

REPORT ON THE WORLD STARTS WITH ME (WSWM) HEADTEACHERS SENSITIZATION WORKSHOP HELD AT DFI - MUKONO (19TH - 20TH) DEC 2007.



Figure 1: Workshop participants in a group photograph after workshop closure

Introduction:

The World Starts With Me (WSWM) is a sexual reproductive health and rights curriculum implemented by SchoolNet Uganda in partnership with World Population Foundation and the Ministry of Education & Sports. In 2008, the WSWM will be implemented in 100 schools, 32 of the schools being new in the program.

As part of the preparations to implement the WSWM project in the 32 new schools, SchoolNet Uganda in partnership with World Population Foundation and the Ministry of Education and Sports organized a 2-day “WSWM Project Head teachers Sensitization Workshop” which was held at DFI (District Farm Institute – Mukono) from Wednesday 19th to Thursday 20th Dec 2007.

Previously, the Head teachers sensitization was a half-day workshop but over the past two years SchoolNet Uganda realized that the Headteachers needed to spend more time together to brainstorm the SRHR (Sexual Reproductive Health and Rights) issues in their schools as this issues directly affect academic performance of the students and share best practices of dealing with some of them. The 2-day sensitization workshop would also provide an opportunity to the Head teachers to get first hand information on the WSWM project and curriculum and how it addresses many of those SRHR issues facing the youth.

Workshop Objectives:

The World Starts With Me (WSWM) sensitization workshop for the Head teachers of the new WSWM project schools aimed at achieving the following objectives:

1. To provide the Head teachers an opportunity to brainstorm SRHR (Sexual & Reproductive Health and Rights) issues in the schools and the challenges faced by schools in managing the SRHR issues.
2. To update the school Headteachers on the SRHR policy for schools by the Ministry of Education & Sports.
3. To discuss with School Headteachers why and how SRHR issues directly affect academic performance of the students.
4. To introduce to the Head teachers, the WSWM (World Starts With Me) project which comes with an SRHR curriculum as one of the strategies SchoolNet Uganda in partnership with World Population Foundation are using with the support of the Ministry of Education and Sports to address many of the SRHR challenges in schools.
5. To take the Head teachers through some of the lessons of WSWM curriculum through hands-on activities so that they have a feel of the curriculum.
6. To get ideas and suggestions from the Headteachers on how best to implement the project in their schools.

Workshop Programme Wednesday 19th Jan 2008.

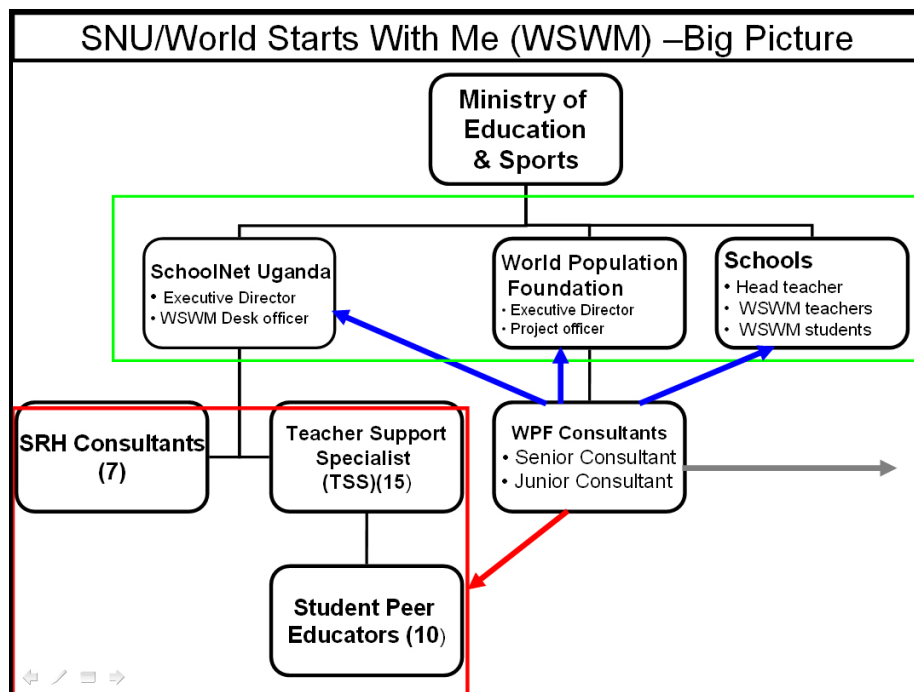
DAY 1		
Time	Activity	By whom
8:30 -9:00 am	Registration and Collaborative introductions	Participants
9:00-10:40 am	Brainstorming SRHR (Sexual & Reproductive Health and Rights) issues in the schools and the challenges faced by schools in managing the SRHR issues. (Plenary)	Kakinda Daniel
10.40 -11:00 am	BREAK	
11:00am -2.00 pm	- Representatives from Ministry of Education & Sports - Brief about the Ministry 's SRHR draft policy - Q&A -Official Opening	Representative from MoES
2:00 -3:00 pm	LUNCH	
3:00 -4:40 pm	- How Sexual Reproductive Health and Rights issues directly affect academic performance of	Kakinda Daniel

	students. - Discussions	
4:40 -5:00 pm	HEALTH BREAK	
5:00 -5:40	Signing up for email addresses (only those without)	Allen Nansubuga

(9:00 -9:30) AM: WSWM Uganda Big-Picture.

(Session facilitated by Kakinda Daniel)

Mr. Kakinda Daniel, the Executive and Training Director of SchoolNet Uganda, the implementing partner of World Population Foundation for the World Starts With Me project, kick-started off the day by presenting the WSWM project Big-picture to the participants in which he outlines the roles and responsibilities of the various partners.



Ministry of Education & Sports

- House SchoolNet Uganda Secretariat.
- Allowing WSWM in schools.
- Providing policy guidance so that the WSWM activities are in line with Ministry of Education and Sports SRHR policy and priorities.

Roles and Responsibilities of WSWM project partners.

Mr. Kakinda Daniel informed the Head teachers that SchoolNet Uganda, World Population Foundation and the Schools are partners in the implementation of the WSWM Uganda program. As partners, each has responsibilities and obligations to the project. The partnership is formal and the responsibilities and obligations are spelled out in written agreements.

- (i) A written agreement between SchoolNet Uganda and World Population Foundation.
- (ii) A written agreement between SchoolNet Uganda and the schools.

Roles and responsibilities of World Population Foundation (WPF) include:

- WSWM Project fundraising.
- Guidelines for project implementation.
- Consultative meetings with other project countries.
- Updating the curriculum to address current needs with advice from the WPF Consultants.
- Monitoring & Evaluation.

Roles and responsibilities of SchoolNet Uganda (SNU) include:

- Implement the WSWM project in schools.
- Head teachers' sensitization about WSWM and the government School Health Policy through the Ministry of Education & Sports.
- Keep inline with government school health policy – the SRHR section.
- Train 2 (two) teachers from participating school who will be implementing the project in the school.
- Provide technical and program support to participating schools.
- Provide the project curriculum on CD ROMs and printed manuals.
- Provide a subsidy for project stationery.
- Provide ongoing support by SRHR experts, Teacher Support Specialists (TSS) and (SPE) Student Peer Educators.
- Monitoring & Evaluation.
- Project promotion and publicity.

Roles and responsibilities of the schools include:

- Participate in the Head teachers' sensitization workshop.
- Agree to and sign WSWM Project School Agreement.
- Allow project teachers to participate in related project training, activities, meetings and end-of-project exhibition.
- Allow and facilitate project teachers to guide students through the 15 lessons of the project.
- Ensure that teachers document the project processes and outcomes.

- Ensure that project teachers prepare for and participate in the project exhibition in October.
- Top up stationery subsidy to avail sufficient stationery support.
- Top up project exhibition subsidy.

Mr. Kakinda informed the Head teachers that the roles of WPF consultants, Sexual Reproductive Health Consultants (SRHC), Teacher Support Specialist (TSS) and Students Peer Educators (SPE) would be outlined on the next day.

(9:30 -10) AM: SRHR (Sexual & Reproductive Health and Rights) issues in affecting the Youth.

(Session facilitated by Kakinda Daniel)

In order to kick start the brainstorming session, two videos from **Scenarios from Africa** were played. **Scenarios from Africa** is a community mobilization and education project on HIV/AIDS, carried out in partnership with hundreds of organizations in Africa and beyond. The project is coordinated by Global Dialogues. (www.globaldialogues.org).

(1) MY BROTHER (Duration 8 min 13 sec).

(Written by Justin Corr ea, aged 23, from Mbour, Senegal.

Directed by Cheick Oumar Sissoko of Mali.

Shot in 2001 in Senegal.

Summary:

Mamadou, aged 13, thinks he's pretty cool. He has all the latest clothes and a big brother with a motorbike. But he also thinks it's cool to treat people badly. At school, he refuses to sit next to Bokary, a boy who has become an orphan due to AIDS, because, he says, "prevention is better than cure". His teacher, enraged, sends Mamadou to an information centre to prepare an essay on AIDS....

Key topics for discussion:

- Difficulties encountered by children orphaned by AIDS.
- The effects of discrimination and stigmatisation on a person affected by HIV/AIDS.
- Forms and causes of such discrimination and stigmatisation.
- Ways to overcome that discrimination and stigmatisation.

(2) A RING ON HER FINGER (4 min 12 sec).

(Written by El Hadji Malick Seck, aged 20, from Pikine, Senegal.

Directed by Fanta R gina Nacro of Burkina Faso.

Shot in 2001 in Burkina Faso.)

Summary:

Aliou has bought his girlfriend Nancy a new dress, which she eagerly tries on. Meanwhile, thinking that Nancy will reward his generosity, he surreptitiously arms himself with a condom. But Aliou hasn't reckoned with Nancy's reaction ... or her resolve to stick to her own AIDS prevention strategy.

Key topics for discussion:

- Recognising ploys designed to get somebody into bed.
- Saying "NO" to sex: the right timing.
- Saying "NO" to sex: how to do it.
- Asking for sex: accepting "NO" as an answer

The two video scenarios were just used to spark off the brainstorming session. The Participants were free to base their discussion on either SRHR issues in the videos or those from their experiences.

The Head teachers mentioned the following as some of the Sexual Reproductive Health and Rights (SRHR) issues affecting the youth.

- Negative peer influence.
- Multiple sex partners.
- Sexual harassment and abuse.
- Lack of information & failure/unwillingness of parents to talk to their children.
- Friends & Relationships (good & bad friends).
- Teenage pregnancy & unsafe abortions.
- HIV/AIDS.
- Trans-generation & Trans- gender sex.
- Stigmatization of those affected and infected with HIV/AIDS.
- Condom use and un-safe sex.
- Enticement with gifts for sex.
- Lack of life skills (self esteem, refusal skills, decision-making, assertiveness).
- Source & quality of information.
- Lack of knowledge of limits of trust.
- Lack of comprehensive correct SRHR information.
- Failure to accept ones own status and trying to live beyond one's means.
- Mixed information from the media.

The Head teachers noted that there was need for schools to provide students with comprehensive and accurate sexual reproductive health and rights (SRHR) information and to equip the students with life skills.

(11:00 – 12: 00 Noon): Brief about the Ministry of Education’s draft Sexual Reproductive Health and Rights (SRHR) Policy.

(Session facilitated by Kakinda Daniel)



Figure 2: Ms. Santa Ojok from Ministry of Education & Sports addressing the Head teachers.

Ms. Santa Ojok presented highlights of the School Health Policy by the Ministry of Education & Sports of which all the participants had a copy in their workshop materials kit. She said the draft was approved with amendment and it's being costed at the moment. After costing, the draft policy will be submitted to cabinet by March 2008 and then to parliament.

Ms. Santa Ojok cautioned the workshop participants to implement the School Health Policy in totality and not to just the SRHR part only as all components are government priorities and are complementary.

The School Health Policy includes:

- Health Education and Promotion including Life Skills Education;
- Water and Sanitation;
- Sexual and Reproductive Health (STI/HIV/AIDS and Prevention of Teenage Pregnancies;
- School Feeding and Nutrition;
- Protection of Learners Against all Kinds of Abuse, Violence and Injury;
- Medical Care Services in Schools;
- Physical Education & Sports;
- Counseling and Guidance;

- Community Health Promotion Services.

In particular, section 5.3, deals with Sexual and Reproductive Health.

5.3 Sexual and Reproductive Health (STI/HIV/AIDS and Prevention of Teenage Pregnancies)

- 5.3.1. Sexual and Reproductive Health curriculum for all educational institutions shall be strengthened.
- 5.3.2. All educational institutions shall respect the rights of people (learners and staff) living with HIV/AIDS.
- 5.3.3. Reproductive health, in particular basic adolescent friendly reproductive health services including TT immunization, STD treatment and sex education shall be provided in all educational institutions

5.3.4. Prevention of HIV/AIDS

- VCT - voluntary counseling and testing
- ABC - Abstinence, Be faithful , Condom use (ABC for educational employees, condoms for tertiary institutions)
- Delaying sex (for learners)
- Promotion of virginity - for boys and girls
- Promotion of use of disposable sharp instruments e.g. razorblades
- Health promotion programmes
- SHEP - School Health Education Programs
- Advocacy programmes (School Health Clubs , Multimedia , Involvement of people living with HIV/AIDS, Teenager centers)
- Integration into the curriculum at all levels
- Guidance and counseling.

Ms. Santa Ojok thanked SchoolNet Uganda and World Population Foundation for supplementing the Ministry of Education and Sports for implementing *The World Starts With Me (WSWM)* -a comprehensive Sexual and Reproductive Health and Rights Curriculum in 100 schools across the country.

She urged the Head teachers to aim at integrating Sexual Reproductive Health and Rights in all subjects across the curriculum.

Question & Answer session about policy highlights

The Workshop participants had a number of questions for Ms. Santa Ojok, related to the draft School Health Policy and its implementation. Below are some of the questions and the responses provided by Ms. Santa Ojok.

Question: *Is there a possibility of adding a component of counseling in the policy?*

Answer:

Counseling is already catered for in section 5.8

Question: *Where will the medical personnel to implement the policy come from because there is a shortage of trained nurses in the country?*

Answer:

The policy implementation strategies in section 6.1 talks about capacity building and training for designated staff member (s) to be in charge of health for learners in the school and that boarding schools should create post for a trained health care worker at the level of an enrolled nurse and above. The Ministry of Education & Sports will provide the personnel when the policy is finalized. The implementation strategy also talks about strengthening peer education and health promoting school clubs/societies to foster child-to-child learning.

Question: *Health Science as a subject was abolished. How will the students know about SRHR?*

Answer:

SHRH should be integrated across all subject areas rather than as a separate subject.

(12:00 – 1: 45 pm): Opening Remarks by Mr. Nsumba-Lyazi – Assistant Commissioner, Secondary Education (Comprehensive), Ministry of Education & Sports

(Session facilitated by Kakinda Daniel)

Mr. Robinson Nsumba-Lyazi, in his opening remarks thanked SchoolNet Uganda for the good work they are doing for the Ministry championing its efforts with ICTs in secondary schools since 1997. He referred to the following statistics and underlined that there is an obvious problem in schools and there is no need to wait for the draft School Health Policy to be approved.



Fig. 3: Mr. Robinson Nsumba-Lyazi from Ministry of Education giving remarks.

The statistics:

Today, over 50% of young people worldwide are sexually active by the time they are 17 years old. More young people become sexually active at a younger age, because of:

- An earlier onset of puberty that in the past and a later average of age of marriage.
- A lack of parental guidance because of increased mobility of young people themselves and their families and/or increased absence of parents due to economic reasons, HIV/AIDS or broken families; as a result less solid norms on sexuality among youth, easily to influence by peers.
- A lifestyle which is financially demanding and poverty: particularly in developing countries, sex is used as a means of exchange or source of income.
- A newly emerging, global youth culture with liberal attitudes towards pre-marital sex due to globalization of a sexualized youth culture and easy access to fragmented and explicit sexuality information via the Internet and international youth media.

Not acknowledging young people's sexuality and liberal attitudes of a new youth culture leads to unprepared experimenting with a sexual life. Because of this, today's young people are more affected with sexual health problems such as teenage pregnancy, early motherhood, unsafe abortions, STIs including HIV, sexual harassment and abuse. Also gender discrimination, exclusion for being HIV positive or discrimination based on sexual orientation is a common problem related to sexuality.

In Uganda, sexual reproductive health and rights issues affecting the youth include but are not limited to: peer influence, drug abuse and addiction, commercial sex, multiple sex partners, teenage pregnancy and unsafe abortion, trans-generation sex etc.

1. In a study in 1996 in six districts, including Kampala; 62% of the boys & 32% of girls reported to be sexually active, with the mean age for girls 14 years old, 56% of the respondents had more than one sexual partner, 38% of the boys did not use a condom at last intercourse; 37% even did not know about condoms, teenage pregnancy stands at 43%, more than 50% of girls become mothers before the age of 18 years.
2. Of women who died from abortion complications in Mulago Hospital, 44.7% were adolescents (study in 1999).
3. About 15% of the female adolescents, who had ever been pregnant, had terminated a pregnancy (study in 1992).
4. In Uganda nearly 50% of the HIV positives are young people; the male-female ratio is 1:6.
5. Sexual abuse in Uganda is high prevalent. In a study of 1993, 31% of the girls and 15% of the boys had been exposed to sexual abuse.

Mr. Nsumba-Lyazi remarked that the Ministry of Education and Sports is happy with SchoolNet Uganda and World Population Foundation supplementing the Ministry's effort in addressing SRHR problems in schools through The World Starts With Me (WSWM) project.

He added that in schools there is also PIASCY (the Presidential Initiative on AIDS Strategy for Communication to Youth) in schools to combat the problem of HIV/AIDS. He requested the participants to use the PIASCY and WSWM and other SRHR programs in their schools in complementarily.

He urged participants to be optimistic, think positively and join hands with the Ministry to address the problem and not wait for legal frameworks. He said HIV/AIDS and early pregnancies are a real problem and if these are not addressed, all government's investment in Universal Primary Education & Universal Secondary Education will be wasted.

He urged teachers to follow up absenteeism of their students because it may be health related. Students need to be armed with comprehensive information and life skills to fight their way out and make correct informed decisions. He observed that there are some cultures which do not allow students to refuse sexual advances from men BUT this cannot continue.

He said students need their self esteem to be built, they need communication skills, and with these in place, the problem of sugar mummy and daddy will be

addressed. He added that time management should also be addressed. Sometimes rape is because of moving at wrong hours. He called upon head teachers to produce students of character, educated, productive and developmental.

Question & Answer session about the opening remarks

Question: *What should the head teachers do with the girls who become pregnant at schools?*

Answer: The target should be not to have any pregnancies in schools. Otherwise, you could negotiate with a neighbor head teacher to enroll the girl after pregnancy at their school. The girls should be helped as much as possible with counseling to complete their education.

Question: *To what extent should we use sensitization and counseling to handle indiscipline as opposed to punishment like expulsion?*

Answer: The role of the teacher has changed to that of a parent, guardian, counselor, facilitator, etc. This way, Head teachers and teachers will manage the situations in their schools.

The Guest of Honour, Mr. Nsumba-Lyazi – Assistant Commissioner secondary education (comprehensive) then officially declared the workshop officially opened.

Vote of thanks:

The Head teacher of St. Henry's College Kitovu, Br. Brian Matsiko moved a vote of thanks to the Ministry of Education & Sports, SchoolNet Uganda and World Population Foundation for organizing this very informative workshop.

Br. Brian Matsiko informed the Guest of Honour, that participants had three issues they wanted to bring to the attention of the Ministry of Education and Sports.

- (i) Very few Head teachers and teachers had been invited to the 2007 sector review meeting and there was very little contribution for Head teachers and teachers to the draft bill on education. It would be useful to get the contributions of the carders in the field.
- (ii) The Uganda Joint Christian Council has been looking at the draft bill on education and has noted with concern that the bill has no provision to include/involve schools Boards of Governors at the district-level.
- (iii) Two years ago, the Uganda Christian Council was still wondering whether, it was the right time to include sexuality education in school. It is good now that there is a draft Ministry policy to answer this question

(3:00 – 4:30 pm): Sexual Reproductive Health & Rights (SRHR) Issues Affecting Negatively the Academic Performance in Uganda Schools.

(Session facilitated by Kakinda Daniel)

In a plenary session, the Head teachers were requested to share some of the Sexual Reproductive Health (SRH) issues affecting academic performance in their schools.

Participants were expected to talk about one SRH issues and the current strategy the school(s) is/are using to address it.

The following are some of the issues the participants highlighted:

SRHR issue 1: Lesbianism in Girls Schools

- A' Level girls making love advances to S1 girls.
- Advances happening mainly during entertainments (dances, video shows etc.).
- The old girls give presents and buy eats from the curtains for the young girls to maintain the relationship.
- Lovers wanting to remain together during prep and during church hours.
- A lot of time is wasted by girls writing love letters to other girls and trying to protect their lovers from other girls.
- The young girls lose concentration on academic issues.
- Even after leaving school, the Lesbian girls continue visiting their lovers on school visitation days.

Strategies currently used to address the issue:

- Limit the number of video shows in a term and have day dances (4.00 pm -7.00 pm).
- Have separate preps for A' level and O'level girls.
- Don't allow two girls to sleep in the same bed.
- Use visitation cards bearing the parent's photographs.

SRHR issue 2: Boy – Girl Love Relationship in Boarding Mixed Schools

- Time for revision is wasted writing love letters.
- Performance of girls progressively declines.
- Part of the school fees is often not paid by the boys and is used for maintaining the relationship. Boys are eventually sent away from school due to school fees disrupting academic performance.

Strategies currently used to address the issue:

- Separate night preps for boys and girls.
- No go areas for boys and for girls after 6.00 p.m.

- Career guidance and counselling to students.
- Talks about effects on academics of boy-girl relationships from people from organizations like Straight Talk Foundation, Naguru Teenage Centre etc.
- Some schools have introduced the Direct Debit scheme from parents' bank accounts to the School fees account.

SRHR issue 3: Girl Child – Community Love Relationship in Day Schools

- Caused by poverty where the parents fail to provide the basics.
- Lack of daily transport money to school.
- Some girls want to live beyond their means.
- Girls escaping school and from hostels after bribing day/night guards.
- Main offenders are boda-boda men, tax and truck drivers and shopkeeper attendants.

Strategies currently used to address the issue:

- Sensitization of parents during the PTA meetings.
- Expelling from the hostels those girls found outside school without permission.
- Ensuring availability of scholastic materials at teacher-run school canteens.
- Individualized counselling of parents and students.
- Use of Parents' visiting cards to reduce the problems of "uncles" visiting girls.

SRHR issue 4: Male Teacher – Female Student Relationships.

- Some young male teachers enter love relationships with the girls they teach. This is partly caused by the decreasing age gap between the teachers and the students.
- Girls involved in such relationships lose concentration and progressively perform poorer.
- Some girls deliberately sitting badly in class to provoke male teachers (especially young teachers).
- Students concentrate on the teacher rather than what is being taught.
- Some girls spend a lot of time with the love calculator (electronic on the Internet (www.lovecalculator.com) or manual). The love calculator calculates the chance of a successful relationship between two people. Thereafter, they target male teachers with high scores.
- Girls make allegations that "the teacher is harassing me because I refused" in case a male teacher tries to be tough with them. Unfortunately parents always side with their children.

Strategies currently used to address the issue.

- Discontinuing teachers who are involved with in love relationships with the girls from school.
- Internal workshops for teachers on professional ethics.

SRHR issue 5: The Girl Child and Monthly Menstruation Cycle.

- Some girls have very painful periods causing absenteeism from school or lack of concentration in class.
- Some girls lack correct information about the menstruation cycle to the extend of thinking they would lose their virginity during the periods.
- Mood swings and high sexual desires.
- Lack of sanitary towels.
- Insufficient knowledge of safe days leading to unwanted pregnancies.
- Girls who drop out of school due to pregnancy are not assisted to be placed in another school, contrary to the Ministry of Education and Sports policy. When placed in another school, they have divided attention between school and the partner.

Strategies currently used to address the issue:

- Some schools are providing sanitary towels to the girls at the school sickbay.
- Provide health education about the Menstruation cycle to girls.
- Involving all the stakeholders including counselling the boys responsible for the girls' pregnancy.
- Helping the formerly pregnant girls to be placed in other schools.
- Pregnancy checks before girls report back to school and during school term.

SRHR issue 6: Sexual Abuse and Exploitation

- Some girls are forced into sex in return for school fees. This causes physical, emotional and psychological torture to the girls to the extend that they feel insecure to go home.
- Sexually abused girls lack concentration in class, are hostile and fight very often.

Strategies currently used to address the issue:

- Guidance and counselling to students.
- Advising students to report the cases to the police.

Other things reported by Head teachers as affecting students academic performance included:

- Body changes and negative peer influence.

- Pornography.
- Media (some articles in the news papers and some FM programs).
- Bad spiritual influence.
- Drugs.
- Trans-generational sex.

(5:00 -5:40) PM: Signing up for email addresses (only those without).
(Session facilitated by Allen Nansubuga Ssebandeke)

Ms. Nansubuga Allen – Technical Coordinator SchoolNet Uganda and WSWM Project officer was happy to note that over half of the workshop participants already had active email addresses before they came to the workshop. She called upon those who did not have email addresses to work with her to acquire personal email addresses.

“The WSWM project is growing big across the country and using email for communication and monitoring the WSWM project will be very handy” Allen added. A full list of participants email addresses is annexed to this report.

As participants went through the processes of signing up for new email addresses, they were introduced and navigated through the SchoolNet Uganda website at <http://schoolnetuganda.sc.ug>

Workshop Programme for Thursday 20th December, 2007

DAY 2		
Time	Activity	By whom
8:30 -10.00 am	Introducing the WSWM to the Head teachers and its strengths in addressing SRHR issues in schools	WSWM Consultant WPF
10:00 -10.30am	HEALTH BREAK & BREAK TEA	
10:30 -11:00	Student’s Testimony	Vivian Namazzi
11:00 -11:30	Student’s testimony	Humphrey Nabimanya
11:30 -1:00	Hands-on activity: WSWM Lesson	Bright Kigozi
1:00 -2:00 pm	LUNCH BREAK	
2:00 – 2.40 pm	Presentation of the WSWM cycle activities.	WSWM Project Officer SNU
2:40 - 3:00 pm	Roles and responsibilities of partners	Allen

3.00 – 4.00pm	Question & Answer	Allen
3.00 – 4.30pm	Signing of Project Agreements	Participants
4.30 – 5.00pm	Award of Certificates of Participating & workshop closure	MoES

(8:30- 10.00) AM: Introducing the WSWM to the Head teachers and its strengths in addressing SRHR issues in schools

Mr. Alex Okwaput – the World Population Foundation consultant and Teacher at Bishop Senior School Mukono introduced The World Starts With Me (WSWM) project to the Head teachers of the new WSWM schools..

In 2003, World Population Foundation (www.wpf.org), in cooperation with Butterfly Works (www.butterfly-works.org) and SchoolNet Uganda (<http://schoolnetuganda.sc.ug>), developed and started implementing an innovative computer-based, online curriculum on Sexual Reproductive Health and Rights (SRHR) curriculum; the World Starts With Me (WSWM) (www.theworldstarts.org)

In 2004, WSWM received the Golden Nica Award by Prix Ars Electronica in the Digital Communities category for its relevancy and innovativeness.

The WSWM curriculum which was initially developed in Uganda is currently being adapted and piloted in Kenya, Indonesia and Thailand. The WSWM curriculum is designed for youth in the age bracket of 12-19 years.

The WSWM combines IT (Information Technology) skills building and creative expression with sexual health and rights education but the students do not need to have previous computer experience

The WSWM uses experiential learning as the didactic method and follows the principles of three combined approaches: Adolescent development, behavior change and human rights-based approach. This combination empowers the young people not only to obtain required knowledge but also to develop appropriate attitudes and learn healthy and responsible behavior and life skills (communication skills learn how to refuse and negotiate, using health services, etc). In addition, young people learn how to unfold their creative and IT skills as preparation for modern job opportunities.

The WSWM curriculum is designed for youth in the age bracket of 12-19 years. The youth do not need to have previous computer experience. Teachers need to be youth-friendly, interested in supporting young people in decision-making and skilled in participatory teaching styles and using ICT tools.

WSWM is based on the following principles:

- Openness and acceptance of young people's sexuality, not on taboos.
- A positive, non-judgmental approach towards sexuality, not on fear or control.
- Equity in gender.
- The rights of young people to accurate and correct information and to self-determination, in order to make own responsible choices.

(10:30 -11:00)AM: Students' Testimonies

(By Vivian Namazzi & Humphrey Nabimanya)

1. Namazzi Vivien – How The World Starts With Me (WSWM) affected my life.

I am Vivien Namazzi, formerly an S6 student at St. Joseph's Girls SS, Nsambya.

The World Starts With Me (WSWM) program was introduced in my school in 2006 by two trained teachers that are Ms Ayebare Lillian and Mr. Senyonga Francis. And I joined WSWM because we were told it is computer based and it would teach us about the Sexual Reproductive Health (SRH) issues which I wanted to learn about especially HIV/AIDS, pregnancies which are major problems to the girl child of today.

WSWM lessons which were most useful to me and to the other students.

Lesson10 (HIV/AIDS- You have a role to play too) and Lesson11 (Love shouldn't hurt – sexual abuse), were most important to me as they talked about the issues I liked most and I had researched about for long. They also gave me some skills and learnt how to live with various problems basing on this knowledge.

Lesson 3 (Is your body changing too) was most important to the S1 & S2 students. Other lessons like 10, 11 & 4 (Friendship and Relationships) were also of great importance to them as they came to realize the problems surrounding them and got solutions to them through the various discussions held amongst themselves.

*How The World Starts With Me (WSWM) project has **changed my life***

This project has changed my life in such a way that I've learnt how to relate with various people, my self esteem has grown to a larger extent that I can address the public without fear. I've been sensitized on some SRH problems and I can at least solve most of them and also help out fellow young people. I've also been sensitized on issues about HIV/AIDS which I can ably talk about with others and the sex issues in public.

I also attained leadership skills because I had never been a leader due to the low self esteem I had. I became the president of The World Starts With Me (WSWM) club at our school.

First I helped my fellow students develop their self esteem with my testimony I once gave that I couldn't stand in public and talk not even in class but developed during the course of the WSWM program and so by trying to take my example they were able to raise views when called upon.

I also encouraged them to read out summaries of the previous lesson to the whole school on assembly where students were chosen randomly.

I also gave counseling services to a class of stubborn girls who were hated for their bad behavior in class and on compound and they turned into polite students thus saving them from later punishment.

In order to balance up my books with the club responsibility I held, we put up two days of meeting with other students i.e. Sunday and Thursday after 2:00 pm and 4:40 pm respectively, optimally utilized the prep time for my books and lived to the motto of time for everything.

Challenges I met as a president of WSWM club in my school.

As a president of The World Starts With Me (WSWM), I met challenges like;

- Teachers have less time to support the program.
- Competition from other clubs like Youth Alive that talk about some of the issues held in the program.
- Some students don't turn up claiming they know the Sexual Reproductive Health issues.

National WSWM activities I have been involved in.

I've been involved in WSWM national activities like:

- I am a member of the Zoom-In project.
- I am a member of the iEARN (International Educational and Resource Network).
- I attended the youth conference held at Trinity College Nabbingo in 2006.
- I've also facilitated at various WSWM training workshops for Head teachers and peer educators.

My Advise to the new schools

I applaud the new schools for joining the WSWM program and I urge them to encourage their students to take the WSWM program seriously for their future lives. Students should be actively involved in the program and not leave it for the

teachers for the program is for the young people and therefore teachers act only as guides. Head teachers and the teachers themselves should support if not enforce the program in their schools with great effort because students generally tend to be reluctant thinking they know SRH issues yet actually are less informed and sometimes ill informed.

My advice to the WSWM implementers

I should thank the *The World Starts With Me* (WSWM) project implementers for introducing the program in our school because it has been of great importance to my life and of the students who were involved in it at my school.

I suggest training should be given to both students and teachers i.e. at least 1 teacher and 2 students because teachers tend to be busy marking exams, making reports yet the students could take on the responsibility and involve fellow students in various activities of the program.

2. Nabimanya Humphrey – How *The World Starts With Me* (WSWM) has affected my life

I am Nabimanya Humphrey 18 yrs old formerly a student of Kiira College, Butiki. I grew up with my guardians after the death of my mum who passed away when I was just 9 months old. My sister took me as her “first born” but on a sad note she was HIV+ve. She later married a man of the same HIV status. Therefore both my guardians were HIV+ve.

In my primary school, I was discriminated by friends because my guardians were HIV+ve. I even feared to associate with people of opposite sex. When I joined Kiira College Butiki, I thought the same thing would happen to me in secondary.

When *The World Starts With Me* (WSWM) was introduced to our school, I was motivated to join WSWM after seeing that the curriculum contained lessons concerning HIV/AIDS and the roles I would play to fight against that killer disease.

I decided to fight against HIV/AIDS and to help my fellow young people realize that this disease was real and also not to discriminate other people that are having this disease.

Students at our school found lesson 4 (Friends and Relationships) very interesting because they learnt how to relate with people of different sex in their community.

What I have benefited from participating in WSWM Program

Through The World Starts With Me (WSWM) program:

- I acquired leadership skills. I have been a leader in my school since my S2. I have led clubs. I have been an SRHR instructor, not because I have a degree in Sexual Reproductive Health and Rights (SRHR) but just using the knowledge and skills I have acquired from the WSWM program.
- I have learnt many things from people around me like teachers, friends and WSWM team members that have made me a better person.
- I have shared the knowledge I got from WSWM with the outside community through organizations like Uganda Young Positive, Youth Watch Uganda. Recently I was invited to join Uganda Youth Action Network.
- The skills, knowledge and opportunities I have got from WSWM, have helped me set my future goals.
- I am now a better young person because of WSWM. I am no longer discriminated because of my parents.
- I have climbed to the level of a national peer educator and my parents are very proud of me. Moving around the country, has earned me a lot of friends across the country.
- I gained respect from my school mates by helping out drug addicts and defending them from being chased away from school

National Sexual Reproductive Health (SRH) activities I have been involved in:

I have participated in a number of national SRHR activities including:

- I was a facilitator and also represented WSWM at the grand conference of Youth Vision held in 2006 at Trinity College Nabingo.
- I have been a national student peer educator for the WSWM.
- I have facilitated at a number of training workshops organized by SchoolNet Uganda for the WSWM program.
- I was invited to attend an ICE BREAKER workshop held at DSW Bonita where the WSWM program was appreciated for producing good people and equipping young people with useful life skills. There at DSW, I won two TOOL KITBOOKS for the program and gave one to Mr. Alex Okwaput.

I have built up an online youth forum where we can share ideas related to Health issues among young people. We even have 8 Kenyan young stars in our forum and in a little time to come we shall be having many of them.

All I can say is that WSWM has made me a BETTER PERSON OF TODAY AND TOMMOROW.

Reactions by the Head teachers.

The Head teachers appreciated the students' testimonies. Indeed the students had a high esteem and had been impacted positively by the WSWM project. They were all happy that they had made the right decisions to introduce WSWM in their schools.

(11:30 -1:00) PM: Head teachers Hands-on the Computers – WSWM Lesson 3: “Is your Body changing too?”

Mr. Kigozi Bright – Junior WPF – WSWM Project consultant and a teacher at Wanyange Girls School introduced the Head teachers to the WSWM structure and content. The WSWM curriculum consists of a student's part and a teacher's part and provides for each of the 14 lessons, the learning objectives, warming up's, presentations, games, tools, guidelines, stories and assignments. He straight away took his class through a warm up exercise where they spelled the word COCONUT with their bodies.

Mr. Kigozi introduced the two virtual peer educators (Rose and David) to the participants, who give detailed information on the different issues addressed: building self esteem, relationships, sexuality, HIV/AIDS etc. He said while Rose and David are the main source of information in the WSWM curriculum, the games and assignments serve to help students apply and internalize this information, explore opinions and exercise skills.

The participants worked in groups of 3's and a good number had prior keyboarding skills. They worked through the Body Change game and appreciated how the virtual peer educators innovatively deliver the sensitive SRHR information.

Signing of Project Agreements

(Session was facilitated by Allen Nansubuga)

Ms. Allen Nansubuga led the Head teachers first reminded the Head teachers about roles and responsibilities of the WSWM project partners (referred to the WSWM Big Picture) that was presented by the Executive Director on workshop Day 1.

In particular, the roles and responsibilities of the schools are:

1. Participate in the Head teachers' sensitization workshop.
2. Agree to and sign WSWM Project School Agreement.
3. Allow WSWM project teachers to participate in WSWM activities (project training, activities, meetings and end-of-project exhibition etc).
4. Allow and facilitate project teachers to guide students through the 15 lessons of the project.
5. Ensure that teachers document the project processes and outcomes.

6. Ensure that project teachers prepare for and participate in the project exhibition in October.
7. Top up stationery subsidy to avail sufficient stationery support.
8. Top up project exhibition subsidy.

She thanked the head teachers for fulfilling responsibility no. 1. She read through the 2-page agreement document and all the Head teachers agreed to the contents there in, signed and returned SchoolNet Uganda copies for filing.

Workshop closure & award of certificates

The Ministry of Education and Sports requested Head teachers to nominate from amongst themselves, one Head teacher to officiate at the closing ceremony on behalf of the Ministry of Education. The participants nominated Mr. George Ruremire, Head teacher of Nabumali High school to be the Guest of Honour.

In his closing remarks, Mr. Ruremire George:

- Urged Head teachers to integrate WSWM in the curriculum in their schools.
- Urged Head teachers to make a deliberate effort to identify peer educators in their schools.
- Urged Head teachers to financially support WSWM and look at it as serious business and put a budget line for its support e.g. buying computers.
- Noted that *The WSWM* project does not only provide students with SRHR information but also helps them to become computer literate.
- The gospel is that, *The World Has Started With You* (Head teachers) and should not stop with you but should continue to the teachers and the students.
- SRHR challenges are in a reality in our schools and we must work together to address them.

Vote of Thanks.

Mr. Ocan David Kitara – Head teacher, Manjasi High School (Tororo) moved a vote of thanks on behalf of all participants. The participants thank the Ministry of Education and Sports, SchoolNet Uganda, the World Population Foundation for organizing such a timely and informative workshop for the Head teachers and for selecting their schools to be among the first 100 schools to implement this very innovative program.

The WSWM program will go a long way in helping the schools address the sexual reproductive health and rights challenges they are currently facing.

“The Head teachers commit themselves to give The WSWM program all the necessary support and time it deserves” he concluded.

Award of certificates and official closing.

The Guest of Honour declared the workshop officially closed after awarding certificates to participants.

A group photo was taken for remembrance and inclusion in the workshop report.

Appendix 1: Attendance

(i) Attendance:

Headteachers from the following schools attended the workshop: Muni Girls SS (Arua) -, Kyeizoba Girls SS (Bushenyi), Bugongi Girls SS (Bushenyi), Lumino High School (Busia), Buhobe Secondary School (Busia), Bwera Secondary School (Kasese), St. Henry's College Kitovu (Masaka), Nabumali High School (Mbale), Mbarara Army Boarding SS (Mbarara), Majansi High School (Tororo), Moroto Parents Academy (Moroto), Aidan College (Wakiso), Alliance High School Nansana (Wakiso), Muguluka Pilkington College (Jinja), Kakira SS (Jinja), Lubiri S S (Kampala), St. Mary Magdalene SS (Lira), Namapo Secondary School (Sironko), St. Maria Goretti Katende SS (Mpigi), 3 R's SS (Mukono) and Gayaza High School (Wakiso). The following schools headteachers were absent with apologies: Nabisunsa Girls School (Kampala), Y.Y.Okoth Memorial College (Kitgum), St. James High School Nansana (Wakiso) and Lukalu SS (Mpigi). The following schools headteachers did not turn up for the workshop: Masaba College School (Mbale), St. Mary's Girls SS Madera (Mbale), Nadunget Secondary School (Moroto), Iganga Girls (Iganga), Busalamu SS (Iganga), Bishop Tarantino College (Lira) and Mt. St. Mary's Namagunga (Mukono)

(ii) Contact information of the participants.

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