

**REPORT OF THE WORLD STARTS WITH ME (WSWM)
TEACHER TRAINING WORKSHOP
HELD (14-18)TH JAN 2008
NDEJJE SENIOR SECONDARY SCHOOL**



Figure 1: Participants of the Teacher Training Workshop at Ndejje SS

INTRODUCTION

SchoolNet Uganda (SNU) in partnership with the World Population Foundation (WPF) is implementing The World Starts With Me (WSWM) program. The WSWM is an adolescent sexual reproductive health and rights program. In 2007, the program was implemented in 70 schools. In 2008, the program will be implemented in 100 schools in 29 districts in 29 districts across the country.

Every beginning of year, two teachers from each of the new WSWM schools attend a 5-day training workshop. This year (2008), two concurrent workshops were organized by SchoolNet Uganda, one at Ndejje SS and the other at St. Josephs Girls SS, Nsambya.

The workshop at Ndejje SS attended by 36 participants from 21 schools. Some student peer educators were trained together with the teachers. The workshop was conducted by six facilitators namely Bright Kigozi, Moses Agwisagye, Kanaabi Harunnah, Akello Beatrice, Gloria Mupa and Kakinda Daniel.

Workshop Objectives:

The Training workshop had the following objectives:

- To brainstorm the sexual reproductive health and rights challenges faced by the schools and how these issues affect academic performance.
- To provide the teachers with the SchoolNet Uganda- World Starts with Me Big-Picture. Who are partners and what are their roles and responsibilities? WSWM annual work plan and support structures.
- To build teachers pedagogical capacities to implement the World Starts With Me (WSWM) curriculum.
- To develop teachers facilitation skills using participatory methods.
- To introduce teachers to the integration of Information Communication Technology (ICT) in the WSWM Curriculum.
- To provide teachers with an opportunity to practice how to deliver the WSWM curriculum.
- To introduce teachers to counseling and to develop their counseling skills.
- To create a network of teachers who can support each other even after the training workshop.
- To help teachers develop their schools' work plans for implementation of WSWM 2008.
- To provide the teachers with the WSWM curriculum and other supporting materials like fact sheets.

Day 1: Programme

TIME	ACTIVITY	BY WHOM
8:00 – 8:30 AM	Collaborative introductions	Moses Agwisagye
8:30 – 9:00 AM	Welcome remarks and workshop overview	Bright Kigozi
9:00 –9:15 AM	Icebreaker	Kanaabi Harunnah
9:15 – 9:45 AM	Expectations	Akello Beatrice
9:45 - 10:15 AM	Ground rules and nomination of Helping hands.	Gloria Mupa
10:15 -10:45 AM	Evaluations	Beatrice Akello
10:45 -11:00 AM	HEALTH BREAK	
11:00–12:30 PM	Presentation: Introduction of the WSWM program	Bright Kigozi
12:30 - 1:30 PM	Sexual and Reproductive Health	Moses Agwisagye
1:30 – 2:30 PM	LUNCH BREAK	
2:30 – 3:00 PM	Ice breaker	Moses Agwisagye
3:00 – 4:30 PM	Young Person and Sexual Health issues	Akello Beatrice, Kannabi Harunnah
4:30 – 4:45 PM	HEALTH BREAK	
4:45 – 5:30 PM	Young people's Sexual Reproductive Health Rights	Moses Agwisagye
5:30– 6:00 PM	Day1 Evaluation	

(8:00 -8:30) AM: Collaborative Introductions

(Session facilitated by Moses Agwisagye)

Participants were asked to pair with a new friend of own choice. Interview the new friend to find the friend's names, school, likes, dislikes and how comfortable the friend is in using the computers. Thereafter each participant was required to introduce the friend at a plenary session.

Schools in attendance.

36 participants came from 18 schools, 2 from each of: The Almond College (Lira), St. Maria Gorreete Katende, Kabalega SS, Nemapo SS, Gayaza High School, Comboni College, Ndejje SS, Iganga SS, 3Rs Kasokoso (Lugazi), Kakira SS, PMM Girls (Jinja), Bishop Tarantino College (Lira), Pope John Paul II (Gulu), Ndejje High School, Pilkington College Muguluka, YY Okot (Kitgum), Aggrey Memorial and Lubiri SS.

The following were some of the things participants said they like:

- Sharing ideas.
- Traveling.
- Relating with kids.
- Socializing.
- Bible readings and studies.
- Listening to gospel music.
- Graphic design and surfing the Internet.
- Making friends.
- Learning new things.
- Guiding and counseling friends.
- Interacting with the youth.
- Watching movies and films.
- Sports and football.

The following were some of the things participants said they dislike:

- Talking about people.
- Hypocrites and people with low self esteem.
- Working under tension.
- Gossiping.
- Time wasting.
- People who under look others.
- Dishonest people.
- Being hated without a reason.
- Smoking.
- Quarrelsome people and bad peer groups.

- People who exploit others.
- People who talk behind other people's backs.
- People who think they know when they don't know.
- Changing programs.

Comfort with Computer Use

22% of the participants indicated they were computer illiterate.

48% of the participants indicated they had very little computer knowledge.

13% of the participants indicated they were comfortable with the use of computers.

17% of the participants indicated they were very comfortable with the use of computers.

(8:30 – 9:00)AM: Welcome Remarks and Workshop Overview.

In his welcome remarks, Kigozi Bright, the WPF Junior Consultant who was the workshop lead facilitator, thanked the participants for turning up for the workshop told them to expect good meals, out of pocket allowances, transport refund and certificates at the end of the workshop.

In his opening remarks, Kigozi Bright noted that:

- The World Starts With Me (WSWM) is a sexual and reproductive health and right program for the young people which basically address issues of the young people e.g. HIV/AIDS, teenage pregnancies and helps young people grow up responsibly.
- It is the responsibility of the teachers to help the young people grow up with facts about sexuality.
- Teachers need the correct information and skills of how to counsel the young people because most of the things the young people do them out of ignorance.
- The WSWM will also offer students with computer skills because it is a computer based program. The young people acquire marketable practical skills.
- The World Starts With Me (WSWM) is currently implemented in 70 schools across the country by SchoolNet Uganda with financial support from the World Population Foundation.
- The WSWM helps the young people to know about themselves and provides them with a free and open environment to discuss issues affecting them.
- The WSWM equips the young people with life skills and is in line with the Ministry of Education and Sports sexual reproductive health policy and that's why the Ministry of Education supports it.
- The WSWM is not only about HIV but also addresses other issues like friends and relationships etc.

The WSWM curriculum contains 14 lessons:

0. Computer skills
1. World starts with me
2. Emotional ups and downs
3. Is your body changing too
4. Friends and relationships
5. Boys and girls, men and women
6. Fight for your rights
7. Sexuality and love
8. Pregnancy: for boys and Girls
9. Protect yourself: STIS and HIV/AIDS
10. HIV/AIDS:U have a role to play
11. Love shouldn't hurt
12. Your future dreams
13. My top tips peer book
14. Exhibition

Participants were asked why the name **World Starts With Me?**

Below were some of the participants' responses:

- If you want to change others, begin with yourself.
- If you want to cause any positive behavior change, you must live the change you are advocating for.

(9:15 - 9:45)AM: Participants' Expectations.

(Session facilitated by Beatrice Akello)

Participants were asked to write down their expectations under the following sub-sections:

- (i) Professional
- (ii) Personal
- (iii) For other participants.
- (iv) For the way of working.
- (v) For the way of working.

Below were the expectations of the participants.

Professional:

- To get knowledge of dealing with the youth.
- To learn about sexual reproductive health.
- To learn new skills of teaching using ICT.
- To get counseling skills.
- To widen the CV.
- To be given a certificate after the workshop.
- To learn some life skills.

Personal:

- To create new friends.
- To acquire knowledge on Sexual Reproductive Health and Rights and HIV/AIDS.
- To get knowledge on the rights of the young person.
- To share experiences.
- To live as role models to schools within and out.
- To improve on working with the young people.
- To gain confidence in teaching about sexuality.
- To get more allowances.
- To gain knowledge from the facilitators.

For other participants:

- To be flexible.
- To learn from other peoples' contributions.
- Share experiences.
- To learn some life skills.
- To be good listeners.

For the way of working:

- Highly participatory.
- Highly cooperative.
- A peaceful atmosphere.

For the facilitators

- To be brief and precise.
- To keep time.
- To know some of their secrets.
- To have a broad knowledge on how to handle people in such a gathering.
- To respect each other.
- To equip the participants with the skills of handling the youth.
- To evaluate learning among the participants.
- Free interactions.
- To give divergent approaches.
- To equip participants with skills for promotion of behavioral change among young people.
- To be open to participants.

(9:45 - 10:15)AM: Ground Rules and Helping Hands for the Workshop:

(Session facilitated by Gloria Mupa).

Ground Rules

The participants came up with the following ground rules for the workshop.

- Respect for each other.
- Time management.
- Cleanliness in the workplace.
- All phones to be kept in silent mode.
- Respect each person's opinion.
- Effective participation.
- Avoid unnecessary movements.
- Confidentiality.
- Work as a team.
- Professional ethics.

Helping Hands

The following participants were elected as workshop helping hands.

Helping Hand	Whom
Participants' Coordinator	Kakaire Charles
Time keeper	Walusonzi P. Moses
Religious leader	Angola Nobert
Welfare	Peace Miriam Namubiru
Energizer	Mugabi Stephen and Nabakka Letisha

(10:15 -10:45)AM: Pre-workshop Evaluation.

(Session facilitated by Beatrice Akello)

Participants were provided with pre-workshop evaluation forms which were collected after participants had filled them.

(11:00 AM–12:30 PM): Presentation: Introduction to The World Starts With Me (WSWM) Program.

(Session facilitated by Kigozi Bright)

The World Starts With Me (WSWM) program is a sexual reproductive health and rights program for the young people and it embeds issues like self-esteem, puberty, HIV/AIDS, STIs, teenage pregnancies, sexual abuse and a positive approach towards sexuality.

The objectives of the WSWM training are three-fold including:

- (i) Knowledge
- (ii) Attitudes, values and social norms.
- (iii) Skills

Knowledge

- Be able to describe the main sexual health needs and problems of the young people in Uganda.
- Know the sexual and reproductive rights of the young people and be able to explain the meaning of Sexual Reproductive Health and Rights of the young people in Uganda.
- Know the main aspects of the effective approaches in sexual health and prevention of sexual health problems for the young people: the developmental approach, behaviour change approach and rights based approach.
- Know the guidelines necessary for creating an open and safe atmosphere.
- Get familiar with the main principles of counseling and know where to get adequate health care services.
- Being familiar with the structure and content of SRHR and IT WSWM curriculum and being able to explain the key information of sexual health issues represented in the WSWM program.
- Know that efficacy requires an appropriate combination of objectives with didactical methods using PCs or printed manuals where PCs are not available.
- Know the main principles of counseling and the adequate youth friendly health services whereto individual students with problems can be referred to.
- Know conditions, criteria and procedures to effectively implement WSWM program in school and in the class.

Attitudes, values and social norms of the WSWM program include:

- Accepting the young people as sexual beings and decision makers in their own right and see them as assets instead of as problems.
- Being open and non-judgmental.
- Having a positive approach to sexuality.
- Promoting the awareness of the rights of the young people, respect for the rights of others and accountability in applying rights.
- Being aware of own norms and values in the area of sexual and reproductive health and endorsing a non-judgmental approach.
- Being aware of the social norms of the young people in Uganda in the area of sexual and reproductive health and are willing to support the youth in coping with negative influences regarding self-determination and self-reliance.
- Being aware of own capabilities and borders in supporting young people in the area of sexual and reproductive health.

Skills

Skills required to implement the WSWM program include the ability to:

- Create an open and safe environment.
- Communicate sexuality issues to the young people in an understandable, open and non-judgmental way.
- Apply a developmental approach.
- Implement the structure content of WSWM curriculum.

The WSWM program is a computer based sexuality program and it deals with the young people because:

- Many young people have sexual debut during adolescence and lack correct information and access to health services.
- The young people with sexual health problems often face stigmatization and discrimination. Sexual health problems of the young people included HIV/AIDS, teenage pregnancies, poverty etc.
- Young people are diverse, have their own opinions, own decisions and WSWM program comes in to support them by giving them a positive attitude and correct and up-to date information.

Being a computer based program, WSWM provides the following advantages:

- Computers and CD-ROMs offer an attractive media for the young people.
- Computers offer privacy for a young person.
- Computers provide a safe environment for sensitive issues.
- It requires minimum teacher preparation
- Computers offer a flexible curriculum, easy to adopt to target group as and cultures.
- A student driven process unburdening teachers to initiate sensitive discussions.

The WSWM curriculum has detailed lesson activities in a proposed order and learning objectives which give a better understanding of what the lesson is all about.

The WSWM program must be implemented under a youth-friendly environment which must have:

- Respect for the young people.
- Confidentiality.
- Openness.
- Non-judgmental approach.
- Sensitivity to diversity.
- Right to pass it on – Pass the question to the next person when one fails.
- Enormity: Don't refer to a particular person.
- Acceptance: Accept the young people the way they are and just aim at changing them.

(12:30 - 1:30) PM: Sexual Reproductive Health

(Session facilitated by Moses Agwisagye)

Participants were taken outside to look at a reproductive and fertile tree in the school compound that has life. They were asked to close their eyes and imagine they are at the beach relaxed without any problem.

“In case you heard a phrase *Sexual Reproductive Health*, how would you interpret it”? Moses asked.

Participants were given pieces of paper on which to write their interpretation of Sexual Reproductive Health.

Below were some of the participants’ interpretations of SRH (Sexual Reproductive Health):

- Wellbeing: physical, mental and social wellbeing of a person.
- Health: Free from sexually transmitted diseases.
- Beautiful: The beauty of having a healthy family.
- Death: Sexually transmitted diseases lead to AIDS hence death.
- Good health: For a man and woman to be productive, they have to have a healthy life.
- Sexuality: Involves male and female.
- Protective sex: Protection from the risk of unwanted pregnancies and HIV/AIDS.
- Sex: Male and female joining together.
- Safe sex: Having safe sex to avoid STDS.
- Sex education: Being informed about sex.
- Reproduction: Reproduction system of male and female and how they function.

Participants were asked another question: “Why do people have sex”?

Participants gave the following answers:

- It’s a basic need.
- To reproduce.
- For enjoyment.
- To discover love.
- For pride.
- For financial gain.
- To test their manhood and female hood.
- It’s a natural instinct between man and female.

Moses Agwisagye described Sexual Reproduction Health (SRH) as a complete, social, physical and psychological wellbeing of a person due to proper functioning of the body parts and not merely in absence of diseases.

Sexual Reproduction Health (SRH) is a state where people are able to have a satisfying and safe life, have the capability to reproduce and the freedom to decide if, when and often to do so (idea of family planning).

Without reproduction and health there is no wellbeing e.g. barren women have no peace in their lives and HIV/AIDS patients have no peace in their lives.

Men and women have the responsibility to make the young people informed about Sexual reproductive issues and the young people must have access to safe, affordable and acceptable health services though they in most cases lack money to access these services.

When addressing sexual reproductive health (SRH) issues for the young people, we should have a positive attitude and respectful approach to sexuality and sexual relations, accept the young people the way they are and we should not be judgmental.

Uganda statistics show that most girls who have been sexually abused have been abused by teachers, head teachers and motorcyclists and the teachers come 2nd in ranking after the motorcyclists.

Moses urged the teachers to be sensitive and not to discriminate the young people in cases of homosexuality, unwanted pregnancies, HIV/AIDS. For sexual reproductive health to be attained and maintained, teachers need to respect the sexual rights of the young people and also protect them. Even for homosexuals, teachers need to find how to help them because some of the young people are just forced into it.

(3:00 – 4:30) PM: Young People and Sexual Reproductive Health Issues.

(Session facilitated by Akello Beatrice and Kanaabi Harrunah)

Participants were asked to give their views on four questions

Q1. *“Things were much better for the young people today than they were 20 years ago. Do you agree or disagree?”*

Most of the participants disagreed with the statement giving the following views:

- Children were much better in the past than today because they were a responsibility of the whole community.
- The life expectancy of the children today is lower than that of children of 20 years ago.

- The children of today are individualized.
- Children of today are faced with many challenges like pornography.
- Globalization has exposed the children to many things unlike those in the past.

Q2. *“Young people need more freedom and less interference from adults: Do you agree or disagree?”*

Some participants agreed with the statement and some disagreed. Below were some of the participants' views.

- Young people need their freedom to see what is good and bad and adults should just come in for guidance.
- Children experience many temptations and hence their parents have to intervene.
- Most of the young people get their character from their peers and therefore must be intervened.
- More freedom gives a chance for the young people to get spoiled.
- The more freedom you give a young person, the more they get dangerous.

Q.3. *“Young people should be encouraged to enjoy themselves. Do you agree or disagree?”*

Some of the participants agreed while others disagreed with the statement and their views were:

- They should be given time to enjoy their youth time and interact with other people.
- In the name of enjoying themselves, young people are encouraged to get bad peers.

Q.4 *“Young people should be free to choose their own religion. Do you agree or disagree?”*

The participants' views were:

- There should be an age limit; a child between 4-15 years should be in the fathers' religion for moral guidance.
- Allowing children to choose their own religion brings conflict in their household.
- There are many religions that have come up and this misleads the young people and therefore they need to be guided by their parents.

Q.5 *“Young people can't be expected to be treated as elders until they earn their own money. Do you agree or disagree?”*

The participants' views were;

- Some young people are now days richer than their parents' e.g. musicians and even some inherit wealth from their parents.
- It's not the money that makes someone grow up.
- Anyone who still asks money from a parent is a child.

Overview of young people.

A young person can be defined young person according to age, biological and psychological development and socially construction.

All schools have young people between 10-24 years and the young people contribute 20% of the world population.

Sexual Reproductive Health (SRH) issues among the young people include:

- Unsafe abortion.
- HIV/AIDS.
- Sexual violence and abuse.
- Discrimination and exclusion because of gender.
- Teenage pregnancies.

A number of young girls become pregnant because they lack of correct information and therefore teachers need the facts to help the young people.

Young people have a number of myths about sex and these include:

- They believe that a girl cannot get pregnant if the boy withdraws before ejaculation during sexual intercourse.
- They believe that when you wash your private parts with coca cola after sexual intercourse, you don't conceive.
- When you jump after the sexual intercourse, you don't conceive.
- You can't get pregnant if you play sex while standing.

The WSWM program doesn't encourage having sex but encourages abstinence and aims at building the capacity of teachers to integrate SRH in their teaching. This is in line with the Ministry of Education and Sports sexual reproductive health policy.

(4:45–5:30)PM: Young People Sexual Reproductive Health Rights. (*Session facilitated by Moses Agwisagye*).

Participants were what rights are and below were some of their answers:

- What one deserves.
- Entitlements to someone.

- Someone's freedom.
- Liberty one has over something.

Moses explained the sexual and reproductive rights of a young person and these included:

1. ***Right to be one's self.*** Young people have a right to make their own decisions and to express themselves.
2. ***Right to know.*** Young people have a right to education; get all that they want to know about sexuality and health.
3. ***Right to be protected and protect one's self:*** Young people need to be protected and they should be empowered to protect themselves.
4. ***Be healthy.*** Young people have a right to be given affordable and accessible Health services.
5. ***To be involved:*** To what extent should the teachers be involved in the young People's lives and how can they help them.

In the discussion which followed participants reflected on the extent to which these rights applied in schools.

1. Right to be yourself:

- Formation of clubs for the young people to express themselves.
- Suggestion boxes in schools for the young people to express themselves.

2. Right to know:

- Organize talks about sexual issues, movies, drama to address the sexual issues.
- Introduction of the PHSE program (Physical, Health and sex education).
- Invitation of drama groups to address sexual issues.
- Compounds are displayed with posters talking about sex e.g. "SAY NO TO SEX".
- Have the Straight Talk club and AIDS club to address sexual issues.
- Call meetings for girls to talk to them.

3. Right to be protected and protect yourself.

- Guide the young people on what they should do, be mindful about what they surf on the Internet.

Day 2: Programme

TIME	ACTIVITY	BY WHOM
8:30– 9:00 AM	Day 1 review	Bright Kigozi
9:00 – 10:00 AM	Young people’s Sexual Health	Kanaabi Harunnah
10:00 – 11:00 AM	Group discussions and presentations.	Kanaabi Harunnah and participants
11:00 – 11:15 AM	HEALTH BREAK	
11:15 – 11:30 AM	Icebreaker	Kanaabi Harunnah
11:30 – 12:30 PM	Communication of sexual Health issues	Akello Beatrice
12:30 – 1:30 PM	Pedagogy & Didactics of WSWM	Kigozi Bright
1:30 – 2:30 PM	LUNCH	
2:30 – 2:45 PM	Icebreaker	Kigozi Bright
2:45 – 5:00 PM	SNU-WSWM Big picture	Kakinda Daniel
5:00 – 5:15 PM	HEALTH BREAK	
5:15 – 5:30 PM	Evaluation of day 2	

(8:30 -9.00) AM: Day 1 Review
(Facilitated by Bright Kigozi)

Bright Kigozi gave a brief review of what had transpired on day 1. Participants indicated that the right of the young people was the activity which interested them most.

One of the students asked a question?

“Is it true that when a girl has sex and realizes that she is pregnant after 3 days, she can have sex again in order for the second sperm to cause a miscarriage in that the second sperm kills the first one?”

The participants reacted to this by saying that;

- It’s not true. The girl will remain pregnant.
- For fertilization to take place, it needs only one sperm.
- Biologically, miscarriages only take place after implantation and implantations can’t take place after 3 days.
- There is no way a girl can realize that she is pregnant after 3 days!

Another participant asked how to address an issue of a girl who gets pregnant when she has never had her menstruation periods?

One of the participants responded by saying that it seems the girl got pregnant at her first menstruation period.

(9:00 – 10:00)AM: Young people’s Sexual Health
(Session facilitated by Harunnah Kanaabi)

Participants were asked how they would describe young people’s sexual health and below were some of their responses.

- Physical, mental and emotional health of a young person.
- Wellbeing of a young person (physically, socially and mentally).
- Growth and development of a young person sexually.
- How we can keep the young person sexually active.
- Sex differences for the young people.
- Sexual responsibilities of young people i.e. know when and when not to have sex.
- Sexual challenges of the young people.

Group discussions and presentations.

Participants were divided into four groups. Each group was asked to choose a chairperson and a secretary. Each group was required to discuss the sexual health challenges that the young people go through and thereafter present their work at a plenary session.

Group 1 Presentation

Group 1 mentioned the following sexual health challenges faced by young people:

- Body development: growth of breasts for girls, pubic hair, beards and deepening of voices for the boys.
- Coping up with adolescence: Adolescence is a state from childhood to adulthood.
- Relating with the opposite sex: some young people grow up with people of the same sex so relating with the opposite sex is hard.
- Dealing with the menstrual period for girls.
- Making wrong decisions due to bad peer pressure.
- Pornographic media: from magazines, Internet
- Home environment: Bad influence from big sisters and brothers also contribute to the young people's wrong decision making.
- Poor role models: In case the mother gave birth at the age of 14, chances are she can't offer advice to the young person.
- Materialistic: they want to own what they peers have and this forces them to have sex in order to get materials like shoes.

Group 2 Presentation

Group 2 mentioned the following sexual health challenges faced by young people:

- Sexual perversion: includes homosexuality and lesbianism in single schools, fornication in mixed schools and masturbation.
- Peer pressure: People are forced to do things because of bad peer pressure and behind bad peer pressure is the fear to be rejected.

- STIs and STDs: sexually transmitted infections and sexually transmitted diseases.
- Fear of the opposite sex: they are shy and fear relating with the opposite sex.
- Self realization: changes in body growth.
- Aggression and harassment: Big boys and girls harass young boys and girls and involve them in sexual acts.
- Defilement by teachers and fellow students.
- Poor role models
- Rape: it causes inferiority complex to the victim

Group 3 Presentation

Group 3 mentioned the following sexual health challenges faced by young people:

- Body changes: involves menstruation for the girls, voice changes for the boys (a boy may fear to contribute in class because of his deep voice), growing of pubic hair for the boys and girls, enlargement of the penis and enlargement of the breasts , wet dreams for the boys.
- Emotional changes: Feeling towards the opposite sex and wonder how to relate with the opposite sex.
- Social changes: Peer pressure, fear to relate with the adults and want to relate with their own peers and they feel mature.
- Need to be adventurous: Want to get role models and dress like them.

Group 4 Presentation

Group 4 mentioned the following sexual health challenges faced by young people:

- Unwanted pregnancies: lead them into abortions.
- Dropping out of school because of the pregnancies.
- STIs and STDs.
- Masturbation: they see nothing wrong with it because they can't become pregnant and can't acquire STDs.
- Body changes e.g. developing of breasts, broadening of the hips and beards.
- Ignorance about sexual health issues.
- Relating with the people of the opposite sex.
- Inferiority complex when they experience body changes and hence can't contribute in class.
- Seeking attention.
- Weight: girls start starving because they want small waists.
- Drug and substance abuse
- Gay and Lesbians relationships in single sex schools.
- Generational gap: the decreasing age gap between students and young teachers.

- Cross-generational sex.
- Dress code among the young people.
- Language code:
- Hanging out: Miss Uganda, dancing clubs.

Harunnah concluded by saying that the WSWM program aims at helping schools address most of the above sexual issues as presented by the participants.

(11:30 – 2:30)PM: Communicating Sexual Health Issues among the young people.

(Session facilitated by Beatrice Akello)

Participants were asked how they can communicate sexual issues to and among the youth. Participants' responses included:

- Improve on their communication skills.
- Introduce sex education in schools.
- Create a friendly relationship between the teachers and the young people so that the young people are free to share information with them.
- Provision of the right information to the young people and at the right time.
- They need to equip the young people with life skills.
- Teachers should live an exemplary life and act as role models to the young people.
- Create a counseling environment to the young people which is private.
- Use whole school approach where every one should be involved in guiding the young people.
- Invite the experts to talk to the young people e.g. Counselors from different organization.
- Provide reading materials for the young people and give them time to read it.
- Share their own experience with the young people. Learn to know the students as individuals and handle them individually because different students have different problems.
- Encourage the formation of clubs in schools and encourage students to attend workshops like WSWM.
- Young people and parents should be told the dangers of abortion because sometimes it is the parents that encourage their children to abort.
- In cases of menstruation, school should provide the girls with the health facilities like the pads.
- Parents and teachers should act as spies.
- Encourage student peer educators because some students feel free talking to their fellow peers.
- Advocate for a curriculum reform that involves morals for the young people by the Ministry of Education and Sports.

Participants were cautioned to take the students the way they are and not be judgmental when students present their issues to them.

One participant complained that teachers on talking about sexual health issues to the students but the students keep on doing the same things e.g. getting pregnant.

The following are some of the responses to the participant's complain:

- We should understand the young people the way they are and appreciate the fact that they are ignorant and we should understand that communication is very important and that the young people can't be changed abruptly and therefore we have to keep on addressing these issues.
- People can't be changed abruptly but are changed slowly. If out of the 20 young people 2 change that means there is an impact.
- The future lies in the hands of the young people and therefore these issues should be addressed continuously.

The facilitators suggested the following additional ways of communicating sexual health issues to the young people.

- Create a friendly relationship with the young people.
- Arrange that the parents are around at the time of the launch of the WSWM program at their schools so that the parents can become aware of these issues.
- Teachers should talk to the parents because some young people do what their parent do.

The session ended with a promise to the participants that the majority of the sexual health issues will be covered in the different lessons of the WSWM program.

(12:30 -1:30)PM: Pedagogy & Didactics of The World Starts With Me (WSWM)

(Session was facilitated by Bright Kigozi)

In his presentation, Bright Kigozi told the participants that:

- WSWM is an experiential and e-learning program, combining SRH&R and Information Technology.
- WSWM helps to students choose an own path and guidelines (values) for a safe and responsible relational and sexual life.
- WSWM includes assignments at the end of every lesson to help students:
 - get the correct information.
 - develop, explore own opinions and attitudes.

- discover talents in IT and relationships.
- develop life skills and IT skills.

For successful implementation of the WSWM, teachers need to:

- Prepare for the delivery of the curriculum.
- Create a supportive environment.
- Create a safe environment for classroom discussion.
- Respect the core values of WSWM program.
- Be a facilitator and not a teacher.

(i) *Preparing for conducting a WSWM lesson.*

Teachers need to create a supportive environment by:

- Reading through both the teachers' manual and the students' manual.
- Preparing teacher's and students' tasks for the lesson.
- Reading through the background supporting materials e.g. the fact sheets.
- Identifying and display the teaching aids in the classroom.

(ii) *Creating a supportive environment.*

Teachers need to create a supportive environment that allows you to talk about sexuality in school by:

- Informing colleagues, management and school health services like the school nurses about the WSWM program (what it is about and what it is not about).
- Checking to whom to refer the students with their personal issues when the students open up.
- Considering informing parents to avoid contradiction with them and to ensure parents know what their children are being taught.
- Guarantee availability of health care support
- Draw up a class room in a way learners feel relaxed.

(iii) *Creating a safe environment for classroom discussion.*

Teachers need to create a safe environment for classroom discussion by:

- Having an inviting attitude to learners by putting on a friendly look.
- Telling the young people that embarrassment and shame about a sexual problem are normal feelings when sexuality is discussed.
- Telling students something about your teenage time and sexual experience when you were young.
- Making ground rules together with the class about language use and how to get along with each other.
- Defining norms and borders regarding respect for each other.
- Organizing lots of group work which gives safety and encouragement for personal exchange.

- Letting students choose their own groups so that are able to share information freely but discourage groupings on social classes.

(iv) *Respect for the WSWM core values.*

Teachers need to respect the core values of the WSWM program. The core values are that young people:

Are sexual beings.

Are diverse (gender, needs, desires).

Have own opinions.

Can make own decisions.

Are actors in their own right.

Have rights (info, own decisions, health care, protection, involvement).

Need for decision making: correct knowledge, positive attitudes and social norms, skills.

(v) *Being a facilitator*

As a WSWM facilitator, the teacher needs to be

- Friendly and approachable.
- Knowledgeable.
- Available to the students.
- Practice what you preach.
- Good listener.
- Creative.
- Maintain confidentiality
- Role model.
- Sensitive to diversity.
- Action oriented.
- Attach what you say to reality.

Bright gave participants an overview of the WSWM curriculum. The WSWM curriculum contains 14 lessons with one main issue per lesson, constructed with a logical motive:

- Starting with the individual (self image and self esteem).
- Going to social environment (parents, friends, relations) and cultural, political environment (gender and rights).
- Focussing on the potential of sexuality.
- Giving guidelines for avoiding sexual health problems.
- Ending with future and sharing ideas and plans with peers and social environment.

The 14 lessons of the WSWM program include:

- Lesson 0: Computer skills, it equips the students with the necessary computer skills.

- Lesson 1: The WSWM: Students are told what the course is all about, what is expected of them and what they expect in return.
- Lesson 2: Emotional Ups and Downs: Students learn about emotional changes in life and how they can deal with these challenging emotions.
- Lesson 3: Is your body changing too?: Young people can learn more about bodily changes in both boys and girls. Virtual peer educators, Rose and David are used to guide the students into the interactive presentation.
- Lesson 4: Friends and relationships: Students explore the social environment and the influence of the people around them.
- Lesson 5: Boys and Girls, Men and women: The lesson addresses issues of gender and the roles it plays in society
- Lesson 6: Fight for your rights: Students know their rights as human beings and also learn how to respect other peoples rights
- Lesson 7: Sexuality and love: Students learn about their sexuality, sexual feelings and sexual practices. It also looks at sex and sexual intercourse and the different types of sex.
- Lesson 8: Pregnancy: 4 girls and boys: Students are taught how to deal with the issue of pregnancy.
- Lesson 9: Protect yourself- STIS and HIV/AIDS: Students to be aware of the dangers of having unsafe sex.
- Lesson 10: HIV/AIDS you have a role to play: Students get the basic facts about AIDS i.e. ways of getting infected and the impact the disease has on people's lives.
- Lesson 11: Love shouldn't hurt: The lesson addresses issues of sexual harassment and abuse.
- Lesson 12: Your future dreams and plans: Students think about their future dreams and make plans.
- Lesson 13: My Top Ten Tips for Peers book: Students summarize what they have learnt and write out 10 messages which are put in the peer book.
- Lesson 14: Exhibition: Students organize an exhibition and prepare presentations inform of posters, poems, skits etc.

In implementing the WSWM program, teachers need to think out of the box and be creative, flexible and innovative. Creative methods would include the use of art pieces, skits, poems, songs, magazines, group discussions, role plays etc.

Teachers should only refer students with sexual problems to people or organizations they trust and which can provide youth-friendly services.

Questions & Answers.

Below are some of the questions participants had after the presentation and the responses which were given.

Question 1: How do you handle the issues of Lesbians in schools?

Response: Lesbians should be referred to the counselor.

Question 2: Should teachers interfere with the Students' preparations for the WSWM exhibition?

Response: The teachers should only find out whether the students are exhibiting the right information.

Question 3: Is it possible for a teacher to double as a WSWM teacher and a member of the school disciplinary committee?

Responses:

- In some cases, schools have on the advice of the school disciplinary committees expelled students like homosexuals who could have just been referred for counseling. It would be advisable to have at least one of the WSWM teachers on the disciplinary committee or have members of the disciplinary committee trained in WSWM program.
- Teachers should understand that students are sometimes pulled and pushed by forces of adolescence therefore they should be parental and not just act as angels.
- Teachers need to take the initiative and inform their members that students should be given a chance to reform.
- School rules often leave room for other disciplinary options and therefore a concerned WSWM teacher should talk to the head teacher before he signs the expulsion letter.

(2:25 -5:00) PM: SchoolNet Uganda (SNU)- World Starts With Me (WSWM) Big Picture

(Session was facilitated by Kakinda Daniel)

Daniel welcomed the participants for the workshop and said that there was a co-current workshop for teachers of new WSWM teachers that was going on at St. Josephs Girls SS, Nsambya. He gave a brief introduction of himself as a Physics teacher who taught for 18 years and therefore familiar with the young people and the environment in the Uganda schools.

Daniel informed participants that SchoolNet Uganda is Uganda as a Not-for-profit NGO housed and working with the Ministry of Education and Sports.

- SchoolNet Uganda's mission is to support and build schools' pedagogical capacity building to use Information and communication technology (ICT) to enhance the teaching and learning process.
- Working and being housed by the Ministry of Education and Sports creates boundaries for what SchoolNet Uganda can do and not do. All the activities of SchoolNet Uganda must be inline with the Ministry of Education policies and priorities.

- Though Sexual reproductive health and rights (SRHR) is not in the core competencies of SchoolNet Uganda, SchoolNet Uganda is motivated to be the local implementing partner for the WSWM program because un-attended to SRHR issues negatively affect academic performance. Also the use of ICT can help teach some of the abstract SRHR concepts.

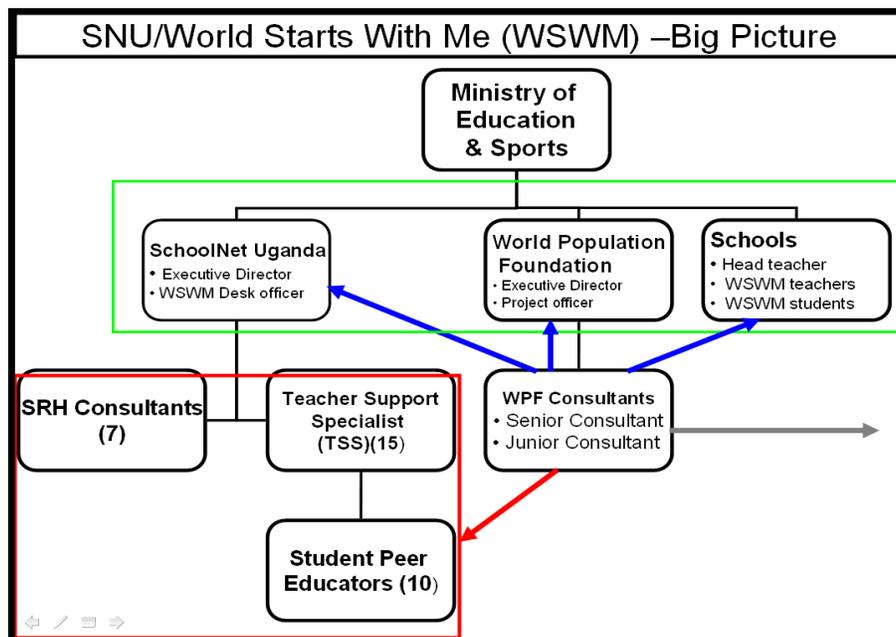


Figure 2: SNU-WSWM Big Picture

Daniel provided and explained the SNU-WSWM big picture to the participants.

Ministry of Education and Sports

The Ministry of Education and Sports is the line ministry responsible for the type and quality of education in Uganda schools. It set the environment, policy guidelines and priorities under which WSWM is implemented.

The Ministry of Education and Sports:

- Expects schools to integrate SRHR across the curriculum and SRHR should be addressed by the every teacher.
- Expects all teachers to be knowledgeable about SRHR issues and how to address them. Attending this capacity building workshop, puts the participants at a competitive edge over other teachers.
- It expects schools to equip the students with the life skills.

- The Ministry of Education and Sports' School Healthy policy included a section of Adolescent Sexual Reproductive Health and Rights. Below are some of the contents of the section on SRHR.
 - SRH curriculum for all educational institutions shall be strengthened.
 - Respect for the rights of people living with AIDS
 - Reproductive Health- basic adolescent friendly health services and sex education should be provided by all schools.
 - The message should be age relevant and educational relevancy
 - Advocates ABC (A- Abstinence, B-Be faithful, C-Condom) (ABC – for educational employees, Condom use for tertiary institutions)
 - Delaying sex for learners
 - Promotion of Virginity for girls and boys.
 - Integration of SRH across the curriculum at all levels.

Daniel informed participants that SchoolNet Uganda, World Population Foundation and the Schools are partners in the implementation of SNU-WSWM program. As partners, each has roles and obligations which are spelled out in written agreements.

Roles and Responsibilities of SchoolNet Uganda in the implementation of the World Starts With Me program

Participants were informed that the roles and responsibilities of SchoolNet Uganda included:

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

Roles and Responsibility of World Population Foundation (WPF) in the implementation of the World Starts With Me program:

The mission of WPF is to work to improve the quality of life in developing countries by promoting Sexual and Reproductive Health and Rights (SRHR).

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

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

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

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

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

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

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

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

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

- Contracted by SchoolNet Uganda with the advice of the World Population Foundation consultants.
- Legal status: Nothing in the agreement renders the Sexual Reproductive Health Specialist an employee, agent or partner of SchoolNet Uganda and the Sexual Reproductive Specialist shall not hold himself or herself out as such.

- Assist the World Starts With Me teachers in understanding, implementing and evaluating all aspects of World Starts With Me.
- Provide quarterly narrative reports to SchoolNet Uganda for the region the Sexual Reproductive Health Specialist is in charge of. The report should cover SRHR issues, technical advice give to schools, positive impact of the program.
 - Make detailed recommendations for the improved use of World Starts With Me in Uganda.
 - Be SchoolNet Uganda's ear-on the ground for World Starts With Me program.
 - Assist in monitoring or follow up of trained teachers or schools.
 - Suggest changes (if any) that need to be made to the computer program and supporting material.

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

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

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

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

SNU-WSWM Selling points.

Kakinda Daniel cautioned participants that there are many SRHR programs in their schools. These programs should not be looked at as competing but complementing each other and all trying to assist the schools address the SRHR challenges. Each program has its strength and weaknesses. The schools should pick the strong points from each of the program.

Below are some of the strengths or selling points of WSWM program.

- A structured comprehensive and age appropriate curriculum.
- WSWM has the blessing from the Ministry of Education and Sports.
- Currently implemented 100 schools in 29 districts across the country.
- Training of teachers and student peer educators.
- Orientation of sexual reproductive health experts.
- Ongoing support for SRH, TSS and SPE
- Use of virtual peer educators. (Rose and David) to deliver most of the sensitive information.
- Use of student peer educators
- Use youth capability- building learning strategies
- Student output after each lesson.

Questions & Answers

Below are some of the questions the participants had after the SNU-WSWM big-picture presentation and the responses:

Q1. Is there an opportunity for the individual teachers to buy personal computers from SchoolNet Uganda?

Response: SchoolNet Uganda computer program is independent of the WSWM program. Any school or individual teacher can just walk to the SchoolNet Uganda and buy a computer. The cost of the computer is the same to a school or an individual teacher.

Q2. What does SchoolNet Uganda expect from the trained teachers?

Response: SchoolNet Uganda expects the trained teachers to:

- See SchoolNet Uganda as a helper to the schools in their efforts to address SRHR issues challenging them.
- Implement the WSWM program in their schools in such a way that it adds value to the school.
- Promote the WSWM program at school level by informing administrators, staff members, students and the parents about the program.
- Involve as many students as possible.

- Keep the communication channels open.
- Share the program success and any innovation in the program implementation with the rest of the WSWM family.
- Cascade the training at the school level among other teachers.

Q3: Who picks the bills for the SRHR resource persons invited to the schools?

- **Response:** SchoolNet Uganda meets the cost (accommodation & time compensation) of the Sexual Health Reproductive Consultants (SRHC), Teacher Support Specialists (TSS) and the Student Peer Educators (SPE) it sends to the schools to assist the teachers in understanding, implementing and evaluating all aspects of World Starts With Me (approach, content and format).
However, when SchoolNet Uganda helps to link the school to other players in the SRHR field, the school picks the bills.

Q4. How come there are participants from some of the old WSWM schools at the training? What happened to those SchoolNet Uganda had earlier trained.

Response: Sometimes after training (which is done at the beginning of the year), the trained teachers and the sensitized Head teachers are transferred to other schools. This is a big challenge to the program but which can also be considered as an opportunity of expanding the WSWM program to the schools where the teachers/Head teachers have been transferred. However other teachers have to be transferred to fill the gaps created by the transfers.

Day 3: Programme

TIME	ACTIVITY	BY WHOM
8:30 -9:00 AM	Remarks by SNU-WSW Desk Officer	Allen Nansubuga
9:00–9:30 AM	Evaluation of Day 2	Akello Beatrice
9:30 -9:45 AM	Icebreaker	Kanaabi Harunnah
9:45–10:45 AM	Lesson 0: Computer skills	Bright Kigozi
10:45–1:00 AM	HEALTH BREAK	
11:00– 11:15 PM	Icebreaker	Moses
11:15 –12:15PM	Lesson 1: World starts with me	Akello Beatrice and Gloria Mupa
12:15 – 1:30 PM	Lesson 2: Emotional ups and downs	Participants
1:30 – 2:30 PM	Lunch	
2:30 – 2:45 PM	Ice beaker	Moses
2:45 – 3:45 PM	Lesson 4: Friends and relationships	Participants
3:45 – 4:45 PM	Lesson 5: Boys and girls, Men and women	Participants
4:45 – 5:00 PM	HEALTH BREAK	

5:00 – 6:00 PM	Lesson 3: Is your body changing too?	Participants
6:00 PM	Evaluation of Day 3.	Participants

(8:30-9:00)AM: Remarks by SNU-WSWM Desk Officer

(Session was facilitated by Allen Nansubuga)

Allen Nansubuga, the SNU-WSWM Desk officer, thanked the participants for sparing time to make it to the workshop despite all their commitments. Allen noted that it wasn't easy to get through with the workshop invitations to the teachers. She thanked the participants for their participation and congratulated them upon joining the WSWM program.

Allen noted that as the SNU-WSWM desk officer, she handles communication, logistics and this year will be attending regional WSWM meetings. She encouraged all participants to leave the workshop with functional email addresses since most of the communication was to be by email.

Allen further noted that during the Head teachers' sensitization workshop, the Head teachers brainstormed the SRHR challenges faced by schools and are looking towards WSWM to help them solve these issues.

Lastly Allen told the participants that participants were each to receive a transport refund of 60,000/= (UGX) and an out of pocket allowance of 20,000/= (UGX).

(9:00-9:30)AM: Evaluation of Day 1 & 2

(Session facilitated by Akello Beatrice)

Beatrice went through the evaluations of Monday and Tuesday which were:

Bright Kigozi: fast and concise

Moses: very clear, interesting and not conscious of time.

Beatrice Beatrice: She didn't put down all the expectations.

Gloria Mupa: Involved all the participants and very open as a young person.

Harrunah Kannabi: Involves all the participants and helps the people to understand

Facilitators: Should mix up with people during the discussions.

Daniel Kakinda: Made the participants realize that the WSWM is the right program for the young people.

(9:45-10:45)AM: Lesson 0: Computer Skills

Bright Kigozi had a discussion with the participants of what a computer is, input and output devices and the Internet.

Bright said that the computer system is composed hardware and software and defined hardware as the tangible components of the computer while software is

the logical instructions that help a computer to run. Software is divided into the system software which helps a computer to run (it's the operating system e.g. Windows XP, DOS, Linux, Apple) and Application software which performs particular tasks and in order to perform these tasks, one has to know how to use this software.

There after Bright demonstrated to the participants how to install the WSWM program on the computers from the CD-ROM.

Participants had discussions on what Internet is and the benefits of using the Internet. They noted the Internet was a global source of information and a very fast and cheap way of communication.

Participants who don't have email addresses were taught to open email addresses at www.yahoo.com.

(11:15-12:15)PM: Lesson 1: The World Starts With Me

(Session was facilitated by Akello Beatrice and Gloria Mupa)

Beatrice said that lesson 1 basically looks at how the WSWM program is to be implemented and one should begin with the introductions, grounds rules, student expectations, definition of the program and it is worth giving lesson objectives and look for warm ups related to the lesson.

Beatrice stated that WSWM looks at the personality of the young people (personality game). She gave the participants pieces of paper to describe who they are (positive description) and below were some of their description.

- Happy
- Honest
- Polite
- Heartily
- Jolly
- Lovely
- Strong
- Parental

Beatrice said that such views will also be got from the young people and this makes the young people get used to themselves.

Participants were given a second piece of paper to write their names on it and pass them to other people to write positive thing about them. And some of the descriptions included:

- Responsible, reasonable and loving.
- Kind, fatherly, Jolly and prayerful.
- Sharing information, active, happy, honest, upright and cooperative

Beatrice told the participants to always encourage the young people to know the

positive things about themselves and encourage self-esteem among the young people.

Gloria also taught the participants how to teach lesson 1 using a computer, using the personality game. The personality game tells someone who she really is and that students should be given a chance to find out who they really are.

Gloria told the participants to go to the mini-stake game and this teaches one to drag the mouse and draw out his or her personality.

Beatrice asked the participants if they are comfortable with handling the lessons and they said it was OK and therefore they went ahead to handle the remaining parts of the lesson.

(12:15-1:30)PM: Lesson 2: Emotional Ups and Downs

(Session was facilitated by Moses Walusonzi (Kakira SSS), Joy Winfred Okello (Pope John Paul II –Gulu, Jackson Ongol (The almond College).

Participants were asked how they felt about the positive comments written about them by other members and they said that they felt good.

Moses gave a warm up by introducing a greeting game where the participants were asked to choose partners of their own choice and greet them in the different ways e.g. by handshaking, hugging etc.

Joy asked the participants how they felt greeting people in the different ways and the participants said they felt happy, strange and some felt embarrassed. She went ahead and asked the participants the meaning of emotional ups and downs and their views were:

- Changes in the moods.
- Feeling low and high in the spirit.
- A situation where one reacts differently to different situations.
- Feeling sometimes happy and sometimes unhappy.
- Feeling sometimes loved and sometimes unloved.
- The emotional changes we experience as we grow.

When asked what causes emotional ups and downs, participants had this to say:

- When one hurts your feelings.
- If you set a goal and fail to achieve it.
- Caused by changes in self-esteem (feeling one has towards oneself).

Jackson illustrated the cause of emotional ups and downs three ladies are sitting together and someone comes and chooses the two of the ladies and leaves the third. The third lady would feel either not smart or not loved.

Jackson said that we should let the young people know about themselves and this will promote their self-esteem and this lesson aims at assuring the young people who they actually are and promotes their self – esteem.

(2:45 -3:45)PM: Lesson 4: Friends and Relationship

(Session was facilitated by Adella Mugisha (Nabisunsa Girls SS), Kellen Busingye (Gayaza high School) and John Okello Bosco (Comboni College)

Participants were asked to form groups of three; two of them hold their hands and one to fall on their hands. Thereafter participants were asked what they had learned from this exercise. The participants' answers included trust, confidence, love, support, unity and alertness.

John asked the participants what makes them happy and their responses were;

- Having friends.
- Being loved.
- Having a girlfriend.
- Having someone to love.

Adella asked the participants, the importance of having friends and their responses were:

- For fun.
- For advice.
- For going out.
- For sharing.

Adella explained relationships as having business with someone and relating with that person and that most young people confuse relationships to be boy-girl relationships. She asked the participants to give the kind of relationships they have in their families and their responses were:

- Discussion of what they should eat.
- Discussion of family affairs.
- Discussion of who to contribute what.
- Discussion of the welfares of relatives.
- Discussion of who to marry in advance.

Della noted that the fact that you communicate to someone makes you have a relationship with that person and that young people have relationships among themselves which positively and negatively affect them.

One of the participants asked what makes people become friends to some people and not to the others and the responses of the participants were:

- Likes.
- Common interest.

- Appearance of the person.
- Admiration.
- Social status.
- Ability in class.
- Tribe/class.

Della stated that friends are like medicine i.e. different friends for different purposes e.g. a friend for advice, a friend for financial support etc.

Beatrice told the participants to handle the lessons as though they are counseling and that at the end of each lesson, they should give the students an exercise for the exhibition.

(3:45 - 4:45)PM: Boys and Girls, Men and Women

(Session was by facilitated by Norbert Agola Opira (Pilkington College Muguluka), Stephen Mugabi (Iganga SS) and Elizabeth Kuteesa (Gayaza High School))

Norbert said that friends are very important people in the lives of the young people and they are the ones that influence the behavior of the young people. He asked the participants what they think their parents were doing and they said that they were digging, cooking etc.

Norbert stated that there are two types of human beings on the planet; Man and Woman of which some are young and others are mature.

Warm up; Norbert told the participants to form a circle and walk as a pregnant woman, mother with a baby, old woman, and a youthful boy.

Four participants were called to perform a skit, one to act as a father, one as a mother, one as a boy and the last one as a girl. The four participants were asked to role play their roles in the family. The roles they demonstrated were as follows:

- Daughter: Sweeping, cooking
- Son: Slashing, fetching water
- Mother: Looking after the children and the husband.
- Father: General welfare of the family.

Participants were asked the roles they play in their families as fathers, mothers, sons and daughters and their answers were:

- Fathers: look for money, make sure the family members are very happy, School fees, food provision and family protection.
- Mothers: look after children and husband, overall planner of the family, teach the children in the family, look for school fees.

- Girls: Role model for the young, organizes the household, helps the mother with the domestic work.
- Boys: mopping, looking after the compound, help fellow brothers and help in the decision making.

Moses rapped up this lesson by saying that we live in the same society and we should help each other and therefore we should share responsibility and also there is need to balance equality among the young people.

(5:00 -6:00) PM: Lesson 3: Is Your Body Changing Too?

(Session was facilitated by Justine Namaganda (Lubiri SS), Richard Turyagumawe (Kabalega SS) and Irene Namusobya (Aggrey Memorial)).

Participants were told to assume that they are in S1 and S2 and asked them to state the body changes they would experience when growing up. The participants mentioned the following changes:

- Growing of breasts and hips for the girls,
- Growth of beards for the boys and change in the voice for the boys.
- Growth of pubic hair for both the girls and boys.

The lesson was a computer based program where virtual peer educators Rose and David were used to demonstrate the body changes: Participants were told to play the body change game and Justine said that this game helps the young people to accept body changes.

Participants were given the tips of how the young people can keep fit and healthy and these included:

- Good health.
- Healthy food.
- Exercises.

Richard explained how the young people can keep clean by:

- Washing their hands after visiting the toilet.
- Washing their hands before and after meals.
- Cutting their figure nails short.
- Clean their bodies,

Irene stated that the young people can keep their skin healthy by using locally available soaps and Vaseline like Samona, Movit and they can keep their teeth healthy by brushing regularly even before going to bed.

Participants were given tips for the young girls to be healthy i.e. how to clean their private parts:

- Clean the outside of their vagina using clean water.

- Don't use antiseptic soap because it kills important bacteria around the vagina.
- Dry ones self and putting on a clean cotton panty.
- Maintain hygiene during the menstruation period
- Don't have to clean inside the vagina because the vagina cleans itself.

It was noted that one shouldn't push a figure inside the vagina.

6:00 PM: Day 3 Evaluation

Participants were told to write their evaluations the day's activities on the pieces of paper provided.

Day 4 Programme

TIME	ACTIVITY	BY WHOM
8:30 – 8:45 AM	Icebreaker	Moses Agwisagye
8:45 – 9:00 AM	Evaluations of Day 3	Bright Kigozi
9:00 -10:00 AM	Lesson 6: Fight for your rights	Participants
10:00 –11:00 AM	Lesson7: Sexuality and Love	Participants
11:00 -11:15 AM	HEALTH BREAK	
11:15 -11:30 AM	Icebreaker	Harunnah and Bright
11:30 – 12:30 PM	Lesson 8: Pregnancy: For girls and boys	Participants
12:30 –1:30 PM	Lesson 9: Protect yourself, STIs and HIV/AIDS	Participants
1:30 – 2:30 PM	LUNCH	
2:30 – 3:30 PM	Lesson 10: HIV/AIDS U have a role to play	Participants
3:30 – 4:30PM	Lesson 11: Love Shouldn't Hurt	Participants
4:30 – 5:30PM	Lesson 12: Your future dreams and plans	Participants
5:30 – 5:45 PM	HEALTH BREAK	
5:45 -6:00 PM	Lesson 13: My Tips for Peers book	Bright Kigozi
6:00 – 6:15 PM	Lesson 14: Exhibition	Bright Kigozi

(8:30 -8:45)AM: Icebreaker:

(Session was facilitated by Moses Agwisagye)

Participants were asked to form a circle and were taught how to greet in the different languages. They were encouraged to always greet their clients in clients' mother tongues especially when it comes to counseling.

(8:45 -9:00)AM: Participants' Evaluation of Day 3

(Session was facilitated by Bright Kigozi)

Below are some of the comments participants made on day 3 activities.

- Meals were good.
- Time management was still a very big problem. Participant facilitators should strictly follow the time allocated to each session.
- Lesson 0: Was enjoyable and good, computer skills were acquired but the Internet was very slow.
- Lesson 1: It was okay but Gloria Mupa was so fast.
- Lesson 2: Moses was so confident, and the lesson was done well.
- Lesson 3: There is need to emphasize the importance of cleanliness of the vagina more than emphasizing cleaning the vagina.
- Lesson 4: There was too much interruption from the facilitators. There is need to emphasize who is a good and bad friend. Many questions were asked during the presentation but it was the best presentation.
- Lesson 5: Audience was well involved, issues of women emancipation should be addressed and Norbert was very good.

It was emphasized that girls need to clean themselves during their menstruation periods and after urinating and the pants they put on should be cotton pants. The boys also need to clean themselves, change pants and also remove their pubic hair.

It was explained to the participants that the facilitators kept interrupting their presentations because they wanted the presenters to know how the lesson flow from the beginning to the end.

(9:00 -10:00)AM: Fight for your Rights

(Session was facilitated by Moses Kakaire (Nabisunsa Girls SS), Eve Nakawungu Lule (Kakira SSS) and Robert Kiwanuka (Ndeje High School))

Participants were asked to identify areas where gender affects the community positively or negatively and their responses were:

- In cases of elections.
- The idea of giving the girls 1.5 points when going to higher institutions.
- In some families, the boys are given educational opportunities in preference to girls.
- The marriage giveaways are for girls and not the boys.

Participants were what rights are and to give examples of human rights and their responses included:

Rights are;

- What one is entitled to.
- What you deserve to be done to you as a person.

The examples of human rights that the participants gave included:

- Right to eat.
- Right to live.
- Right to move.
- Right to good health care.

Participants were reminded that young people have a right to have their own experiences and that rights are not given by anyone but other people just make you aware of your rights.

Participants to stretch their hands and with this exercise they learned that rights have limitations. You shouldn't inconvenience others because it's your right to stretch.

Participants were asked what the sexual and reproductive health rights are and their responses were:

- The right to know.
- The right to be yourself.
- Right to protect and to be protected.
- Right to health care.

Participants were told that everyone is responsible for his or her rights and therefore one must know his or her rights, advocate for them and other people are there to help us achieve our rights.

Participants were given pieces of paper to come up with a poster which can alert the students to advocate for their rights and some of the poster they came up with included:

- Grant a girl child her chance to excel.
- Delay sex. It is endless.
- Female circumcision is harmful to girls and women.

Participants were told to encourage the young people to advocate for their rights using posters and these should be sexual and reproductive health rights. They were however cautioned to be very sensitive when handling sexual issues related with culture e.g. female mutilation in Sebei.

Young people should always be reminded about their right to delay sex and that rights go with responsibilities.

(10:00-11:00)AM: Lesson 7: Sexuality and Love

(Session was facilitated by Mugabe Stuart Kirunda (St. Maria Goretti SS Katende), Namubiru Peace Miriam (Ndeje SS), Kakaire Charles (Fatima Aloi Comprehensive Girls School)).

Peace asked the participants to give instances where the sexual rights of the young people have been abused and the answers they gave were:

- Denial of education
- Rape and defilement

Peace called out 2 participants to sing a love song demonstrating a boy is coning a beautiful girl.

Participants were asked the meaning of love and their views were;

- Love is affection between two people.
- Love involves passion and intimacy with someone.
- Love involves commitment.

Participants were asked what sexuality is and their views were:

- It is basically about feeling (emotions and passion).
- It is the other aspect of gender.
- It is the sexual characteristic of a person.
- It is the other attraction to your body and other people's body.
- Different aspects of a man and woman.
- Fantasies about our bodies.

Stuart said that sexuality is normal but we have to have self control and we should also tell the young people to have self control.

Participants were asked the meaning of sex and their views were:

- It's the biological difference between a man and a woman.
- It involves activities of being intimate i.e. kissing, fondling.
- It's the demand and supply of someone's private parts.
- It's a fantasy.
- Sexual intercourse is the actual penetration into a woman.

One of the participants asked a question, "Is sex a game, an obligation or for enjoyment? The participants' answers to this question were:

- It can be a game but it's an obligation to the married people.
- Sex can also be for enjoyment.
- The action of having sex is a game.
- It depends on the person having sex e.g. to prostitutes it's work because they do it for money.

Participants were asked the dangers of improper use of sex and their answers were:

- Hatred for the opposite sex in case of sex abuse.
- STIs and STDs.
- Health risks e.g. removal of the uterus in case of abortion.
- Loss of respect.
- Death.
- Sexual harassment.

Participants were encouraged to ask the young people to use storyboards to depict what sexuality and love is all about. There was a demonstration what a storyboard is i.e. drawing a picture and use bubbles to put the words that are being spoken by the picture.

(11:30 -12:30 PM: Lesson 8: Pregnancy: 4 girls and boys

(Session was facilitated by Angela Nyadoi (Fatima Aloji Comprehensive Girls School), Geoffrey Kamoga (Aggrey Memorial School) and Rose Namusoke (Pilkington College Muguluka)

Angela said that sexual intercourse is the penetration of a man into a woman and she asked the participants, the possible results of sexual intercourse and their answers were:

- Pregnancy.
- STIs and STDs.

One of the participants asked how a boy can become pregnant and Angela answered this by saying that when a girl gets pregnant, the boy contributes to the pregnancy and therefore pregnancy is for both boys and girls.

She defined pregnancy as a state where the boy's sperm fertilizes the girls Ova.

One of the participants asked what makes a girl to miss her menstruation periods.

Moses Agwisagye answered this question by saying that a girl might miss her period because of:

- Change of diet.
- Change of weather.
- Stress.
- Happiness.
- Natural.

Two participants were told to act a skit of a boy trying to convince the girl to have sex with him and after which participants were asked to give their views about it and these were:

- The boy is always the lead contributor to pregnancies.
- Girls fear pregnancies more than STIs.
- The power lies in the hands of the girl to say **NO**.

- Boys don't think they have a role to play in pregnancies.
- The girl was knowledgeable.
- Boys should respect the girls **NO**.
- Boys are very cunning.
- Girls if empowered can make powerful decisions.

Participants were told that for girls to avoid unwanted pregnancies, they must have the negotiation skill which involves being honest and consistent.

Participants were given paper to write posters to address the issue of unwanted pregnancies and some of the posters read:

- NO SEX BEFORE MARIAGE.
- DELAY SEX FOR SAFETY.

(12:30 -1:30)PM: Lesson 9: Protect Yourself: STIs and HIV/AIDS

(Session was facilitated by Dennis Ojok (Comboni College), Bernard Mateba (Nemapo SS) and Catherine Ajok (Y.Y Okot Memorial SS))

The session started off with a simulation of how STIs are spread. Participants were given papers on which to write their names. Some papers had been marked with letter X at the back signifying the persons with the infections. Each participant was asked to give the paper to three other participants to also write their names representing sexual intercourse with three other people. Participants realized how STIs can quickly spread if young people had multiple sexual partners.

Dennis asked the participants the facts about HIV/AIDS, how does one know that she is infected, the symptoms and signs and the protective measures?

One participant said that HIV/AIDS kills; one can only know that one is infected by testing, the symptoms and signs of HIV/AIDS are rashes and pain and the protective measure is to abstain or use a condom.

There were two role plays:

Role play 1: Two girls where by one was admiring the other girls' necklace and asking her where she got her necklace from and the girl told her that she got it from her sugar daddy and also advised her to look for a sugar daddy too.

Role Play 2: A boy asking for shoes from his sugar mummy because his father had failed to buy for him.

Participants were asked to give their views about the SRH issues depicted in the role plays and they said that:

- Young people are mostly misled by their friends.

- Peer pressure can be dangerous.
- Young people are materialistic and this makes them go in for sugar daddies and mummies.

Bernard said that young people should be given advice and for the rebellious young people they should be taken for counseling.

Catherine explained that STIs and STDs can be got through communal use of bathrooms, sharing sharp objects, sexual intercourse and the protective ways of controlling STIs and HIV/AIDS include proper hygiene, proper use of condoms and avoid communal use of facilities.

Harrunah described the STIs as infections people acquire when they involve themselves in activities like kissing and that STIs progress in our bodies and teachers should encourage young people to keep good hygiene, not to share panties and towels with other people and to immediately go for treatment in case they are infected with STIs.

(2:30-3:30)PM: Lesson 10: HIV/ AIDS, U have a role to play

(Session was facilitated by Hadijah Ndagire (3RS Kasokoso- Lugazi), Isaac Okuc (Bishop Tarantiro College –Lira) and Katana Aidah Barbara (Ndejje SS)

Hadijah asked the participants to mention the ways of how the young people can be protected from STIs and HIV/AIDS and their views were by encouraging them to have proper hygiene and abstain from having sex.

Hadijah invited two participants and gave “gifts” (pieces of paper some with the words “**HIV/AIDS**” and others with “**ABSTINENCE**”) and told them to give them to other participants to also pick. Some participants picked papers with HIV/AIDS while others picked papers with Abstinence. She told the teachers to always encourage the young people to abstain and for those who have HIV/AIDS not to spread it to the others.

Participants were asked why issues of HIV/AIDS should be addressed to the young people and the answers they gave included:

- AIDS is a killer disease.
- AIDS has no cure.
- AIDS is very common among the youth.

Isaac talked about the facts about HIV/AIDS in that it destroys the body, and it is carried through fluids like semen and vaginal fluids, saliva and blood. He asked the participants how HIV/AIDS is acquired and their answers were:

- Having unprotected sex with an infected person.
- It can be passed on from mother to child
- Sharing of un-sterilized sharp objects with an infected person.

- Blood transfusion through blood donation.

One of the participants asked a question; can one get infected with HIV when a mosquito bites an infected person:

Another participant answered this question by saying that it is not true because when a mosquito bites a person it only sucks out blood and does not inject its own or a previously bitten person's blood into the next person bitten.

Rather, it injects saliva, which acts as a lubricant so it can feed efficiently. Diseases such as yellow fever and malaria are transmitted through the saliva of specific species of mosquitoes.

Katana gave the signs and symptoms of HIV/AIDS which include; loss of weight, persistent diarrhea and constant cough. She gave the ways through which HIV/AIDS can be prevented and these ways include:

- Abstinence.
- Blood test before marriage.
- Blood donated should be screened.

Questions and Answers

The participants had some questions.

Q1. Why don't prostitutes get HIV/AIDS?

Response: It is a myth that prostitutes don't get HIV/AIDS. A good number of prostitutes are infected though some try to protect themselves.

Q2. How come in some families where both parents are infected some children are HIV (+ve) while others are not?

Response: This is due to the variation in antenatal care. With proper medical care, it is now possible to prevent mother-child HIV infection.

Q3. What brings about discordant couples?

Response: This can be brought about by the different immune systems of the couple.

Q4. If one takes Panadol for 3 consecutive days, does HIV get cured?

Response: This is negative myth. There is currently drug that has can cure HIV.

Harrunah said that mother to child transmission should be called parents to child transmission. He also addressed how the young people can be helped in case of rape by saying that they should be given Post-Exposure Prophylaxis and it can

only be given after 2 hours of exposure to infections. ARV'S can also be given to those who have CD4 below 200.

Participants were encouraged to let the young people test their HIV status and for those who have HIV (+e) be referred to health centers and counseling centres.

(3:30 - 4:30)PM: Lesson 11: Love Shouldn't Hurt

(Session was facilitated by Stella Louise Nalusiba (Ndejje High School), Grace Bajula (St. Maria Goretti Katende) and Oweka Richard (Sir Samuel Baker).)

Stella told the participants to form a circle and take five steps in the middle, she asked them how they felt and they said that they felt uncomfortable and with this exercise she said that love shouldn't hurt but many people are hurt in disguise of love.

Participants were asked what love is and their views were:

- It's a feeling you have towards someone.
- It's a feeling with 3 contents (commitment, passion and intimacy)
- Love is care.
- It's not tangible and it involves expression of feeling.

Grace said that love hurts incase of forced sex which is having sex against someone's wish or being forced to have sex directly or indirectly. She asked the participants the circumstances that lead to forced sex. Participants' responses included:

- Loss of control due the influences of alcohol.
- Being at someone's place in the night.
- Watching blue movies when there are two people of the opposite sex.
- When one breaks a promise of having sex
- Indecent dressing.

Grace said that young people should be told not to look at sex as a key to love, shouldn't just receive gifts from anyone and shouldn't dress provocatively.

She asked the participants to mention the people who force the young people into sex and participants mentioned the following:

- Motorcyclists.
- Some teachers.
- Guardians.
- Drunkards.
- Drug addicts.
- Parents.
- Canteen and Shopkeeper attendants.
- Boyfriends and girlfriends too.

Grace mentioned the tactics people use to lure the young girls into forced sex and these included gifts, language, threats and free lifts.

Oweka asked the participants to mention the ways young girls can handle cases of forced sex and their views were:

- They should say NO that is honest and it should come from the heart.
- In cases of violent rape, one should relax and after pull the penis of the rapist.

Oweka asked the participants the dangers of rape to the victim and their views were:

- Stigmatization.
- Unwanted Pregnancies.
- Stress.
- Death.
- Psychological torture.

Participants were also asked to give the myths related to sexual harassment and rape and their views were:

- Bad dressing means an invitation sexual harassment.
- Rapists are always foreigners.
- A girls' NO is a YES.
- Rape after 6 minutes is no longer rape because the girl begins to enjoy.

(4:30-5:30)PM: Lesson 12: Your Future Dreams and Plans.

(Session was facilitated by Okello John Bosco (Comboni College), Ramathan Musa (The Almond College), and Susan Akello Nancy (Bishop Tarantino College-Lira)

Ramathan explained a dream as something what you plan to do in the future and he explained the reasons as to why people dream and make plans which included:

- Inspirations.
- Background.
- Role models.
- The opportunities we get

Ramathan said that we should help the young people realize their future dreams and plans and in order for them to achieve their goals.

Susan asked the participants to give the skills of setting goals and one of the participants said that you must be SMART (specific, measurable, achievable, relevant and time bound).

Susan called out three participants and asked them to tell the people what they were good at, one participant was good at accounting, another at making fun and the last one was good at listening to music and from this she said that different young people have different talents and they should be helped to achieve their goals.

Susan stated that there are 3 types of goals which include short-term goals, mid-term-goals and long-term goals. She gave the participants pieces of paper to write their goals short, midterm and long term and after she told some of the participants to read out what they had written and these included:

- To have children (long term).
- To get a residential home (long term).
- To be self employed (long term).

Susan told the teachers to encourage the young people to set their goals and should aim at higher goals and while setting goals they should be ready to welcome challenges and be able to deal with them.

A skit was performed whereby one young person wanted to be a computer teacher and had two kinds of friend one was a drunkard and smoker and another was content and hard working and both of them would give him advice and therefore didn't which advice to take. Bosco asked the participants what they learn from the skit and they said that:

- Some friends are misleading.
- We get a lot advice from people but we should choose what is appropriate.
- Friends have to be good examples to their friends.

Bosco asked the participants how they can make their future dreams and plans and their answers were:

- Determine your dreams and plans basing on the resources you have.
- Never give up.
- Have goals that are appropriate and achievable.
- Seek good advice.

(5:45-6:00)PM: Lesson 13: My Tips for Peers
(Session was facilitated by Bright Kigozi)

Bright went through the short-term goals that the participants had given and some of them included:

- To have a beautiful wife.
- To get married immediately.
- To get children very soon.

Bright stated that at the end of each lesson, students are supposed to write out a message which portrays what they have learned in the lesson and this is put in the peer book. He said that a peer book is a message by a student to other students and are got from the lessons. Tips for the peers may be like:

- Friends and relationships are healthy.
- Set your goals and work to achieve them.
- The WSWM is about you
- Love shouldn't hurt.
- A problem shared is halfway solved.

Bright stated that the peer book can be inform of charts, drawings and one can use different colors.

(6:00 -6:15)PM: Lesson 14: Exhibition
(Session was facilitated by Kigozi Bright)

Bright asked the participants number questions and below were their responses.

Q1: What is an Exhibition?

Response: Display or Show.

Q2. Who should be invited to attend the exhibition?

Response: WSWM students, parents, other schools, Ministry of Education officials.

Q3. What are the activities to include in an exhibition?

- Songs like AIDS songs but related to the program
- Skits related to WSWM lessons.
- Posters e.g. AIDS IS REAL
- Drama.
- Personal testimonies.
- Story boards.
- Art pieces.

Participants were informed that SchoolNet Uganda organizes regional exhibitions but schools can organize their own exhibitions and when organizing exhibitions, they should organize them carefully because the messages they portray are very important to the WSWM program.

One of the participants suggested that the teachers should introduce the WSWM week in their schools.

The day ended with a word of appreciation to all the participants for their presentations.

Day 5: Programme

TIME	ACTIVITY	BY WHOM
8:30 – 9:15 AM	Icebreaker	Moses Agwisagye
9:15 -11:00 AM	Presentation: Counseling	Moses Agwisagye
11:00 -11:15 AM	HEALTH BREAK	
11:15 – 1:00 PM	Counseling skills	Harunnah Kanaabi
1:00 – 2:00 PM	Discussions and role playing on counseling	Participants
2:00 – 3:00	LUNCH	
3:00 – 5:00	Integrating ICT in WSWM	Daniel Kakinda
5:00 – 5:15 PM	HEALTH BREAK	
5:15 – 6:00 PM	Planning session for implementation of WSWM	Participants
6:00 – 7:00 PM	Presentation of plans for the WSWM	Participants
7:00 – 7:30 PM	Evaluations	Participants
7:30 – 8:00 PM	Giving participants transport refund and out of pocket allowances	Bright Kigozi
8:00 PM	Closing ceremony and Dinner	

(8:00 -9:15) AM: Warm-Up

(Session was facilitated by Moses Agwisagye)

Moses carried out a warm-up exercise to test the people's listening skills. He whispered a sentence into one of the participant's ear and told the participant to pass it on to other participants. He said that from this warm-up we learn that we shouldn't distort information while passing it to the young people and therefore we have to be serious with communication because the young people are very sensitive when it comes to sexual issues.

(9:15-11:00)AM: Presentation: Counseling

(Session was facilitated by Moses Agwisagye)

In his presentation to the participants, Moses said the following about Counseling.

- It is helping someone to cope up with the problem.
- It is having someone to listen to your problem.
- It is a relationship between a counselor and a client.
- It is helping people to overcome their challenges.
- It is the process of helping someone to overcome one's problem.
- It is the process of understanding someone's situation.

Moses said that counseling involves trust and listening well and this makes clients feel that what they are saying is well given attention. By asking questions, counselors should help the client talk the reality and understand what they are

saying without judging them, explore the environment of the situation and provide the right information.

Moses said that counseling involves helping clients to identify and explore their priority problems and feeling, look at the available options/consider the most suitable and make an informed own decision for example give them options of which health centers to go to.

Harrunah supplemented by saying that when counseling, you must listen carefully and provide the possible alternative solutions, draw an insight into someone's problem, give them courage that they can live beyond their problems and always create a friendly relationship and accept the people the way they are.

Moses asked the participants who should be offered counseling services and the participant's answers were:

- One who has lost a dear one.
- All teenagers.
- One who has failed a paper.
- One who has been raped.
- A student who is a slow learner.
- A stigmatized person.
- Someone with domestic issues.
- Someone who has aborted and also one who wants to abort.

Moses views of the people who need counseling were:

- Those who seek counseling.
- Those who need to take an HIV test or seek for it.
- Those who have fear and have anxieties about infections e.g. STIs.
- Those who need to take an STI test.
- Those harassed and mistreated.
- Those who are referred to doctors.
- Those who want to marry or get married and those who need/ want babies.

Harrunah supplemented by saying that some young people fear taking HIV tests because of their past experiences of rape and such people should be encouraged to accept their situation and prepare them to get either positive or negative results.

One of the participants gave a situation of a boy who persistently refused to take the HIV test when he already had the symptoms.

Harrunah's reaction to this was that we shouldn't be judgmental and we shouldn't approach them directly but we can refer them to other people.

Another participant gave a situation of a young person who lost his parents and is lonely and has given up on life and has refused to go for counseling.

Harrunah's reaction to the above was that one can't force someone to go for counseling, the boys' mind should be prepared and they should refer the boy to a good counselor with the skills to handle the boy.

Moses gave the reasons as to why one should go for voluntary counseling and these included:

- Enabling one to make voluntary, informed decisions and choices.
- Enabling one to make appropriate planning.
- Enabling one to cope up with difficult situations.
- Reducing fears for changes and HIV/AIDS.

Moses went ahead to explain where and when people do counseling:

- In quiet places.
- Where confidentiality and privacy can be guaranteed.
- When both counselors and clients have enough time.
- In a conducive atmosphere.
- With the consent of the client.
- When the need arises but it should be in a more tactful manner.

Moses also explained who should offer counseling and his views were:

- Someone trained.
- One with a positive attitude.
- One with time.
- One who can be non-judgmental.
- One who can observe confidentiality.
- One with good communication skills in counseling.
- One who has interest in serving/helping people with problems.

One of the participants whether a pregnant girl in a school can be exposed to deter other students from getting pregnant.

Harrunah's reaction was that teachers should try to keep the victim to themselves to avoid these young people from being stigmatized, discriminated. The teachers should also tell the students that when the pregnancies come, they have to be carried for 9 months and therefore they shouldn't abort.

Moses went through the qualities of a good counselor which were;

- Sense of privacy
- Informing giver
- Respecting
- Non-judgmental
- Accommodative

- Informed
- Skilled
- Empathic
- Sensitive
- Kind and caring
- Patient
- Neutral
- Responsible
- Good timer
- Confident
- Caring and supportive.
- Available

One of the participants made a suggestion that as teachers who have attended the workshop, they are now have some counseling skills and they should control themselves and not expose their weaknesses to the young people.

(11:15- 1:00)PM: Presentation: Counseling Skills
(Session was facilitated by Harunnah Kanaabi)

Harrunah asked the participants the different counseling skills and their views were:

- Listening skills: to be in position to hear what the clients are saying.
- Communication skills: to be able pass on the information clearly, avoid being misunderstood, create a warm and welcoming atmosphere and create an environment that allows the client to open up.

Harunnah gave the following counseling skills:

- Listening carefully to what, how, why, who and when.
- Understanding the client's experience from the client's point of view, should empathize and not sympathize with them.
- Respecting confidentiality and privacy.
- Should deal with clients on first come-first serve unless in cases of emergencies.
- Should respect the young people and it's not advisable to take notes as you talk to the clients.
- Keeping updated information: the counselor shouldn't give wrong information to the client.
- Being aware of own norms and values.
- Overcoming discomfort with sexuality (control yourself).
- Being comfortable with own sexuality.
- Being at ease discussing sexuality.
- Being open for differences for sexual behaviors and sexual words.

Harunnah gave the following counseling hints to the participants.

- Active listening: this including nodding your head, keep an eye contact (helps you get alternatives easily), paraphrasing.
- Creating enough time for each session: there are three different types of sessions i.e. pre-counseling, counseling and post- test counseling. The counselor should always be relaxed, open (free and sharing whole heartedly), lean towards the person and keep the eye contact.

Questions & Answers

Participants had a number of questions. Below are some of the questions and the responses which were given.

Q1. Can one offer drinks to create a conducive environment when counseling?

Response: You can provide the drinks if you are ready to offer the drinks to all the clients but young girls might forge cases in the name of getting drinks. The way we dress as counselors affects the client and therefore we should be very careful by the way we dress.

Harrunah said that when addressing issues of pregnancy, we should accept the young people as they are and he also encouraged the teachers to go for the counseling and guidance course and HIV certificate because the Ministry of Education and Sports is soon going to implement the School health policy where each school to have a stationed counselor and mid-wife.

Q2. To what extent should boys and girls get involved in the boy- girl relationships?

Response: We can tell the young people that hugging is okay but they shouldn't go beyond and also tell them the dangers of kissing.

Harunnah discouraged the participants from telling the young people that sex is bad, they should tell them that sex is good but it should be done at the right time and with the right person. They should tell the young people the advantages of abstaining and the disadvantages of using condoms in that they are ineffective because of the way people use them, some are expired and some aren't kept properly.

Moses distributed pieces of paper with different kinds of animals like goats, fish, and frog and told the participants to move making the sound of the animals until people of the same animal met in the same place forming groups of six. Different study cases were given to different groups, they were told to read the stories,

pick three people; one to act as a client, another to act as a counselor and one as an observer who will report to the plenary whether the work has been done so well.

Participants were given time to discuss their roles.

(3:00 -3:10)PM: Remarks from the Head teacher of Ndejje SS (hosting school)

Bright Kigozi on behalf of SchoolNet Uganda welcomed Mr. Elijah Kiyinji, the Head teacher of Ndejje SS and thanked him for hosting the workshop.

Mr. Elijah Kiyinji thanked SchoolNet Uganda for entrusting them with hosting the workshop, the facilitators for the good work done in training the team and the Ndejje team for all the logical support provided to the workshop. He requested the participants to share what they had experienced at Ndejje but they should only share the positive and not the negative.

Presentations of the participants' counseling experiences

Case study 1: Sexual harassment of a school girl by her male Mathematics teacher.

"A schoolgirl is in her form 4. 2nd term and is a day scholar. She has a problem with a male mathematics teacher who has been pushing her in a sexual relationship but the girl is scared and confused of what to do. The teacher is a neighbour to the girl and a very good friend to the family of a girl. They live in the same village to the extent that they use the same route to the school.

The mathematics teacher threatens the girl that he will make her fail if she does not give in.

The girl has decided not to attend the Math lessons any more and not to tell her parents especially the mother since the teacher is a family friend for fear that the teacher will react badly.

The teacher has intercepted the girl on her way to and from school on a number of on a number of occasions which forced the girl to change her direction and later escaped from home to stay with her Auntie using a very lame excuse. The parents are not aware of the girls' actual problem".

Imagine you are a teacher in the school and you have heard this information about your bright student. How would you step in to help the girl who is yet to do her final exam?

Reporting back:

Moses asked whether the girl was helped by her teacher who was also her counselor.

Responses:

The observer said that the counselor was welcoming to the young girl and that the girl was able to open up. The counselor was seated near the girl and the time allocated was enough.

The counselor said that the girl wasn't quick to open up and she had to find a way of building trust.

Moses rapped up this story by saying the time and the way of seating is very important and creating trust and helping the client to open up are some of the counselors' tasks.

Case Study 2: A male student is stigmatized because he is expected to be HIV positive

"A male student is suspected to have HIV/AIDS by his schoolmates and friends in school. He has a skin rash and difficulties in breathing. The boy is naturally weak. His fellow students no longer share anything with him and even talk to him. They write words on the walls in the corridors and toilets about him and he at times misses meals. Most of the times, he is lonely and has nobody to play with and talk to.

Whenever he is out of class, he goes to the dormitory whether a teacher found him crying, lying on his bed counting days when the term will end and he goes back home".

Imagine you are the teacher who found this boy, what would you have done to help this stigmatized boy?

Reporting back:

The boy said that he was fine after counseling.

The counselor said that she had first to build the trust of the boy by asking whether he was sick or hungry because it is not normal to find a boy crying. When the counselor asked the boy why he was putting on a jacket at that time of the day, the boy was able to open up and revealed to the counselor that he had a skin rash and a chest problem. The counselor assured him and pointed out some of the causes of the rashes.

Moses cautioned the participants that as counselors, they should avoid assuring the young people. They should only provide them with the different options and let them make their own decisions. As both teachers and counselors, they need to watch out for similar situations in their schools.

Case Study 3: The pregnant girl in a school

“Rita is a 14 year female student in a mixed school in a rural area in Uganda. Rita is in Form 2 and a day scholar. She walks about 16 km to and from school everyday.

John, the bodaboda (motor cycle) boy has given Rita lifts to and fro school several times and promised to teach her how to ride a motor cycle every evening after school and have sexual intercourse in return. Rita has given in two times since she met John.

Rita has missed her period and suspects she became pregnant the last time she has sexual intercourse with John, who promised to marry her after school.

When she told one of her friends, the friend advised her to go and get married to John since he had promised to marry her.

When she told John, that she had missed her periods, the boy asked her to go a look for her periods and denied the pregnancy.

Rita is afraid to go home and even to tell her mum. She has decided to stay with her friend who is a border in the same school. She fears to get to class to be noticed by her classmates. Today she was found in the dormitory crying with a bottle of poison and a note she had written threatening to commit suicide.

Imagine you are a teacher in Rita’s school, how would you start counseling her to save the situation?

Reporting Back.

The counselor tried as much as possible to convince the girl to start talking but after saying a few words, she broke down into tears. This was a challenge to the counselor.

When the counselor started talking about the pregnancy, the girl who seemed had lost hope in everything, stood up and walked away.

Moses told the participants that as counselors, they should never give up but should always try using all the tactics to counsel their clients.

Other study cases:

Story 4: A girl who didn’t do female genital mutilation.

“Ruth is a 17 year old girl in one of the schools in North East Uganda. She is so withdrawn and always alone including bathing. Another girl Mary decided to follow her in the bathroom to find out why she always chooses to bathe alone.

Mary discovered that Ruth had not done female genital mutilation. She ran to the Ruth's room in the dormitory and broke the news.

By the time Ruth went back to her room, the whole room was chatting outcast, barren woman, and devil. This has been going for now three days.

Of late, Ruth has decided to spend her free time in the classroom crying”.

Imagine you are a teacher of on duty and you find Ruth in the classroom crying how you would approach the issue.

Story 5: A School girl raped.

“Catherine is a 14 year old girl and studies in one of the best mixed schools in Eastern Uganda.

Catherine is quite a clever student in Form 3 who is always busy reading her books.

During the prep time, Catherine was reading her books in one of the classrooms in preparation of the end of year exams which were to start in due course.

The power went off and everyone was to get back to their dormitories. Reaching the dormitory, Catherine realized she had left the key to her suitcase in the classroom and decided to go back to the classroom.

On her way back from the classroom in darkness, she was grabbed by a group of boys who raped her and left her in great pains.

Catherine managed to get back to her dormitory and decided to keep quite for fear that she would get ashamed when her friends and colleagues go to know.

The next day, she was too shy to face other students and had a lot of fear. She started crying and could not go for her normal lessons.

A senior teacher found her during class time lying in her bed crying and she could not reveal the problem openly.

Imagine you were the senior teacher who found Catherine, how would you start counseling her to get her out of the problem.

Study case 6: A boy who masturbates.

Mark is a 16 year old boy in Form 3 in one of the Boys Schools in Western Uganda. Mark has been one of the best students in his class. He has declined in his performance and one of his teachers got concerned and tried to find out Mark's problem. The teacher put some spies to find out. The boys found out that Mark spends a lot of time in the bathroom and sometimes the toilet masturbating.

The teacher tried to intervene through a close friend of Mark who tried to ask Mark about it. Mark got to know that the whole school had got to know about his funny and shameful behavior and decided not to attend class. Mark would spend his days in the nearby bush and would only come back at night to sleep and escape in the morning before others woke up.

The teacher followed Mark and found him with the help of some boys and decided to help him”.

In case you are the teacher who decided to follow Mark, how would you help this addicted boy?

(3:00 -5:00) PM: Presentation: Integrating Information Communication Technology (ICT) in the implementation of WSWM Curriculum.

This session was to help participants understand how to implement WSWM Curriculum using ICT.

Daniel told the participants that they need to be innovative when addressing the SRH issues like peer pressure, teenage pregnancies and he said that his presentation was going to be focused on how we can use the ICT to implement the curriculum.

The participants were asked what value ICT would add in the delivery of WSWM and to give examples.

The participants' views included:

- Using the WSWM CDs since there may not have enough time for preparation.
- Use of computers, colored slides can attract the young people.
- ICT makes the environment appear very real for the young people.
- Internet provides information and also provides on line competitions for the young people.

Daniel gave a number of illustrations where ICT could be integrated into the implementation of the WSWM curriculum. These included:

- (i) The use of cameras (digital or not) where young people can take photos depicting SRHR issues in their community. Daniel gave the example of the ZoomIn project which involved some WSWM schools and other young people in seven other countries. The young people were given disposable cameras to take photos and thereafter write the stories accompanying their photographs. The student liked the experience because it made them look like young journalists.
- (ii) The use of computer animation to demonstrate abstract SRH issues. Daniel demonstrated an animation of Gonorrhoea in males, fertilization and

menstruation in females. With proper information, the young people make their own informed choices.

- (iii) Daniel said that sometimes the youth people spend a lot of time in self pity and teachers need help them by building their self esteem. He showed one video clip of a lady with no arms who is married, looks after her children, drives, does her own shopping and even uses a computer. She does all these using her feet. Using video clips teachers can show students some inspirational role models who can help build the young people's self-esteem.
- (iv) The Internet is a very useful source of information to supplement what the teachers give the students. One good website is the Auntie Stella website (<http://www.auntiestella.org>)

Participants were asked the advantages of using a video and their views were:

- It is attractive.
- It sets an environment.
- It fosters personal reflection in relation in one's life.
- It increases the level of knowledge.
- Culturally relevant if well chosen.
- Extends beyond the current experience of students.

Daniel told the participant's that when using Videos to dress SRHR issues one should not play a video that is too long. A small video or scenario of about 5 min is enough and one must prepare before using scenarios.

The preparation involves:

- Choosing the most relevant scenario depending on the topic or lesson.
- Preparing probing discussing questions.
- Identify the local health or counseling centres where to refer the students who have SRHR problems when they open up.

After the showing scenario, there must be a discussion and in this case, the teacher needs to be a facilitator not an instructor and need to harmonize the discussion before the lesson ends.

Daniel suggested a procedure teachers could use when using a video clip to initiate a discussion and these include:

- Ask a general question. "What are your reactions to the film?"
- Ask a question about their emotions. "What scene touched you most?" "What did you feel?" Why?
- Start asking the probing questions you prepared?

Daniel showed a 4 min 12sec video clip "**A RING ON HER FINGER**" from **Scenarios from Africa**.

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.

Participants were asked their reaction to the video clip and their views were:

- Nancy was a responsible girl.
- The boy was well informed about SRH and suggested condom use.
- Nancy wasn't materialistic and stuck to her principles.
- Nancy was a bit weak because she went ahead to lie on the boy's bed.

When asked what type of gifts people use to get girls into sex, participants gave examples which included free lifts, airtime, phones and taking girls out for dinner.

Daniel asked the participants whether Nancy said NO to sex at the right time and their views were:

- It was a wrong time because she waited to be touched.
- It was a wrong time because she had been accepting gifts.
- It was a wrong time because she went ahead to go into the boy's room and bed.
- It was the right time because it was the time the boy got out the condoms.

Daniel asked the participants how a girl would say NO without offending the boy and their views were:

- Back off incase you have seen all the intentions.
- Convince him to at least be patient.
- Inform him you love him but he should wait until you get married.
- Tell him you are in your menstruation period.

Daniel asked the male participants whether they would accept a girl talking to them like that and they said No because of Nancy's body language.

Daniel told the participants that after the discussion, they should ask the students to take up roles and act the other way a round whereby the girl is the one forcing the boy to have sex with her.

One of the participants asked Daniel how they can access these video clips. Daniel answered this question by telling the participants that they can get these video clips from the Ugandan movies and the Scenarios from Africa from website www.globaldialogues.org.

(5:15 -6:00) PM: Planning the implementation of WSWM at School level

This session aimed at allowing the participants to plan how they were going to implement the WSWM and also commit themselves that they were going to implement the program. Harrunah gave the participants questions to guide them in their planning, participants from each school were told to discuss the questions and thereafter make a presentation at the plenary session.

1. What are the names of the WSWM project teachers?
2. What is the name of the School?
3. How many students do you expect to begin with?
4. Which classes they expect to begin with?
5. Which assistance do they want?
6. When do they expect to take off?
7. When do they expect to do the exhibition?
8. What other teachers do intend to involve?
9. Where do you expect the exhibition to be?
10. When do they expect to launch the program in their school and who they expect to attend the launch
11. What fears do you have and what are the possible solutions?
12. Who is going to be the contact person?
13. How many computers do they have in the school?

1. Pope John Paul II College, Gulu

No.	ITEM	RESPONSE
1.	Project Teachers	Okello Winfred Joy
2.	Name of School	Pope John Paul II College Gulu
3.	No. of students expected:	1000 students
4.	Classes to begin with:	S1 – S3
5.	Assistance expected from WSWM Core team:	Stationary, financial assistance for the exhibition, resource persons, WSWM T-shirts
6.	Expected start date	Immediately the term opens.
7.	Expected time for the exhibition.	October or November
8.	Program Launch	
9.	People to invite for the Launch	
10.	Other teachers to be involved.	1. Mr. Okot Robert (computer teacher) 2. Mr. Ssegerinya David (Fine Art teacher) 3. The school nurse
11	Exhibition Venue	Gulu Central High School because it is in the center of Gulu,
12.	Fears	- Little time because of the curriculum activities.

		<ul style="list-style-type: none"> - Failure of transport especially for the exhibition. - Little support from the staff. - Some topics might be hard to teach
13.	Possible solutions to the fears:	<ul style="list-style-type: none"> - Try to use after class time for WSWM - Constant visit of WSWM team - Proper use of the email for earlier information. - Inviting resource persons
14.	Contact person	Okello Joy, 0774377708, Joyokello36@yahoo.co.uk
15.	No. of computers	

2. Iganga Girls Secondary School

No.	ITEM	RESPONSE
1.	Project Teachers	Mugabi Stephen and Nabirye Agnes
2.	Name of School	Iganga Girls Secondary School
3.	No. of students expected:	1000 students
4.	Classes to begin with:	S1, S2 and S5
5.	Assistance expected from WSWM Core team:	Technical assistance for SRH, counseling, financial support and more printed material.
6.	Expected start date	3 rd or 4 th week of the first term 2008
7.	Expected time for the exhibition.	Early third term 2008
8.	Program Launch	1 st term 2008
9.	People to invite for the Launch	SRH&R specialists, Head teachers, D.E.O/ Ministry officials, other schools
8.	Other teachers to be involved.	<ul style="list-style-type: none"> - Ms Babirye & Ms. Nakwada (Biology teachers) - Mr. Epenu(Deputy teacher) - The school nurse - Fine art teacher -Head of Computer Department
9.	Exhibition Venue	Iganga Girls SS
10.	Fears	<ul style="list-style-type: none"> - Misconception about the program - Lack of motivation and support from other teachers - Tight school program - Overwhelming desire by students to participate.
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> - Try to use after class time - Try to explain the program - Sensitize the staff. - Set a selection criteria

12.	Contact person	Mugabi Stephen, 0712211922 stephenmugabi@yahoo.com
13.	No. of computers	20

3. Nabisunsa Girls School

No.	ITEM	RESPONSE
1.	Project Teachers	Ms. Migisha Adella & Mr. Kakaire Moses
2.	Name of School	Nabisunsa Girls School
3.	No. of students expected:	100 students
4.	Classes to begin with:	S1- S6
5.	Assistance expected from WSWM Core team:	To attend the launch, technical assistance for the topics we can't handle, provide scholastic materials; keep in touch with the WSWM teachers
6.	Expected start date	A month into the term latest 4 th March
7.	Expected exhibition date	End of the second term
8.	Program Launch	A month after they have started
9.	People to invite for the Launch	WSWWM Core team and SchoolNet Uganda Staff, students, school administration, teaching and non-teaching staff, B.O.G and P.T.A committee and neighboring schools.
8.	Other teachers to be involved.	- Fine art teacher - Head of Computer Department
9.	Exhibition Venue	Nabisunsa Girls School
10.	Fears	- Some teachers may not be cooperative. - The number of students might be overwhelming. - The school administration might not know how to time table the program.
11.	Possible solutions to the fears:	- Provide more information and tell the teachers the value of the program. - Choose the number of students to begin with selectively (100 students from each class as they decide what to do for the other students in the school. - Try to introduce the program inform of a club since clubs can always meet.
12.	Contact person	Ms. Migisha Adella, 0712676501 adellamigisha@yahoo.com
13.	No. of computers	60

4. Ndejje High School

No.	ITEM	RESPONSE
1.	Project Teachers	Nalusiba Stella and Kiwanuka Robert
2.	Name of School	Ndejje High School
3.	No. of students expected:	50 students
4.	Classes to begin with:	S1, S2, S3 and S5
5.	Assistance expected from WSWM Core team:	Stationery in terms of manila, handouts, tapes, facilitators to address issues which could be beyond what we can handle, online communication
6.	Expected start date	Around March when S1s report.
7.	Expected time for the exhibition.	Middle of the year around June
8.	Program Launch	it will depend on the school program or around March
9.	People to invite for the Launch	Facilitators from SchoolNet or WPF, Headmaster, students and staff
8.	Other teachers to be involved.	<ul style="list-style-type: none"> - Senior woman - School nurse - School counselor - Warden - Dormitory masters and mistresses
9.	Exhibition Venue	Ndejje High School or a neighboring school
10.	Fears	<ul style="list-style-type: none"> - coping with the school program. - Not getting materials in time.
11.	Possible solutions to the fears:	
12.	Contact person	Nalusiba Stella Louise, 0712874390 snalusiba@yahoo.com Kiwanuka Robert, 0712 932656 kirbert2005@yahoo.com
13.	No. of computers	

5. Gulu Central High School

No.	ITEM	RESPONSE
1.	Project Teachers	Mr. Ochira John Pakony & Mr. Ocaki Emmanuel
2.	Name of School	Gulu Central High School
3.	No. of students expected:	100 students
4.	Classes to begin with:	S1, S2, S3 and S5
5.	Assistance expected from WSWM Core team:	Stationary, banners and tape to be watched, financial support, WSWM T-shirts for the staff.
6.	Expected start date	Immediately when the term one begins.
7.	Expected time for the	Around October of 2008

	exhibition.	
8.	Program Launch	When program already in operation
9.	People to invite for the Launch	
8.	Other teachers to be involved.	- Ms. Ayat Irene
9.	Exhibition Venue	Gulu Central High School
10.	Fears	<ul style="list-style-type: none"> - Candidate classes tend to have no time for the project. - Program allocation in the time table may be hard. - Slow response from Administration
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> - Recruitments of more lower classes. - Plan to use time after classes. - SchoolNet Uganda should continuously invite them for workshops.
12.	Contact person	Ochora PK John, 0774140921, jochira@yahoo.com
13.	No. of computers	

6. Kabalega Secondary School

No.	ITEM	RESPONSE
1.	Project Teachers	Turyagumanairwe Richard and Mbabazi Tadeol
2.	Name of School	Kabalega S.S
3.	No. of students expected:	100 students
4.	Classes to begin with:	S1, S2, S3 and S5
5.	Assistance expected from WSWM Core team:	More literature, stationery, tapes, funds for the exhibition, visit by officials from SchoolNet, certificates to students who complete the course.
6.	Expected start date	
7.	Expected time for the exhibition.	2 nd week of third term
8.	Program Launch	When program already in operation.
9.	People to invite for the Launch	5 teachers from the neighboring schools, Chairperson PTA, 20 students from each school, health officials and NGOs
8.	Other teachers to be involved.	<ul style="list-style-type: none"> - Mr. Ndahura Moses (Computer teacher) - Fine art teacher - Relations officer: - Mwesigwa Moses.
9.	Exhibition Venue	Kabalega S.S

10.	Fears	<ul style="list-style-type: none"> - Getting enough time to handle all topics. - Support from the school and other teachers. - Big no of students likely to turn up. - Delay of information from the SchoolNet Uganda.
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> - Intend to use weekends. - Try to convince the head teacher for financial support.
12.	Contact person	Turyagumanawe Richard, 0772 393313 turyaricham@yahoo.com
13.	No. of computers	50 computers

7. Y.Y Okot Girls Memorial School, Kitgum

No.	ITEM	RESPONSE
1.	Project Teachers	Ocira Alex, Ms. Ajok Catherine
2.	Name of School	Y.Y Okot Girls Memorial School, Kitgum
3.	No. of students expected:	250 students.
4.	Classes to begin with:	S1- 100, S2-50, S3 -50 and S5-20
5.	Assistance expected from WSWM Core team:	Stationery, educational tapes, resourceful persons and facilitators' funding
6.	Expected start date	Around 15 March 2008
7.	Expected time for the exhibition.	3 rd week of third term 20008
8.	Program Launch	3rd week of second term
9.	People to invite for the Launch	Students' community, teaching and non teaching staff, local community around, B.O.G AND P.T.A members, District director of health services, District Inspector of schools, D.E.O and other District officials.
8.	Other teachers to be involved.	<ul style="list-style-type: none"> - Career and guidance mistress, - Senior woman. - Director of Studies. - School Matron. - Head teacher.
9.	Exhibition Venue	At the school (mini exhibition) and regional exhibition probably in Gulu.
10.	Fears	<ul style="list-style-type: none"> - Time limited because of other school activities. - Lack of funds to facilitate the program. - Unforeseen circumstances. - Failure to get transport to the exhibition venue especially at regional

		level. - Candidate not benefiting.
11.	Possible solutions to the fears:	- Allocate club times -Hope school/ SNU will come in financially.
12.	Contact person	Ocira Alex, 0712087579, alexislaker@yahoo.com
13.	No. of computers	5 computers

8. Aggrey Memorial School

No.	ITEM	RESPONSE
1.	Project Teachers	Namusobya Irene, Tumwebaze Emmanuel
2.	Name of School	Aggrey Memorial School
3.	No. of students expected:	40 students
4.	Classes to begin with:	S1 and S2
5.	Assistance expected from WSWM Core team:	CDs, posters, finances, emotional and professional support.
6.	Expected start date	2 weeks from beginning of Feb of 2008
7.	Expected time for the exhibition.	End of term two 2008
8.	Program Launch	Around end of term 1, 2008
9.	People to invite for the Launch	SNU staff, members of B.O.G, members of P.T.A, staff and the general student population
8.	Other teachers to be involved.	- Administration - Disciplinary committee - Class teachers of selected classes.
9.	Exhibition Venue	Aggrey memorial school
10.	Fears	Fitting the program in the time table. Lack of support from some teaching staff. Financial constraints.
11.	Possible solutions to the fears:	- Liaise with the Director of Studies to utilize the after class period. - Lobby for financial, emotional and professional support from the staff.
12.	Contact person	Namusobya Irene, 0772692103, Kamoga Geoffrey, 0772 692103, geofreykamoga@yahoo.com
13.	No. of computers	15 computers

9. Fatima Aloï Comprehensive Girls SS.

No.	ITEM	RESPONSE
1.	Project Teachers	Ms. Nyadoi Angella, Mr. Kakaire Charles
2.	Name of School	Fatima Aloï Comprehensive Girls SS, Lira
3.	No. of students expected:	20 students
4.	Classes to begin with:	S1 –S3 (6 S1s, 8 S2s and 6 S3s)
5.	Assistance expected from WSWM Core team:	Educative videotapes, CDs, DVDs and any other software, simplified handouts, consultations, stationery and T-shirts and caps.
6.	Expected start date	4 th week of the 1 st term
7.	Expected time for the exhibition.	2 nd week of 3 rd term
8.	Program Launch	Around end of term 1,2008
9.	People to invite for the Launch	Any staff from SNU
8.	Other teachers to be involved.	<ul style="list-style-type: none"> - Head teacher. - Religious teacher (Omoniy Gideon). - Senior woman (Otti Christine). - School nurse.
9.	Exhibition Venue	Fatima Aloï Comprehensive Girls SS, Lira
10.	Fears	<ul style="list-style-type: none"> • Resettling the school from the camps to the original place where there is no power. • The school has secured 10 computers but the school has no power.
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> • If the school can get access to solar panels and invertors, they will be able to use computers. • Lobby for financial, emotional and professional support from the staff.
12.	Contact person	Nyadoi Angela, 0782744225, Kakaire Charles, 0752840404
13.	No. of computers	10 computers

10. The Almond College, Lira

No.	ITEM	RESPONSE
1.	Project Teachers	Ongol Jackson & Akello Emily Doti
2.	Name of School	The Almond College
3.	No. of students expected:	100 students
4.	Classes to begin with:	S1, S2 and S3

5.	Assistance expected from WSWM Core team:	Financial assistance, refresher trainings and computers to run the program effectively since the school has no computers.
6.	Expected start date	25th Feb 2008
7.	Expected time for the exhibition.	October 2008
8.	Program Launch	When the program is already running in the school.
9.	People to invite for the Launch	DEO, DIS, Representative from SchoolNet Uganda (WSWM), School Director and Head teacher.
8.	Other teachers to be involved.	English teacher (Tonny Richard Ofara Okello)
9.	Exhibition Venue	St. Katherine Girls SS
10.	Fears	<ul style="list-style-type: none"> • Lack of motivation by school authority. • Limited time for completion of all the topics in the manual.
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> • Impress the school authority on the importance of the program. • Lobbying with the DOS to help fix the program in the time table.
12.	Contact person	Ongol Jackson, 0752 918377, ongolj@yahoo.com Musa Ramathan, 0712 270135, muramathan@yahoo.com
13.	No. of computers	

11. 3Rs Secondary School, Kasokoso -Lugazi

No.	ITEM	RESPONSE
1.	Project Teachers	Mr. Kaweesi John & Ms. Ndagire Hadijah
2.	Name of School	3R'S Kasokoso –Lugazi
3.	No. of students expected:	40 students
4.	Classes to begin with:	S1, S2, S3 and S5
5.	Assistance expected from WSWM Core team:	<ul style="list-style-type: none"> • Some special peer educators. • Learning materials since the school lacks computers. • Help the school to acquire computers.
6.	Expected start date	2 weeks after the beginning of 1 st term 2008
7.	Expected time for the exhibition.	Second term 2008
8.	Program Launch	1 st visitation (last Sunday of March)

9.	People to invite for the Launch	<ul style="list-style-type: none"> - Members from the WSWM. - Board of governors. - Head master. - Members of the community.
8.	Other teachers to be involved.	Nurse, Senior lady, Matron, Warden & Biology teacher
9.	Exhibition Venue	3R'S Kasokoso –Lugazi
10.	Fears	<ul style="list-style-type: none"> - Lack of reading materials. - Teachers who don't want to cooperate. - Financial support
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> - Talking to other teachers. - Printing out the information from the project CD.
12.	Contact person	Headmaster and Ms. Ndagire Hadijah, 0782397558, ndagirehadijah@yahoo.com
13.	No. of computers	2 computers which are in the secretary's office

12. Namapo Secondary School

No.	ITEM	RESPONSE
1.	Project Teachers	Woniala Bosco and Mataba Benard
2.	Name of School	Namapo S.S
3.	No. of students expected:	80 students
4.	Classes to begin with:	S1, S2 and S3
5.	Assistance expected from WSWM Core team:	Funds to support the program, visiting our school and giving students encouragement to go on with the program.
6.	Expected start date	A week after the first term begins.
7.	Expected time for the exhibition.	Towards the closure of third term
8.	Program Launch	March of 2008
9.	People to invite for the Launch	<ul style="list-style-type: none"> - District Education Officer - District Inspector of schools. - Members from the WSWM. - Teachers
8.	Other teachers to be involved.	<ul style="list-style-type: none"> - Mr. Wanzunula Emma - Ms. Akello Grace
9.	Exhibition Venue	At the school or possibly at the Health Center for the entire school and the neighboring schools to benefit.
10.	Fears	<ul style="list-style-type: none"> • Lack of computers in the school. • The invited officials might fail to turn up.

		<ul style="list-style-type: none"> • Introduction of some topics like SRH, STI, HIV Solutions.
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> • Going directly to the district and perform a lesson for the officials. • Use of video tapes to illustrate how they are being carried out.
12.	Contact person	Mateba Benard, 0752 200225
13.	No. of computers	Plans are under the way to get some 2 computers

13. Lubiri Secondary School

No.	ITEM	RESPONSE
1.	Project Teachers	Namaganda Justine and Magunda Francis Xavier
2.	Name of School	Lubiri Secondary School
3.	No. of students expected:	200 students
4.	Classes to begin with:	S1 and some members of the different clubs (Computer, Aids Club and Young Talk Club)
5.	Assistance expected from WSWM Core team:	Educational health tapes, resource persons, stationary, funds and samples of the exhibition.
6.	Expected start date	Late February.
7.	Expected time for the exhibition.	Late November
8.	Program Launch	March of 2008
9.	People to invite for the Launch	Ministry officials, Parents, BoG and PTA members, members from the WSWM, Teachers
8.	Other teachers to be involved.	<ul style="list-style-type: none"> - The school administration - Senior woman - Class teachers.
9.	Exhibition Venue	Lubiri SS
10.	Fears	<ul style="list-style-type: none"> • Fixed time table. • Students of upper class also have lessons on Saturdays.
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> • The administration will communicate about the required time for the program. • S1 will be used for the program.
12.	Contact person	Namaganda Justine, 0782700262, namagandajustine@yahoo.co.uk

13.	No. of computers	15 computers
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14. Bishop Tarantino College, Lira

No.	ITEM	RESPONSE
1.	Project Teachers	Akello Susan Nancy
2.	Name of School	Bishop Tarantino College, Lira
3.	No. of students expected:	50 students
4.	Classes to begin with:	
5.	Assistance expected from WSWM Core team:	Financial assistance, computers to be given to the school at subsidized price.
6.	Expected start date	25 th February 2008
7.	Expected time for the exhibition.	At the end of term II 2008
8.	Program Launch	June/July of 2008info
9.	People to invite for the Launch	Head teacher, Parents, DEO and DHO, Bright Kigozi, Beatrice Akello, Teachers.
8.	Other teachers to be involved.	- Fine art teacher - Math teacher - CRE teacher
9.	Exhibition Venue	Dr. Obote College Lira
10.	Fears	<ul style="list-style-type: none"> Finding the appropriate time may be a problem. Financial problems.
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> Drawing the school time table together with the DOS and use weekends. Use the available resources or materials. Ask for support from the school
12.	Contact person	Akello Susan Nancy, 0714339578 susanakello21@yahoo.com
13.	No. of computers	10 computers

15. Kakira Secondary School

No.	ITEM	RESPONSE
1.	Project Teachers	Walusonzi Moses Patrick and Nakawungu Eva Lule
2.	Name of School	Kakira secondary school
3.	No. of students expected:	100 students
4.	Classes to begin with:	S1 (majority),S2 and S3
5.	Assistance expected from WSWM Core team:	Resource persons, stationery, educative health tapes, samples of the exhibition and

		funds to organize exhibitions.
6.	Expected start date	March 2008
7.	Expected time for the exhibition.	1 st week August 2008
8.	Program Launch	April 2008
9.	People to invite for the Launch	Teachers, parents, students within and out of the school, Kakira Sugar Works management, Health workers, SNU staff, opinion leaders
8.	Other teachers to be involved.	<ul style="list-style-type: none"> - Achani Jacinta - Maria Waswa - Nangobi Annisa - Dramani Robert
9.	Exhibition Venue	Kakira S.S
10.	Fears	<ul style="list-style-type: none"> • Time to handle the lessons. • Administrative road blocks (Kakira Sugar Works management)
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> • Use of extra hours and weekends. • School administration to talk to Kakira Sugar Works management.
12.	Contact person	Walusonzi Patrick Moses, 0712691197, patrickwalu@yahoo.com Nakawungu Lule Eve, 0712961421 luleeva@yahoo.com
13.	No. of computers	20 computers

16. Sir Samuel Baker School, Gulu

No.	ITEM	RESPONSE
1.	Project Teachers	Mr. Oweka Richard
2.	Name of School	Sir Samuel Baker School, Gulu
3.	No. of students expected:	100 students
4.	Classes to begin with:	S1, S2 and S3
5.	Assistance expected from WSWM Core team:	Stationary, banners, financial assistance for material, T-shirts and caps
6.	Expected start date	Immediately the 1 st Term opens
7.	Expected time for the exhibition.	October 2008
8.	Program Launch	April 2008
9.	People to invite for the Launch	
8.	Other teachers to be involved.	Elizabeth Oola, Akungo Joseph

9.	Exhibition Venue	Gulu Central School
10.	Fears	<ul style="list-style-type: none"> - Candidate classes have little time. - Problem of creating time for the program in the time table. - Slow response from the administration in case of financial assistance. - Allowance for teachers.
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> - Recruitment of more lower classes. - Use after class period. - SNU should invite head teachers for workshops.
12.	Contact person	Oweka Richard, 0772 – 935683
13.	No. of computers	

17. St. Maria Gorrette Katende

No.	ITEM	RESPONSE
1.	Project Teachers	Mr. Mugabe Stewart and Ms. Bajula Grace
2.	Name of School	St. Maria Gorrette Katende
3.	No. of students expected:	600 students
4.	Classes to begin with:	S1, S2 and S3
5.	Assistance expected from WSWM Core team:	Stationery, allowances for referral skills, motivation gifts e.g. badges, T-shirts, caps and more literature for learners.
6.	Expected start date	14 th February 2008
7.	Expected time for the exhibition.	Hope to have 2 exhibitions on the Saints day in July and in term 3 at the end of the project cycle.
8.	Program Launch	March
9.	People to invite for the Launch	Parents, Students within and out of the school, BOG and PTA executive members, - District administrators
8.	Other teachers to be involved.	Personal social and health education teacher, Class teachers of all classes
9.	Exhibition Venue	St. Maria Gorrette Katende
10.	Fears	<ul style="list-style-type: none"> • Time to cover the syllabus may not be enough on the school program. Failure to give teachers allowances in form of transport. <ul style="list-style-type: none"> • Commitment from teachers
11.	Possible solutions to the fears:	<ul style="list-style-type: none"> • Lobbying for more time on the timetable. • Lobbying the administration to come in

		and help. <ul style="list-style-type: none"> Continuous sensitization of teachers on the importance of the program in the lives of the young people.
12.	Contact person	Ms. Bajula Grace, 0772 – 508057, bajuragrace@yahoo.com Mugabe Stuart Kirunda, 0772 611312, smugabe2@yahoo.com
13.	No. of computers	10 computers

18. Pilkington College Muguluka

No.	ITEM	RESPONSE
1.	Project Teachers	Angola Nobert Opira and Namusoke Rose
2.	Name of School	Pilkington College Muguluka
3.	No. of students expected:	50 students
4.	Classes to begin with:	S1, S2, S3 and S5
5.	Assistance expected from WSWM Core team:	Guidance and logistics (financial) and more literature.
6.	Expected start date	Immediately the term opens (February).
7.	Expected time for the exhibition.	Saturday 28 th June 2008
8.	Program Launch	23 rd March 2008
9.	People to invite for the Launch	WSWM officials, Parents, Staff/Students within and out of the school, BOG and PTA executive members, District Health Officer, Local communities
8.	Other teachers to be involved.	Head teacher (Mr. Mpaata), School nurse
9.	Exhibition Venue	Jinja Girls School (PMM)
10.	Fears	Funding from the WSWM officials.
11.	Possible solutions to the fears:	Get from the office and administration of the school or the members them selves.
12.	Contact person	Angola Nobert Opira, 0752376247, anobert08@yahoo.com Namusoke Rose, 0752 – 657308, mamusoke08@yahoo.com
13.	No. of computers	10 computers

41. Ndejje SSS

No.	ITEM	RESPONSE
1.	Project Teachers	Namubiru Miriam Peace, Nalweyiso Irene,

		Katana Aida and Nansubuga Aida
2.	Name of School	Ndejje Senior Secondary School
3.	No. of students expected:	50 students
4.	Classes to begin with:	S1, S2, S3 and S5 who are willing
5.	Assistance expected from WSWM Core team:	Stationery and assistance from SRH personnel (they should come and visit us during the sessions once in a while)
6.	Expected start date	Early March after Reg. in February
7.	Expected time for the exhibition.	Beginning of 3 rd term
8.	Program Launch	Program already exists and only needs sensitization.
9.	People to invite for the Launch	Assistant DOS - School nurse - Teachers on the counseling committee
8.	Other teachers to be involved.	
9.	Exhibition Venue	Ndejje S.S.S
10.	Fears	<ul style="list-style-type: none"> • Interference from other school programs. • Poor communication (lack of proper communication between SchoolNet officials- administrators- the WSWM teachers' especially financial issues.
11.	Possible solutions to the fears:	
12.	Contact person	Namubiru Miriam Peace, 0712 – 319333, peamiriam@yahoo.com Nalweyiso Irene, 0782 – 550283 Katana Aidah Barbara, aidahkatana@yahoo.com
13.	No. of computers	50 computers

CLOSING CERMONY

Communication from the lead facilitator: By Bright Kigozi

Bright thanked the participants for their participation till the end. He said that the participants were very cooperative and this made the facilitators' work very easy.

Bright told the participants to implement the program immediately and always make sure they keep in touch with any of the facilitators for help. He gave the participants his email address.

Communication from the participants' coordinator Kakaire Charles:

Kakaire Charles, who was the Guest of honor for the closing ceremony thanked SchoolNet Uganda, the World Population Foundation and all the facilitators for giving them an opportunity to attend the workshop. He promised on behalf of the other participants that they were going to implement the program and also pass on the right information to the young people.

Participants were awarded Certificates of Participation after which the workshop was officially closed

Appendix 1:

**THE WORLD STARTS WITH ME
TRAINING WORKSHOP FOR TEACHERS OF NEW WSWM SCHOOLS
HELD 13TH – 19TH JAN 2008 AT NDEJJE SS**

NO.	NAME	SCHOOL / ORGANIZATION	TEL. CONTACT	E-MAIL ADDRESS
1.	Kigozi Bright	Wanyange G.S.S	0782 - 873157	bkigozi@yahoo.com
2.	Agwisagye Moses		0772 – 458599	magwisagye@yahoo.com
3.	Kanaabi Harunnah	Inspirations Guidance & Counseling	0772 – 697978	
4.	Akello Beatrice	Dr. Obote College Lira	0782 – 656880	beatakello@yahoo.co.uk
5.	Mupa Gloria	Kyambogo University	0774 – 002191	dzoglo@yahoo.com
6.	Nalubega Sylvia	SNU	0773 – 474756	nsylvie12@yahoo.co.uk
7.	Ongol Jackson	The Almond College	0752 - 918377	ongolj@yahoo.com
8.	Bajula Grace	St. Maria Gorretti Katende	0772 - 508057	bajuragrace@yahoo.com
9.	Turyagumanawe Richard	Kabalega S.S.	0772 – 393313	turyaricham@yahoo.com
10	Mateba Benard	Namapo S.S.	0752 – 200225	
11	Busingye Kellen	Gayaza High School	0712 – 416451	shikhelly2@yahoo.com
12	Nyadoi Angella	Fatima Aloi Comprehensive G.S	0782 – 744225	
13	Kakaire Charles	Fatima Aloi Comprehensive G.S	0752 – 840404	
14	Nabakka Letisha	PMM Girls S.S. Jinja	0752 – 200938	letishanabakka@yahoo.com
15	Kuteesa Elizabeth	Gayaza High School	0782 – 363134	kuteliz@yahoo.com
16	Okello John Bosco	Comboni College	0782 – 569308	okellojb@gmail.com
17	Ochora PK John	Gulu Central High School	0774 – 140921	jochira@yahoo.com
18	Mugabe Stuart Kirunda	St. Maria Gorretti S.S Katende	0772 – 611312	smugabe2@yahoo.com

19	Namubiru Miriam Peace	Ndejje S.S.	0712 – 319333	peamiriam@yahoo.com
20	Kiwanuka Robert	Ndejje High School	0712 – 932656	kirobert2005@yahoo.com
21	Mugabi Stephen	Iganga Sec. School	0712 – 211922	stephenmugabi@yahoo.com
22	Musa Ramathan	The Almond College	0712 – 270135	muramathan@yahoo.com
23	Akello Susan Nancy	Bishop Tarantino Coll. Lira	0714 – 339578	susanakello21@yahoo.com
24	Okello Winfred Joy	Pope John Paul II Gulu	0774 – 377708	joyokello36@yahoo.co.uk
25	Agola Norbert Opira	Pilkington College Muguluka	0752 – 376247	anorbert08@yahoo.com
26	Nalusiba Stella Louise	Ndejje High School	0712 – 874390	snalusiba@yahoo.com
27	Namusoke Rose	Pilkington College Muguluka	0752 – 657308	rnamusoke08@yahoo.com
28	Okuc Isaac	Bishop Tarantino Coll. Lira	0774 - 141299	isaaco08@yahoo.com
29	Walusonzi Moses	Kakira S.S.S	0712 – 691197	patrickwalu@yahoo.com
30	Ndagire Hadijah	3Rs Kasokoso – Lugazi	0782 – 397558	ndagirehadijah@yahoo.com
31	Ojok Denis	Comboni College	0772 – 868840	odenis08@yahoo.com
32	Woniala Bosco	Namapo S.S. Sironko	0772 – 320924	
33	Nalweyiso Irene	Ndejje S.S.	0782 – 550283	
34	Namusobya Irene	Aggrey Memorial School	0772 – 692103	
35	Kamoga Geoffrey	Aggrey Memorial School	0772 – 692103	geofreykamoga@yahoo.com
36	Namaganda Justine	Lubiri S.S.	0782 – 700262	namagandajustine@yahoo.co.uk
37	Nakawungu Lule Eve	Kakira S.S.S	0712 – 961421	luleeva@yahoo.com
38	Oweka Richard	Sir Samuel Baker School	0772 – 935683	
39	Ajok Catherine	YY Okot Memorial Sec. Sch	0775 – 311632	ajokcathy@yahoo.com
40	Ochira Alex	YY Okot Memorial Sec. School	0712 – 087597	alexislaker@yahoo.com
41	Migisha Adella	Nabisunsa Girls Sec. School	0712 – 676501	adellamigisha@yahoo.com

42	Kakaire Moses	Nabisunsa Girls Sec. School	0782 – 625440	
43	Katana Aidah Barbara	Ndejje S.S.		aidahkatana@yahoo.com
44	Namuli Audrey	Student intern – Inspirations Guidance and Counseling	0782 - 625445	namuliaud@yahoo.co.uk

Report made by:

1. Nalubega Sylvia, Student Intern at SchoolNet Uganda
2. Kakinda Daniel, Training Director, SchoolNet Uganda