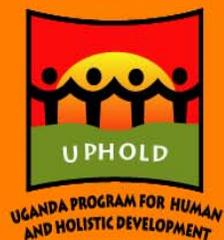


HIV Prevention in areas with Conflict: challenges and strategies used by Primary Schools in Northern Uganda

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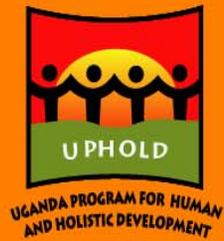




Outline of Presentation

- **Introduction**
- **Background**
- **Project description**
- **Objectives**
- **Methods**
- **Outcomes and Recommendations**

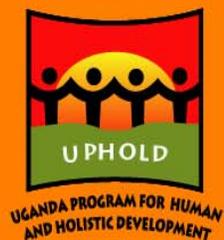




Introduction

- Two decades conflict
- >2 million people displaced in IDP camps (MoH 2005)
- IDP dynamics –implementation challenge
- UPHOLD’s experiences: challenges and strategies



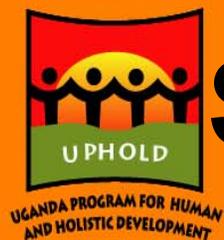


Background to the study

- PIASCY project is devoted to helping pupils to stay safe from HIV/AIDS.
- Phase 1 in 2004, involved training 45,000 teachers in 15,000 schools in 56 districts
- Phase two focuses on creating Centers of Excellence or Model Schools at 1,078 primary schools spread across the country
- Other UPHOLD interventions in conflict areas



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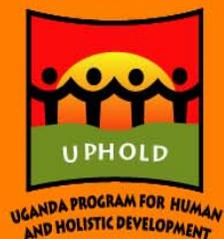


Study Project Description

- 10 of the 80 districts are affected with conflict
- Consultation exercise/study visit to schools in Gulu District in March 2006
- Issues raised have since been used to inform and improve PIASCY program implementation in the conflict districts.



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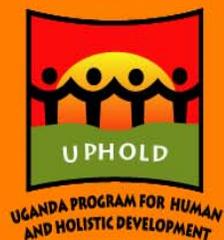
Overall Objective: to document stakeholder perspectives on the best method of implementing PIASCY in areas of conflict

1. Specific Objectives

- Identify facilitating factors to implementing PIASCY in the conflict districts
- Identify challenges in relation to implementing PIASCY in conflict districts
- Recommend strategies and interventions to best implement the program



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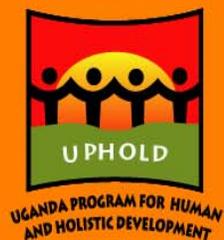


Methods

- 13 meetings with DEO and Chief Administrative Officer (CAO), Gulu Core PTC top leadership and Coordination Centre Tutors (CCTs), head-teachers, parents and IDP camp leadership.
- Places visited :
 - Internally Displaced Persons Camps (IDP) - Pabbo, Palenga and Alokolum
 - Learning centers - Pabbo, Laliya, Layibi and Agole.
 - Independent Schools - Koro and Agwayugi Primary Schools.
 - Night Commuters shelters - Noah's Arch and Te-Okono



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Out comes of the Consultation process and recommendations

Integrated children's clubs

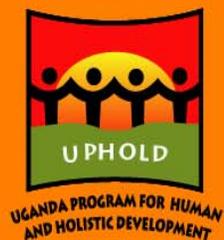
- ✓ a key conduit for the delivery of PIASCY messages/activities
- ✓ quizzes, story/play writing on personal experiences with risky situations/virginity, debates, questions and/or question boxes and feedbacks, peers discussing messages in print materials, acquisition of safety friends, and discussion of print materials



In the areas with conflict, it is difficult to find time for such activities



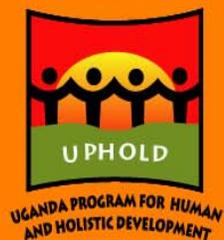
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Integrated Children's clubs (cont'd)

- Limited time for club activity and other extra curricula activities
- Children walk very long distances
- Duties with distant 'original homes' over the weekends.
- Reporting to school late, and leaving very early - leaving less time for extra curricula activity.
- Teachers similarly were reported to live far from schools with a consequent need to leave school early

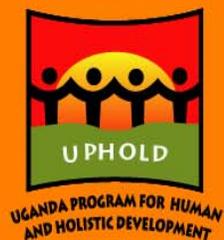




Recommendations regarding Integrated Children's clubs

- Integration of PIASCY messages in the curriculum, class lessons, teacher training
- Schools should utilize lunch hours for club activities
- Improve the scheduling for club activities as well as follow-up.

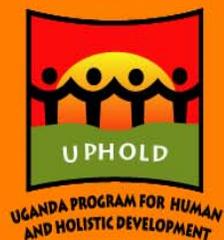




Performing arts festivals for schools focusing on HIV/AIDS messages

- In learning centers, there is lack of space for performing arts presentations since many schools have to share the few structures available
- Improve scheduling
- Compounds could be utilized for the presentations
- Greater mobilization, for ‘expanded school community’



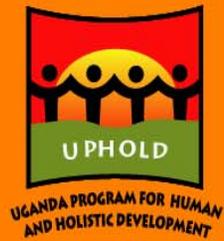


Action oriented meetings, talk shows, open days and other activities that require parental involvement

- Parental involvement is critical, yet ...
 - Parents are unable to contribute money for the meetings, for school development activities.
 - Apathy about school activities, due to trauma
 - Parents have competing priorities due to many activities going on in the camps
 - The notion of incentives for school meetings



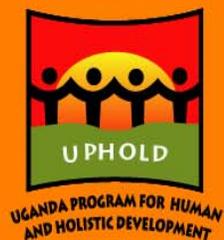
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Recommendations on parental involvement

- Mobilization through Camp leadership -expanded school community.
- Communication should be done carefully, to clarify expectations.
- Optimal timing of meetings (as short as possible but long enough to achieve their purpose)
- These events could be made attractive and creative, but affordable and sustainable.

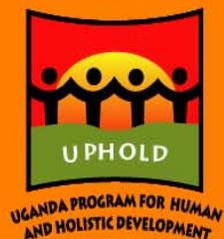




Recommendations on parental involvement (Cont'd)

- Parents should be involved in the planning
- Parents can be 'clustered', may be according to classes, to make it easier for the school to follow up on their attendance.
- Children are asked to come with their parents, and those that don't come with their parents are told to go back for them.
- Male parents more apathetic: Fathers' participation be encouraged



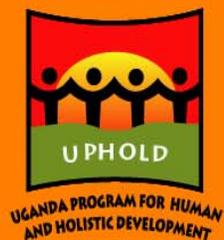


Interventions for IDP camps outside schools

- Concentration of the population in a small area with limited resources, idleness and erosion of culture in IDP camps.
- Need for HIV prevention intervention
- IDP camp leadership should be fully involved in the PIASCY training and distribution of materials.
- Encourage IDP leadership to engage children and the entire IDP community in adaptive HIV sensitization activities
- Action oriented meetings with school communities, as well as school based talk shows address the various risky situations in the camps



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Creating model schools in learning centers

In Gulu there are 5 types of schools

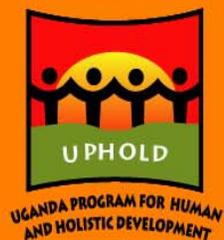
1. Ordinary schools
2. Schools not in learning centers, but have some displaced children (who commute from IDP camps).
3. Schools in learning centers that are separated in administration and activity yet are on the same site, share compound and some physical facilities.
4. Schools in learning centers-integrated with other schools, in their administration and class activities.
5. learning centers that have both integrated schools and the non-integrated schools



An integrated school. In this class, as the different uniforms suggest, there are pupils from three different schools



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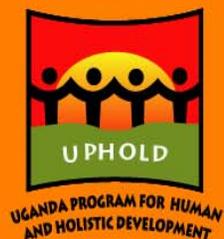


Model schools in learning centers (Cont'd)

- Model schools that are integrated learning centre schools, to be redefined to include the sister schools, with which the school is integrated.
- Schools in a learning centers that are model sites, and not integrated schools-not to be redefined, but used as a point of planning and implementation of activities with the rest of the centre schools, with the lead of the model schools- 'ripple effect'.



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Shelters for night commuters

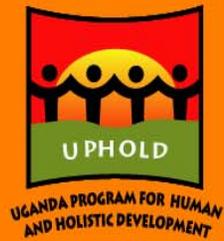
- Shelters for night commuters based in urban centers
- Various activities at the shelter before they sleep, such as story telling
- An opportunity for dissemination of PIASCY messages,
- Shelter management to be involved in training and materials' distribution



There is a window of opportunity in the shelters for night commuters that PIASCY could explore



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Conclusion

- UPHOLD undertook to implement PIASCY in all districts of Uganda. Conflict districts had peculiar situations. The study informed the organization to better implement PIASCY in conflict situation
- Notwithstanding all the challenges of IDP camp settings, the expanded school community and readily available population can be easily accessible with HIV/AIDS prevention intervention.

