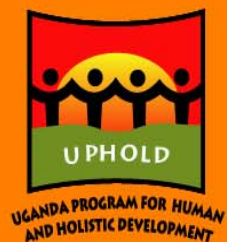




# Do 'Talking Environments' Talk? Experiences from Uganda's Primary Schools

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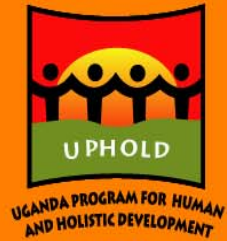


# Outline of Presentation

- **Introduction**
- **Background**
- **Project Description**
- **Objectives**
- **Evaluation Methods**
- **Outcomes of the interventions**
- **Conclusion**
- **Recommendation**



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# Introduction

- Children in the primary schools in Uganda constitute more than 30% of the country's population.
- The Ministry of Education and Sports (MoES), is focused on HIV prevention communication to the children in primary schools.
- The Uganda Program for Human and Holistic Development (UPHOLD), a USAID funded program, is one of the key partners in the implementation of this effort





# Background

- Uganda's Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY) is devoted to helping pupils stay safe from HIV/AIDS.
- The first phase implemented by MoES in collaboration with the UPHOLD in 2004 and focused primarily on training 45,000 teachers in 15,000 schools in 56 districts
- The second phase, 2005 to 2006 has focused on creating Model Schools and 1,078 primary schools have been enrolled throughout the country



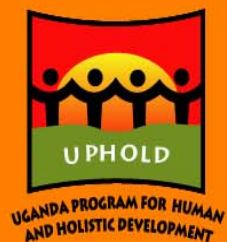
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# Project Description

- ‘Talking environments’ entail using compounds and class rooms to display messages on HIV.
- The messages are meant to inform and eventually change behaviour of the pupils in favour of abstinence.
- Schools were to develop their own messages based on local contexts and experiences.
- Currently, more than 1078 primary schools have developed messages using the talking compound approach.



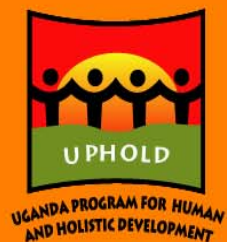


# Objectives of the Project

- To sensitise and disseminate correct facts about causes, spread and prevention of HIV/AIDS.
- To guide and counsel children about sexuality and the related responsible behaviour.
- To disseminate behaviour change messages to children.



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# Evaluation Methods

- Program monitoring reports
- Supervision visits of 527 primary schools across the country
- A survey of a total of 440 pupils (Education Formative Evaluation) in 18 districts and 109 schools





# Outcomes of the Intervention and Lessons Learnt

- There has been a lot of creativity in the utilisation of the locally available materials.
- Pupils have developed messages related to HIV prevention from newspaper and magazine cuttings

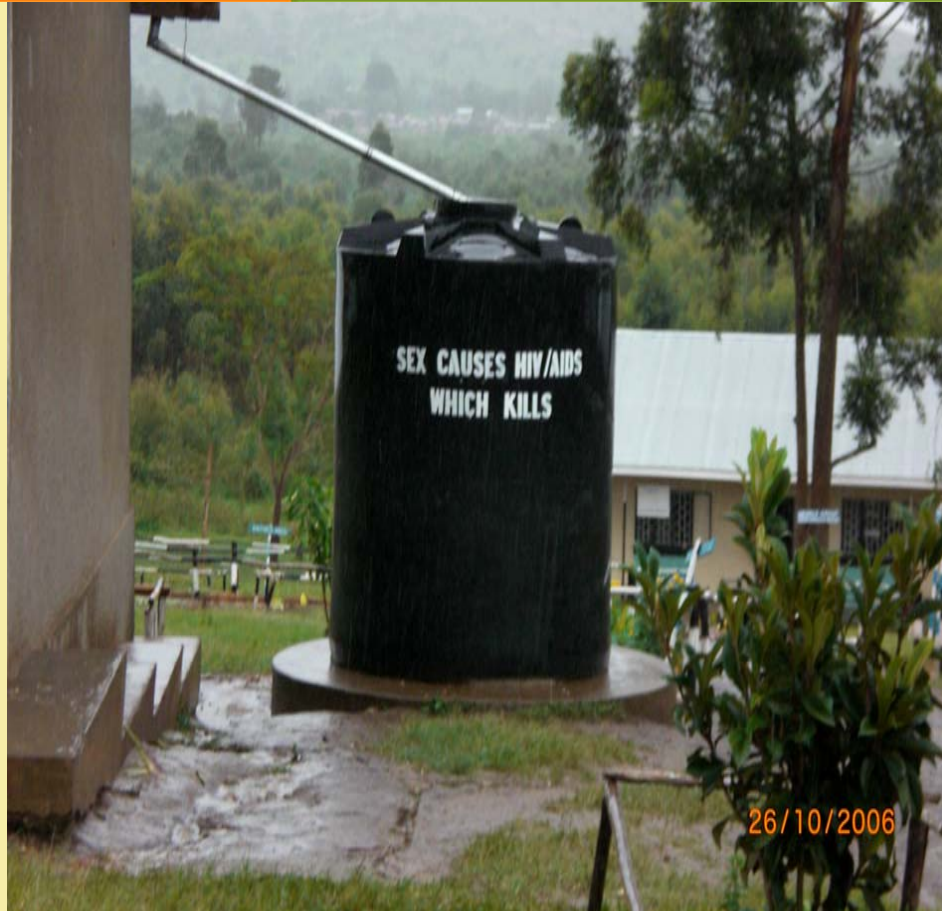






UGANDA PROGRAM FOR HUMAN AND HOLISTIC DEVELOPMENT

# Messages



My fellow pupils avoid moving at night it is very risky you may be roped by the bad people on the way for example: And my fellow Ugandans remember Prostitutes and defilers To study hard not to end up prostituter because It is the way through which you get aids the uncurable disease!  
**AVOID THE DANGEROUS DISEASE!**



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# Messages





# Pupils Awareness

- 440 pupils interviewed on the availability of messages at their schools about risky situations.

## **Walls**

- 56.9% reported charts on their class room walls

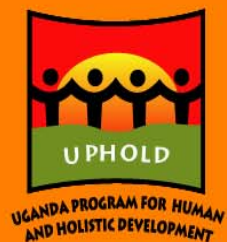
## **Classrooms**

- 77.9% reported materials at their schools

## **School compounds**

- 71% reported school compounds with messages





# Challenges

- Misleading or unclear messages;
  - ‘Delayed sex is safe sex’.
  - ‘AIDS kills.’
- *Location of Messages*
  - Messages meant for the adult may send a wrong signal to children if they are put on the compound and would rather be placed in the staff room or the offices.
- Communities vandalising the messages
- *Relevance of the messages.*



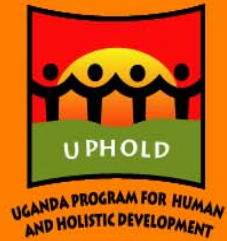
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# challenges

- Teachers were concerned that it is difficult to come up with age specific relevant messages to both the learners and the community.
- Messages also have to be connected to the children's experiences and age. 'Be Faithful.'
- PIASCY messages overshadow other important messages. PIASCY dominates the 'talking environments'.
- *Language of messages*
- Not all children can read the messages which are in English and not vernacular

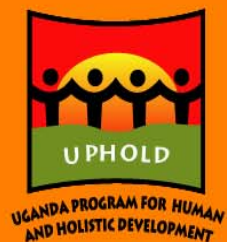




# Conclusion

- Talking compounds approach presents an opportunity to disseminate information to the children without the physical presence of the counselors
- More work is needed to improve message development
- Before the messages are posted on the environment the children should have interacted with them





# Conclusion

- In order to increase appropriateness and effectiveness of talking compounds, children themselves need to be involved in the generation of compound messages.
- Compound messages need to be well developed in appropriate languages to avoid misinterpretation, placed in appropriate locations to ensure relevance to different target groups in the school and changed regularly, to keep the environment interesting.



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