

## **Report on the World Starts With Me (WSWM) orientation workshop for teachers of the old WSWM schools at St. Josephs' Girls School, Nsambya from 27<sup>th</sup> – 28<sup>th</sup> January, 2008.**



**Figure 1: Mrs Allen Nansubuga Ssebandeke addressing teachers of old WSWM schools**

### **Introduction**

The “World Starts With Me” (WSWM) is an adolescent and sexual and reproductive health and rights for the young people in Uganda implemented by SchoolNet Uganda with support from the World Population Foundation. The program is currently being implemented in 100 schools across the country with 70 old schools and 30 new schools into the program.

Every year, the teachers implementing the WSWM curriculum in the program schools are given a chance to meet in such a workshop in order to be briefed on the new innovations in the program and to share the best practices on how to implement the program. Unlike in the previous years, where teachers of old WSWM schools would meet for half a day, this year the orientation workshop was residential and for two days.

### **Workshop objectives:**

The orientation workshop was conducted in such a way as to achieve the following objectives:

- To provide an opportunity for the WSWM teachers of old schools to meet as a family.
- To brainstorm SRHR issues in Uganda secondary schools & how they affect academic performance.
- To update the teachers on the SNU/WSWM Big-Picture.
- To share experiences, challenges of implementing SNU-WSWM and strategies for overcoming them.
- To introduce teachers to 2008 WSWM Evaluation.
- To introduce WSWM teachers to Integration of ICT in WSWM administration & curriculum implementation.
- To introduce WSWM teachers to the new SchoolNet Uganda Website.
- To share best practice for WSWM Exhibitions.
- To get ideas & suggestions on strategies for better implementation of WSWM in schools

### Day 1: Programme:

Time	Activity	WHO
8.30 – 8.50	Collaborative introductions of the participants, hopes, expectations and fears.	Mr. Alex Okwaput
8.50 – 10.40	Brainstorming on the SRHR issues in the secondary schools	Mr. Bright Kigozi
10.40 – 11.00	BREAK	
11.00 – 1.00	SchoolNet Uganda – World Starts With Me (Big picture)	Mr. Kakinda Daniel
1.00 – 2.00	LUNCH	
2.00 – 3.40	Sharing challenges in the implementation of WSWM and strategies used to address them	Mr. Alex Okwaput
3.40 – 4.00	BREAK	

### Session 1: (8:30 -8:50) AM: Collaborative introductions.

The workshop began with collaborative introductions and the main aim of this session was to give the participants to get to know and also to introduce each other as the teachers implementing the program in the old schools in which the WSWM program has been implemented.

This session was facilitated by Mr. Alex Okwaput, a teacher at Mukono Bishops Senior Secondary School and also the senior World Population Foundation consultant in the WSWM program.

He asked to the participants to get a new friend and introduce them, their school, how long the WSWM program has been implemented in their school, and their expectations and fears for the workshop.

### **Participants' Expectations for the Workshop.**

The following were some of the participant's expectations for the workshop:

- To receive more handouts or materials that are to help them in implementation of the WSWM curriculum.
- To meet the other implementers in the WSWM program and share with them how the program is implemented in the other schools.
- To be refreshed on how the WSWM program is supposed to be implemented in the different schools.
- To get functional email addresses in order to bridge the communication gap.
- To share their experience in the implementation of WSWM with the rest of the participants.
- To share the challenges they are facing with the rest of the participants and also obtain some strategies they can use to address these challenges.
- To make new friends in the WSWM program and acquire more knowledge about the WSWM.
- To acquire new skills of how they can implement the WSWM program in order to yield better results.
- To learn about the new developments in the WSWM program.
- To discover what challenges the other implementers in the other schools are facing and learn of what strategies they are using to address these challenges.
- To get a feedback of the success of the program in the different schools.

### **Fears of the participants for the workshop**

The following were some of the participant's fears of what may go wrong during the workshop:

- The sessions may be too long.
- The workshop was extended from one day to two days so they had to spend another day at the workshop venue.
- Interference in the workshop sessions by members who are receiving phone calls
- Boring facilitators.
- The workshop may end too late and this may force the participants to spend another night at the workshop venue.
- Too little time to cover all that they were expecting.
- Time management where the time may not be managed well with continuous extension of the sessions.

### **SESSION 2: (8:50 -10:30) AM: Sexual Reproductive Health and rights issues affecting academic performance and the strategies that schools are currently using to address them.**

The objectives of this session were to:

- Help participants realize that unattended to sexual reproductive health and rights issues affect negatively academic performance.

- Give the participants an opportunity to share and learn from others the different strategies schools are using to address sexual reproductive health and rights issues.
- Get the participants to realize that programs like WSWM can contribute positively to the academic standards of the school.

This session was facilitated by Mr. Kigozi Bright, a teacher from Wanyange Girl's School which is one of the three pioneer schools in the program also the Junior World Population Foundation Consultant for The World Starts With Me program.

In order to kickoff this brainstorming session, he asked the participants to mention the sexual reproductive health issues, how it is affecting academic performance in the schools and then mention what strategies the schools are currently using to address that issue.

Below are some of the sexual reproductive health and rights issues participants mentioned:

### **1. Early or teenage pregnancies.**

- This leads to loss of concentration of the involved students in class.
- Pregnant girls are sent away from school.
- The boys involved also start missing classes as they are on the run when the police and the parents of the impregnated girls start looking for them.
- Lead to abortions which at times lead to loss of lives.
- Torture of the pregnant girls especially by the parents.

Strategies that schools are using to address this issue include.

- Check up of girl students at beginning and during the term for pregnancies.
- Expulsion of the involved students from the schools.
- Counseling the students on the dangers of early or teenage pregnancies.

### **2. Girl – boy love relationships**

- This leads to loss of concentration of the involved students in class and also on their studies as they keep on thinking of ways in which they should maintain their relationships.
- Some boys do not pay their school fees fully but use part of it to maintain their relationships.
- Some students hide their bank slips so that they can be sent away from school and thus they use that time to go and meet their sexual partners.

Strategies that schools are using to address this issue include:

- Calling of the parents to come and pickup their children who are fees defaulters from school.

- Sending messages to parents before sending the child home for school fees informing them that the school is sending their child back home.
- Counseling the students on the dangers of early relationships.
- Expulsion of the students involved.

### **3. STIs, STDs and HIV/AIDS**

- This leads to stigmatization of the infected students by the other peers and this discomforts them.
- Leads to the loss of concentration of the students.

Strategies that schools are using to address this issue include:

- Check up of students during the course of the term by doctors for health problems.
- Sensitisation of students on maintaining good personal hygiene and also to go for treatment.
- Counseling and comforting of the infected students.

### **4. Male teacher – girl child love relationships.**

- It becomes worse when it is the head teacher who is involved in this love relationship.
- Teachers tend to punish the student if she does not consent to the relationship.
- Lack of confidence by the teacher to deliver again very well.
- Loss of trust by the students in what the teacher is delivering.
- The teachers also tend to give free marks to the student if she consents with the relationship and the student also become disobedient to the school rules since they have the support of the teachers.

Strategies that schools are using to address this issue include:

- Expulsion of the teachers involved.
- Empowering the young people to say 'NO' to the teachers and stick to it.

### **5. Cross generational sex: Love relationships with sugar mummies and sugar daddies.**

- Sometimes caused by failure of parents to provide the basic necessities which causes the students to look for alternative sources of what they want.
- Sometimes caused by students trying to live beyond their means.
- Leads to students escaping from school to go and meet their partners.
- Leads to loss of concentration of students in class and on their studies.

Strategies that schools are using to address this issue include:

- Constant roll calls of the students.

- Counseling the young people about the dangers of cross generational sex and relationships.

## 6. **Negative peer pressure**

- Involves some students listening to discouraging remarks from other students.
- Some students influencing others to engage in risky sexual behaviors for material gains.
- Leads to loss of concentration of the affected students in class and a decline in academic performance as they keep on thinking they are inferior to the other students.

Strategies that schools are using to address this issue include counseling of the affected students that they are not inferior and they are also achievers.

## 7. **Streaming of the students according to academic performance.**

This negatively affects the students in the streams of weak academic performers because:

- The students keep on thinking that they are failures and can not achieve in life.
- The teachers also continuously discourage the students.

Strategies that schools are using to address this issue include counseling and empowering these students that they can also achieve and perform well and these are just external barriers created by the school administration.

## 8. **Alcoholism and drug abuse**

- This is mainly caused by bad examples from some teachers and the parents who also take alcohol and some drugs.
- Influences the students into bad sexual practices e.g. rape
- Lead to loss of concentration in class.

Strategies that schools are using to address this issue include:

- Expulsion of the students involved from school.
- Inviting counselors to talk to the students on the effects of taking drugs.

## 9. **Body changes** e.g. menstruation periods and wet dreams

- Some the periods are very painful, prolonged and smelly so they discomfort the students even during the lessons.
- The wet dreams lead to the boys getting false myths from their peers that when they experience them they are supposed to have sexual intercourse.

Strategies that schools are using to address this issue include:

- Sensitizing the young people about the changes that they are supposed to go through as they grow up.
- Referring those students with bad menstruation periods to go gynecologists for further treatment.

#### 10. Demand for more materials by students from their parents e.g. clothes

- This is mainly caused by peer pressure and when some students have more materials than the others.
- This makes them feel uncomfortable and inferior to the others.

Strategies that schools are using to address this issue include:

- Limitations of the number of clothes the students are supposed to take to school.
- Wearing uniform at times while at school.
- Introduction of weekend and after class uniforms instead of casual wear.

#### 11. Bad role models especially the teachers at the schools

12. Some students have to do some commercial activities in order to obtain school fees this makes them tired and thus they are less attentive in class.

13. Some students have myths or beliefs especially girls that they should not study hard since there people who are studying hard for them i.e. the people who are going to marry them.

### **Section 3: (11.00 AM– 1.00 PM): SNU –WSWM Big Picture**

This section was facilitated by Kakinda Daniel, the Executive Director and Training Director, SchoolNet Uganda.

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.

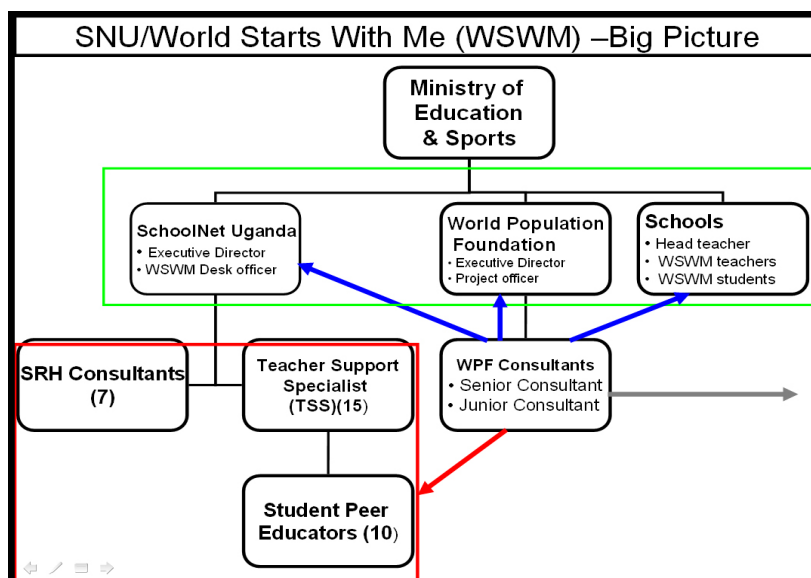


Figure 2: SNU-WSWM Big Picture

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](http://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 are 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.

### **Session 4: (2:00 -3.40) PM: Sharing challenges in the implementation of WSWM and strategies used to address them**

(Session was facilitated by Alex Okwaput)

The aim of this session was to give the participants a chance of sharing the challenges that they are facing in the implementation of the WSWM in their schools and also learn from each other the strategies they are using to address these challenges.

In order to kickoff the discussion, Alex asked the participants to mention the challenges they are facing and share the strategies that the different schools are using to address the challenges.

The following are some of the challenges that the participants discussed and the strategies that they are using to address these challenges.

- **Challenge 1:** Fixing the WSWM program on the school's timetable  
The strategies used in the different schools include having WSWM as a club meeting after classes, inclusion of WSWM on the school timetable just like any other subject and also running WSWM classes during prep time.
- **Challenge 2:** Irregular attendances of students where by the number of students keep on fluctuating and some attend specific lessons.
- **Challenge 3:** Choosing which members of the club to take for the exhibition since there are many club members and they are supposed to take only 15 students.  
In response to this challenge, the participants were told that there was no restriction on the number of students to take for the exhibition but they are only given a lunch subsidy for only 15 students for the visiting schools. A visiting school is free to take more students but must carry packed lunch for the extra students.
- **Challenge 4:** The schools hosting the exhibition also faced the challenge of hosting very many students from the different who sometimes become very hard to control.
- **Challenge 5:** The diversity of the students' knowledge to the use of Internet which makes them hard to control.
- **Challenge 6:** Schools hosting the exhibitions do not get enough funds. Sometimes subsidies don't arrive in time.  
Participants suggested that cost sharing should be emphasized when the SNU – WSWM staff meets the head teachers of their schools so that they can get adequate funds.  
Participants could also ask the school to first use its funds for sometime and then reimburse when the subsidies from SchoolNet are received.

Participants were assured that with improved email communication between SchoolNet Uganda and the participants the issue of subsidies from SchoolNet will be solved. One of the big problems has been how to get the banking coupons to the schools after the money has been banked on the schools' accounts.

- **Challenge 7:** Limited number of computer in some of the schools where the program is being implemented.  
Participants requested SNU-WSWM staff to talk to the head teachers and may be to allow the schools to pay for the computers in installments.  
In response to this challenge, the participants were informed that SchoolNet Uganda

can provide computers to schools and that they allow post dated checks of even up to 3 months.

- **Challenge 8:** There is a mistaken belief at some schools that the WSWM teachers are paid by SNU-WSWM staff.  
Participants requested SchoolNet Uganda to make it clear to the Head teachers that the WSWM teachers receive no pay from SchoolNet Uganda.
- **Challenge 9:** A 'level Vs O 'level perception of the program where by A 'level students think that the program is meant for the O 'level students and therefore do not want to associate with the program.
- **Challenge 10:** Delay in time for exhibition where by the exhibition is changed continuously even when the schools are ready for it.
- **Challenge 11:** Students who have already gone through the WSWM program:

Participants noted that the curriculum has become monotonous to some students who have covered it from year to year and are now bored of it since they already know what the teacher is going to say.

The participants were advised to instead make use of students who have gone through the program as peer educators who can even help teachers even cover the curriculum when they are not present.

- **Challenge 12:** Head teachers want to communicate directly by the SchoolNet Uganda –World Starts With Me staff and through the teachers implementing the program instead.

Participants were told that the Head teachers were right and SchoolNet Uganda should be communicating directly with them but this has been so far hampered by lack of communication channels. SchoolNet Uganda appealed to the participants to encourage their Head teachers to have functional email addresses.

- **Challenge 13:** Communication gap between the SchoolNet Uganda – World Starts With Me staff and the teachers who are implementing the program at the different schools.  
As a strategy to address this challenge, the teachers were told to get functional email address so that they can easily communicate to the SchoolNet Uganda – World Starts With Me staff and that it is cheap and very efficient.

- **Challenge 14:** Difficulties in obtaining the money for the exhibitions from the schools as they first wanted clear proof that the money had been banked on the school's account.

In response to this challenge, the participants were told to obtain functional emails where they can be sent the evidence of a scanned copies of the banking coupons, and the check. They also assured that the SchoolNet Uganda –World Starts With Me staff were going to talk to the head teachers about the exhibition subsidy so that the head teachers can easily pass it on to the implementing teachers.

SchoolNet Uganda assured the participants that it will always send copies of the banking coupons to the Head teachers by email copied to the WSWM teachers as soon as the money is banked on the school's account.

#### **Section 5: (4.20 -5.00) PM: Introduction to SchoolNet Uganda website.**

(Session was facilitated by Kakinda Daniel)

Kakinda Daniel introduced the participants to the new SchoolNet Uganda website (<http://schoolnetuganda.sc.ug> ). The website has been setup as a communication tool to show the world what SchoolNet Uganda does. Kakinda took the participants through some of the features on the website.

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

project objectives, project partners, which schools are/were involved, lessons learned etc.

- The **WORKSHOP** section has information on upcoming workshops (venue, dates, objectives, invitees and programme) and past workshops (venue, objectives, who actually attended and downloadable workshop reports).

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

## Day 2: Programme

Time	Activity	WHO
8.30 – 10.40 AM	Integrating ICT in the implementation of the WSWM curriculum.	Mr. Kakinda Daniel
10.40 – 11.00AM	BREAK	
11.00 – 1.00	Introduction to the WSWM evaluation	Mrs. Allen Nansubuga
1.00 – 2.00	LUNCH	
2.00 – 3.40	Introduction to the Uganda Digital Educational Resource Bank.	Mr. Kakinda Daniel
3.40 – 4.00	BREAK	
4.00 – 5.00	Share of best practices.	Mr. Kigozi Bright

### **Session 1: (8:30 -10:40) AM: Integration of Information Communication Technologies in the Implementation of the World Starts With Me curriculum.**

*(Session was facilitated by Mr. .Kakinda Daniel)*

The aim of this session was to give the participants an opportunity to discuss the challenges they are facing while implementing the World Starts With Me curriculum inside the classroom and to brainstorm how they can integrate Information Communication Technologies (ICT) in the delivery of the WSWM curriculum in order to solve some of these challenges.

Kakinda asked the participants to share some of the challenges they face as they deliver WSWM curriculum in their classrooms.

The following were some of the challenges, the participants mentioned.

- Students sometimes do not pay attention during the lessons and sometimes just use the Internet instead.
- Students sometimes fail to open up during the discussions or the teachers fail to make them open up.

- Students have diverse skills where by sometimes you can tell them to open up some slide and some get to it before the others.
- The students also tend to ask some complex questions and they expect you give them an answer yet some of the questions are outside the teacher's knowledge and require a well trained SRHR person.
- The curriculum has become monotonous to some students who have covered it from year to year and are now bored of it since they already know what the teacher is going to say.
- The other teachers' perception of the program where by they think that may be you are teaching the students bad manners because of the terms being used.
- The age variations of the students especially where WSWM is run as a club. Some of the content is outside the experience or interest of some students. The younger students are interested in personality, self esteem and body changes whereas the older students are interested in love and relationships, pregnancy for boys and girls etc.
- Language barrier which sometimes limits students from exhibiting especially when the exhibition is at a school with students of the opposite sex.
- Fluctuations in the number of students attending the different lessons.
- Myths, cultural and religious beliefs that the students have and which sometimes conflict with the content in World Starts With Me curriculum.
- Stigmatization of the students in the program and the program it self where by they say it is for the abducted students and AIDS students.
- The normal methodology of teaching that the teachers are used to and the difficulty adjusting to the youth friendly way in which the World Starts With Me curriculum is supposed to be delivered.
- Students some times ask certain questions stubbornly especially to teachers of the opposite sex just to tease them.
- Laughing at fellow students who they know that they may have a certain sexual reproductive health problem.
- Talking compound Vs Students with certain SRH problems e.g. comments on the compound like **AIDS KILLS; AIDS HAS NO CURE** which discourages some of the students with such diseases.

Mr. Kakinda then told the participants that there are several forms of ICT that are available and that can be used to implement the program better in the different schools and in order to kick off a brainstorm session on the different ICT that can be used. He asked them to mention the ICT that can be used and also what value it would add to the delivery of the World Starts With Me curriculum

The participants' contributions included:

- Use of videos and the dramas that are available on the local market concerning various SRHS issues e.g. relationships, HIV/AIDS, drug abuse.  
These help explain some of the dangerous and risky situations that the students can encounter and how they can overcome them.  
They can also help the teacher create a free and open environment for the discussion of certain SRHR issues.
- Use of the Internet to search facts about the complex questions asked by the students and also to share these websites with the other people using email.
- Documentation of our students works like the skits, poems and songs that are produced during the exhibition.  
This helps to keep records of what has been happening over the years and can be used by the new implementers to know what has been going on and what they are supposed to do.
- Use of photographs like one from newspapers and also taking own photographs in order help the students to visualize some of the abstract SRHR issues.
- Use of animations and simulations like the virtual peer educators to stand in for the real people to show the students e.g. how the body changes actually take place since the real people can not take off their clothes.
- Use of radios to actually deliver some the content and also to remove some of the myths that different people have heard from the different sources.

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>)

Daniel mentioned some of the advantages of using video in the delivery of WSWM curriculum:

- 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 address 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.

Daniel told the participants that they can get these video clips from the Ugandan movies and the Scenarios from Africa from website [www.globaldialogues.org](http://www.globaldialogues.org).

## **Session 2: (11:00 AM – 1:00 PM): Introduction to the World Starts With Me Evaluation.**

*(Session was facilitated by Mrs. Allen Nansubuga Ssebandeke, the Technical Director of SchoolNet Uganda and also the desk officer in charge of the World Starts With Me program).*

The aim of this session was to introduce the participants to the World Starts With Me evaluation which is going to take place in 2008 and give tell them what is actually going to take place and how it is going to be done since they are also going to be involved in the evaluation.

Before making her presentation, Allen first asked the participants some questions in order for them to create a discussion on evaluation and below are the questions and some of the responses of the participants to the questions:

*Why should the WSWM project be evaluated?*

- To assess the impact of the WSWM on the target group i.e. the students who are involved in the program.
- To access whether the WSWM curriculum is age, cultural and religious appropriate.
- To check if the resources which are provided by the program funders are fully and efficiently used.
- To check for the acceptability of the program among the schools and students.
- To see if the project objectives that were set out at the beginning of the project are being achieved.

Allen then told the participants of the objectives of the World Starts With Me which included:

- The young people who have gone through the program should be able to delay the onset of sexual intercourse and those who can't if at all should then use condoms.
- The young people who have gone through the program should have obtained skills that can make them more marketable than those who are not involved.
- To enable the young people to have self control and live a more sensible life.

Allen then made a presentation to the participants on what can be evaluated in the World Starts With Me program and from her presentation, they included the following:

- The extent to which project has met the stated goals for change or impact.
- The number of students who are participating in the program, the backgrounds from which they are coming from and their behavior change.
- The impact of the program on the schools the participants attend.
- The lessons or components of curriculum which are more effective to the students.
- The lessons or components of curriculum which are in need for improvement.
- To check whether there are changes in the academic performance in the schools where the program is being implemented.
- To check whether the results from the program are worth the World Starts With Me program's cost.
- To see if the World Starts With Me program can be sustained.
- To see if the program is replicable and scalable.

The participants were asked the possible outcomes of a project evaluation and the following were some of their responses.

- The implementers get to know whether what they are doing is right or wrong.
- It can lead to the development of another project or sister project if the results of the project are positive.
- The results can be used to market the project in order to get more donors or funders of the project.
- The results can be kept for further study or can be used to scale up to a bigger project or can be used as a case study by other bigger organizations.
- The funder can also stop funding the project if the results are negative.

Allen then told the participants that the past week she had gone to Netherlands for the evaluation meeting where they were supposed to plan for upcoming evaluation. She said that all the countries where the program is being implemented attended and that Uganda was also asked to take part in this evaluation process and that she told them the Ugandans are ready to participate.

Allen then made a presentation to the participants and the following are some of the highlights of her presentation:

(i) The World Starts With Me (WSWM) Uganda Project evaluation will consist of two major components i.e.

**Component 1:** The outcome evaluation to measure the effectiveness of the World Starts With Me intervention in schools which will mainly look at behavior change, the number of students and teachers enrolled in the program, the reasons why some have dropped out, whether the program is being implemented as planned, the support of the school's administration for implementation and if students are referred to health service providers when they have health problems.

**Component II:** The process evaluation which will assess the quality of implementation of the World Starts With Me in the intervention schools which will mainly look at the teacher performance in the program, the quality of implementation of the program. Focused group discussions will be conducted with the young people and program teachers.

(ii) World Population Foundation had selected three lessons of the World Starts With Me curriculum that will be at the heart of the program evaluation. These are lessons 8, 9 and 11 which are about Pregnancy for girls and boys, STIs and HIV/AIDs and how to prevent them and about sexual abuse and harassment respectively.

(iii) Uganda had been divided into five regions for the purpose of the project evaluation:

- North-western region which includes the districts of Arua, Nebbi, Gulu, Masindi and Hoima.
- Central region which includes the districts of Kampala, Wakiso, Mukono, Jinja and Masaka.
- North Eastern which includes the districts of Kotido, Moroto, Nakapiripirit, Bukwo and Kapchorwa.
- Central Eastern region which includes the districts of Lira, Tororo, Busia, Mbale, Kumi, Amurat, and Kumi.
- South Western region which includes the districts of Mbarara, Bushenyi, Ntungamo and Kasese.

(iv) The WSWM program evaluation is going to be carried out from each of the above regions and that it is going to be carried in 25 schools across Uganda i.e. 15 old schools and 10 new schools and they needed at least 3 old schools from each region.

(v) The evaluation would involve new and old intervention schools and control schools. The old and new WSWM schools will be asked to help in identifying the control schools (i.e. schools that are not implementing the program but are near the ones that are implementing it) in their locality.

(vi) The evaluation has the following timelines.

- (11<sup>th</sup> – 15<sup>th</sup>) February, 2008: Training of Research Assistants and Pre-testing students' questionnaire in a volunteer school in Kampala.
- (18<sup>th</sup> – 25<sup>th</sup>) February, 2008: Adaptation of the questionnaire by Billie, who is a Dutch PhD student in charge of the evaluation and the World Population Foundation.
- (26<sup>th</sup> – 29<sup>th</sup>) February, 2008: Questionnaires photocopied and delivered to or picked by teachers of both intervention and control schools.
- (March – September) 2008: Ongoing process evaluation.

(vii) There will be some incentives for the teachers who are to volunteer their schools to participate in the evaluation:

- They will be potential candidates for becoming Teacher Support Specialists in 2009 to support the expansion of the program to 150 schools.
- They will obtain a certificate of competence in the implementation on the World Starts With Me in schools.
- They will also attend capacity building programs e.g. in Advocacy to improve on their skills.
- There would also be some financial incentives for the volunteer teachers but Allen was not yet sure of the exact amount which was to be given to them.

Allen told the participants that she was not sure of how much time the evaluation was going to take, how long its going to be, and how it is going to be carried out because it is

not the SchoolNet Uganda secretariat that are going to do it but it is some Dutch students from Netherlands who have been hired to do it and cautioned the participants that as they volunteer, they should know that some of their time is going to be required.

After her presentation, Allen called on the teachers who wanted to voluntarily participate in the WSWM evaluation. An overwhelming number of teachers volunteered themselves/their schools to participate in the evaluation.

Appendix 2 shows the schools which were eventually selected to participate in the evaluation exercise. The final selection was done after the workshop.

**Session 3: (2:00 -3.40) PM: Introduction to the Uganda Digital Resource Bank ([www.uderb.org](http://www.uderb.org) )**

*(Session was facilitated by. Kakinda Daniel)*

The aim of this session was to introduce the participants some of the other projects that SchoolNet Uganda is implementing in the different schools so that they can also acquire some other skills from the other projects that can help them for the better implementation of the World starts With Me curriculum.

In his presentation, Kakinda told the participants that the Uganda Digital Resource Bank is one of the projects that SchoolNet Uganda is implementing in the different schools and one thing SchoolNet Uganda has learnt from experience is not doing things in isolation. It is always better for SchoolNet Uganda to have more than one project at a school so that teachers and students can benefit from the different projects.

He then told the participants that SchoolNet Uganda but together the Uganda Digital Education Resource Bank ([www.uderb.org](http://www.uderb.org) ) after realizing that having a lot of information on the Internet poses a big problem to the teachers in itself. It is so difficult to find content which is relevant to the Uganda curriculum. As such very few Uganda teachers and students use Internet as a teaching and learning resource.

Daniel told the participants that UDERB contains digital materials and content that are created or have been identified to be useful by Ugandan teachers. The Uganda Digital Education Resource Bank (UDERB) is a clear manifestation of the benefits of belonging to a network. If there are 100 teachers in a network and each finds and shares one good resource per team then each of the teachers will have access to 100 good resources per team.

Daniel gave participants a walk through the Uganda Digital Education Resource Bank website. He in particular noted that the most popular content on the website are the web links to the interactive subject animations and simulations especially for sciences and

the downloadable past papers. Teachers can just download the past papers even from an Internet café, save them on a flash disk, ready for printing.

He told the participants that SchoolNet Uganda conducts training workshops for teachers in content creation, video production and editing, curriculum technology integration etc. He encouraged the teachers to keep on checking for such opportunities on the SchoolNet Uganda website (<http://www.schoolnetuganda.sc.ug> ).

Daniel concluded the session by telling the participants that Uganda Communications Commission (UCC) had taken keen interest in this particular project and wanted to scale it up.

#### **Session 4: (4.00 -5.00) PM: Sharing of Best Practices**

*(Session was facilitated by. Kigozi Bright)*

The main aim of this session was to give the participants an opportunity to share creative and effective ways they are using in implementing the World Starts With Me (WSWM) program in their schools.

The following were some of the practices that the participants shared and wanted others to emulate.

- Having a positive attitude towards the program as this helps one to deliver it very well and not to look at WSWM as extra work.
- Integration of the World Starts With Me curriculum with the other line subject such as General Paper, Fine Art, English and Biology. One can also make use of the different teachers from the different departments to help explain some of the complex sexual reproductive health issues to the students. This also helps to get more members into the program.
- Use of teaching aids such as videos, photographs to help explain some of the complex issues and also documenting some of the activities that take place such as exhibitions and sharing them among the different schools to know how they took place in the different places and also help to show the students some of the tricky or dangerous situations they may encounter and how to overcome them or what can happen when you go in for that situation.
- Use of peer educators who have already gone through the program to help get more students into the program and also to help cover the curriculum when the teacher is not around. Peer Educators act also act as role models to the other students outside the program.
- Putting together the year's plan for the World Starts With Me program and present it to the head teachers. The plan helps to get continuous support from head teachers especially when the activities need some funding.

- Integrate the World Starts With Me into the other activities such as sports and games so that students can also live health lives. This helps to divert students' concentration from thinking about sexuality.
- Effective two-way communication between SchoolNet Uganda – World Starts With Me staff and the schools where by SchoolNet Uganda staff sends them the year plan for the program and the schools send their plans to SchoolNet Uganda e.g. the time when they expect the launch of the program, time when they expect the Teacher Support Specialist, Sexual Reproductive Health Specialist to visit the schools etc.
- Participants updating their head teachers about what is going on in the program and also giving the head teachers continuous reports on the activities that have been going on.
- Giving certificates of completion to the students after they have gone through the program in order to encourage more to join and to also motivate the ones who have been going through it.
- Having talking compound to convey some messages to the students but should be sensitive of the words they use so that some students do not feel stigmatized.

Bright concluded this session by thanking the participants for their contributions to the discussion and encouraged them to continue learning from each using the mailing list for the WSWM teachers.

Note: All the WSWM teachers for both the new and old WSWM schools have been subscribed to the WSWM teachers' mailing list:

[wswmteachers@schoolnetuganda.sc.ug](mailto:wswmteachers@schoolnetuganda.sc.ug) .

Any email sent to [wswmteachers@schoolnetuganda.sc.ug](mailto:wswmteachers@schoolnetuganda.sc.ug) will automatically be distributed to all the other WSWM teachers.

Report compiled by:

- (i) Kakinda Allan
- (ii) Kakinda Daniel

### Appendix 1: List of participants

	Name	School	Mobile	Email
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## Appendix 2: WSWM Project evaluation 2008 participating schools.

The following schools were finally selected (after the workshop) for the 2008 WSWM Project evaluation sample:

1. St. Joseph's College Ombaci
2. Muni Girls School
3. Bweranyangi Girls School
4. Nganwa High School
5. Duhaga SS
6. Wanyange Girls
7. Aggrey Memorial Sec School
8. Mt. Rwenzori Girls
9. Bwera SS
10. Bukomero SS
11. Y Y Okoth Memorial College
12. Fatima Aloï Comp. Girls Sec
13. Rachele Comprehensive
14. Luwero SS
15. Ndejje High School
16. Moroto High School
17. Bulu Parents
18. Kibibi SS
19. Nyenga SS
20. Hilltop Nkokonjeru
21. Teso College Aloet
22. Tubur S S
23. St. Peter's College Tororo
24. Aidan College
25. St. James High School – Nansana