

**THE SCHOOLNET UGANDA – WORLD STARTS WITH ME (WSWM)
CORE TEAM ORIENTATION WORKSHOP
HELD AT
MUKONO DFI FROM 7th – 9th JANUARY, 2008.**



Figure 1 : SchoolNet Uganda -WSWM Core team

Introduction:

The WSWM teachers in Uganda schools implementing The World Starts With Me (WSWM) are supported by a team of Sexual Reproductive Health Consultants (SRHC), Teacher Support Specialists (TSS) and Student Peer Educators (SPE). The SRHC, TSS and the SPE form the SchoolNet Uganda-WSWM Core team.

The Sexual Reproductive Health Consultants (SRHC) and the Teacher Support Specialists (TSS) are charged with responsibility of:

Assisting WSWM teachers in understanding, implementing and evaluating all aspects of WSWM.

- Providing quarterly narrative reports to SchoolNet Uganda for the region they are in charge of. The report should cover SRHR issues, technical advice given to schools, pedagogical support given to schools, positive impact created by WSWM.
- Making detailed recommendations for the improved use of WSWM in Uganda.
- Being SchoolNet Uganda's ear-on the ground for the WSWM program.
- Assisting in the monitoring/follow up of trained teachers/schools.
- Suggesting changes (if any) that need to be made to the computer program & supporting material.

Workshop Objectives:

The 3-day SchoolNet Uganda-WSWM Core team workshop had the following objectives:

- To provide an opportunity for the core SNU/WSWM core team to meet as a family.
- To update the core team on the SchoolNet Uganda-WSWM Big-Picture.
- To brainstorm Sexual Reproductive Health and Rights issues in Uganda secondary schools and how they affect academic performance.
- To update the core team on the contents of the Ministry of Education & Sports draft School Health Policy.
- To share experiences, challenges of implementing SNU-WSWM and strategies for overcoming them.
- To share experiences of implementing WSWM in other countries (What reasons can we borrow?).
- To take a look at the WSWM Training materials available to teachers and students and make suggestions for improvement.
- To introduce the core team to the integration of Information Communication Technology (ICT) in WSWM administration & curriculum implementation.
- To introduce the core team to the new SchoolNet Uganda Website.
- To get ideas & suggestions from the core team on strategies for advocacy & marketing SchoolNet Uganda-WSWM project.

Day 1 Program:

TIME	ACTIVITY	WHO
8.30 - 9.10 AM	Collaborative Introductions of Participants, expectations, hopes and fears.	Mr. Kigozi Bright
9.10 – 10.40 AM	Workshop overview and SNU – WSWM – The big picture, Q & A	Mr. Kakinda Daniel
10.40 – 11.00 AM	HEALTH BREAK	
11.00 – 1.00 PM	Workshop overview and SNU – WSWM – The big picture, Q & A	Mr. Kakinda Daniel
1.00 – 2.00 PM	LUNCH BREAK	
2.00 – 3.40 PM	Brainstorming of SRHR issues in	Mr. Lukwago Kenneth

	secondary schools and how they affect academic performance.	
3.40 – 4.00 PM	HEALTH BREAK	
4.00 – 5.30 PM	Sharing experiences from the field: Challenges and strategies of implementing SNU - WSWM	Mr. Bazibu Fred

(8:30 -9:10) AM: Collaborative Introductions, expectations, hopes and fears.

The workshop began with the collaborative introductions which were overseen by Kigozi Bright, the World Population Foundation (WPF), Junior Consultant and a teacher of Wanyange Girls Secondary School.

Participants were asked to get and interview a new friend and get the following information about their new friend.

- The Names and the organization/school they work for.
- Their roles in the SchoolNet Uganda–WSWM program and the regions they support.
- Their expectations and fears for the workshop.
- What they like about the WSWM program
- Their New Year's resolution.

Thereafter, each participant was asked to introduce the new friend at a plenary session.

A full list of the participants and their roles is attached as Appendix 1.

Participants' Expectations.

The following were some of the expectations of the participants for the workshop;

- To acquire more skills to add onto what they already have.
- To be assigned more responsibility.
- To obtain more knowledge about the program.
- To come up with strategies to reach out to more young people in other schools.
- To produce a monthly or annual newsletter or magazine for the program in which the works that the students produce during the exhibitions are published.
- To reach out to more vulnerable groups especially the schools in the more rural areas.
- The orientation workshop to be similar to a Trainer of Trainers (ToT) workshop to cater for the new people on the core team.
- To be introduced to new innovations and changes in the program.

Participants' Fears for the Workshop.

The following were also some of the fears that the participants had for the workshop;

- Little/ limited time i.e. the time may not be enough to cover all that they expect.
- Fuel shortage
- Ebola and tear gas.

Things the Core Team likes about the WSWM Program.

The following were the things that the participants like about the WSWM:

- It's a free program that allows students to express themselves freely.
- It gives students an opportunity to learn from each other.
- It's very educative and exposes young people to the real world.
- The creativity in the content and the graphics in the WSWM Curriculum.
- The impact of the program on the young people.
- The program empowers young people on how to go about Sexual Reproductive Health and Rights (SRHR) issues.

Participants' New Year's Resolutions.

The following were some of the New Year's resolutions of the participants to the program:

- To see more young people get involved in the WSWM and spreading their knowledge to their peers.
- To meet and help more young people with issues concerning Sexual Reproductive Health and Rights (SRHR).
- To obtain better strategies for implementing the World Starts With Me (WSWM) program.
- To cover more vulnerable areas especially the rural areas.
- To meet new people.

Ground Rules.

The participants set themselves some ground rules in order to keep them in line with the workshop objectives and not to deviate from the goals or expectations they had set out to achieve and these included:

- Always keep time.
- Mobile phones should be kept in silent mode.
- Respect one another's views.
- Observation of confidentiality.
- Respect for one another.
- Active participation by all participants.

Keep to task.
Attend all sessions.

(9:30 -1:00) AM: Workshop Overview and SchoolNet Uganda-WSWM Big Picture.



Figure 2 : Kakinda Daniel giving the SNU-WSWM Big-Picture

Kakinda Daniel, the Executive and Training Director of SchoolNet Uganda which is implementing the World Starts with Me (WSWM) program on behalf of the World Population Foundation made a presentation to the participants on the Workshop overview and the SchoolNet Uganda – World Starts With Me big picture.

Kakinda explained the objectives of the workshop and thereafter asked the participants to contribute or make suggestions on the workshop objectives.

The participants made the following suggestions:

- Networking with more organizations which have similar objectives.
- Strategic thinking on what good to market about the program.
- Equip the core team with a few Public Relations skills.

The SchoolNet Uganda –The World Starts With Me (WSWM) – Big picture.

Kakinda Daniel gave a detailed explanation of the SchoolNet Uganda – World Starts With Me big picture. The big picture shows the organizations and the staff involved in the WSWM, their roles and responsibilities.

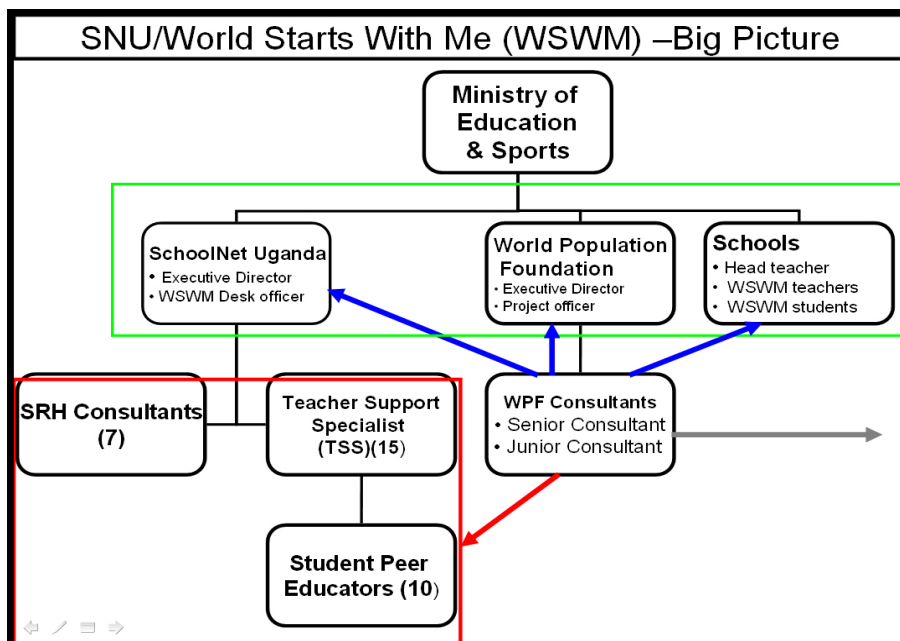


Figure 3 : SchoolNet Uganda- WSWM

The roles of the Ministry of Education and Sports in the implementation of the World Starts With Me (WSWM) program:

- Expects schools to integrate Sexual Reproductive Health and Rights across the curriculum.
- Expects schools to equip students with life skills.
- Housing the SchoolNet Uganda Secretariat. (Embassy House, Floor 2, Room 2.13)
- Providing policy guidance so SchoolNet Uganda Activities are in line with Government Policies and Priorities.
- Allowing the implementation of World Starts With Me in schools.
- Officiating at SchoolNet Uganda – World Starts With Me activities.
- Providing a home for SchoolNet Uganda-World Starts With Me and other SchoolNet Project Resource center.

Kakinda Daniel told the core team that SchoolNet Uganda, World Population Foundation and the participating schools are partners in the implementation of the World Starts With Me project and that a partnership:

- Is a marriage between Equals.
- Is a strategic symbiotic alliance.
- Is based on trust, equality, mutual understanding and obligations.
- Is NOT a donor – recipient relationship.
- Can be formal or informal.
- Based on comparative advantage.

The partnership between SchoolNet Uganda and World Population Foundation is very formal. The Roles and Obligations are spelled out in written agreements. The partnership between SchoolNet Uganda and the schools is semi-formal with some written school agreements.

The roles of the World Population Foundation (WPF) in the implementation of the World Starts With Me program:

- Project fundraising. In 2008, 100 schools will be sponsored (sensitization, Teacher training, On-going support, subsidy for stationary and exhibition)
- Sponsoring WSWM teachers/students for International conferences. (e.g. iEARN (www.learn.org) in Netherlands 2006).
- Capacity Building for SchoolNet Uganda – World Starts With Me(WSWM) staff (Short courses, Sustainability workshop in Thailand, Advocacy Workshops, etc)
- Sharing the credit of the program success with SchoolNet Uganda.
- Utilizing the human resource created by SchoolNet Uganda/World Starts With Me in the program expansion (e.g. Training in Kenya)
- Evaluation of the World Starts With Me (WSWM) program.

The roles of SchoolNet Uganda in the implementation of the World Starts With Me program include:

- Preparation of a detailed annual work plan.
- Financial responsibility.
- Provide on-going training and support to the core team (WPF consultants, SRH, TSS, SPE)
- Provide technical and program support to participating schools.
- Program promotion and selection of new schools.
- Ensure World Starts With Me is inline with Ministry of Education and Sports Policy on SRHR in Secondary schools.
- Provide project stationary and exhibition subsidy.
- Monitoring and evaluation.
- Provide World Population Foundation with copies of reports of project activities (Training, etc.)
- Provide schools with World Starts With Me curriculum on CD-ROMs and printed manuals.
- Communicate clearly its expectations to the core team and schools in a timely manner.
- Motivation: World Starts With Me adds value (SRHR issues negatively affect academic performance.)

Kakinda also presented to the participants the SchoolNet Uganda – World Starts With Me (WSWM) project cycle for 2008. The Project cycle for 2008, has the following key activities.

- A 2-day sensitization of Head Teachers of the new schools.
- A 3-day SchoolNet Uganda – World Starts With Me core team orientation workshop.
- Two 5-day concurrent Training workshops for teachers of new WSWM schools.
- A 1- day orientation workshop for teachers of the old WSWM schools.
- A 2- day sensitization workshop for the Head Teachers of old WSWM schools.
- A 3- day World Starts With Me student camp and National Exhibition and launch.
- World Starts With Me Project launch at each new school.
- Implementation of the 14 lessons of curriculum at 100 schools.
- SchoolNet Uganda – World Starts With Me Evaluation study.
- On-going support by SRH consultants, Teacher Support Specialist (TSS) and Student Peer Educators.
- On-going school visits by SchoolNet Uganda staff.
- Mid – Term review.
- Exhibition at school/regional level/National level
- Continuous marketing and publicity of World Starts With Me.

The roles of World Starts With Me (WSWM) participating schools in the implementation of the program include:

- Obligated by the Ministry of Education and Sports to integrate SRHR across the curriculum and to provide life skills training to schools.
- Must ensure student academic excellence.
- Faced with SRHR challenges they are trying to address.
- To join World Starts With Me, a school must apply on a school letterhead, mention the SRHR challenges the school is facing and how the school thinks WSWM would help it address the challenges.
- Sign the World Starts With Me Project school agreement.
- Attend the 2 day Head Teacher’s Sensitization workshop.
- Release teachers to participate in World Starts With Me project activities (training, meetings, evaluation studies, mid – term review, exhibition)
- Devise the best way of implementing World Starts With Me for maximum impact.
- Motivate and facilitate the teachers to guide the students the 14 lessons in the curriculum.
- Be willing to host World Starts With Me activities like workshops and exhibitions..

The roles of the World Population Foundation Consultants in the implementation of the World Starts With Me Program include:

- Employed and report directly to World Population Foundation (Senior WPF-Consultant & Junior WPF-Consultant).

- Assist in the training and preparation of SRHS, TSS, SPE and master trainers.
- Assist the SRHS, TSS and SPE in the follow up of trained teachers or schools including compilation of follow up reports.
- Assist World Starts With Me teachers in understanding, implementing and evaluating all aspects of World Starts With Me.
- Suggest refinements (if any) in the implementation of World Starts With Me.
- Liaise with the project partners and other stakeholders.
- Represent the World Starts With Me Uganda at national, regional and international conferences on behalf of SchoolNet Uganda – World Starts With Me.
- Coordinate all the above activities with SchoolNet Uganda.

The roles of the Teacher Support Specialists in the implementation of the World Starts With Me project include:

- Contracted by SchoolNet Uganda with the advice of the World Population Foundation consultants.
- Legal status: Nothing in the agreement renders the TSS as an employee; agent or partner of SchoolNet Uganda and the TSS shall not hold himself or herself out as such.
- Assist World Starts With Me teachers in understanding, implementing and evaluating all aspects of World Starts With Me (approach, content and format).
- Provide quarterly narrative reports to SchoolNet Uganda for the region of TSS is in charge of.
- Make a detailed recommendation for the improved use of World Starts With Me in Uganda.
- Be SchoolNet Uganda's ear-on the ground for the World Starts With Me program.
- Assist in the monitoring or follow up of trained teachers or schools.
- Suggest changes (if any) that need to be made to the computer program and supporting material.

The roles of the Sexual Reproductive Health Consultants (SRHC) in the implementation of the World Starts With Me project include:

- Contracted by SchoolNet Uganda with the advice of the World Population Foundation consultants.
- Legal status: Nothing in the agreement renders the Sexual Reproductive Health Specialist an employee, agent or partner of SchoolNet Uganda and the Sexual Reproductive Specialist shall not hold himself or herself out as such.
- Assist the World Starts With Me teachers in understanding, implementing and evaluating all aspects of World Starts With Me.
- Provide quarterly narrative reports to SchoolNet Uganda for the region the Sexual Reproductive Health Specialist is in charge of. The report should cover SRHR issues, technical advice give to schools, positive impact of the program.

- Make detailed recommendations for the improved use of World Starts With Me in Uganda.
- Be SchoolNet Uganda's ear-on the ground for World Starts With Me program.
- Assist in monitoring or follow up of trained teachers or schools.
- Suggest changes (if any) that need to be made to the computer program and supporting material.

The roles of the Student Peer Educators in the implementation of the World Starts With Me project include:

- There are two types i.e. the Alumni Peer Educators who are six and the other Student Peer Educators who are five.
- There are no contracts with the Student Peer Educators.
- They are "Giving back to the community."
- Used for program promotion and advocacy through personal testimonies.
- Win – Win relationships with the Student Peer Educators gaining mainly through capacity building, increased visibility and exposure (national and international) workshops.
- The Alumni Peer Educators are engaged only on structured occasions (school launch, exhibitions, national and international SRHR conferences) and the other SPE are to support their schools and nearby schools.

Kakinda mentioned to the participants, that the selection criteria for the Student Peer Educators in the World Starts With Me program included some of the following qualities.

- A continuous demonstrated interest in World Starts With Me and in working with peers.
- Ability to be respectful, non-judgmental and to maintain confidentiality.
- Acceptability among the young people.
- Ability to establish good relations with individuals and a given group.
- A commitment to positive reproductive health practices.

Kakinda asked the participants to make suggestions or contributions to selection criteria of the Student Peer Educators (SPE) and they made the following suggestions:

- A high level of knowledge and skills in accordance to Sexual Reproductive Health issues.
- Good communication skills.
- The person should be changed positively by the program.

Participants also pointed out that schools should identify their own peer educators to help them in the easy running of the program at the school.

World Starts With Me Selling points

The participants also brainstormed on the World Starts With Me (WSWM) selling points and the following are the points that arose from their discussion:

- A structured comprehensive and age appropriate curriculum.
- The World Starts With Me program has the blessing of the Ministry of Education and Sports.
- Wide country coverage. WSWM is currently implemented in 100 secondary schools and in 29 districts.
- Training of teachers and Student Peer Educators.
- Orientation of Sexual Reproductive Health Experts.
- On-going support by (SRH + TSS + SPE).
- Use of Virtual Peer Educators (Rose and David) to deliver most of the information on sexuality.
- Use of Student Peer Educators.
- Use of Youth capacity-building learning strategies.
- Students' output after every lesson.
- An exhibition at the end of the project cycle.
- World Starts With Me Alumni Role models.
- It's an ICT based project. It gives students knowledge about Sexual Reproductive Health and ICT.
- The curriculum is quite wide (not only Sexual Reproductive Health but also their rights), has hands-on examples and it is interactive.
- Power of testimonies and involvement of young people in its design and implementation.
- International Award (the Golden Nica Award -2004).

2:00-3:40 PM: Brainstorming on the SRHR issues in Uganda Secondary Schools (Facilitated by Lukwago Kenneth.)

Lukwago Kenneth, a teacher at Makerere College School facilitated this session where the participants were to brainstorm the Sexual Reproductive Health issues in Uganda Secondary Schools and how they affect academic performance.

Participants were required to mention a Sexual Reproductive Health issue in a school, explain how the issue affects the academic performance and also to give the current strategies that the schools are using to address the issue.

The following were some the SRHR issues that came up during the discussion

a. The Girl – boy intimate relationship

- Leads to lack of concentration of the students involved in class.

- Boys do not pay their school fees fully i.e. they only pay part of it and use the rest for maintaining their relationship.
- Early sex which lead to infections of STDs and STIs.
- Teenage pregnancies which lead to wastage of studying time as the pregnant girls have to leave school.
- The girls also have to divide up their time between school and also their new husbands/partners.

The strategies that schools are using in order to address this issue include the following:

- Expulsions of the students involved from schools.
- Preps are divided whereby the boys prep rooms are separated from the girls prep rooms.
- Checking of the letters or mails that come into and leave the school.
- Exposure of the people involved to the entire school.
- Counseling of the people involved on the dangers of having teen age boy-girl relationships.
- Teachers monitor the relationships within the schools.
- Use of 'spies' i.e. fellow students within the school to report all those who are involved in relationships within the schools.

b. Pornography

- Especially using mobile phones, Internet and other gargets.
- Leads to loss of concentration on studies and in class.

The strategies that schools are using in order to address this issue include the following:

- Expulsion of the students involved from using the computer laboratories.
- Check up for mobile phones and suspected gargets at the beginning of the term.
- Counseling of the students involved on the dangers of pornography.

c. The Girls-Menstruation periods

- Some girls have smelly, painful and prolonged periods.
- Leads to lack of concentration in class.
- Discomforts the students and lowers their self esteem as they feel like they are a burden to the rest of the students.

The strategies that schools are using in order to address this issue include the following:

- Reference to gynecologists for further treatment or study of the problem.
- Counseling by the school nurses.
- The girls involved are sometimes treated harshly by the school nurses who think that the students are pretending and just want to go home.

d. Male Teacher – girl student relationship.

- Lack of confidence by the teacher to deliver the lessons to the students especially in the class where the concerned student is.
- Lack of concentration by the student involved in class.
- Loss of trust or confidence by other students in the knowledge that the teacher is delivering to the students.
- Early pregnancies.
- Infections of STDs and STIs.

The strategies that schools are using in order to address this issue include the following:

- Expulsion or discontinuation of the teachers involved.
- Arrest and imprisonment of the teacher involved.

e. Early pregnancies

- This leads to loss of study time by the student whereby she has to leave school for antenatal care and also to conceive.
- Torture of the student especially by the parents.

The strategies that schools are using in order to address this issue include the following:

- Check up for pregnancy cases at the beginning of each term.
- Discontinuation or expulsion of the students involved.
- Arrest of the people involved.
- Help in the relocation of the students involved to another school.

f. Homosexuality and lesbianism.

- The older students in the higher classes (A' level) orient the new ones (senior one's) into the practices.
- They buy the new students gifts and want them to relate in return.
- The old students who were involved in the practices come back to visit their partners on visitation days and give them gifts.
- Leads to lack of concentration in class.

The strategies that schools are using in order to address this issue include the following:

- Expulsion of the students involved in the practices.
- Invitation of resource persons to talk to the students about the practices and their dangers of the practices.
- Counseling of the students involved in order to stop them from the practices.
- Introduction of visitation cards which contain the visitor's passport photograph in order to control the number of people visiting the students.

- Social dances and functions where the students get to interact with their opposite sex.

g. Drug abuse

- They take drugs in order to gain confidence to talk to girls and to gain knowledge to pass exams.
- Leads to lack of concentration in class.
- Leads to bad sexual practices such as rape, sexual harassment etc.

The strategies that schools are using in order to address this issue include the following:

- Expulsion from school.
- Sensitization talks e.g. gender desk where the students are sensitized on the effects of drugs.

h. Family conflicts – incest and domestic violence

i. Negative peer pressure

j. Ignorance on information on SRHR

k. Coupling –husband and wife

l. Crushes on young teachers

m. Sexual harassment – rape and defilement

n. Child abuse and torture

o. Cross generational sex

p. Dysfunctional or separated families.

q. Differences in the standards of living.

Mr. Lukwago made a presentation on the challenges of teaching Adolescent Sexual Reproductive Health in Secondary Schools in Uganda and the following were some of the highlights of his presentation.

He talked about the importance of Adolescent Sexual Reproductive Health to the teachers and said that unattended to Adolescent Sexual Reproductive Health issues can affect:

- Participation of the students in the school activities i.e. concentration in class and involvement in extra-curricular activities.
- Retention.
- Parity.
- General health i.e. it affects the general health of the students.
- Maximization of opportunities.
- Attainment.

He also talked about the factors that compromise Adolescent Sexual Reproductive Health in the different areas where the youth live and these include:

In school:

- Myths and wrong information about sex and sexuality. The young have heard myths and some information about sex and sexuality from their peers and they sometimes want to find out the validity of these myths.
- Sexual relationships e.g. boy-girl relationship, sexual deviants.
- Other forms of influence e.g. cultural influence and beliefs which tend to influence them in sexual practices.

In the Wider community:

- Economic pressure and differences in the different families which tends to influence the young people to find alternatives sources of money e.g. cross- generational sex and relationships in order to fit into the society with their counterparts who come from rich families.
- Dysfunctional families or separated families. These reduce the concentration of the student in the classroom.
- Cultural attitudes which influence the young people into bad sexual practices.
- Conflict and war. These lead to the students attending lesser lessons in the class and the bad sexual practices e.g. rape and defilement that take place during the war end up tormenting the young people and reduce their concentration in the classrooms.
- Insufficient Adolescent Sexual Reproductive health programs which give wrong or inaccurate information to the young people.
- The media (broadcast, print and e-media) which expose certain Sexual Reproductive Health issues that influence the thinking of the young people.

He also said that in order to enhance Adolescent Sexual Reproductive Health information provided to the young people, the following should be done:

- There should be a Needs assessment at micro level e.g. school, local council etc.
- Provide comprehensive, appropriate and honest information on sexual reproductive health regularly.
- Guidance and counseling.
- Involve all stakeholders including the adolescents.
- Provide an opportunity for feedback from the young people.
- Develop appropriate and youth friendly school health facilities including education and referral information.

4:00 -5:30 PM: Sharing experiences from the field: Challenges and strategies of implementing SNU - WSWM

(Facilitated by Bazibu Fred)

Bazibu Fred, a Teacher Support Specialist (TSS) and a teacher from Kiira College Butiki facilitated this session.

The following were some of the challenges faced by the participants in the field:

1. Challenges faced by the Teacher Support Specialists (TSS) and Sexual Reproductive Health Consultants (SRHC).

- Reluctance of teachers to accept Teacher Support Specialists (TSS), they trained with. There is need to give the TSS more training than the teachers.
- Difficulty in understanding the culture of the different schools they support.
- Poor or lack of follow-up by peer educators in schools.
- How to get more students to join the WSWM club.
- Resistance of some WSWM teachers to visits by TSS and SRHC.
- Delay in obtaining funds transferred to the school's account due to the bureaucracy at school level and lack of knowledge of the amount of money transferred to the schools.
- Transfers of trained teachers to other schools.
- Duration of school visits is not enough to cover the many questions students and teachers have.
- Unfinished or unanswered questions.
- Lack of commitment and selfishness of the teachers to involve other teachers.
- The different cultures and religious backgrounds in the different schools.
- Selfishness of the original student members to interest other students to join the club.
- High expectations from the teachers in the different schools whereby they sometimes expect some money from the TSS and SRHC. This may be due to lack of proper communication to the teachers. There is need to provide the teachers with the SNU-WSWM big picture.
- Problem with report writing. Need to be educated on the report format.

2. Challenges faced by the Student Peer Educators:

- Over expectation from them by other students.
- Complex questions due to imaginations from the other peers that they know a lot.
- Fewer teachers in the program.
- Conflicting with the teachers on SRHR messages to students.
- A big workload for the peer educators. Need to balance work with books.
- Lack of enough support from the teachers and students.
- Failure of the students to attend all the lessons in the program.

- Cultural influence/attitude. It's difficult to change the people's cultural views.
- Pressure from the teachers on academics.
- Selfishness of the original members.

The following were also some of the strategies that they used to address some of the challenges they were facing:

- They get in touch with the teachers on the ground to be updated on what is accepted in the school.
- Keep to task during visits.
- Mentor more people/teachers into the program.
- Preparation of presentations on anticipated and previous questions that were asked.
- Meetings between former and new regional members.
- Integrate the WSWM with the other clubs like the health club.
- Writing up regular reports on what is going on.

Day II Program

TIME	ACTIVITY	WHO
8.30 – 8.50 AM	Review of Day 1	Kakinda Allan
8.50 – 10.40 AM	Lessons from implementing The World Starts With Me (WSWM) in other countries (What can SNU – WSWM borrow?)	Alex Okwaput
10.40 – 11.00 AM	HEALTH BREAK	
11.00 – 1.00 PM	Integrating ICT in World Starts With Me Administration: Introduction to the new SchoolNet Uganda website and mailing list. Introduction to online counseling.	Kakinda Daniel and Matovu Richard
1.00 – 2.00 PM	LUNCH BREAK	
2.00 – 3.30 PM	Review of the World Starts With Me Training materials(CD-ROM, Manual and Fact sheets)	Kigozi Bright and Magezi David
3.30 – 4.00 PM	HEALTH BREAK	
4.00 – 5.30 PM	SchoolNet Uganda – World Starts With Me Evaluation study 2008	Kakinda Daniel

The day kicked off with the review of day 1 which was given by the Kakinda Allan. Allan reminded participants of the challenges the core team faced in the implementation of the World Starts With Me (WSWM) program.

(8.50 – 10.40) AM: World Starts With Me (WSWM) Implementation: Lessons from other Countries.

Alex Okwaput, the World Population Foundation Senior Consultant also a teacher at Mukono Bishops Secondary School facilitated this session.

In his presentation, Alex Okwaput:

- Mentioned that the program is implemented in five countries i.e. Kenya, Thailand, Indonesia, Vietnam, and Uganda.
- Said that the program has different partners in the different countries i.e.
 - Kenya – Centre for Study of Adolescents.
 - Thailand – Association to Promote Sexually Abused Women.
 - Uganda – SchoolNet Uganda.
- Informed participants that the WSWM had to be modified slightly in the different countries depending sexual reproductive health issues affect the different countries.

Examples:

- In Kenya, consideration was made to include issues to do with culture, early marriage and youth culture.
- In Thailand, the WSWM content included issues of sexual diversity.
- In Indonesia, the WSWM Curriculum included content on the issues of stress and drugs.
- Talked about the different sustainability models in the different countries.
 - In Kenya, Indonesia, Vietnam, and Thailand – There are Advisory Boards which were formed at the beginning of the program and which give advice on the policy.
 - In Vietnam, WSWM has been included in the teacher training colleges' curriculum in order to train the teachers in their colleges so that they are well equipped with SRHR knowledge by the time they leave the colleges.
 - In Indonesia, a participating school is funded fully for the first year, then 50% funded for the second year and is expected to sustain itself from the third year onwards.
- Talked about the supportive environment in the different countries which are implementing the program and these included:
 - The baseline or needs assessment study in Kenya, Thailand, and India.
 - The Youth Team in Thailand which monitors the activities of the World Starts With Me (WSWM) program.
 - Involving of the line Ministries in Kenya from the start of the program.

Alex Okwaput, thereafter the participants to brainstorm on what they would like to SNU-WSWM to borrow from the other countries which are also implementing the World Starts With Me program.

Participants suggested the following to SchoolNet Uganda- WSWM:

- Involving the other line Ministries such as the Ministry of Health, Ministry of Gender etc.
- Carrying out a Needs or baseline assessment for the different regions in order to know what content is needed for each region.
- Adding another lesson on drugs and substance abuse in the WSWM curriculum since drug and substance abuse are on the increase in Uganda schools.
- Ensure that the WSWM curriculum content is compatible with the Ministry of Education and Sports Sexual Reproductive Health policy.

(11:00 -1:00 PM) : Integrating Information Communication Technology (ICT) the World Starts With Me Administration:

(Session facilitated by Kakinda Daniel and Matovu Richard.)

Kakinda Daniel began this session with some reminders to the participants. He reminded participants of the SchoolNet Uganda mission:

“To support and build schools pedagogical capacities using Information Communication technologies to enhance the teaching and learning.”

He emphasized that SchoolNet Uganda is not a service organization but a capacity building organization and that as a capacity building organization, SchoolNet Uganda is expected to build the pedagogical capacity of the schools in the WSWM program so that they can support themselves after sometime.

The on-going support provided to the WSWM schools by the Teacher Support Specialists and the Sexual Reproductive Health Consultants is just to hand-hold the schools for sometime. This support should diminish with time and eventually vanish. Beginning with 2008, the visits to the old WSWM schools are going to be reduced. New WSWM schools will be visited more frequently than the old WSWM schools.

He also told the participants, that the training given to the WSWM teachers should be cascaded at the school level i.e. when two teachers are trained at each school, the trained teachers should train other teachers at their schools so that more people are involved in the program. This will reduce the problems that arise when the WSWM teachers are transferred to other schools.

He urged the Sexual Reproductive Health Consultants to pass on the professionalism needed when dealing with Sexual reproductive health issues to the teachers so they can acquire the skill of handling some of the SRHR issues faced by students.

Kakinda reflected on some of the challenges of implementing WSWM, the core team members had mentioned on day 1. Some of the challenges could be addressed by the various ICT and these included the following:

- *Lack of continuous support from Sexual Reproductive Health consultants and teacher Support Specialists.*

He told the participants to use the face to face visits to school to answer a few questions and to provide schools with advice of where the schools can get more help or information. Any unfinished business and extra help can be given using emails. Schools should also be pointed to relevant websites where they can get more information. This will be a more cost effective way of providing continuous support to schools.

- *Lack of motivation by teachers and students.*

SNU-WSWM should work with the teachers on a win-win situation where the teachers also obtain ICT skills while implementing the program. There is need to integrate ICT in the WSWM teacher training.

- *Poor communication between SchoolNet Uganda, the core team and the teachers.*

Using ICT, SNU-WSWM can continuously support the teachers. Using emails and mailing lists, SchoolNet Uganda staff and the core team can continuously communicate with the teachers in a very cheap and cost effective way. There is need to ensure that all the teachers and Head teachers leave the workshops with functional email addresses and to post workshop reports to these emails to encourage the teachers and Head teachers to continuously check them for update.

- *Lack/Poor of documentation of the program.*

This can be addressed by the use of an online newsletter where students are to post their works like after the exhibitions and also recording videos some of the events like the exhibitions.

- *The challenge of how to create a student friendly environment*

He told the participants that they can use some videos to illustrate some of these issues affecting the youth e.g. drug abuse. The videos can thereafter be used to ignite a discussion.

Richard Matovu, a part time lecturer in Makerere University and Kyambogo University and also the person in charge of SchoolNet Uganda online activities co-facilitated this session.



Figure 4 : Richard Matovu addressing the participants

Richard made a presentation on how the ICTS are going to be used in the administration of the SNU-WSWM program. He noted that a range of ICT will be used including:

- Use of videos on the different sexual reproductive health issues. Some of the videos will be locally made by the students and others will be got off the shelves on the local market.
- Creation of a mailing list to facilitate easy communication among and between SchoolNet staff, WSWM core team, Head teachers and students.
- SchoolNet Uganda – World Starts With Me Online Support Centre.
- SchoolNet Uganda Website.

(a) The World Starts With Me core team mailing list.

Richard described a mailing list as a collection of emails in one email and once an email is sent to that address; all the members who are subscribed to that list receive that email. He said that SchoolNet Uganda had already set up a mailing list for the core team called wswmteam@schoolnetuganda.sc.ug .

He told the core team members that they will be receiving an email asking them to confirm their subscription to the mailing list. And during the subscription they need register their names, preferred language and will asked whether to receive digests or not.

After subscribing to the list, they will receive a welcoming email to the list which contains the general information on how to use the mailing list, how to unsubscribe from the list etc.

The core team can also use the mailing list to share experiences and also get updates on what is happening in the program.

Richard talked about netiquette and said that it comes from two words i.e. network and etiquette and that netiquette are the kind of rules and regulations that guide some one when using the Internet. These rules and guidelines are not written any where but one is expected to follow them.

Participants were asked to mention some examples of these rules and they mentioned the following:

Should indicate who you are after writing the message so that the other people can know who wrote the message.

Should use a formal language and easily understood words and not slung.

Should be case sensitive i.e. not write the whole email in capital letters , as doing so is interpreted as shouting.

Should not express personal grudges or emotions on a mailing list.

Richard added the following to the participant's contributions:

Always remember your audience and should relate what you are communicating to how it's relevant to the other members of the mailing list.

- Do not send private emails on a mailing list simply because there may be someone whom you are trying to communicate to on the list.
- No framing or attacking some one on the list for their point of view because the other people on the list will look at you as a fool or ignorant.
- Be clear and concise especially the subject of the email so that someone can easily know what they are going to read about.

(b) Online counseling

SchoolNet Uganda had setup an email address i.e. counselor@schoolnetuganda.sc.ug which students can use to access online counseling services. The core team members were asked to give this email to the students and the teachers.

Students who have sexual reproductive health problems or questions so they can send them to this email. Some of the Sexual Reproductive Health Consultants will be provided with log-in information so that they can answer student's questions and provide online counseling services.

This promotes privacy and the students can also ask about the sensitive issues since very few people who have access to the information.

(c) SchoolNet Uganda –World Starts With Me Online Support Centre.

SchoolNet Uganda has set up a SchoolNet Uganda – World Starts With Me Online Support Centre whose URL is <http://wswm.schoolnetuganda.sc.ug> .

The students can post questions to the centre and that this information can be accessed any where in the World. The responses can be given by different people from across the world.

When a question or a response is posted it is not immediately published on the support centre. The questions and responses are first reviewed and edited by the content managers of the centre before publishing them. The common questions and previous responses can be tracked by the new users of the support centre. This prevents the continuous asking of the same questions over and over again.

The SchoolNet Uganda –WSWM Online Support centre was demonstrated using an offline version set up on a local server.

The workshop participants were pleased with the fact that the students were able to post their questions to the centre and receive numerous replies from different people and that these replies have to be first studied by technical people before posting it to the centre.

(d) SchoolNet Uganda new Website (<http://schoolnetuganda.sc.ug>)

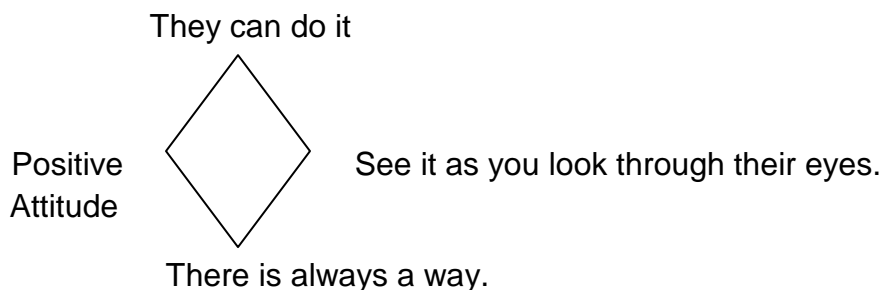
Kakinda Daniel introduced the participants to the new SchoolNet Uganda website. The website has been setup as a communication tool to show the world what SchoolNet Uganda does. Kakinda thereafter took the participants through some of the features on the website.

- The **ABOUT US** feature which gives the general information about SchoolNet Uganda i.e. vision, mission, objectives and activities.
- The **WORKSHOP CALENDER** which contains the past and upcoming workshops and the specific dates on which the workshops are highlighted on the calendar so on a mouse move over on that specific date it displays some general information and when you click on the date, you get detailed like the workshop objectives, schools invited and downloadable generic invitation letters or workshop reports.
- The **TESTIMONIES** section where the students and teachers share their testimonies with the rest of the World how they have benefited from participating in the different SchoolNet Uganda activities. The testimonies should include: how they got involved in the activities, what activities they were involved in, how they benefited from the activities and how they are using the skills they obtained currently.
- The **CONTACT US** gives the physical addresses of SchoolNet Uganda Secretariat and Technical Service Centre, the phone numbers of the Executive Director and Technical Director. There is also an online inquiry form.
- The **PRESENTATION** section which has different downloadable presentations that SchoolNet Uganda has made at the different local and international workshops.
- The **PROJECT** section has information regarding the on-going and past projects implemented by SchoolNet Uganda. Information includes a brief about the project, project objectives, project partners, which schools are/were involved, lessons learned etc.

Kakinda invited the core team to explore the SchoolNet Uganda website in their free time.

(2:00 -2:30 PM) : Sharing – The Magic Diamond Model

The session began with a presentation by Ms. Magoba Sarah, a Sexual Reproductive Health Consultant with SNU- World Starts With Me program on the magic diamond. She said it is a model which helps to change the attitude of youth workers towards the young people and also how to work with the young people because this attitude affects how successful you will be in working with them



And she explained each of the above points on the magic diamond and the description is as follows:

- **They can do it:**
This means that the young people have potential, are flexible and dynamic i.e. they are not rigid and they easily adjust to change. The young people can be responsible so you should trust them and that before you start talking to them you should ask for their opinions on that topic.
- **See it as you look through their eyes:**
This means that you read your audience as you talk to them and you should also learn from them and only then you can find the solutions to the different challenges you are facing.
- **There is always a way;**
This means that you should be persistent what ever the challenges you face and should also be creative and innovative in order to overcome some of the challenges.
- **Positive attitude;**
You always have a positive attitude to what you are doing and this will keep you going on up to when to achieve what you are targeting.

(2:30 – 3:30) PM: Review of the World Starts With Me Program.

(Session facilitated by Kigozi Bright, WPF Junior Consultant and Magezi David, SRHC)

The main aim of this session was to give the participants an opportunity to discuss World Starts With Me curriculum i.e. what they are not comfortable with, suggestions of what can be added into the curriculum and what should be changed.

Participants were asked for what portions of the curriculum they felt uncomfortable with and to make suggestions to what changes can be made in the curriculum.

Participants' responses included:

- The participants said that they had a problem of handling lesson seven which is on sexuality because it has both the facts on the different ways of having sex and the precautions of each way of having sex.
- Participants expressed concern again on lesson seven, slide 27 which talks about homosexuality whereby the slide says that homosexuals are born and also gives examples of some famous people who are homosexuals. They said this is conflicting with our culture where homosexuality is unacceptable and that the slide should be edited in the following ways in order to suite our cultural values:
 - Remove the role models names because this can influence the young people to also copy the role models and also become homosexuals yet it is not the program's objective. Young people have a tendency of trying to copy role models 100%.
 - The wordings in the slide should be reviewed so that they are compatible with the Uganda culture and Ministry of Education and Sports School Health policy.
- They also expressed concern on how the previous exhibitions were conducted:
 - Some schools hire people outside the program to draw for them art pieces.
 - Some students do not understand the content of the curriculum.
 - Some students just read through the curriculum towards the exhibition so they do not understand the content.
 - The students are not given enough time during the exhibitions to display their work.

The participants suggested that the students should be quizzed on what their work means and what motivated them to draw their art pieces in order to check if they really did the work themselves and also to try to pay attention to all the students work in order to encourage even those who have not been selected as the best.

(4:00 -5:30)PM: SchoolNet Uganda – World Starts With Me Evaluation Study 2008.

(Session facilitated by Kakinda Daniel and Alex Okwaput)

Kakinda Daniel initiated the discussion by asking the participants the following questions.

1. Why evaluate a project?
2. What is involved in the project evaluations?
3. What are some of the actions taken based on the project evaluation?

Below are some of the responses from the participants.

1. **Why evaluate a project?**

- To access whether the intended objectives of the project are being attained.
- To access the impact of the project on the targeted group.
- To access the effectiveness of the methods or approaches used to implement the program.
- To access the challenges being faced in the implementation of the project and trace or suggest the way forward.
- To keep record of the project progress for further reference.
- To make future plans for the project i.e. whether to go on with the project and how to continue with the project or to stop it.
- To check for the acceptability or usefulness of the project to the targeted group and entire community.
- To check the level of stakeholders' participation in the project.
- To check for the local ownership of the project by the targeted group and this can be checked through the way people relate with the project, the willingness of people to attend to the project and to take up roles in the project, the attitude of the participants towards the program and the support provided to the program.

2. **What is involved in the project evaluation?**

- The project is evaluated by the funder of the project who hires external evaluators i.e. he is the one who is responsible for the payment and contracting of the evaluator.
- The local partner provides the logistical support to the evaluator, working space and also some information to the evaluator in case of an interview.
- The evaluators can obtain a random sample of the people involved and obtain the impact of the project on their lives.
- The evaluators can also interview the neighbors of the people involved and obtain the impact of the project on the neighbors of the people involved.
- The head teachers, teachers and students in the project all had a role to play and that the teachers should motivate the students to feel free during the evaluation exercise.

3. **What actions can be taken after the project evaluation?**

- The funders may end the project if it has had no impact on the targeted group.

- The funder may reduce the funding of the project if it is not achieving the aimed objectives or increase the funding of the project if it is achieving the aimed objectives.
- The evaluators may advise the implementing partner to change some strategies which are not making him deliver efficiently.

Alex Okwaput briefed the participants on how the SNU-WSWM evaluation is going to be carried out. He said that the evaluation is going to be carried out in the five countries where it is currently being implemented i.e. Kenya, Uganda, Indonesia, Vietnam, and Thailand.

The evaluation to be carried out in two phases i.e. the process evaluation where they are to interview the different team members as they are doing their work and also check on how the implementation of the project and the second phase is the outcome evaluation.

The evaluation is going to begin from 14th -18th January, 2008 during the Two – 5 day concurrent training workshops where the participants are going to be given questionnaires to fill in before and after the workshop.

The evaluation will involve the teachers and students of the new schools, past participants in the project, and the parents of the students involved in the project and that their role was to provide information to the evaluators about the project and also to prepare for the evaluation process.

The evaluation was going to cover mainly three lessons i.e. Lesson 8 which is concerned with pregnancy, lesson 9 which is about protecting your self and lesson 11 which is about sexual harassment and abuse.

The evaluation was to find out the extent to which the World Starts With Me is successful i.e. its impact on the targeted group and also to give a feedback to Dutch Ministries which are funding the project.

Alex also informed the participants that the evaluation was going to be carried by a professor from Marshi Rich University in Holland and also two consultants from Uganda.

DAY 3: Programme

TIME	ACTIVITY	WHO
8.30 – 10.40 AM	Integrating ICT in WSWM curriculum implementation. (Using video scenarios and Internet)	Kakinda Daniel
10.40 -11.00 AM	HEALTH BREAK	
11.00 – 12.00	Integrating ICT in WSWM curriculum implementation. (Using video scenarios and Internet)	Kakinda Daniel

12:00 -1:00 PM	Reviewing the contracts with the Teacher Support Specialists (TSS) and Sexual Reproductive Health Consultants (SRHC).	Alex Okwaput & Kigozi Bright
1.00 – 2.00 PM	LUNCH	
2.00 – 3.40 PM	Advocacy and Marketing for the SNU- WSWM program	Kigozi Bright
3.40 – 4.00 PM	HEALTH BREAK	
4.00 – 5.30 PM	Closing ceremony & Award of certificates	MoES

(8:30 AM-12:00 Noon): Integrating ICT in World Starts With Me curriculum implementation.

(Session facilitated by Kakinda Daniel)

Participants were asked the challenges the teachers face in class while delivering the World Starts With Me content to the students.

The following were some of the challenges the participants mentioned

- Lack of adequate knowledge and skills about the subject matter.
- Creating a student friendly environment in order for the student to open up and contribute to the class discussions.
- Lack of passion for the program whereby the teachers just want to cover the whole curriculum and finish it off without the students understanding it.
- Lack of enough time to prepare before the lessons.
- Failure to use the technology to deliver the subject matter.
- Lack of ICT skills.
- Time constraint i.e. the time is not enough to cover the whole curriculum as there other competing school activities.
- Big number of students in the program. It sometimes becomes hard to control the class discipline.
- Irregular attendances of students with some students not attending all the lessons.
- Assumptions that the students have or do not have prior knowledge on some topics.
- Gender differences i.e. whereby the boys consider some lessons as just relevant to girls only.
- Fast learners who sometimes go through the curriculum before the meetings and distract the other learners during the lesson time.
- Diversity of student's knowledge.
- Thee use of Internet which sometimes diverts the students from the program.
- The student's expectation to use ICT throughout the curriculum.

Kakinda asked the participants whether, they see any role Information Communication technology (ICT) can play in:

- Creating a relaxed atmosphere: where students can freely discuss issues related to their bodies, feelings, relationships, sexual health and behavior.
- Providing students with accurate information about themselves and their bodies.
- Helping students weigh up their options and support each other in making and maintaining wise decisions.
- Providing students with the skills to plan, communicate, negotiate and say firmly what they want and when.

As a way of kick starting the discussion, Kakinda told participants that young people love using ICT and don't take long learning how to use it. There is need to take advantage of ICT to give students information on Sexual Reproductive Health. ICT helps the young people to visualize some abstract sexual reproductive health concepts.

Participants were asked to brainstorm why ICT should be used in the delivery of the World Starts With Me curriculum and what ICT should be used.

The participants suggested that they should use the following technologies:

- Use of photography.
- Use of videos on drugs and substance abuse, HIV/AIDs and STIs/STDs.
- Use of the Internet for research and more information on sexual reproductive health and rights.
- Sharing of the content and experiences using the mailing list.
- Documentation our own works e.g. exhibitions

As a way of illustrating how video can be integrated in the delivery of the WSWM curriculum, Kakinda lead a brainstorming session on a topic of drug and substance abuse which participants had suggested should be included in the curriculum.

Discussion questions:

1. What is a drug?
2. What are the different forms and types of drugs?
3. Why do some youth take drugs?
4. What are some of the consequences of drug abuse?

What is a drug?

From the discussion, the participants noted that a drug is any substance that is taken and is capable of changing a person's mode, perception and behavior. It acts primarily on the brain, producing both psychological and physical symptoms.

What are the different forms and types of drugs?

From the discussion, the participants noted that there are very many types of drugs and they are in very many different forms and these include:

- NARCOTICS: Induces sleep and relieves pain.
- STIMULANTS: Affects the functions of both mind and body. Symptoms (extreme excitement and excitability).
- HALLUCINOGENS: Alter the users' moods, perceptions and ways in which they experience their own bodies.
- DEPRESSANTS: Slow down and undermine the mental faculties, in particular the parts of the brain dealing with concentration, thinking & decision-making (alcohol, sleeping pills, inhalants)

They are also in forms like powder, liquid, plants (leaves, roots), tablets, chocolates and injections. They can be swallowed, chewed, snorted, inhaled, injected or drunk.

Why do some youth take drugs?

The participants said that youths take drugs because of peer pressure, copying role models, past family experiences and psychological torture, environment in which they live in, frustrations, curiosity or experimenting to see how they taste, media and in order to fit in the society.

What are some of the consequences of using drugs?

Kakinda showed the participants a short video clip on how drugs abuse and consequences of using drugs.

Summary of the video clip

'It all begins when a gang of youth is gambling while smoking and as they play on one of the youths called Kalanzi is won and they have to take his money so he starts arguing with the other gang members and then his big step brother intervenes and beats up the rest of the gang members and then runs off with Kalanzi so the other gang members chase the two up to when they can not see them any more. Then when the brother tries to counsel him on the dangers of ganging up, he just blows him off and tells him to leave him alone since he is already grown up and can make his own decisions. So as Kalanzi moves on he lands into a gang of drug users who first beat him up and then he asks them to allow him join their gang. So when he joins the gang, they start stealing motorcycles (bodaboda), pick pocketing, raping and all sorts of crimes and one day as Kalanzi and his gang members try to steal a motorcycle (bodaboda), the motorcycle (bodaboda) men team up and burn Kalanzi to ashes using petrol and car tyres.'

From the discussion which followed after viewing the video clip, the participants noted that the consequences of drug abuse are not immediate so they are outside the experience of most of the youth. They may include physical and psychological problems, social problems, unemployment, crime, HIV/AIDS and death.

Kakinda showed participants some two other short videos from Scenarios from Africa- a growing collection of films on HIV/AIDS by leading African directors, based on original ideas by young Africans. (www.globaldialogues.org).

Participants agreed that it would be an excellent idea to integrate the use of short video clips in the delivery of the WSWM curriculum at the school level. The video having the advantages of:

- Setting an environment more open to discussion on the issue.
- Fostering personal reflection in relation to ones' own life.
- Increasing the level of knowledge.
- Being culturally relevant if well chosen.
- Extending the discussions beyond the current experience of the students (potential risky behaviour).
- Being used in countless different ways.

(2:00- 3:40)PM: Advocacy and Marketing for the SchoolNet Uganda – World Starts With Me program.

(Session facilitated by Kakinda Daniel and Kigozi Bright)

Kakinda informed the workshop participants that as one of the strategies to expand SNU-WSWM, there was need to document the program impact on the core team, teachers and students. One powerful way is through the personal testimonies of how the program has impacted on their professional lives.

He invited those willing to have their testimonies video recorded to do so before the end of the workshop. The testimony should be based on the following guidelines:

- A short personal introduction (names, organization).
- What was the motivation for joining SNU-WSWM?
- What activities they have participated in within the program.
- What they have benefited from the program in terms of knowledge, skills and attitudes?
- Any lessons they have learnt from the program?
- Messages to the fellow peers.
- Suggestions to the project partners.

Kigozi Bright led the brainstorming on advocacy and marketing the SNU-WSWM program.

Participants were provided with the following discussion questions:

1. What is advocacy?
2. What is marketing?
3. Why should SchoolNet Uganda – World Starts With Me do advocacy?
4. Why should SchoolNet Uganda-WSWM do marketing and publicity?

5. Who should be targeted while doing the advocacy and during the marketing?
6. How should the advocacy and marketing be done?

What is advocacy?

Participants responded by saying that advocacy is a process of selling out your idea or something in to policy makers in order to solicit for an enabling environment, a policy or funds to implement or scale up the idea..

What is marketing?

Participants responded by saying that marketing is a process of selling out your idea or something in to the beneficiaries in order to solicit for local ownership and support and to increase the number of beneficiaries.

Why should SchoolNet Uganda – World Starts With Me do advocacy?

Participants said that SchoolNet Uganda – World Starts With Me to get more support from the policy makers, get more partners to support the program, get more funding for scaling up and for sustaining the program.

Why should SchoolNet Uganda – World Starts With Me do marketing and publicity?

SNU-WSWM needs to do marketing and publicity so that more schools get to know about WSWM and how it is impacting on the students. There is to reach out to more students in the WSWM schools and to expand to more schools. With local ownership the schools should be able to meet the cost of the WSWM program implementation.

Who should be targeted while doing the advocacy and marketing?

The participants said that the advocacy and marketing should target the government or policy makers, schools (Head teachers, and members of Board of Governors and the Parents and Teachers Associations), the outside community members, the benefiting schools, organizations doing similar work and other potential funders.

How should the advocacy be done?

Participants said the advocacy and marketing should be carried out by sensitizing the targeted group on what is involved in the program, sharing reports on the activities that have been carried out and sharing best practices and lessons learnt.

This can be done at:

- School assemblies.
- School project launch.
- PTA meeting

- Exhibitions.
- Local and International workshops.
- Using the SchoolNet Uganda website.

(4:00 -5.30 PM): Closing Ceremony and award of certificates.

The closing ceremony was presided over by Mr. Nsumba-Lyazi, the Assistant Commissioner secondary education (comprehensive).



Figure 5 : Mr. Nsumba-Lyazi addressing participants

After participants had introduced themselves to the Guest of Honor, Kakinda briefed the Guest of Honour on the objectives of the workshop, the selling points of World Starts With Me and also the project cycle for the program in 2008.

GUEST OF HONOR'S SPEECH by Mr. Nsumba- Lyazi.

The guest of honor first of all thanked the organizers for inviting him to close the workshop and note that it's harder to close a workshop than to open one because you are flagging off participants who are now fully trained and informed.

He also noted that the participants had big titles such as Teacher Support Specialist, Sexual Reproductive Health Specialists, and Student Peer Educators and cautioned them that these big titles must be seen in the actions when they become change agents. He told the participants that their role is to empower young people to make the important decisions.

He also noted that many SRHR programs in the schools have not yet achieved this because the young people are still not making the right decisions. He told the

participants that their work is quite big and that they should move into actions. He mentioned that many people have the knowledge but it's not transferred into actions.

He told the participants to empower the young people to say NO to something or a situation that deserves a No. He said that WSWM need to expand beyond the 29 districts so the knowledge becomes widely spread across the country. He told the participants to use the multiplier effect to convert more people into the WSWM program so that they can build a big force to spread the program to the other parts of the country and also to use the support effect to support each other in the program because every one needs support.

He commended the participants for attending the workshop and advised them not waste the three days they had spent at the workshop but to use them to cause a change. He also told the participants to work hard and do their work effectively in order to encourage the funders i.e. World Population Foundation to fund and trust the project.

Mr. Nsumba-Lyazi thanked SchoolNet Uganda the organizers of the workshop and World Population Foundation, the funders of the project for their input in the program for the schools. He also thanked the schools and organizations where the participants were coming from for releasing the participants to come for the workshop and told the participants to go back and cause a positive change in the different places where they are assigned.

Mr. Nsumba-Lyazi awarded certificates to the participants and facilitators and thereafter declared the workshop officially closed.

Appendix 1: Attendance

Name	Organisation	Role	Regions
Kanaabi Harunah	Inspirations Guidance and Counseling Training Centre	Programme Training Officer / SRHR consultant	Wakiso, Kayunga
Mupa Gloria	Kyambogo University	Peer Educator	
Buwembo Charles	Makerere University	Peer Educator	
Nabimanya Humphrey	Kiira College, Butiki	Peer Educator	
Twesigye Patrick		SRHR consultant	Bugiri, Masindi, Tororo
Lugya Richard Kibuuka	Mukono Bishops S.S	TSS	Kayunga, Mukono
Magezi David	Wide Foundation	SRHR Consultant	Iganga, Lira, Mbarara
Tanga Emmanuel	St Peters' College Tororo		
Eregu Joseph	Teso College Aloet	TSS	Kumi, Sironko, Soroti
Oboth Moses .I.	St Peter's College Tororo	TSS	Bugiri, Tororo
Nasirumbi Jane	St Peter's S.S Nsambya	TSS	Kampala
Agwisagye Moses	C & M Consortium LTD	SRH consultant	
Angella Geofrey	Moroto High School	Peer Educator	
Akeso Winnifred	Change Trends Association	SRH consultant	Arua, Kampala, Luweero, Mpigi
Tumwesigye Patrick Boss	Mbarara Army Boarding S.S	TSS	Kasese, Mbarara
Katusabe Kubra	Bwikya S.S	TSS	Hoima
Bazibu Fred	Kiira College Butiki	TSS	Jinja
Munyenyeye Christine	Daughters of Zion	TSS	Kumi, Sironko, Soroti
Akello Beatrice	Dr Obote College	TSS	Lira
Namazzi Vivian	St. Joseph's SS, Nsambya	Peer Educator	
Mugisa Joseph	APTECH	Peer Educator	
Okwaput Alex	Mukono Bishops S.S	TSS	Mpigi, Mbale
Kigozi Bright	Wanyange Girls S.S	TSS	Wakiso, Luweero
Magoba Sarah	Ministry of Gender	SRH specialist	Mukono
Kakinda Daniel	SchoolNet Uganda	Training Director	
Allen Nansubuga	SchoolNet Uganda	WSWM Desk officer	
Allan Kakinda	Makerere University	Rapporter	
Matovu Richard	Makerere University		