

THE WORLD STARTS WITH ME (WSWM) PROGRAM
A Report on the WSWM Teachers' Sensitization Seminar at Pilkington College
Muguluka

Saturday 26th March 2011

Submitted to

SchoolNet Uganda

by

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Group Photo of some of the participants



**“The shining of our school should begin with you and me... Together we shall get there”,
Guest of Honour**

LIST OF ABBREVIATIONS/ACRONYMS USED

WSWM	- the World Starts With Me
SNU	- SchoolNet Uganda
WPF	- World Population Foundation, Netherlands
SRH&R	- Sexual Reproductive Health and Rights
MOE&S	- Ministry of Education and Sports
SPE	- Student Peer Educators
TSS	- Teacher Support Specialist

1.0 INTRODUCTION

The World Starts With Me is a wholistic and comprehensive Sexual Reproductive Health and Rights program designed for young people of 12-19 years in Secondary schools in Uganda. The WSWM curriculum comes on an interactive CD-ROM in 14 lessons but can also be accessed at <http://www.theworldstarts.org> .

1.1 Implementers

SchoolNet Uganda a Not-for-Profit NGO is implementing WSWM in Uganda. This is just one of the multitude of projects and programs at SNU in their quest to train and equip schools with capacity to use modern information and communication technologies in the teaching and learning process. More information can be found at <http://www.schoolnetuganda.sc.ug> .

SchoolNet Uganda supports WSWM with an online support centre at <http://schoolnetuganda.sc.ug/wswmonlinesupport/> and more information about its implementation and ongoing activities can be viewed at <http://schoolnetuganda.sc.ug/projects/on-going-projects/the-world-starts-withme>

1.2 Background Information on Pilkington College Muguluka

Pilkington College Muguluka is a Government-Aided mixed day school situated in Muguluka in Jinja District about 13 km along Kamuli Road. While the school is officially an O'level school, it has a private A' Level section as well.



The O'level school is running under the universal secondary education scheme.

With a student population of 1020, the school houses a little over 300 students in the school hostels, the rest commuting from home. The ratio of girls to boys is 6 to 4.

1.2.2 History and Foundation Body of Pilkington College Muguluka

Pilkington College Muguluka was founded by the Church of Uganda and named after the Reverend John Lawrence Pilkington who along with Reverend S. Keens translated the Bible into Lusoga. It was not until the late 1990s that the school became government aided.

1.2.3 Administration and staffing

Head teacher - Mrs. Nakaziba Monica Kayira
Deputy Head teachers - Mr. Ismael Wembawo (Administration)
- Mr. Simon Badaaza (Academics)
No. of Teachers - 40
No. of non-teaching staff - 20
With 2 nurses, a matron and patron for the hostellers.

1.2.4 Background of World Starts With Me in the School

The WSWM is run on a club basis in the school. The project was initiated in the school in 2007. Currently, the club boasted of a membership of 120 students drawn from Senior One, Two, Three and Five under the patronage of Mr. Geoffrey Langa and Ms. Rose Namusoke.

At the time of the teachers' seminar, they had covered lesson One to Four.

2.0 THE TEACHERS' SEMINAR

The teachers' seminar at Pilkington College was held on the Saturday 26th of March, 2011 starting at 10.30 a.m.

2.1 Objectives of the Workshop

The following were the objectives of the seminar:

- To create a positive attitude in the Pilkington College teachers towards sexuality education in particular the WSWM for both the students and the teachers.
- To provide the teachers an opportunity to brainstorm the Sexual Reproductive Health and Rights (SRHR) challenges faced by their students and to come up with possible solutions to these challenges.

- To appreciate the need for student peer educators in communicating sexuality education with fellow young people and the need for providing a supportive environment for peer educators to carry out their work.
- To educate the teachers about the WSWM program, its content, how the WSWM provides a social vaccine to the sexuality challenges of their students and the benefits of WSWM to both teachers and students.
- To help the schools identify the strength of the WSWM program over other sexuality programs in schools.
- To introduce the teachers to the WSWM online support so that they can refer students to the support centre for additional support to their SRHR questions.
- To create a working relationship between the schools, the teachers and the healthy workers at the health centres and the Youth Friendly centres within the communities where the schools are located so that teachers can refer the students to these centres for more information and services.

2.2 The Program of the Seminar was as follows:

TIME	ACTIVITY	BY WHOM
10.15 AM	Arrival and Registration of participants	All
10. 25 AM	National Anthem, School Anthem, WSWM Anthem, Opening Prayer	All
10.30 - 10.45 AM	Introductions: Name, subject and one expectation from the workshop.	Participants
10:45-11:00 AM	Opening remarks from host Head teacher	Head teacher
11: 00 - 10:15 AM	Official opening of the workshop	Guest of Honour
11:15-11:30 AM	Opening remarks and Workshop objectives by WSWM teacher	WSWM teacher
11:30-12:30 p.m	Small Group Brainstorming: <ul style="list-style-type: none"> • Participants are divided into 4 groups. Each group selects a chairperson, a secretary and a time-keeper. Each group should be provided with some flip charts and markers. 	Participants Facilitators

	<ul style="list-style-type: none"> • Two groups brainstorm Section A questions. Each group brainstorms all the parts (i) -(ix) • Two groups brainstorm Section B questions. Each group brainstorms all the parts (i) -(x) <p>Each group should prepare a 15 min presentation on a flip chart to be presented at the plenary.</p> <p>Facilitators divide themselves among the four groups. Guides the groups not to go off track</p>	
12.30 - 1.00 p.m	HEALTH BREAK & BREAK TEA	
2.00 p.m - 2.40 p.m	Small Group Presentations: Each of the four groups is given 15 min to present to the plenary. Collaborative presentations are highly encouraged.	Participants
2.40p.m- 3.00 pm	Harmonization by facilitators.	Facilitators
3.00 pm - 3.30 p.m	LUNCH BREAK	
3.30 - 4.00 P.M	Presentation: Youth friendly Services <ul style="list-style-type: none"> • Common SRHR issues faced by the youth received at the centre. • What are youth friendly SRHR services? • What youth friendly SRHR services are available at the centre? • How do the youth access these services? • Questions and answers 	Co-facilitator from Health Centre or Youth Friendly Centre
4.00 - 4.25 P.M	Presentation: Brief about WSWM and the WSWM Curriculum	WSWM teachers
4.25 - 4.55 P.M	Closing Remarks: <ul style="list-style-type: none"> • Remarks by WSWM teacher 	

	<ul style="list-style-type: none"> • Remarks by co-facilitator from SchoolNet Uganda • Remarks by host Headteacher • Remarks by Guest of Honour 	
5.00 P.M	GROUP PHOTO AND DEPARTURE	

2.3 List of some of the Participants.

Some of the participants at the seminar are listed below:

1. The Member of Board of Governors of the school - Chief Guest
2. The Head teacher
3. The Deputy Head teachers (2)
4. The Director of Studies
5. Members of Staff
6. The school Nurses (2)
7. The Assistant Bursar
8. The Catering Officer
9. The Head teachers' Secretary
10. The Matron and Patron of the Hostels
11. Two Askaris
12. A health worker from St. Francis Hospital
13. The 2 WSWM teachers (facilitators)
14. The SNU Representative (repertoire and co-facilitator)

For a detailed list see *Appendix i*.

2.4 Activities before the Seminar

- Prior to the seminar, the TSS/SNU representative Mr. Lugya Richard Kibuuka held a phone conversation with Mr. Geoffrey Langa one the WSWM teachers, and explained the programme and activities to be carried out at the seminar.
- While the school had designed a programme for the day, the TSS guided the WSWM teachers on why it was important to use the generic programme designed by SchoolNet Uganda. He explained that the teachers' workshops had been organized with certain specific objectives in mind. Activities had been designed to achieve these objectives; therefore it was important to use this programme.
- The WSWM teacher and the Head teacher accepted to adopt the SchoolNet programme after this clarification.

- On the day of the workshop, the TSS traveled and arrived early in time to help the WSWM teachers to organize the seminar.
- Before the workshop commenced the TSS/SNU Representative interacted with some teachers to collect background on the school and to assess their knowledge of WSWM in the school. From these informal interactions the TSS discovered that the project was well known to the teachers and that it had impact to a number of students.
- In one such interaction, the TSS was informed by the Head teacher that she was grateful to SNU for allowing the seminar to take place in their school and for funding it. She observed that by sending a representative to the seminar, SNU was motivating the school to implement the program and that it was always good to come to the ground to check on the progress of such programs rather than relying on reports from the schools.

2.5 Methodology

- Small group participant brainstorming
- Plenary small group presentations
- Facilitators' harmonization
- Facilitators' exposition
- Thematic Games from the WSWM curriculum
- Testimonies

3.0 ACTIVITIES DURING THE SEMINAR

3.1 Anthems and Prayer

The seminar started at 10.25 a.m. with the singing of the National Anthem, the Busoga anthem. This was followed by the singing of the WSWM anthem by the TSS/SNU representative and the two WSWM teachers. This was followed by an opening prayer.

3.2 Introductions and Expectations

Every participant was asked to introduce themselves mentioning the name, subjects taught and or responsibility held.

Shortly after, participants were given cards to write two expectations for the seminar. Here below are the participants' expectations for the workshop:

- To learn more about body changes

- To learn about reproduction
- To know the aims of World Starts With me
- To learn more about the learners' behaviour
- To learn about health of young children
- To know more about the WSWM
- To improve my attitude towards sex
- To learn skills of protecting oneself from STI/STDs and HIV/AIDS
- To learn about social issues
- To get transport refund and other allowances
- To learn the definition of sexuality and what the world thinks of it
- Sharing experiences
- Making new friends
- Getting a good meal
- Learning how to handle sexual reproductive health and rights issues
- To acquire skills of helping youth to grow into healthy and responsible citizens
- One wanted to be shown how she could be useful to the World Starts With Me program.
- To learn new strategies to approaching SRHR issues among young people.
- A certificate at the end of the seminar.

Reaction to the expectations:

- the WSWM teacher assured the teachers that activities had been designed to led to the achievement of their expectations.
- She also assured the participants that SNU had facilitated the workshop to include a good meal.

3.3 Opening Remarks by the Head teacher

The Head teacher Mrs. Nakaziba Monica Kayira, welcomed all to the seminar and thanked the teachers for taking time off their weekend to attend in big numbers.

She thanked the two WSWM teachers, Mr. Geoffrey Langa and Ms. Namusoke Rose for their commitment to implementing the program in the school. She also thanked the teachers in charge of PIASCY and HIPS two other clubs which shared a similar vision of ensuring the students of Pilkington grew up healthy to fulfill their dreams.

She thanked the Deputy head teacher, Mr. Badaaza for being the overall coordinator of sexuality education programs in the school.

The Head teacher welcomed the SNU representative and thanked him for arriving earlier than some of the hosts. She asked him to convey the school's appreciation of SchoolNet Uganda and what the organization had done for the school even beyond WSWM.

She reported that the school had benefited not just from WSWM but also from the another project where SNU granted the school 10 computers.

The Head teacher, emphasized the need for refresher courses for teachers in order that they could catch up with the changing trends and new trends in dealing with young people. That such a teachers' seminar as the WSWM one was a way for teachers to update their knowledge and skills on such issues. She therefore requested teachers to fully participate in the workshop to gain from it.

She gave the history of the club in the school. That the school had applied to have WSWM in 2007 and was considered in 2008. Two teachers had been trained by SNU. She noted that the school had held her first WSWM exhibition in 2008 hosting a couple of other schools on this occasion.

That the WSWM teachers had continued to attend other related workshops organized by SNU and had found them very informative and useful in the implementing of the programme.

She thanked the Guest of Honour for accepting to preside over the seminar given the short notice invitation he was given. She invited him to address the participants and officially open the seminar.

3.4 Official Opening of the Workshop by the Guest of Honour

The Guest of Honour, Mr. Ojuku Charles who was also a member of the school Board of Governors, thanked the Head teacher for honouring him by inviting him to open the seminar.

He pledged the support of the BOG to the school in all sexuality education programs for it was such that would eventually lead to reducing the SRHR problems of the students that were a big cause of poor academic performance.

He further said that the mission of the BOG was widening the horizons of not only the students but also the teachers by allowing such seminars. That people get static in their small 'horizon'. That one would be 'born in Muguluka, studies in Muguluka, marries in Muguluka and dies in Muguluka.' There was need to expand the horizons of the young people by exposing them to more knowledge that is diverse. The WSWM did exactly that.



The Guest of honour informed the participants that the parents are very much behind all these arrangements as it was seen in the Annual General Meeting.

Guest of Honour Mr. Charles Ojuko opening the workshop

However there was need to sensitize them more at every opportunity.

He noted that the World Starts With Me should:

- give information and skills dealing with young people who are sexually abused,
- give skills in dealing with children whose rights are trampled on.
- go a long way in informing teachers of these rights.
- Dispel myths about body changes, sex and sexuality

- Enable participants teach about hygiene.
- Help young people understand that sexuality is a natural phenomenon
- Give the correct information about pregnancy and reproduction. In the past, the doctors were the experts but now everyone should have information including the young people.

He noted that when these worries and myths are demystified there will be a better academic performance in the school.

He cited Isaiah 43:19 which says “I’ll do a new thing”. That many occasions we fail to do things because we are not ready to change the old things. That all participants should look at the workshop as an opportunity to unlearn the old useless practices and learn new modern ways of dealing with young people.

He asked the members to each carry out a SWOT analysis at the end of the workshop and come up with new strategies for handling young people.

He concluded by declaring the seminar opened.

3.5 Workshop Objectives

Ms. Namusoke one of the facilitators also a WSWM teacher led the participants through the re-adjusted program and the workshop objectives. She assured the participants that most of their expectations were covered in the objectives and activities.

She testified that when she first joined WSWM she did not have as much enthusiasm as she did now. She also said that she had moved with her four year old son who had been nicknamed “Joseph World Starts With Me”. This was because the first time she trained for the program she was pregnant. After birth she had been attending other WSWM workshops with the boy thus the nickname.

3.6 Small Group Brainstorming Session

The participants were divided into four groups and given the group tasks as follows.

Group A and Group C

- (i) What is sexuality?
- (iii) What is sexuality education?

- (iv) Should the youth be provided with sexuality education and who should provide this sexuality education?
- (v) What Sexuality Education do young people need?
- (vi) Should schools provide comprehensive sexuality education to students? If yes, why? If no, why?
- (vii) What topics /areas which should be covered under Sexuality Education for students.
- (viii) What challenges are the schools facing/will face in providing sexuality education to students?
- (ix) What can the schools do to address the challenges of providing sexuality education to schools?

Group B and Group D

- (i) What is Reproductive Health?
- (ii) What is Sexual Health?
- (iii) What are Sexual Rights?
- (iv) What are some of the Sexual Reproductive Health and Rights (SRHR) issues/challenges faced by students in schools?
- (v) How do these Sexual Reproductive Health and Rights (SRHR) issues faced by the students affect their academic performance?
- (vi) What is Pilkington College Muguluka currently doing to address the SRHR issues faced by the students?
- (vii) What challenges are faced by Pilkington College Muguluka in trying to address the SRHR issues faced by the students?
- (viii) What can Pilkington College Muguluka do to address the challenges it faces in trying to address the SRHR issues faced by the students?
- (ix) What role can Student Peer Educators play in assisting the schools address the SRHR issues faced by the students?
- (x) How can the schools empower the Student Peer Educators



Participants engage in group discussions under the guidance of the WSWM teacher

- The two facilitators and the SNU representative moved round the groups to ensure that the discussions were on track.
- The group discussion took 30 minutes after which there was a 20 minutes health break.

3.7 Group Presentation to the Plenary and Harmonization by the WSWM Teacher

After the break each group was given 20 minutes to present their findings. The WSWM teachers moderated the session. Harmonization and comments from the participants came every after two groups had presented. The group findings are presented in black while the harmonization by the WSWM teachers is in Blue font colour.

The presentation and harmonization for groups A and C were moderated by Ms. Namusoke Rose one of the WSWM teachers and facilitators.

The presentation and harmonization for Group B and D were moderated by the Deputy Head teacher Mr. Ismail Wembawo.

3.7.1 Group A Findings: Presented by Mr. Anthony Kaziba.

i) What is sexuality?

Sexuality refers to gender and body changes that an individual goes through when developing into maturity.

ii) What is sexuality education?

Sexuality education is the effort by educations, parents and the community to teach the young people how to deal with gender related issues and body changes as they grow up.

iii) Should the youth be provided with sexuality education and who should provide this sexuality education?

Yes they need to be provided with sexuality education. The teachers and parents should be the ones to provide this education as they spend more time with the young people as they grow up.

iv) What Sexuality Education do young people need?

The young people need to be given sexuality education that teaches them

- Avoiding STI/STDs
- Fighting drug abuse
- How to embrace challenges like pregnancy, rape, early marriage, etc.
- how to embrace adolescence and related challenges.
- How to deal with Peer pressure from groups
- How to avoid life risking ventures/experiences

v) Should schools provide comprehensive sexuality education to students? If yes, why? If no, why?

Schools should be able to provide comprehensive sexuality education in order to help young people face sexuality related challenges, and to help remove myths such as that when a girl uses coca cola after unprotected sexual intercourse the girl cannot get pregnant.

The Head teacher supplemented that the question on the use of coca cola was one time brought up by students in one of the discussions. And that being

secondary students they need all the information because they are mature enough to deal with this information.

She added that the students would feel free with a teacher who gave all the information including sharing with them his/her personal experience than one who held back some.

That there was need to give comprehensive sexuality education to close the vacuum left by the 'absentee' aunts and parents.

vi) What topics /areas which should be covered under Sexuality Education for students?

- STIs and STDs should be covered in sexuality education as they are a challenge to young people,
- Body changes to include menstruation, body odour, pimples, etc
- Implications of these body changes
- Reproduction and the health hazards that may occur during reproduction
- Cross generational sex this being a big problem that has cropped up in secondary schools.
- Relationships: helping young people be in comfortable relationships even when with the opposite sex, without sexual intentions.

vii) What challenges are the schools facing/will face in providing sexuality education to students?

- There is no formal curriculum like the other subjects therefore teachers may not know what to teach and when to teach it.
- Being that sexuality education is not examined, it is not taken seriously by the students.
- Other stakeholders for example the Church and parents have ignored their role in sexuality education.
- Some topics are a taboo in Africa; talking about them is considered being 'spoilt' or 'spoiling' the children therefore it is difficult discussing them. Such topics include talking about sex
- Consequently teachers are sometimes shy when it comes to talking about such subjects.
- Some religious beliefs are against some of the safe practices like use of condoms and family planning.

viii) What can the schools do to address the challenges of providing sexuality education to schools?

- use of peer educators in the schools to help fellow peers acquire these skills of handling sexuality challenges.
- Workshops for teachers, students and parents as well.
- The Ministry should draw a curriculum for sexuality education which schools should follow. This would be seriously appreciated by the students and teachers.

3.7.2 Group C Findings: Presented by Mr. Bantakulu Amuza

i) What is sexuality?

It is the study of the reproductive system, sex and challenges of sex.

ii) What is sexuality education?

This is acquiring knowledge, values and skills about the reproductive system, sex and challenges.

iii) Should the youth be provided with sexuality education and who should provide this sexuality education?

Yes they should be provided with comprehensive sexuality education. This should be done by parents, teachers, society, religious leaders and government.

iv) What Sexuality Education do young people need?

Young people need to learn about:

- reproduction and the challenges that ensue
- body changes e.g. 'private areas' [Members wished to know what 'private areas' were. A member reacted to this by saying that there was need to be very clear and frank and not to be shy to call body organs by their names if sexuality education was going to be effective.](#)
- Menstruation should be taught at length as it is a big challenge to young girls growing up. It was more of challenge now that it happens as early as 10 years for some girls.
- Dealing with discrimination due to certain body changes like very large breasts, small penises etc.



A group secretary presents at the plenary

v) Should schools provide comprehensive sexuality education to students? If yes, why? If no, why?

- Yes schools should provide comprehensive education on sexuality because students need to know so that they are not ambushed when for example body changes came.
- Also to avoid absenteeism as a result of body changes. i.e. some fail to come to school because of issues like menstruation
- There is need to sensitize students about the challenges they are bound to face or have already faced and the solutions.

vi) What topics /areas which should be covered under Sexuality Education for students?

Topics should include:

- STIs and STDs as they are a big threat to young people today.
- Fighting stigma as a result of HIV/AIDS, body changes and other situations that lead to stigma.

- Body changes that especially occur in adolescence
- Relationships between girls and boys and the problems that may arise
- The sexuality rights of young people to include the right to protection from sexual abuse.

vii) What challenges are the schools facing/will face in providing sexuality education to students?

The Challenges that schools are facing include:

- Lack of enough facilities like stationary and media products to be used in sexuality education
- Attitude of the community towards sexuality education where some parents think that providing sexuality education is spoiling the children.
- The tight academic schedule that schools have these days may not allow for sexuality education as it is an extra curriculum activity in most.

viii) What can the schools do to address the challenges of providing sexuality education to schools?

Schools should:

- provide time on the school timetable for sexuality education
- the school heads should help in working on the attitude of teachers towards sexuality education by preparing seminars such as WSWM teachers seminar.
- Providing literature on sexuality education to teachers and students as well.
- Encouraging activities of clubs whose aim is to teach sexuality education for instance WSWM, PIASCY, HIPS etc.

3.7.3 COMMENTS ON THE PRESENTATIONS BY GROUPS A AND C

When the two Groups had finished presenting the WSWM teacher invited comments on their presentations.

- One participant added to the issue of myths: that some students think that when sex is had with the girl on top then the sperms will not reach the egg and there will not be fertilization.
 - o That fat girls are thought to have had a lot of unprotected sex. That the fat was due to the accumulation of semen which was of course only a myth.

- **The WSWM** teacher on a comprehensive sexuality curriculum commented that the program was all inclusive as would be seen in a later session on WSWM Curriculum
- On timetabling of sexuality education, one participant asked the participants not to wait for this but to dedicate some time during their lessons to talk about sexuality related issues.
- Another teacher observed that students are more conscious of something when it is examinable, therefore the Ministry of Education and Sports and Uganda National Examinations Board should make it examinable.
- In response to this another participant intimated that not all important things are examinable; that as teachers and parents we can still teach these values without waiting for the examination issue.
- Divinity Paper Four has an element of sexuality topics like sex, marriage, pregnancy, however this was not enough to cover all.
- Another commented that in order to carry out sexuality education in the school, there was need to use assemblies, parents' meetings, open days.
- Sexuality education clubs like WSWM, PIASCY and others should be closely monitored to ensure that the aims are achieved and an evaluation should be done at the end of each term to assess this.
- One teacher congratulated WSWM for developing such a comprehensive curriculum. He observed that the print and electronic media were full of glaring sexuality issues that often times mislead the young people. Cases of use of Viagra and other performance enhancing drugs, sugar daddies and mummies, praising alcohol and social behaviour. WSWM had a challenge of helping young people receive the correct information.
- **The Senior Nurse** challenged the Pilkington College community to start talking to their girls and boys and where possible separate them as some are not empowered enough to share when they are mixed; that there was need to create this time.

The WSWM teacher summed up this discussion by adding more information on the issues that had not been concretely covered.

- She explained that sexuality is not just about gender and sex but the whole processes that contribute: biological, psychological, emotional and social self.

About a comprehensive sexuality education, the WSWM teacher reassured the participants that WSWM was ahead of all the other related programs in the school

because had a wider coverage of sexuality topics and the methods of delivery were much better and youth friendly.

- These included the use of the computer version, the games, the skits etc.
- There was need to provide all skills not just defensive skills but also skills of dealing with problems that have already happened like when raped, when living with HIV, staying with violent parents. WSWM tries to equip young people with such skills.



WSWM teacher harmonizing

- She told the participants a story of a girl in Budondo whose breast were so big and her friends used to laugh at her saying a lot of untrue things about her. As a solution, the girl started tying them. With time, the breast began rotting and by the time she was taken to receive medical attention, they could only be removed.
- There was need help young people acquire skills of building self esteem so as to avoid such problems. The first lessons in WSWM dealt with this.

3.8.1 GROUP D FINDINGS: Presented by Mr. Jumba Saidi

(i) What is Reproductive Health?

This is the well being of somebody in line with their reproduction. It also concerns the health problems that are related to reproduction.

(ii) What is Sexual Health?

Sexual health is the health status of both sexes i. e. male and female human beings. It is also the health status of people who are sexually active.

(iii) What are Sexual Rights?

These are sexual benefits which are supposed to be enjoyed by everybody like:

- protection against sexual abuse.
- the right to sexuality education
- the right to make decisions that effect ones sexual life.

iv) What are some of the Sexual Reproductive Health and Rights (SRHR) issues/challenges faced by students in schools?

These included:

- the bodily changes that young people experience as they mature from childhood to maturity.
- Myths and misconceptions about sexuality issues
- Some fail to interact with the opposite sex even when they are in a mixed school
- Pressure from their lovers to have sex
- Peer pressure which in most cases is negative
- Early pregnancy
- How to handle sexual attraction at that stage

v) How do these Sexual Reproductive Health and Rights (SRHR) issues faced by the students affect their academic performance?

- the young people lack concentration in class when they are faced with these challenges
- they cause school dropouts especially when the girls are pregnant.
- the children sometimes become rebellious in school because of the body changes.

- absenteeism as a result of some of these challenges like pregnancy, STIs and STDs, e.t.c
- becoming passive in class because they lack confidence about themselves/ lack self esteem.

vi) **What is Pilkington College Muguluka currently doing to address the SRHR issues faced by the students?**

- the school has allowed programs such as WSWM in order to help address some of the SRHR issues that are faced by the students
- organizing teachers' seminars like the WSWM seminar
- using student peer educators to mentor others to overcome these challenges
- the school employs a professional counselor to handle some of these issues among the students.



- talking compound especially set up by the WSWM club

vii) **What challenges are faced by Pilkington College in trying to address the SRHR issues faced by the students?**

- lack of enough literature on sexuality education
- media influence e.g the *sengas* on the local FM radios that sometimes give inaccurate and speculative information about sexuality.

- the so many myths that do the rounds among the students
- peer influence which in most times is negative.

viii) What can Pilkington College do to address the challenges it faces in trying to address the SRHR issues faced by the students?

- the school should sensitize not only the students and teachers but even the parents on the need for SRHR for their children.
- Involving health workers and the community in brainstorming SRHR issues and finding solutions to these problems.

ix) What role can Student Peer Educators play in assisting the schools address the SRHR issues faced by the students?

- organize role plays which are themed on SRHR
- organize and lead debates on SRHR topics
- sensitizing other students through the assemblies and any other opportunities that may arise
- composing songs and pieces of drama since they have some training in these

x) How can the schools empower the Student Peer Educators?

Schools can empower SPE by:

- giving special time on the timetables or school program to talk to their peers
- facilitating them to attend trainings like the ones organized by SchoolNet Uganda.
- Instituting a department responsible for coordinating the activities of student peer educators.
- Providing other incentives like bursaries to those who excel as S.P.Es.

3.8.2 Group B FINDINGS:

i) What is Reproductive Health?

Reproductive Health refers to the physical, mental, social well being in all matters related to reproduction.

ii) What is Sexual Health?

This is the rightful use of sex on the safest way.

iii) What are Sexual Rights?

These are privileges enjoyed by everyone due to their being female or male in regard to sexuality. They may include:

- Respect of one's sexual desire
- The right to choosing to fall in love or not
- The right to relate
- The right to say no or not.

One participant supplemented on the issue of saying NO: that young people should be trained to say no in a clear and distinct way.

Another shared that he always tells the girls that if the boy or man insists then they suggest that they first take them to their parents. That would work as a deterrent; men of course would not wish to be known by the girl's parents because they know what they are doing is illegal.

Another participant cautioned that that trick could easily backfire in case the man was bold enough to go to the parents and if the parents are the type that look at their daughters as assets for dowry/bride price. They could easily allow making the girl the loser.

The SNU representative shared on the same. His brother had had an affair with an 18 year old girl who was out of school. The brothers of this girl reported to the father who threatened to attack anyone having an affair with his daughter. But when he was told who it was, his reaction changed to the opposite. He argued that the SNU representative's brother was coming from a good family and had means. Even so, he was not married and he was one that everyone would wish their daughter to have for a husband. So instead, he encouraged the relationship and actually pestered the girl to introduce her man.

iv) What are some of the Sexual Reproductive Health and Rights (SRHR) issues/challenges faced by students in schools?

These include among others:

- early pregnancy in the case of girls
- sexual abuse that includes rape, defilement
- sexual myths as earlier discussed. E.g. when you close your eyes in the process of sexual intercourse, you do not get pregnant
- ignorance about body changes and how to deal with them
- relationship among boys and girls

- homosexuality and lesbianism
- domestic violence and its effects on the children

v) How do these Sexual Reproductive Health and Rights (SRHR) issues faced by the students affect their academic performance?

- they cause the students to be irregular
- they often lead to school dropout
- they lead to a general lack of concentration in class on the side of the young people
- they are a major cause of indiscipline among students especially body changes where they feel they are independent

vi) What is Pilkington College currently doing to address the SRHR issues faced by the students?

- sensitization of the students, teachers and the general school community
- the Head teacher applied to join WSWM so as to mitigate some of these challenges.
- the school gives counseling to the students, there is a professional counselor employed to do this
- clubs and societies that address these problems e.g PIASCY
- peer educators are given time to talk to the students at assembly and other school gatherings.

vii) What challenges are faced Pilkington College in trying to address the SRHR issues faced by the students?

- there is the challenge of negative peer influence e.g some girls have had sex without getting HIV or pregnancy so they influence the rest
- lack of enough information on sexuality education
- the myths that go around are many
- media influence with sengas on local stations
- pornography in newspapers, internet and magazines

viii) What can Plikington College do to address the challenges it faces in trying to address the SRHR issues faced by the students?

- sensitizing the students on SRHR issues
- organizing teachers' seminars like the WSWM teachers seminar
- sensitizing parents on class days and other days when they are at school
- inviting Guest speakers on such days to talk about SRHR issues

- use of music, dance and drama to educate the young people on SRHR issues.

ix) What role can Student Peer Educators play in assisting the schools address the SRHR issues faced by the students?

- SPEs can organize debates with SRHR themes
- Organize role plays and other forms of drama that communicate SRHR messages
- Talk to fellow peers on these issues

x) How can the schools empower the Student Peer Educators?

- the student peer educators should be given time to talk to other students on SRHR issues
- the school should facilitate the SPEs to attend workshops like the WSWM student's camp
- giving them a platform to communicate SRHR issues.

3.8.3 Reactions and Harmonization:

- One participant commented on the issue in (vii) by saying that what the group had presented sounded like the SRHR challenges faced by young people in the school rather than the challenges faces by the school in mitigating these problems.
- The WSWM teacher concurred with the observation however he encouraged the presenter to continue and complete then other comments would come at the end.
- A participant supplemented on the challenges by saying that there was a challenge of working in a religiously founded institution where sexuality education is viewed by the foundation body with suspicion.
- That some issues like homosexuality are so controversial that sometimes schools like to deal with them in a quite way
- A teacher shared with the group about a boy who called his father to pick him from school because he no longer wanted to be a part of it. Even when the father insisted on an explanation the boy refused. He had not even told school administration about the cause of this. When he finally took the boy home, the boy revealed that he had been sexually abused by fellow boys for far too long to the point of wishing to change school.
- Another challenge raised was drug abuse where young people are led into doing things under the influence of drugs e.g rape.

- The senior nurse submitted on the issue of **safe days** that had been brought up by the presenter. She said while it was true that there existed safe days, it was hard for the young people to practice this. First because their hormonal discharge was unstable so it was difficult to count the day.
- She shared on another method of detecting ovulation called the ***mucus method***. Here a woman or girl would test the ‘elasticity’ of her vaginal discharge or ‘mucus’. If the discharge sticks between ones’ fingers then one is fertile and should not have unprotected sex but when it break or is not sticky then one can safely have sex without the fear of pregnancy.

The Deputy Head teacher who presided over this discussion harmonized the discussion by defining reproductive health as a state of physical, mental and social well-being in all matters relating to the reproductive system at all stages of life.

He explained Sexual Health as being women and men’s ability to enjoy and express their sexuality free from the risk of STIs, unintended pregnancy, coercion, violence, and discrimination.

That sexual rights were human rights related to sexuality which included:

- The right to access sexual and reproductive health care services.
- The right to seek, receive and impart information related to sexuality.
- The right to sexuality education.
- The right to choose a partner.
- The right to respect for body integrity.
- The right to decide to be sexually active or not.
- The right to consensual sexual relations.
- The right to consensual marriage.
- The right to pursue a satisfying, safe and pleasurable sexual life
- The right to decide whether or not and when to have children

On the SRHR challenges faced by student in school, he added that there were also others like:

- Married or co-habiting students.
- Stigmatization by others and by self-stigmatization among young HIV positives.
- Un-conducive environment e.g. staying in slums or drinking places.
- Lack of sanitary materials e.g. pads.
- Stigmatizing talking compounds like “AIDS kills”.
- Stigmatization of Young positives both at home and at school

- Girls not feeling free to discuss sexuality issues with male teachers.

On how these challenges affect academic performance of the students, the Deputy added that:

- In the case of pregnancy, the boy may become a Social misfit i.e. the students will always look at him as the impregnator and this may cause to his academic decline.
- Abortion when it is carried out by the girls causes physiological and psychological torture and death.
- Poor student to teacher relationships may result e.g. in case a student refuses to give in to the teacher, the teacher may decide to give her low marks leading to poor performance by the student.
- Continuous bleeding from unsafe abortions causes lack of concentration in class.
- Mental disability as a result of drug abuse.
- Stress i.e. after being chucked by the lover and hence can't concentrate in class.

Lunch Break

Having completed the brainstorming and plenary discussions, the participants took a lunch break. The meals were enabled by funds from SchoolNet Uganda sent to the school account a week before.

3.9 PRESENTATION FROM MR. BISA JOSIA A HEALTH WORKER FROM ST. FRANCIS HOSPITAL NJERU

The health introduced himself as working in the AIDS/TB section of St. Francis Njeru Hospital as a counselor.

What are the common SRHR issues faced by the youth received at the centre?

He noted that they are very similar to those that had been earlier discussed. They included:

- cases of early pregnancy
- abortion and complications arising from the abortions
- STIs/STD related problems
- Trauma resulting from so many issues like sexual abuse, physical assault
- Sexual abuse

- Problems of relationships among the young people. Often young people come for counseling when they have been jilted by their lovers
- Issues concerning domestic violence
- Problems of child mothers
- Domestic violence for youth that are already married

What are Youth Friendly Services?

Mr. Bisa defined youth friendly services using their characteristics. For a service to be youth friendly:

- it had to be dealing with the health problems that the youth often suffer from like STIs/STDs, stress, rape and other forms of sexual abuse.
- It had to be secluded enough for the youth to feel confident to go to the center for medical and related attention
- The health personnel should be youth friendly: approachable, and trained in handling the youth. He noted that not every health worker was youth friendly or trained to handle the youth.

What youth friendly SRHR services are available at the centre?

The youth friendly services available at the health centre included:

- Free testing and counseling of HIV
- counseling for other issues
- provision of ARVs to those living with HIV/AIDS
- A support centre called **Omwana Rehabilitation Centre**: this keeps children from 4 years to 18 years after which the child is sent back to its parents in case they are alive or empowered to start a life on their own. It caters for children who are living with HIV at Stage 4 onwards.
- A resource centre for health related literature, including literature on HIV, STIs, and other SRHR issues
- Other activities included the *Shadow Idol Club*. Membership to this club was open to both young positives and others not carrying the HIV virus
- There was free medical treatment for children below the age of 20 years for TB and HIV.
- There was also sometimes school fees sponsorship for the children who are HIV positive, but more information could be got from the official at the Health Centre
- There was a kind of savings club for the youth where every time they are given some money for buying necessities they save Shs.1000/- which goes to a pool. Members can access soft loans from this pool at a later

date. Funds can also be got from this pool to pay for a member's medication.

How do the youth access these services?

- The health services could be accessed by going to the health centre and accessing the Counseling services.
- Also sometimes for services like the Omwana Rehabilitation Centre, one needed to register the child, the child had to be tested for HIV and if found positive then they would be put in the program. He emphasized that the HIV had to be at Level 4.
- Registration for these services often took place every Saturday starting at 9.00 a.m.

He emphasized that most of the services were free and could be accessed at any time of the week.

Questions to the health worker



Health Worker responds to questions

1. What is discordance and how does this occur?

There have been cases where a couple that has been having unprotected sexual intercourse has been tested with results showing one partner HIV positive yet the other partner is not.

This is what doctors refer to as discordance.

However, the couple continues to have unprotected sexual intercourse, the negative partner could easily contract HIV. It is advisable that even when the couple is discordant they should use protective measures like the use of a condom.

2. There was a situation in our village where a woman was tested and found HIV positive; actually she has so far lost about three men. But more recently when she was tested she was found to be HIV negative even when the men are dying. How is this possible?

There are times when previously HIV positive people are tested and found to be negative. This can be caused by Antiretroviral therapy. Where the ARVs are so effective that they reduce the viral load to a very minimal level, that the remaining virus are in the bone marrow. These may not be detected by the usual HIV tests e.g. the rapid test.

Also, sometimes it happens when the virus destroys all the antibodies so much so that when the test is done there is nothing to test against: the virus has destroyed all.

3. Are the rapid test kits reliable?

Rapid test kits are reliable even when one has any other viruses like influenza virus. The first strip would show that one has a viral infection. This could be HIV or any other virus. However, the second strip shows that one is HIV positive. The third strip just serves to confirm what was tested in the 2nd strip. If the strips are not expired, then they can be relied on to test HIV.

4. If one is not satisfied with the rapid test where else can he/she go?

The Health worker recommended that if one is ever dissatisfied with the results of the rapid test then they could go to any major hospital or to Entebbe Viral Institute.

4.1 BRIEF ABOUT THE WSWM AND THE WSWM CURRICULUM -by SNU REPRESENTATIVE

Being that it was past 4.45 p.m. the WSWM teachers who were the facilitators of the seminar asked the SNU representative to integrate his remarks with the history and curriculum of the program.

The SNU representative, Mr. Lugya Richard Kibuuka introduced himself and explained his role in the program. As a Teacher Support Specialist, he was tasked with helping the WSWM teachers in implementing the program in their schools especially when it came to challenges around the curriculum.

The SNU representative thanked the School administration for ensuring that WSWM was implemented at Pilkington College. He expressed his satisfaction with the way the WSWM teachers had facilitated the workshop and the active participation of all teachers present. He also thanked the organizers for ensuring that every section of the staff was represented. Notably, the Chief Guest was a member of the board, one of the facilitators was the Deputy Head teacher, there were 2 school Nurses, 2 askaris, the Matron and Patron, and over 26 teachers. He continued that if the challenges as discussed in the seminar were to be mitigated then there was need for everyone in contact with the young people to be brought on board including the parents and where possible the community around the school.

He thanked the WSWM teachers and administration for the talking compound. Notably most of the posts had WSWM messages.

History of WSWM

On the history of the WSWM, the SNU representatives remarked that WSWM was developed by World Population Foundation, Netherlands in collaboration with SchoolNet Uganda and Butterfly Works with the pilot taking place in 2003 in three schools Namilyango College, Bishop's Senior School Mukono and Wanyange Girls' School. The program had expanded from 3 schools to 10 schools in 2004, rapidly expanding in the subsequent years: 28 in 2005, 50 in 2006, 70 in 2007, 100 in 2008, 150 in 2009 and 2010 and now in 180 schools in 2011. That WSWM would be implemented in two districts in eastern Uganda although with a slightly different approach.

World Population Foundation, Netherlands (WPF) mobilized funds for the activities of the program, SchoolNet Uganda monitored the implementation of the program, Ministry of Education and Sports provided policy guidance, the participating schools then implemented the programme in their schools.

Due to the success of the WSWM in Uganda, WPF used the same to start the program in Kenya and Indonesia. World Starts With Me has also been adapted to the primary level and is now implemented by Save the Children in Uganda. A version for the Young Positives has also been created and this is implemented by TASO.

The WSWM Curriculum

The WSWM curriculum was arranged in a sequence of 14 lessons with a coverage that ran logically from the self (Lesson 1, 2 and 3) to the friends and other close relations like parents (Lessons 4) then to broader issues like gender, rights (Lesson 5, 6) after which more intense sexuality issues of love, pregnancy, STI/STDs, HIV/AIDS (lesson 7, 8, 9, 10, 11) and then a focus on the future in lesson 12. In Lesson 13, the young people would create a book on the 12 lessons that they would have covered. In this book, they would design a message per lesson that they would have liked to pass on to their peers. This would all culminate into Lesson 14 which is the exhibition. Here young people exhibited to the school, the parents and any other invited guests. They showcase what they have learnt in the program, creating awareness about the program and schooling other young people. This would also be an opportunity to reach out to community leaders like the Local Council that would have been invited.

The SNU representative also noted that while there are a number of sexuality programmes in schools, there are very few if any that have a very comprehensive curriculum as the World Starts With Me. Having discussed the need for comprehensive sexuality education, the WSWM presented a remedy to many of the SRHR issues that the participants had brainstormed.

The methodology and approach used in the implementation of the WSWM also made it likeable by the young people.

Every lesson had a thematic game as an icebreaker. Here he observed that some of the ice breakers that they had had within the seminar were included in the curriculum.



Participants play a game as an energizer

Also, in every lesson there was an activity for the young people to do. It could be designing a poster, carrying out research, creating a poem, acting a skit, etc. These ensured that young people acquired more skills apart from SRHR knowledge.

That the WSWM was learner centred rather than teacher centred. The teacher was just a facilitator of the learning processes.

In conclusion, the SNU representative thanked all the participants for opening and sharing their experiences. He also thanked the Health Worker for the useful information that he had given and asked the school to avail time to such resourceful people to engage the young people. He also remarked that the questions asked and the responses will be posted on the WSWM online support centre at <http://schoolnetuganda.sc.ug/wswmonlinesupport/> .

4.2 Closing Remarks by the Head Teacher - Mrs. Nakaziba Monica Kayira

While closing the workshop the Head teacher thanked the teachers for actively participating in the workshop.

- She thanked the WSWM teachers for facilitating the workshop.
- She thanked SchoolNet Uganda for financially facilitating the workshop and for all the activities SNU was involved in the school.
- She asked teachers to join the bandwagon to disseminate the SRHR information and the skills they had acquired.
- That this information should also be given to their children at home.
- The SRHR challenges had been a major cause for poor performance in the school but with WSWM there was a vaccine.

She concluded by quoting the Guest of Honour's words **“the shining of our school should begin with you and me”**.

4.3 EVALUATION OF SEMINAR BY PARTICIPANTS

The participants were given cards on which to evaluate the seminar in terms of what stood out for them and what could have been done better. Here below is a summary in verbatim:

- It has been good holding this workshop since I have come to understand what sexuality is and the challenges that young people are faced with.
- With the basic skills learnt, I hope to handle the students' problems better.
- Thank you very much for organizing the workshop, the issues discussed are serious ones.
- I have gained a lot on sexuality education but some of my expectations were just hinted on due to time.
- Please send us the feed back or report for this workshop.
- WSWM has impacted greatly on my life and I do not regret attending.
- I appreciate the organization, the nice meals, warm environment for us, the participatory methods used and the games.
- WSWM has helped me understand my role as far as our children are concerned at school.
- The seminar had good objectives that were achievable; it was successful because it was not facilitator centred
- The interest may be interpreted to be the beginning of change in the approach to handling students
- Successful but time management was not good.
- I have learnt that I am a vital person to my school even beyond academics.
- I liked very much the talk from St. Francis (the Health Workers' talk)

Closure of the Seminar

The seminar closed with a prayer at 5.25 p.m. There after teachers were given transport refund by the school.

5.0 CONCLUSION

The seminar was very successful first because it registered a big turn out, even more because every sector of the school was represented including the Nurse, the caterer, the askaris, the secretary and the matron and patron of the hostels.

This success could also be explained in the active participation of the school administration. The Head teacher was present from the start of the workshop to the very end. She even coordinated some activities within the workshop. One of the Deputies actually facilitated a session which was a sign that the school had bought into the program.

Another observation made by the SNU representative was the branding of the WSWM club at the school. Every SRHR message on the compound that was visible was from the WSWM club.

Finally, the teachers were motivated at the end of the workshop with a transport refund by the school. This was also a highlight of the day as in many other schools, the schools expect SNU is to provide this even when advance information is clear that SNU would not do so.



Final word: money well spent!

Prepared by

Lugya Richard Kibuuka

SNU Representative and Co-facilitator and Rapportuer for the seminar.

Appendix i
List of Participants

	NAME	SUBJECTS/ RESPONSIBILITY	PHONE No.	EMAIL ADDRESS
1	MUJOMA MARIAM	History/CRE Class Teacher	0782 698883	
2	MPAATA LEONARD	Teacher	0752 800691	
3	MIREMBE RITAH ANNET	English/ Literature	0782919345	
4	MUTEBE GRACE	Teacher	0756 932460	
5	JUMBA SAIDI	Teacher	0777 679179	
6	BATTANKULU AMUZA	Teacher	0785 986673	
7	MULABBI LILLIAN	Secretary	0752 901245	
8	KAZIBA ANTHONY	Physics, Mathematics	0775 805782	
9	NANGOBI AIDAH	Nurse	0751 647288	
10	NAMUSUBO HOPE	Teacher	0782 345236	hopenamusobo@yahoo.com
11	KINTU RICHARD	Ass Bursar	0752 441211	kinturichard@yahoo.com
12	OJULU CHARLES	Parent/ B.O.G Member	0776 370938	
13	KYEBAMBE JANE	Nurse	0752 824998	
14	NABWILE JUSTIN	Catering Officer	0777 065133 0712 867302	nabwirejustin@yahoo.com
15	BIRUNGI ANNET	Matron	0754 370443	

			0774 370443	
16	NAHYUHA SARAH	Secretary	0758 166464	
17	MUGENYI WILBERFORCE.K.	Teacher	0774 069603	
18	KAKAIRE JOSHUA	D.O.S	0752 411976 0776 411976	
19	MALINGHA FRED	Askari	0758 384553	
20	NAMUSOKE ROSE	Teacher	0752 657308	
21	WEMBAWO ISMAIL	Deputy Head Teacher	0752 323394	
22	NAMULAWA MAIMUNA	TEACHER	0755 816175	
23	WRIGHT JAMES	TEACHER	0752 505275	
24	BADAZA SIMON	DEPUTY HEAD TEACHER	0752 816175	
25	AYAGA RICHARD	DEAN ARTS	0776 405827	
26	MULYOWA CHARLES	TEACHER	0782 630069	
27	NAKAZIBA MONICA KAYIRA	HEAD TEACHER	0752 455496	
28	BAMWENDERA MONICA	TEACHER	0752 383665	
29	ADIGA MOSES	ASKARI	0775 359589	
30	WAISWA JOHN	TEACHER	0783 295585	
31	BAKANZEWA JULIUS J	TEACHER	0779 205913	
32	BISA JOSIA	HEALTH WORKER ST. FRANCIS NJERU	0774 438456 0718 438860	Josia.bisa@yahoo.com
33	LUGYA RICHARD KIBUUKA	SNU REPRESENTATIVE and RAPPORTEUR	0774 036040	lugyarik@yahoo.com