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FERTILITY MONITORING METHODS**Calendar Charting**

With Calendar Charting a woman uses past menstrual cycles as a guide. She calculates the average number of days in her cycle, and estimates future fertile times. When you know the shortest and longest cycles over several months, you can use a formula to determine an estimate of your fertile time.

Start by keeping a written record of your menstrual cycle for 8-12 consecutive months. Count the first day of menstruation (the first of bleeding) as "Day 1" of your cycle.

Pick your longest and shortest cycles. Subtract 18 from the length of your shortest cycle and note this as the first fertile day. Subtract 11 from the length of your longest cycle and this is the last fertile day.

Cervical Mucus Monitoring

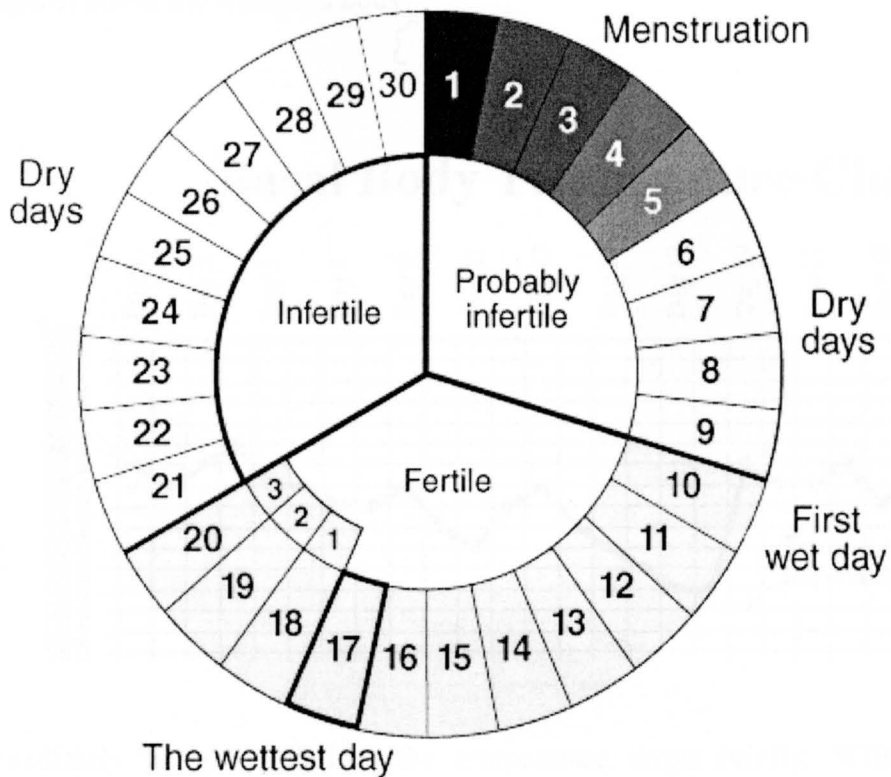
Cervical mucus changes consistency during the menstrual cycle and plays a vital role in fertilization of the egg. Present in the days preceding ovulation, fertile cervical mucus aids in drawing sperm up and to the fallopian tubes where fertilization usually takes place. It also helps maintain the survival of sperm inside the woman's body.

In a "typical" cycle, after 5 days of menstruation there are 3-4 "dry" days, and then wetness begins with sticky, cloudy, whitish, or yellowish secretions. The wetness increases to the wettest day when mucus is quite distinctive: abundant, clear, very

Appendix (ii): Fertility Monitoring Methods

slippery and very stretchy (like egg whites). Ovulation occurs sometime in the 2 days before or up to 2 days after the peak day of stretchy fertile mucus.

Cervical Mucus Method



Basal Body Temperature (BBT)

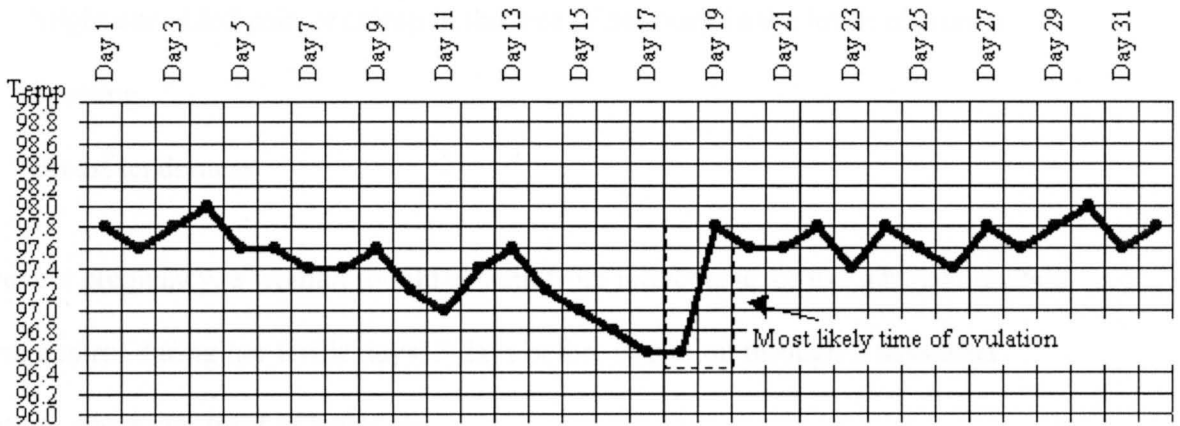
When a woman monitors her Basal Body Temperature (BBT) she can see when ovulation happens after it has occurred. BBT helps identify post-ovulatory infertile (safe) days. Using an easy-to-read thermometer, take your temperature every morning immediately upon waking and before any activity. Use graph paper so you can see the rise and fall of

Appendix (ii): Fertility Monitoring Methods

temperature (see below). Cervical fluid changes consistency during the menstrual cycle and plays a vital role in fertilization of the egg. Present in the days preceding ovulation, fertile cervical fluid aids in drawing sperm up and to the

fallopian tubes where fertilization usually takes place. It also helps maintain the survival of sperm inside the woman's body.

Basal Body Temperature Chart



Immediately before ovulation, the temperature drops briefly. Within 12 hours of ovulation the BBT rises several tenths of a degree and remains up until the next menstrual period. When your temperature stays high for 3 days in a row, the fertile period is over and the safe infertile time begins. The main drawback of using the BBT method by itself is that several factors can influence your BBT, including illness, lack of sleep, alcohol or drug use.

Record your temperatures on a chart similar to the one above, along with your cervical fluid and the next technique, cervical observation. Keep a chart of your BBT over a

period of 8-12 consecutive months to learn the approximate time in your cycle when you usually ovulate.

<http://www.mydr.com>

More Signs

In addition to the changes described above, other physical changes may occur mid-cycle, around the time of ovulation, including:

- Slight one-sided pain or cramp in the area of an ovary in the lower abdomen
- Spotting
- Breast tenderness

To prevent pregnancy, a woman should abstain from intercourse, or use a barrier method of birth control during her fertile days: 5 days before ovulation through 3 days after ovulation, about one-third of her cycle.

The effectiveness of fertility awareness methods for birth control varies, depending on the dedication and motivation of the woman and her partner, the length of time she has been using it and the regularity of her menstrual cycle. Combining multiple techniques such as those discussed here for observing fertility increase the effectiveness. Of 100 women who limit vaginal intercourse during their fertile time, between 2 to 20 will become pregnant during the first year. By comparison 60 to 80 women out of 100 who use no birth control will become pregnant.

Appendix (ii): Fertility Monitoring Methods

It is helpful to learn these techniques directly from a qualified instructor if you can find one. Books and websites also have good information. New technologies such as calculators, computer programs, saliva tests and urine tests are becoming available to the public to help determine fertility.

***The Garden of Fertility: A Guide to Charting your Fertility Signals to Prevent or Achieve Pregnancy -- Naturally -- and to Gauge your Reproductive Health* by Katie Singer.**

<http://www.mydr.com>

Example: Count the number of days between Day 1 of one period and Day 1 of the next period.

March	29 days	
April	26 days	(shortest cycle)
May	30 days	
June	31 days	(longest cycle)
July	30 days	

In this example, the shortest cycle was 26 days and the longest was 31 days. Subtract 18 from 26 to get the first unsafe day that is Day 8. Subtract 11 from 31 to get Day 20 as the last unsafe day. Therefore, Days 8-20 are the fertile time.

<http://www.mydr.com>

Once you have a record of your cycles, the following table will help you determine your fertile unsafe days.

Shortest Period	First Unsafe Day		Longest Period	Last Unsafe Day
21 days	3rd day		21 days	10th day
22 days	4th day		22 days	11th day
23 days	5th day		23 days	12th day
24 days	6th day		24 days	13th day
25 days	7th day		25 days	14th day
26 days	8th day		26 days	15th day
27 days	9th day		27 days	16th day
28 days	10th day		28 days	17th day
29 days	11th day		29 days	18th day
30 days	12th day		30 days	19th day
31 days	13th day		31 days	20th day
32 days	15th day		32 days	21st day
33 days	15th day		33 days	22nd day
34 days	16th day		34 days	23rd day
35 days	17th day		35 days	24th day
36 days	18th day		36 days	25th day

Using the above chart for another example, if a woman's menstrual record shows her shortest cycle was 25 days and her longest was 30 days, her unsafe fertile days are Day 7 up to and including Day 19, counting from Day 1 as the first day of her period.

<http://www.mydr.com>

**NB: THIS IS TO COMPLEMENT THE TEACHERS AND YOUNG
MOTHERS FOCUS GROUP DISCUSSION INTERVIEWS**

QUESTIONNAIRE

No.....

Age (in years).....Sex

Class/Std.....

Physical Address.....

We are kindly requesting you to complete this questionnaire. Please be honest and answer the questions to the best of your knowledge or memory. Your responses shall be treated as confidential which will not be shared to any body not concerned with this study. The aim of this investigation is to find out the adolescent family life educational needs and seek for solutions that will help them. If you are in agreement please respond to the following questions by ticking or circling what you consider to be the most appropriate response.

1. Have you ever received any information or education on your body changes, functioning, adolescent pregnancy, AIDS etc from parents or teachers?
Yes; _____
No; _____

If your answer in question '1' is yes, continue answering the following questions.

If your answer to question '1' is No, go to question number 14

2. How did you know about your body changes, functioning and issues concerning AIDS, where did you get this knowledge/education from?
(a) from friends
(b) from teachers
(c) from neighbors
(d) from the elders in the village
(e) Parents.
3. Do you know what adolescence is?
Yes, _____
No, _____
4. Do you know what a menstrual cycle is, and at what time pregnancy can occur?

Appendix (iii): Community Needs Assessment Tools (English Questionnaire)

5. Do you know the unsafe days a girl can become pregnant after doing unprotected sex, (without using a condom)?
Yes; _____
No; _____
6. Do you know the consequences of being alcoholic?
Yes, _____
No, _____
7. Do you know the effects of drug abuse to youths?
Yes, _____
No, _____
8. Do you know how the sexual transmitted diseases (STD's) are being transmitted?
Yes, _____
No, _____
9. Do you know how H.I.V/AIDS is transmitted?
Yes, _____
No, _____
10. Do you know any symptoms of AIDS?

Yes, _____
No, _____
11. Do you know how to prevent yourself from getting HIV/AIDS?
Yes, _____
No, _____
12. Do you know any effects of associating or having a close relationship with youths whom you don't know their back ground or behavior?
Yes, _____
No, _____
13. Have you been told or discussed about or have any decision made about your future life?
Meaning what you want to be or what plans do you have about your future life?

Yes
No

- **Go to question no 32**

If your answer/response to question no 1 was 'No' please answer the following questions

14. Do you think it would be much better if you got information on anatomical and physiological development, body changes in growth and issues concerning pregnancy & AIDS?
Yes, _____
No, _____
15. Do you have any future plans or any carrier guidelines for your future?
(a) I don't know
(b) I don't have any plans
(c) Till that time comes
(d) I have plans and directions/guidelines
(e) I have plans for carrier development
16. As an adolescent, do you know the problems that you are facing before attaining 18-20 years of age?
Yes, _____
No, _____
17. Do you know the problems that can make young people unable to fulfill their dreams in life? Choose the **incorrect** response by cycling it
(a) Adolescent pregnancy
(b) Drop out from school
(c) Drug abuse
(d) HIV/AIDS
(e) Alcoholism
(f) Loss of direction/self determination
(g) Old age
18. Which of the following trainings could be of help in order to prevent the above (in no 17) from happening. Choose among the following by cycling the **incorrect** answer.
(a) education about how body functions
(b) contraception- how to prevent pregnancy
(c) the importance of being in school-studying
(d) the problems of drug abuse
(e) Information on HIV/AIDS transmission
(f) geography
(g) vocational training
19. Do you know any bad effects of alcoholic
Yes, _____
No, _____

Appendix (iii): Community Needs Assessment Tools (English Questionnaire)

20. Do you know any effects of practicing unsafe sex/without using any protection (condoms)?
Yes, _____
No, _____
21. Do you usually use protection during sex intercourse?
Yes, _____
No, _____
Not applicable _____
22. In case you are forced to have sex, what actions will you take, choose among the following by cycling the correct answer- you can choose up to two options only
(a) I will run away if possible
(b) I will use condom
(c) I don't know what to do
(d) I will inform the neighbours
(e) Bad luck
(f) Once is not bad
(g) It is better to succumb than being embarrassed/ashamed
(h) I will go to the police station if possible
23. Do you like to have a child before marriage or while you are studying?
Yes, _____
No, _____
24. Is it a big problem to have a child?
Yes, _____
No, _____
25. Why do girls engage in sex?
(a) They want to get money
(b) Entertainment/leisure
(c) Marriage
(d) They just like it (as hobby)
(e) I don't know
26. Do you know the functional/body growth changes that occur during youth development
Yes, _____
No, _____
27. Do you know the physical features of the genitalia or male and female (Internal and external)?
Yes, _____
No, _____

Appendix (iii): Community Needs Assessment Tools (English Questionnaire)

28. Do you know the menstrual cycle in females? Can you explain?
Yes, _____
No, _____
29. Do you know how to avoid pregnancy?
Yes, _____
No, _____
30. What is right time to get the above education? Choose among the following and circle the correct response.
(a) At school, during class hours
(b) After classes
(c) At home
(d) After completing school
(e) In groups of age mates at school
(f) In groups of age mates away from school
(g) In a social hall in the village/street
31. Where is the right place for such education?
Choose among the following by cycling the letter of the correct answer
(a) at school during class hours
(b) after classes
(c) at home
(d) after completing school
(e) in groups of age mate at school
(f) in groups of age mate away from school
(g) in a social hall in the village
32. When you matured (becoming an adult) you cautioned on any issue pertaining to your reproductive health?
Yes, _____
No, _____
33. Is it important for you as a youth to have knowledge/skill for a particular job?
Yes, _____
No, _____
34. If yes, why? Choosing among the following by cycling the letter of the correct answer.
(a) I will earn some money
(b) I will have an activity to do
(c) I will have skills to perform a certain task
(d) I will have knowledge of a particular job
(e) I will be a productive social member
(f) I can support myself

35. Others say that, youth time is for complete by choosing the correct answer from the options
- (a) Relaxing
 - (b) leisure
 - (c) for being very economical
 - (d) enduring hardship
 - (e) for studying and very little leisure if any

Karatasi Hojaji

Namba.....

Umri Jinsia

Darasa

Eneo unaloishi

Tunakuomba ujibu maswali yafuatayo ki ukweli kabisa jinsi unavyojua, kujisikia na kutokana kumbukumbu yako. Majibu yako yatakuwa ni siri na wala hatuhitaji jina lako na hayataonyeshwa kwa mtu yasiyomhusu. Lengo la utafiti huu ni hatimaye kuweza kujua mahitaji na jinsi ya kuweza kuwaelimisha vijana juu ya malezi na maisha ya ujana kwa ujumla..

1. Je umepata elimu juu ya mabadiliko yako kimwili, utendaji kazi na masuala ya mimba za utotoni, ukimwi,n.k. toka kwa Wazazi au Walimu

Ndio	
Hapana	

Kama jibu lako kwa swali namba 1 ni ndiyo endelea kujibu maswali yafuatayo.

Kama jibu lako ni hapana Endelea kujibu maswali kuanzia namba 14

2. Je elimu juu ya mabadiliko yako kimaumbile, utendaji kazi na masuala ya ukimwi, ulipata toka kwa kwa nani?
 - a) Toka kwa Marafiki
 - b) Toka kwa Walimu
 - c) Toka kwa Majirani
 - d) Toka kwa Kungwi/ Mama wazee kijijini
 - e) Wazazi

3. Je unajua ujana ni nini?

Ndio	
Hapana	

4. Je unaelewa mzunguko wa hedhi na wakati gani mimba inaweza kutokea?

Ndio	
Hapana	

Appendix (iv): Community Needs Assessment Tools (Swahili Questionnaire)

5. Je unajua siku ambazo msichana anaweza akapata mamba kama akijamiana bila kutumia kinga k.v. kondom?

Ndio	
Hapana	

6. Je unajua madhara ya ulevi pombe?

Ndio	
Hapana	

7. Je unajua madhara ya madawa ya kulevya kwa vijana?

Ndio	
Hapana	

8. Je unajua magonjwa ya ya zinaa yanayoambukiza?

Ndio	
Hapana	

9. Je unajua jinsi ukimwi unavyoambukizwa?

Ndio	
Hapana	

10. Je unajua dalili za ugonjwa wa ukimwi?

Ndio	
Hapana	

11. Unajua jinsi ya kuzuia/kujikinga na uambukizo/ugonjwaukimwi

Ndio	
Hapana	

12. Unajua athari za kujiunga au kuhusiana na vikundi vikundi mbali mbali vya vijana usio wajua tabia zao?

Ndio	
Hapana	

Appendix (iv): Community Needs Assessment Tools (Swahili Questionnaire)

13. Je, umeelekezwa, kujadili au umefanya uamuzi juu ya maisha yako ya baadaye? Yaani unategemea utakuwa au utafanya shughuli au kazi gain? Au una mpango wa maisha yako ya baadaye?

Ndio	
Hapana	

Sasa endelea kujibu maswali kuanzia la 32

Kama jibu lako la swali namba 1 likuwa ni hapana jibu maswali yafuatayo.

14. Je unafikiri ingekuwa vizuri kama ungepata elimu juu ya malezi, mabadiliko ya mwili, kukua na masuala ya mimba na ukimwi

Ndio	
Hapana	

15. Je una mpango wowote kimaisha au una dira ya kukuongoza au ujuzi utakaosomea ili ufanye kazi fulani katika maisha yako ya baadaye

- a) Sijui
- b) Sina mpango wowote
- c) Mpaka hapo baadaye
- d) Ninao mpango au dira ya kuniongoza

16. Kama kijana Je unatambua hatari kubwa zilizopo mbele yako katika umri huo kabla ya kufikia miaka 18 – 20?

Ndio	
Hapana	

17. Je unayajua matatizo ambayo yanaweza kuwafanya vijana washindwe malengo yao? Katika masuala ya kujiendeleza kimaisha? Chagua kati ya yafatayo –kwa **kuzungushia herufi ya jibu ambalo sio sahihi.**

- a) Mimba wakati wa ujana kabla ya kuolewa
- b) Kuacha shule
- c) Utumiaji wa madawa ya kulevya
- d) Ukimwi
- e) Ulevi
- f) Kukosa mwelekeo
- g) Uzee

Appendix (iv): Community Needs Assessment Tools (Swahili Questionnaire)

18. Je mafunzo yepi kati ya yafuatayo yanaweza kusaidia vijana kujikinga na hayo hapo juu. Chagua kati ya majibu yafatayo –kwa **kuzungushia herufi ya jibu ambalo sio sahihi**.

- a) Elimu ya jinsi mwili unavyofanya kazi
- b) Elimu ya jinsi ya kujikinga na mamba
- c) Umuhimu wa kusoma shule
- d) Matatizo ya kutumia madawa ya kulevyu
- e) Elimu juu ya ukimwi
- f) Jiografia
- h) Elimu ya ufundi Fulani

19. Je unajua madhara yo yote ya ulevi wa pombe?

Ndio	
Hapana	

20. Je unajua madhara yo yote ya kufanya ngono isiyo salama bila kutumia kinga/kondom?

Ndio	
Hapana	

21. Je unatumia kinga wakati wa kujamiana?

Ndio	
Hapana	

22. Je ukilazimishwa kufanya tendo la ndoa utachukua tahadhari gani? Chagua kati ya majibu yafatayo –kwa kuzungushia herufi ya jibu sahihi.

- a) Nitakimbia
- b) Nitataka kutumia kondom
- c) Nitatoa taarifa
- d) Nitawajulisha majirani
- e) Sijui la kufanya
- f) Bahati mbaya
- g) Mara moja sio mbaya
- h) Heri kukubali kuliko aibu ya kusema nimebakwa
- i) Nitakwenda polisi

23. Je unapenda kuwa na mtoto kabla ya kuolewa au wakati unasoma?

Ndio	
Hapana	

Appendix (iv): Community Needs Assessment Tools (Swahili Questionnaire)

24. Tatizo la kupata mamba shuleni au kupata mototo wakati wanafunzi wakiwa shuleni ni kubwa?

Ndio	
Hapana	

25. Je wasichana wanafanya mapenzi kwa ajili gani

- a) Wapate fedha
- b) Starehe
- c) Kupenda tu
- d) Kuolewa
- e) Sijui

26. Je unajua mabadiliko yanavyo tokea kwa vijana wanapokua?

Ndio	
Hapana	

27. Je unajua maumbile ya mwanaume na mwanamke? Ya nje na ndani?

Ndio	
Hapana	

28. Je unajua mwenendo wa siku za wanawake kuwa hedhi na kutokuwa hedhi?

Ndio	
Hapana	

29. Je unajua jinsi ya kujikinga na mimba?

Ndio	
Hapana	

30. Je ni muda gani ungefaa kupata masomo hayo? Chagua kati ya majibu yafatayo – kwa kuzungushia herufi ya jibu sahihi.

- a) Wakati wa shule darasa la....
- b) Baada ya masomo –nje ya darasa
- c) Nyumbani
- d) Baada ya kumaliza shule
- e) Katika atika vikundi vya rika shuleni
- f) Katika atika vikundi vya rika nje ya shule
- g) Kwenye ukumbi wa jamii-kijijini/mtaani

31. Je ni wapi pangefaa kutolewa mafunzo hayo? Chagua kati ya majibu yafatayo – kwa kuzungushia herufi ya jibu sahihi.

Appendix (iv): Community Needs Assessment Tools (Swahili Questionnaire)

- a) Wakati wa shule darasa la.....
- b) Baada ya masomo –nje ya darasa
- c) Nyumbani
- d) Baada ya kumaliza shule
- e) Katika atika vikundi vya rika shuleni
- f) Katika atika vikundi vya rika nje ya shule
- g) Kwenye ukumbi wa jamii-kijijini/mtaani

32. Je wakati ulipokuwa unaingia kwenye utu uzima ulitahadharishwa chochote? -
yaani mambo ya kuangalia?

Ndio	
Hapana	

33. Je Kuwa na ujuzi fulani wa kazi kwa vijana ni muhimu ?

Ndio	
Hapana	

34. Kama ndio kwa nini? Chagua kati ya majibu yafuatayo –kwa kuzungushia herufi ya jibu sahihi.

- a) Nitapata fedha
- b) Nitakuwa na shughuli ya kufanya
- c) Nitajijengea uzoefu wa kazi
- d) Nitakuwa na ujuzi wa kazi Fulani
- e) Nitakuwa mwajamii mzalishaji
- f) Nitaweza kumudu maisha mazuri

35. Wengine wanasema wakati wa ujana ni muda wa.....malizia kwa
Kuchagua kati ya majibu yafuatayo –zungushia herufi ya jibu unaloliona ya kuwa ni sahihi.

- a) Wakati wa jana ni wakati wa kufaidi
- b) Ni wakati wa starehe
- c) Ni wakati wa kujinyima
- d) Ni wakati wa kujitesa
- e) Ni wakati wa kupata taabu
- f) Ni wakati wa kusoma tu na starehe kidogo sana

**HEBU ANGALIA UMEJIBU MASWALI YOTE YALIYOKUHUSU?
ASANTE SANA KWA KUJIBU MASWALI YOTE**

Table 1: Age Distribution of the Respondents

Age of respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	7	5.7	5.7	5.7
	12	31	25.4	25.4	31.1
	13	45	36.9	36.9	68.0
	14	18	14.8	14.8	82.8
	15	9	7.4	7.4	90.2
	16	11	9.0	9.0	99.2
	19	1	0.8	0.8	100.0
	Total	122	100.0	100.0	

Table 2: Education

Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	34	27.9	27.9	27.9
	6	37	30.3	30.3	58.2
	7	51	41.8	41.8	100.0
	Total	122	100.0	100.0	

Class 7 pupils readily volunteered to respond to the questionnaires

Table 3: Results Tables by Question

Q1. Ever received information or education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	47.5	47.5	47.5
	No	64	52.5	52.5	100.0
	Total	122	100.0	100.0	
Q2. How did you know about your body changes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	From friends	2	1.6	3.4	3.4
	From teachers	38	31.1	65.5	69.0
	From the elders in the village	1	0.8	1.7	70.7
	Parents	17	13.9	29.3	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q3. Do you know what adolescence is?					

Appendix (v): Results Tables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	14.8	31.0	31.0
	No	40	32.8	69.0	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q4. Do you know what a menstrual cycle is?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	20.5	43.1	43.1
	No	33	27.0	56.9	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q5. Do you know the unsafe days a girl can become pregnant					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	15.6	32.8	32.8
	No	39	32.0	67.2	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q6. Do you know the consequences of being alcoholic					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	36.9	77.6	77.6
	No	13	10.7	22.4	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q7. Do you know the effects of drug abuse to youths?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	40.2	84.5	84.5
	No	9	7.4	15.5	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q8. Do you know how the sexual transmitted disease (STD's) are b					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	35.2	74.1	74.1
	No	15	12.3	25.9	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		

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Appendix (v): Results Tables

Total		122	100.0		
Q9. Do you know how HIV/AIDS is transmitted?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	44.3	93.1	93.1
	No	4	3.3	6.9	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q10. Do you know any symptoms of AIDS?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	41.8	87.9	87.9
	No	7	5.7	12.1	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q11. Do you know how to prevent yourself from getting HIV/AIDS?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	38.5	81.0	81.0
	No	11	9.0	19.0	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q12. Do you know any effects of associating or having a close rel					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	25.4	53.4	53.4
	No	27	22.1	46.6	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q13. Have you been told or discussed about or have any decision m					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	21.3	44.8	44.8
	No	32	26.2	55.2	100.0
	Total	58	47.5	100.0	
Missing	System	64	52.5		
Total		122	100.0		
Q14. Do you think it would be much better if you got information?					

Appendix (v): Results Tables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	57	46.7	89.1	89.1
	No	7	5.7	10.9	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q15. Do you have any future plans or any carrier guidelines for y					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I don't know	10	8.2	15.6	15.6
	I don't have any plans	2	1.6	3.1	18.8
	Till that time comes	25	20.5	39.1	57.8
	I have plans and directions/guidelines	27	22.1	42.2	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q16. Do you know the problems that you are facing before attainin					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	27.9	53.1	53.1
	No	30	24.6	46.9	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q17. Do you know the problems that can make young people not to f					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adolescent pregnancy	13	10.7	20.3	20.3
	Drop out from school	17	13.9	26.6	46.9
	Drug abuse	12	9.8	18.8	65.6
	HIV/AIDS	2	1.6	3.1	68.8
	Alcoholism	1	0.8	1.6	70.3
	Loss of direction/self determination	8	6.6	12.5	82.8
	Old age	11	9.0	17.2	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q18. Training which could be of help to prevent the above from ha					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education about how body functions	3	2.5	4.7	4.7
	Contraception-how to prevent pregnancy	11	9.0	17.2	21.9

Appendix (v): Results Tables

	The importance of being in school-studying	14	11.5	21.9	43.8
	The problems of drug abuse	13	10.7	20.3	64.1
	Information on HIV/AIDS transmission	5	4.1	7.8	71.9
	Geography	11	9.0	17.2	89.1
	Vocational training	7	5.7	10.9	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q19. Do you know any bad effects of alcoholic					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	41.8	79.7	79.7
	No	13	10.7	20.3	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q20. Do you know any effects of practicing unsafe sex?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	36.9	70.3	70.3
	No	19	15.6	29.7	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q21. Do you usually use protection during sex intercourse?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	46	37.7	71.9	71.9
	No	15	12.3	23.4	95.3
	N/A	3	2.5	4.7	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q22. In case you are forced to have sex, what actions will you ta					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I will run away if possible	10	8.2	15.6	15.6
	I will use condom	7	5.7	10.9	26.6
	I will inform	15	12.3	23.4	50.0
	I will inform the neighbors	2	1.6	3.1	53.1
	I don't know what to do	4	3.3	6.3	59.4
	Once is not bad	1	0.8	1.6	60.9
	It is better to succumb than being embarrassed	2	1.6	3.1	64.1
	I will go to the police station	23	18.9	35.9	100.0

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Appendix (v): Results Tables

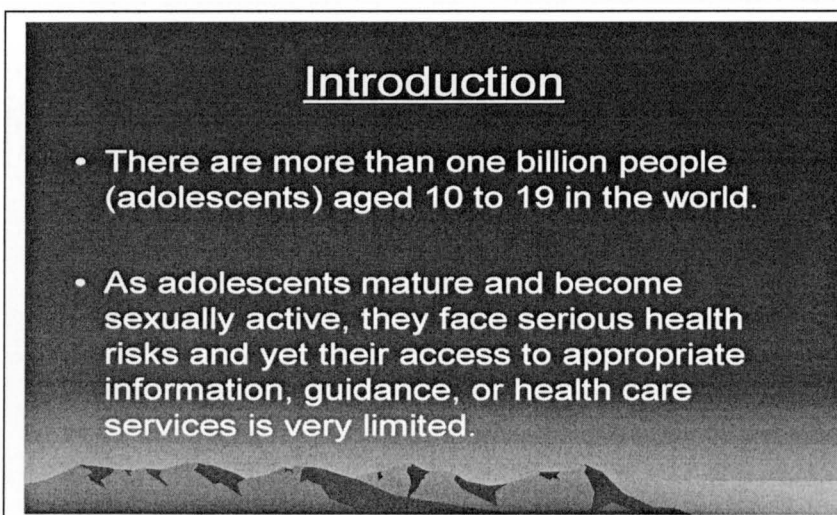
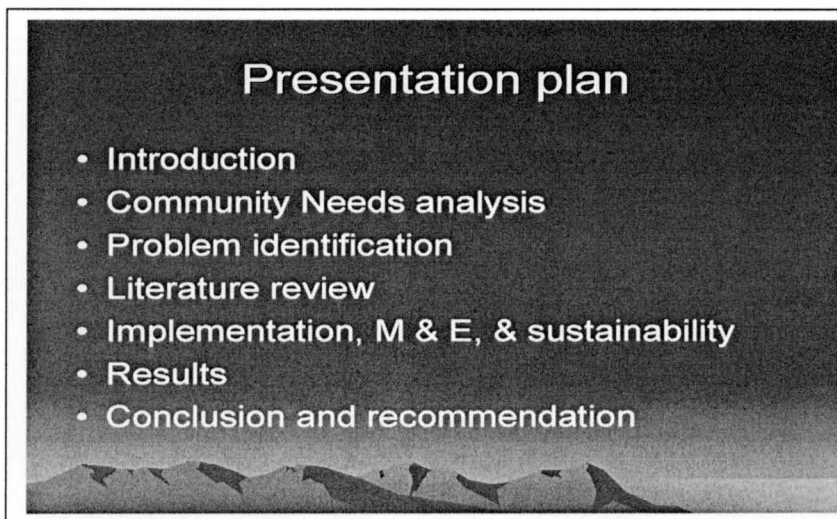
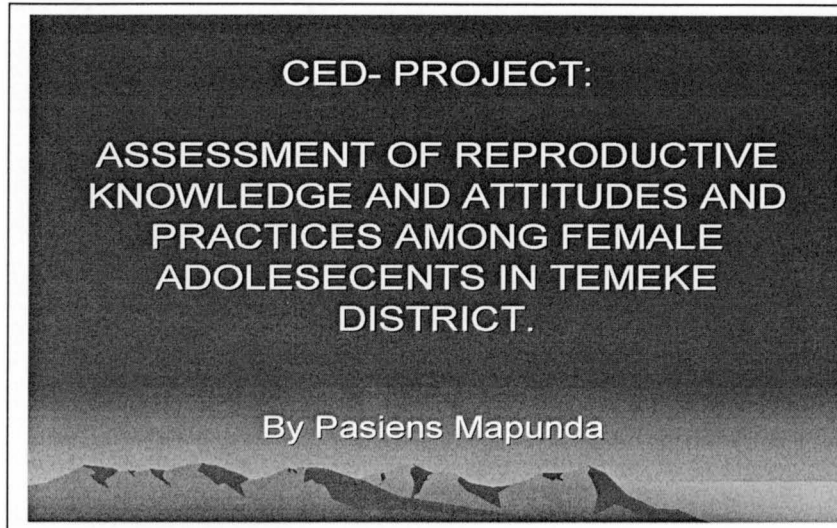
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q23. Do you like to have a child before marriage or while studyin					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	64	52.5	100.0	100.0
Missing	System	58	47.5		
Total		122	100.0		
Q24. Is it a big problem to have a child?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	44.3	84.4	84.4
	No	10	8.2	15.6	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q25. Why do girls engage in sex?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	They want to get money	23	18.9	35.9	35.9
	Entertainment/leisure	5	4.1	7.8	43.8
	Marriage	4	3.3	6.3	50.0
	I don't know	32	26.2	50.0	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q26. Do you know the functional/body growth changes that occur?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	31.1	59.4	59.4
	No	26	21.3	40.6	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q27. Do you know the physical features of the genitalia?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	20.5	39.1	39.1
	No	39	32.0	60.9	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q28. Do you know the menstrual cycle in females?					

Appendix (v): Results Tables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	17.2	32.8	32.8
	No	43	35.2	67.2	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q29. Do you know how to avoid pregnancy?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	41.0	78.1	78.1
	No	14	11.5	21.9	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q30. What is the right time to get the above education?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	At school, during class hours	48	39.3	75.0	75.0
	After classes	7	5.7	10.9	85.9
	After completing school	4	3.3	6.3	92.2
	In groups of age mates at school	4	3.3	6.3	98.4
	In a social hall in the village/street	1	0.8	1.6	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q31. Where is the right place for such education?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	At school, during class hours	48	39.3	75.0	75.0
	After classes	6	4.9	9.4	84.4
	At home	4	3.3	6.3	90.6
	After completing school	2	1.6	3.1	93.8
	In groups of age mates at school	2	1.6	3.1	96.9
	In groups of age mates away from school	1	0.8	1.6	98.4
	In a social hall in the village/street	1	0.8	1.6	100.0
	Total	64	52.5	100.0	
Missing	System	58	47.5		
Total		122	100.0		
Q32. When you matured you cautioned on any issue pertaining to re					

Appendix (v): Results Tables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	69	56.6	56.6	56.6
	No	53	43.4	43.4	100.0
	Total	122	100.0	100.0	
Q33. Is it important for you to have knowledge/skill for a partic					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	117	95.9	95.9	95.9
	No	5	4.1	4.1	100.0
	Total	122	100.0	100.0	
Q34. If yes why?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I will earn some money	10	8.2	8.2	8.2
	I will have an activity to do	7	5.7	5.7	13.9
	I will have skills to perform a certain task	15	12.3	12.3	26.2
	I will have knowledge of a particular job	22	18.0	18.0	44.3
	I will be a productive social member	14	11.5	11.5	55.7
	I can support myself	54	44.3	44.3	100.0
	Total	122	100.0	100.0	
Q35. Others say that, youth time is for					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Wakati wa jana ni wa kustarehe	3	2.5	2.5	2.5
	Ni wakati wa starehe	22	18.0	18.0	20.5
	Ni wakati wa kujinyima	9	7.4	7.4	27.9
	Ni wakati wa kujitesa	5	4.1	4.1	32.0
	Ni wakati wa kupata taabu	22	18.0	18.0	50.0
	Ni wakati wa kusoma tu	61	50.0	50.0	100.0
	Total	122	100.0	100.0	

PowerPoint Presentation

Introduction cont'd

Observations made in sub-Saharan Africa include;

- rise in overall adolescent fertility rates
- an increase in childbearing among unmarried young women / adolescents
- Serious ARH problems are encountered
- They emanate from the
 - poor socio-economic situations of the affected families
 - ignorance of the respective adolescents.

Attempts to address the problems

- In response to that, UMATI established a Teenage Mothers' Centre at Temeke area in Dar es Salaam.
- The project main aims were to help girls who had been forced out of primary schools due to pregnancy to complete their studies and, where possible enable them pursue further studies: and also, to equip them with skills in order to make them economically independent.

Community Needs Assessment

- ❖ What is the situation that needs to be changed?
Adolescent school girls becoming pregnant.
- ❖ Who or what is affected
The adolescent school girls drop out of school
- ❖ What are causes of the problem?
 - Inability to satisfy social needs for the girls
 - Lack of family life education and
 - Lack of reproductive health knowledge

Literature Review

Reveals that adolescent reproductive health problems are very common and indeed lead to very serious socio-economic and public health problems in Tanzania and other third world countries.

Literature review cont'd

A lot of the problems emanate from the poor socio-economic situations of the affected families and the respective adolescents.

Low social economic status and ignorance are among the contributing factors to the situation.

Problem analysis

On interviewing the young adolescent mothers, the researcher found out that;

- The girls did not know that by engaging in unprotected sex they could easily become pregnant (ignorance)
- They have great desire for gifts, presents and other social needs from boy or man friends.
- Some parents can not provide their daughters what the male friends do (poverty).

Categories of the girls

The young girls drop out at different levels –mostly between class V and VII.

- Some of the girls are very bright and could benefit from placement in secondary schools.
- The second group is not that good –and hence what they require is training in vocational skills so that they can be self employed in the long run.
- The third group is formed by those who had difficulty in following up the primary education classes. They are academically poor and what is needed is to help them complete the basic primary school education so that they are at least able to read and write.

The research question

How the different categories of female's adolescents dropping out of primary schools could be helped to get appropriate education, knowledge and skills in order to become socio-economically useful community members.

(Objective Formulation)

The hypothesis

- Lack of appropriate family life education, reproductive knowledge and skills amongst female adolescents results in adolescent pregnancies that makes them drop out of primary schools.
- If the female adolescents get the appropriate family life education, reproductive health knowledge and skills they will not become pregnant and hence will not drop out of school.

Objectives

- To establish appropriate family life education and RH knowledge needs for the adolescents
- To design the appropriate training guide

Survey

- A cross sectional descriptive study was done in Temeke district.
- The study involved adolescent primary school girls residing in the district (n= 122)
- The study questionnaires were administered by the trainers at the teenage mothers' centre and data analyzed using the SPSS package

Findings

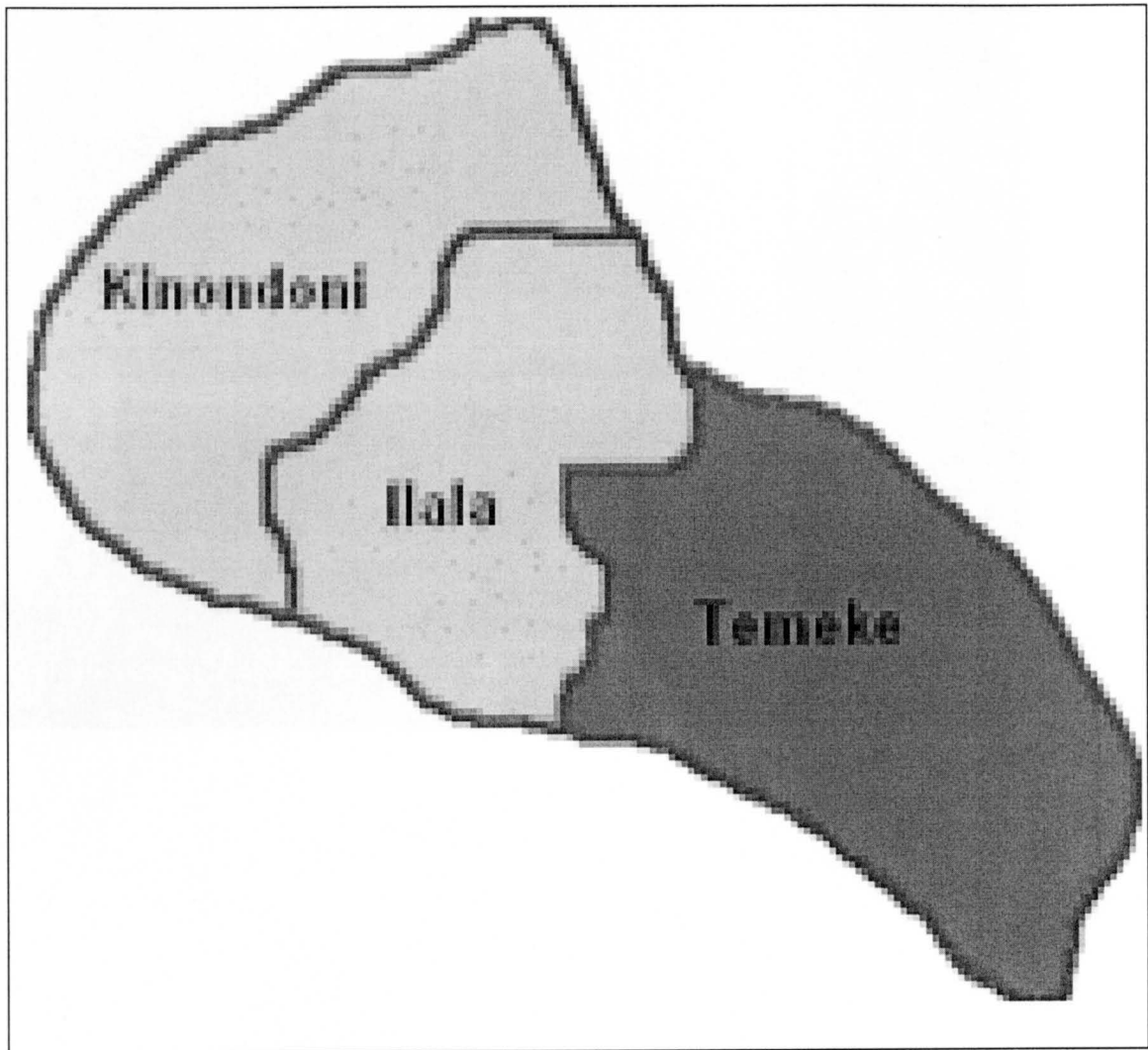
- More than half of them (52%) have had received no information on FLE and RH knowledge skills while 48% reported to have had some information.
- The main source of information was from the teachers in schools.
- Only 14-21% reported to have some RH knowledge on adolescence and the menstrual cycle.

Findings cont'd

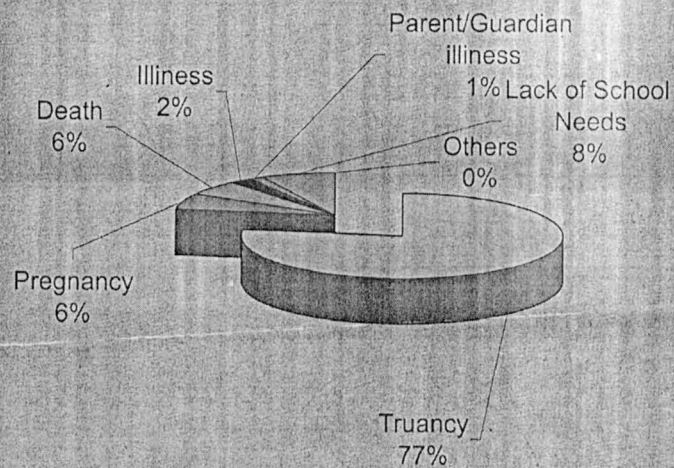
- 32-42% have some knowledge on bad consequences of alcoholism, STD's and HIV/AIDS.
- 36% of the girls engage in sex for money, 8% for leisure, 6% in anticipation of marriage and 50% don't know (did not want to tell)

Conclusion

There is need to equip the adolescents with appropriate FLE, RH knowledge and inculcate in them the right attitudes for their living and future so that they become socio-economically useful members of the community.

Project Implementation Site Map (in Red)

Source: Temeke Municipal Council

Primary Education**Chart 4 : Dropout by Reason in Primary Schools, 2006**

Appendix (viii): School Drop Out by Reason (2002 – 2006)

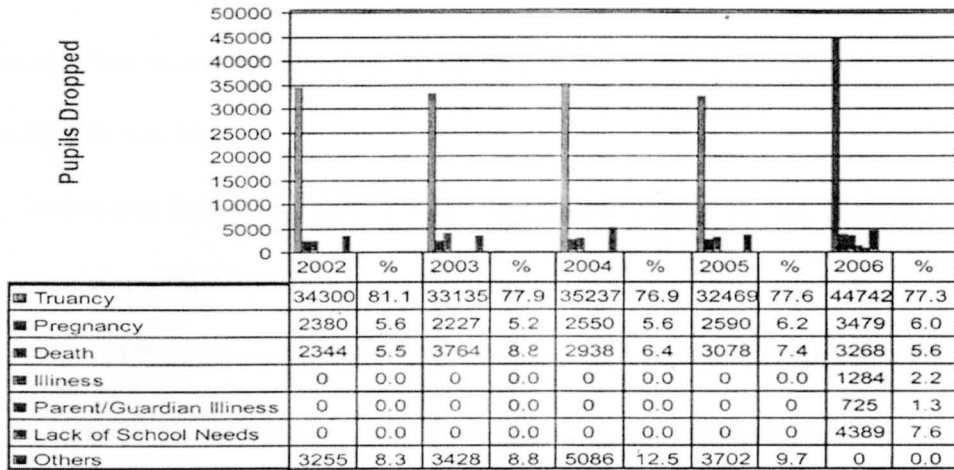
Table 2 (h): Dropouts by Region, Sex, Grade and Reason in Government Primary Schools 2006

Region	Reason	GRADE I			GRADE II			GRADE III			GRADE IV			GRADE V			GRADE VI			GRADE VII			GRAND TOTAL			
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
Arusha	Death	6	1	7	13	3	16	6	7	13	11	9	20	9	10	19	5	5	10	7	4	11	57	39	96	
	Lack of School Needs	16	11	27	22	21	43	16	27	42	2	0	2	16	19	35	33	20	62	36	47	83	140	154	294	
	Illness	3	14	17	9	15	24	9	7	16	10	3	13	5	30	35	1	0	1	3	3	6	40	72	112	
	Parent/Guardian Illness	10	11	21	22	19	41	14	5	19	3	1	4	8	13	21	3	6	9	14	30	44	74	85	159	
	Pregnancy	0	0	0	0	0	0	0	0	0	0	3	3	0	13	13	0	14	14	0	17	17	0	47	47	
	Truancy	78	67	145	126	94	220	130	97	227	228	178	406	186	181	367	167	96	263	116	69	187	1033	782	1815	
	Total	113	104	217	162	152	344	174	143	317	264	194	448	224	266	450	209	150	359	178	170	348	1344	1178	2525	
Dar es Salaam	Death	10	8	18	19	11	30	10	8	18	23	9	32	9	8	17	12	8	20	6	5	11	89	57	146	
	Lack of School Needs	10	18	28	12	16	28	7	22	29	23	24	47	18	20	35	18	31	49	15	14	29	109	145	245	
	Illness	9	8	17	11	1	12	6	7	12	6	10	16	19	13	32	2	2	4	7	10	17	58	51	110	
	Parent/Guardian Illness	12	24	36	5	7	16	29	0	29	7	18	23	12	3	15	2	10	12	4	6	10	69	86	135	
	Pregnancy	0	0	0	0	0	0	4	2	6	0	4	4	0	7	7	0	8	8	0	17	17	4	38	42	
	Truancy	46	32	78	122	95	217	202	136	318	273	203	482	162	149	311	193	143	336	150	109	259	1145	673	2021	
	Total	87	90	177	167	130	297	257	175	432	332	272	604	217	210	417	227	202	429	182	161	343	1409	1230	2694	
Dodoma	Death	16	12	28	14	8	22	7	7	14	9	12	21	6	3	9	2	6	8	3	0	3	57	48	105	
	Lack of School Needs	9	6	15	20	0	20	16	30	49	7	3	10	8	6	14	5	1	6	1	0	1	69	46	115	
	Illness	0	1	1	3	1	4	5	6	11	8	1	9	0	2	2	7	1	8	0	2	2	23	14	37	
	Parent/Guardian Illness	0	0	0	0	0	0	0	0	0	3	1	4	0	0	0	0	0	0	0	0	0	3	1	4	
	Pregnancy	0	0	0	0	0	0	0	0	0	0	9	9	0	46	46	0	86	86	0	39	39	0	180	180	
	Truancy	146	109	248	104	68	172	162	112	274	288	156	444	69	49	118	136	115	251	37	23	80	942	625	1567	
	Total	171	121	292	141	77	218	190	156	348	315	182	457	83	106	189	150	208	359	41	64	105	1094	914	2003	
Inyanga	Death	13	6	19	24	11	35	19	14	33	20	8	28	7	4	11	12	3	15	4	1	5	99	47	146	
	Lack of School Needs	0	0	0	0	0	0	0	0	0	0	0	0	2	1	3	1	4	5	0	0	0	3	8	8	
	Illness	0	0	0	0	0	0	0	1	1	1	0	1	0	0	0	1	0	1	0	1	1	2	2	4	
	Parent/Guardian Illness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	
	Pregnancy	0	0	0	0	0	0	0	0	1	1	0	7	7	0	16	16	0	36	36	0	23	23	0	77	77
	Truancy	7	9	16	20	7	27	55	33	88	87	44	131	40	28	66	57	39	96	34	18	52	300	178	478	
	Total	20	15	35	44	18	62	74	49	123	106	59	167	49	43	52	71	93	154	38	43	81	404	310	714	

Appendix (viii): School Drop Out by Reason (2002 – 2006)

Primary Education

Chart 2.4: Dropout by Reason in Primary Schools, 2002 - 2006



Others for 2002 - 2005 was due to Illness, Parent/Guardian Illness and Lack of School Needs.
There is no Others in 2006

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