



HIV/AIDS Peer Education Program, Uganda

Annual Report

October 2009 – September 2010

Introduction

The Peer Education program started in 2008 under the Roots & Shoots program of Uganda, with the aim of training six girls as peer educators in each of the schools that JGI-Uganda's was already working with under the education programmes. The programme also aimed at addressing the problem of the rate of school drop outs in girls within primary schools. The initial funding for this programme was made possible by the Nike foundation and was later supplemented by the Jane Goodall Institute –Canada before it was taken over by BATS-USAID in late 2009. At the start of 2010 with the signing of the BATS-USAID Agreement, the program continued as a follow on project of the 6 workshops that had earlier taken place and to fund the monitoring and evaluation of the previous 2 year project.

Report Summary

This year's activities were behind schedule due to a delay in the signing of the USAID /BATS agreement. This implied that some of the activities that were planned for the first year had to be shifted to the second year. Two of the workshops in Masindi & Buliisa that were earlier planned for were covered under JGI-CA so as to bridge this gap. This update is a review of the activities that were planned for the first project year and have been successfully achieved.

Activities Undertaken by the Project

1. Hiring of Project Staff

At the start of the project year, a peer education officer was hired. The role of the peer education officer was to oversee the activities of the peer education program such as the workshops and the material distribution. Ms Rachel Bitarabeho was selected as the Project Officer for this activity. She was previously the accounts assistant Institute in Uganda, but had experience in this area. This was backed by a training she undertook while in this position in HIV/ Counseling and her previous voluntary work with the Roots and Shoots Uganda especially in peer Education Program. A laptop and a camera were purchased to support program implementation, and in accordance to the budget.

2. Implementation of Peer Education Workshops

Due the delay in the start of the BATS project, JGI- Canada had already funded one workshop in each of the districts of Masindi and Buliisa in late 2009. In these workshops 66 participants attended 44 girls and 22 female teachers. (See list of attendee Appendix I) With the start of the USAID BATS funding, two more workshops were held; one in each of the two districts of Bushenyi and Kabarole. The workshops were held in September 2010. Twenty two of the invited schools attended with a total number of 66 participants being trained, 44 girls and 22 female teachers. (See list of attendees Appendix II).

The workshops run for a total of three days each. Two full days of training were spent on sessions like how to become peer educators, introduction to HIV, sexual reproductive health and life planning skills. On the first day of each workshop, the girls were given an introduction about The Jane Goodall Institute, its activities and areas of operation. It was also brought to the girls' attention that they were in the workshop as representatives of their school and they had an obligation of learning as much from this workshop as they could and teach the rest of their schools and communities. The girls were then taken through sessions on Peer education, HIV and Sexual reproductive Health. The second day covered sessions on Adolescence, growth and development. Through group discussions the girls talked about challenges of these stages. The girls also started the session on Life Planning skills which is then concluded on the final day before the wrap up. (See details of the program in Appendix III)

At the end of each workshop, the participants were given an evaluation form to be filled in and sent back to the Jane Goodall office at the end of six months. These forms have questions like how many pupils have been brought back to school through this program, what could be the other reasons for school dropouts and others to help us to evaluate the effect of the program to the school and the community.

3. Monitoring of Schools and Material Distribution

Due the delay in the start of the BATS project, JGI- Canada had already funded one workshop in each of the districts of Masindi and Buliisa in 2009. This was followed by visits to the schools that had participated in the 2009 workshops. These visits were combined with evaluations and replenishing of more materials in September 2010. During the monitoring and evaluation exercise, we found that the schools that had taken part in the workshops were responding to the peer educators much better than when it had started. It was found that the number of girls who confided in the peer educators has greatly increased from less than 5 in 2008 to more than 10 in 2010 (see table 1below). Most of the peer educators said they talk to an average of 15 pupils per day.

Number of pupils received by peer educators on average		
2008	2009	2010
<5	10	>10

Table: 1

The scholastic materials that are being provided have also were greatly attributed to the reduction in the number of pupils being absent from school. The schools have been continually stocked so as to assist needy children stay in school (see table of materials distributed materials below).

List of Materials distributed per district throughout 2010

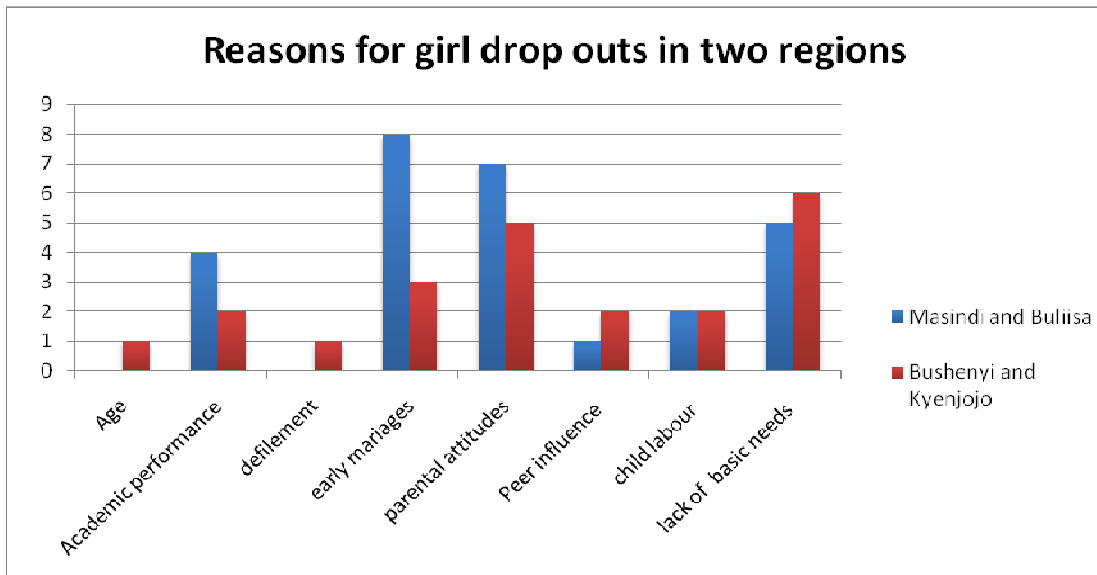
District	Materials distributed	Quantity (per unit)
----------	-----------------------	----------------------

Bushenyi	Exercise books	2,640
	Sanitary towels	2,200
	Pens	11,000
	Pencils	1,320
Kabarole	Exercise Books	2,640
	Sanitary Towels	2,200
	Pens	11,000
	Pencils	1,320
Masindi/Buliisa	Exercise Books	2,640
	Sanitary Towels	2,200
	Pens	11,000
	Pencils	1,320

Table 2

Achievements

- As a result of the materials provided to the girls (sanitary towels and scholastic materials) by JGI, with support from the American people, a total of 124 girls have returned to school. Most of the teachers in charge of the program said the attendance of pupils has become more consistent than in the previous years. This is mainly attributed to the fact that girls used to prefer staying at home during their menstruation periods due to lack of appropriate sanitary towels to keep them from the embarrassments related to this. For both boys and girls the scholastic materials offered them an opportunity to stay in school without worrying about how/where they would get money to purchase these items. 66 people have received training on Peer Education and consist of 44 pupils and 22 female teachers in the districts of Bushenyi Kabarole and Kyenjojo. This has brought the total number of Peer educators in the schools to 224 and trained teachers to 112 since the start of the Peer Education program in 2008.
- The pupils are now more comfortable with one another and have learnt so much from their peers. This is an indication that a service has been brought closer to them. Some of the girls have taken the initiative to hold peer to peer education meetings in their free time. Please refer to figure 1 below.
- The program has increased the involvement of parents through the schools' annual general meetings. More schools have reported involving parents. This means that some of the causes of school dropouts have been greatly reduced since they were mostly caused by the parental' attitudes (See Graph below.) Most parents still believe in the old the cultural norms where the parents look at the girl as a source of material wealth when she will be married off and children generally as a source of free domestic labor. Through the interaction between the peer educator and the parents, the parents have been enlightened more on the benefits of education.



Graph extracted from peer educator,s evaluation report 2009

Since the programme addresses issues of children’s rights, some of the girls have learnt that education is their right and have taken a step of report incidents of early marriage to their Head teacher and teachers reported by Ms Kabasindi Stella of Kamurasi Primary School (See fig 2 below)



Fig: 1 One of the peer Educators of Kilanyi Primary School talking to some girls after school hours



Fig 2: Ms Kabasindi Stella introduces the peer Educators of Kamurasi primary School to the to the parents in the annual general meeting

CHALLENGES

- The project was delayed by six months this led to some of the activities being delayed; other had to be carried forward to the second year as they couldn’t take place in the first year. This did not affect the programme on the whole, as the scheduled workshops had already been funded by JGI-Canada, which was providing a cost share to this program
- Judging from the comments we got in the workshops, there is still a lot of problems with the parents’ attitude toward education of the girl child. We hope that by

training more teachers and pupils, encouraging them and regular visits, we will improve and the involvement of the parents in the girl child education.

- Having seen the benefits of the programme on the girl child, two of every ten schools have been requesting for a similar programme for the boys too, claiming that they need to be informed about the challenges of growing up. This has been addressed by encouraging the girls to also act as peer educators even to the boys that approach them with problems. The materials provided to the schools have also not been specifically handed out to girls only.
- Some of the schools that were initially included in the trainings , were unable to send representatives this year due to various reasons such as the head teachers not passing on the information to the attending teachers
- The organization that we had originally partnered with in the programme (Uganda Youths Anti- Aids Association), has not been very cooperative and have continuously increased their facilitator's charges. This has led us to look elsewhere for other organizations and individuals in the field of Peer Education. We hope to have more JGI-Staff and volunteers trained in this field so as to deal with the problem of facilitation. Three organizations have already been identified for these trainings. (The AIDS Support Organization <http://www.tasouganda.org/>, Mildmay <http://www.mildmay.org/uganda.aspx>, Population Council <http://www.popcouncil.org/countries/uganda.asp>.
- Finally, there has been a constant upward change in price of commodities and services. This means that the prices at which we had originally made our budgets basing on have been affected. This may also lead us to changing the budgets in the subsequent year.

RECOMMENDATIONS

Owing to the success of the programme, we would like to improve it even further in the subsequent years. In the coming year, we would like to train more JGI- volunteers and /or staff so that we are able to cut on the costs of facilitation, and also to avoid the possibility of dependence on other organizations for the implementation of the programme.

We would also like to have at least one wrap up workshop to include all those schools that started off with the programme in 2008 but were unable to continue for one reason or another. This will help all the schools move at one pace and will make the Monitoring and Evaluation process a lot easier.

Throughout the coming year we hope to keep the program going in the areas that it already exists and even introduces it in new geographical programme areas. We would like to thank you all for your support

Appendix I: Participants for the Kabarole/Kyenjojo Workshop

KABAROLE / KYENJOJO –WORKSHOP HELD AT ST. JOSEPH’S VIRIKA 12th -15th Sept		
School	Teacher	Pupils
1. Kigarama Primary School	Mbabazi Agnes Juliet	Karungi Joan Karungi Jacky
2. Kyanyawara Primary School	Kobusinge Getrude	Ninsiima Stella Kezabu Beatrance
3. Kyenjojo Primary school	MugerwaMargret Kahunde	Kabahunkya Faith Kahunde Margret
4. Kagoto Primary School	Nsungwa Anny	Atuhaire Juliet Karungi Ruth
5. Nyantungo Primary School	Isoke Basemera Hope	Katusiime Consitance Ainebyona Bridget
6. Kasiisi Primary School	Karungi Edith	Praise Mackline Sanyu Hellen
7. Nyamabaale Primary School	Natukunda Fortunate	Nakyanzi Caroline Kobusigye Ahasanizibwe
8. Kafunda Primary School	Katusabe Bredah	Katusabe Evaline Komuhangi Florance
9. Migogwe Primary School	Kaahwa Margret	Birungi Sarah Kebisembo Tibahwerwayo
10. Rwibaale Primary School	Birungi Stella	Twikiriize Annet Tumuramy Patience
11. Kakabara Primary School	Kobugabe Sauda	Kyomuhendo Saddress Karungi Emelyne
BUSHENYI WORKSHOPS HELD AT MOHER’S UNION KATUNGO 15th -18th Sept		
1. Tea Estate Primary School	Muheki Mollen	Amutuhaire Jovinta Musiimenta Rossette
2. Mushangi Primary School	Ishanga Jane	Sanyu Moreen Tumusiime Maxencia
3. Bassajjabalaba Primary School	Tukahiirwa Rossette	Kyaterekera Shifrah Amutuhaire Editah
4. Butinde Primary School	Kebirungi Ellon	Ninsiima Ajara Achan Racheal
5. St Mary’s primary School	Kyotungire Ordilla	Tumuhise Sydat Kyomukama Christine
6. Swazi Primary School	Tumushabe Kazingo Julian	Nabaasa Evas Kyakusiimire Peninah
7. Nyabubale Islamic School	Twebaze Jovia	Sharifah Mbabazi Nakaija Lukayiya
8. Kyeikamba Primary School	Ampeire Jeninah	Suwaiba Murunga Ainomugisha Moreen
9. Kyamuhunga Primary School	Nagasha Privah	Kachaina Editor Ainomugisha Moreen
10. Kabingo Model Primary School	Kebarungi Rose	Nsiimenta Topista Atuhaire Brenda
11. Mushunba Primary School	Chance Immaculate	Kyogabirwe Christine

		Kembabazi Sylvia
--	--	------------------

Appedix II: Masindi Workshop

MASINDI WORKSHOP PARTICIPANTS 28th February - 3rd March 2010		
1. Bokwe Primary School	Akugizibwe Jackiline	Ayesiga Immaculate Atuhairwe Justine
2. Karujubu Primary School	Atuhairwe Jolly	Kusiima Stella Ngonzi Jenipher
3. Kabalega Primary School	Asiimwe Scovia	Muhereza Kajumba Aliguma Sharon
4. Kamurasi Demo School	Kabasindi Stella	Atugonza Immaculate Karungi Mercy
5. Kibamba Primary School	Mede Alice	Atimango Monica Karungi Betty
6. Bulima Primary School	Aliguma Oliver	Nyakahara Lilian Ayeera Matina
7. Kilanyi Primary School	Dricuru J. Ayia	Kiiza Moreen Kimuli Aisha
8. Masindi Public School	Tusiime Esther Ruth	Nayebale Angella Karungi Annet
9. Asaba Primary School	Amanya Joyceln	Nanyojo Prossy Mbabazi Grace Hillary
10. Alimugonza Primary School	Birungi Juliet	Amanyire Sylvia Batamanye Gloria
11. Kihande Muslim Primary School	Jai Khadija	Kyalisiima Shafakha Nyamahunge Amina
MASINDI/ BULIISA WORKSHOP PARTICIPANTS 3rd -6th March 2010		
1. Nyabyeya Primary School	Alinaitwe Tabitha	Anviko Winnie Chandiru Manuela
2. Karongo Primary School	Kaahwa Sarah	Druciru Harriet Katusabe Betty
3. Siiba Primary School	Apule Rose	Ayerango Immaculate Ayebale Catherine
4. Kibwona Primary School	Tugume Nyakoojo Hellen	Ayesiga Margret Kemigisa Betty
5. Kabango Primary School	Amuge Hellen	Karungi Gloria Kwikiriza Ireen
6. Kalengeija Primary School	Byakagaba Mariam	Atugonza Joan Chanikara Mary
7. St Mary's Primary School	Ayebale Doreen	Barungi Proscovia Abigaba Molly
8. Biiso Primary School	Kiiza Sarah	Basemera Prisca Katulinde Alice
9. Nyeramya Primary School	Kabasindi Mirriam	Kusemererwa Harriet Aheebwa Mildred

10. Budongo Primary School	Amaniyo Lilian	Biwaga Monica
		Mukere Jeniffer
11. Kihungya Primary School	Tugume Proscovia	Akugizibwe Caroine
		Kyalisiima Sharon

Appndix III: PROGRAMME FOR PEER EDUCATOR WORKSHOPS

	ITEM	FACILITATOR
DAY 1	Assembly and registration continue	Rachel, Micheal
	Introductions and welcome note	Rachel
	Workshop Objectives and rules to achieve the objectives	Rachel
	- Presentation on JGI – talk and DVD - Presentation on Roots & Shoots	Rachel
	Introduction to peer education - Definition of peer education - Importance of peer education - Qualities of a peer educator - Strategies for peer education	Godlove
	What is HIV? - Difference between HIV and AIDS - Modes of transmission - Preventive measures - Risk assessment	Rachel
	Living with HIV/AIDS people - Co-factors of HIV/AIDS - Positive living/prevention - Stigma among people affected and infected with HIV: primary and secondary stigma	Rachel
	Voluntary Counseling and Testing - What is VCT? - Why go for VCT? - Where to go for VCT?	Rachel
	Video: <i>Silent Epidemic</i>	Michael
	Introduction to STI/Ds: Brainstorm on sexually transmitted diseases - Definition of STDs - Mode of transmission - Common STDs - Signs and symptoms - Management and prevention of STDs	Godlove
DAY 2	Recap of previous day	Rachel
	Adolescent growth and development - Definition of concepts: adolescence, growth and development - Physical, social and emotional change	Rachel & Michael

	<ul style="list-style-type: none"> - Challenges of adolescence - Menstruation and pregnancy - Support strategies 	
	Life planning skills Film: <i>School Canteen</i>	Michael
	Life Planning Skills (LPS) <ul style="list-style-type: none"> - Definition of LPS - Importance of LPS - Categories of LPS - Examples and application of LPS as a weapon to prevent Reproductive Health risks 	Godlove
	Discussion: Q & A session, follow-up	Rachel
	Wrap-up summary: way forward, evaluations, and transport refunds	Rachel

Facilitators

JGI-Uganda: Bitarabeho Rachel-

Wobusobozi Michael

Natumbwe Godlove