchange ideas or new skills.
2.5.3. Closing Function

The Youth Consultation 2005 ended on a high note when representatives of government, other stakeholders and members of the media attended the closing function on the last day. Important guests for this function were the Honourable Pohamba Shifeta, Deputy Minister of Youth, National Services, Sports and Culture; the acting Secretary General of the National Youth Council, Julius Nyerere Namolo; and Mvula ya Nangolo, Special Advisor to the Minister. They were joined by Rianne Selle, Programme Director of Take Control (Ministry of Information & Broadcasting) and Trine Eriksen from UNICEF.

The Deputy Minister, Honourable Pohamba Shifeta, gave a speech, encouraging the youth to take further action in the fight against HIV/AIDS. Later, participants were given the opportunity to ask him questions and present important issues to him as representative of the new Namibian government. The youth actively participated in this little ‘parliament session’.

The programme of the closing function also included entertainment, a group from the Kavango region presenting some traditional dances and songs and another group presenting a small community drama. This mini drama was the result of four days of rehearsals. Participants had prepared six mini dramas in their respective groups. Just before the opening function all six dramas were presented to the plenary, where upon the youth facilitators selected the best to be staged during the closing function.

Towards the end of the function, participants as well as all youth facilitators were handed certificates for their participation in the youth consultation.

3. CONCLUSION

The 2005 Youth Forum addressed a wide variety of issues around HIV & AIDS communication.

Regarding the evaluation of materials, many assumptions about strengths and weaknesses of existing materials have been confirmed. It became clear that communication needs to be simple and clear to be widely understood. Materials that are too complex or subtle in design and messaging easily miss the target. Generally, communication needs to become more real and in touch with the realities on the ground.

The Youth Consultation also gave important input for future print and AV material production.

Last, but not least, the participants themselves benefited immensely from the five days conference, the focus of the conference having shifted somewhat from mainly evaluating campaign material and giving input for future material development to, now, also imparting skills to the youth. They received some insight into producing radio programmes or TV Speak Outs, reporting for HIV/AIDS awareness publications like
‘Open Talk’ and OYO Magazine, producing community drama and designing their own HIV/AIDS awareness T-shirts. In this regard the ‘open talk’ sessions with the entertainment facilitator cannot be valued high enough. His approach to encourage the youth to speak out about HIV related issues gave many participants new self esteem and confidence.

While the forum was overall a success, there remains ample room for future improvement. Firstly, the selection of participants needs to be done more carefully to bring a more homogenous age group together. Secondly, the overall coordination of the conference should start much sooner. This year the coordination was outsourced for the first time, with the MIB having set the main frame and having invited the participants. The work which was outsourced to the coordinator proved to be much more time consuming than expected.

4. APPENDIX

   a) Programme overview
   b) Detailed programme
   c) Contact List
   d) Participant’s List
   e) Reports Community Mapping & Why, why, why Exercise (11 reports)
   f) Notes of group discussions TV Speak Outs & Posters (6 reports)
   g) Detailed Analysis ‘Generations’
   h) Summary Analysis ‘Generations’
   i) Evaluation papers ‘To all the Girls and Guys’ (6 reports)