The Kasiisi Project Girls Program

Happy, healthy, well educated, confident girls

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1.0 Summary

This grant from the Anna Lalor Burdick Foundation funded a pilot project that was designed to
a) Confirm previous data that show that in schools that have Peer Educators girls are better informed about their reproductive biology and more likely to seek help when they need it, and to
b) Test whether the outcome can be improved when Enrichment Activities are added to Peer Education Programs.

The results from this study showed that
a) Training 2 girls from each school to be Peer Educators increased knowledge of sexual health in all girls in the school – this result was true both of the schools that had Enrichment Activities and those that did not.

b) Adding Enrichment Activities significantly increased the recognition and use of Peer Educators, whereas this was not true in the control schools.

2.0 Project Outline

a) Two girls and the Senior Woman Teacher (SWT) from each of 14 rural Ugandan government primary schools attended a 2-day residential Peer Education workshop.

b) 150 girls from 7 experimental schools then received additional training and enrichment activities designed to reinforce knowledge of reproductive health. The 7 control schools did not.

c) Knowledge of sexual health was evaluated before and after the intervention.

d) Understanding and use of Peer Educators was evaluated before and after the intervention.

3.0 Study Population

The 300 girls in the program were distributed across Grades 4 (P5), 5 (P6) and 6(P7) (Figure 1). Their mean age was 13.4 years (Figure 2). 60% had reached menarche (Figure 3) and over 80% lived with their mothers (Figure 4). This represented a change from data gathered in 2010 when only 73% lived with their mothers. This may represent increased survival rates from HIV.
4.0 Statistical Analyses

We used parametric and non-parametric tests to analyze the data.

We found no significant correlation between age and knowledge pre-intervention, but we did find a correlation (p=0.002) between grade level and knowledge scores. There was also a correlation between academic performance as measured by the Primary Leaving Exams and sexual knowledge scores (p=0.04) (Figure 2). For the purposes of this report we removed bias by ensuring equal numbers in each grade. We are currently engaged in more sophisticated statistical analyses to take account of these correlations.
5.0 Project Description

5.1 Peer Education Workshop

Two girls and their Senior Woman Teacher (SWT) from each school attended a 2-day residential workshop run by the Kasiisi Project Nurse and local health experts. Topics covered included strategies of peer education, qualities of a peer educator, life-planning skills, adolescence, pregnancy and sexually transmitted disease. (Table 1) Parental permission was obtained for all participants.

Table 1: Description of subjects covered during the workshop

<table>
<thead>
<tr>
<th>Peer Education</th>
<th>Growth and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Strategies of Peer Education</td>
<td>o Emotional change</td>
</tr>
<tr>
<td>o Qualities of a Peer Educator</td>
<td>o Physical Changes</td>
</tr>
<tr>
<td></td>
<td>o Challenges of adolescence</td>
</tr>
<tr>
<td>Life Planning Skills</td>
<td>o Early marriage</td>
</tr>
<tr>
<td>o Self awareness and safe choices</td>
<td>o Common STDS</td>
</tr>
<tr>
<td>o Self esteem</td>
<td>o Spread</td>
</tr>
<tr>
<td>o Stress</td>
<td>o Prevention</td>
</tr>
<tr>
<td>o Responsible behavior</td>
<td>o Menstruation</td>
</tr>
<tr>
<td>o Making friends</td>
<td>o Hygiene</td>
</tr>
<tr>
<td>o Assertiveness</td>
<td>o Stress</td>
</tr>
<tr>
<td>o Effective communication</td>
<td></td>
</tr>
<tr>
<td>o Resisting peer pressure</td>
<td></td>
</tr>
<tr>
<td>o Critical thinking and problem solving</td>
<td></td>
</tr>
<tr>
<td>o Decision making and creative thinking</td>
<td></td>
</tr>
</tbody>
</table>

Figure 5: Graph showing significant correlation between sexual knowledge and academic performance p=0.04

Post workshop feedback from students (Figures 6-9) showed that students felt the most useful thing they learned was life skills, and they wished they had learned more about body changes during adolescence, in both sexes. They found that the best way to learn was through discussion and when we asked how we could improve the workshop they opted for better creature comforts (Soda instead of water, more soap, better food etc.) and wished they could have taken walks in the forest to see the animals.
Figure 6: What was the most useful thing you learned?

Figure 7: What do you wish you had discussed more?

Figure 8: What was the best way to learn?

Figure 9: What would you change for next time?

Fitting pads to underwear  Senior Women Teachers  Workshop Breakout Group
5.2 Activities

Following the workshop 7 schools were selected for enrichment activities. Kasiisi Project staff met the Principals and Senior Woman Teachers of all 7 schools to discuss a schedule for follow up health education talks, and to select enrichment activities.

5.2.1 Lectures

The Kasiisi Project school nurse visited each school two additional times to give presentations covering HIV/AIDS, personal hygiene and avoiding early pregnancy. US student volunteer Kayla Bruce introduced the concept of Women’s Empowerment through interactive discussion about gender roles, successful Ugandan female role models and the challenges facing girl’s education.

Kasiisi staff talk to girls and boys about sexual health and women’s empowerment

5.2.2 Secret Gardens

The girls designed and planted “Secret Gardens”, places where they can meet and discuss issues of importance to them. They painted signs for the gardens that reinforced healthy behavior.

Planting Secret Gardens  Painting Signs “Body Changes are Normal”
5.2.3 Essays

Following additional workshops students wrote essays about “Growth and Development in Girls and Boys” and “Early Pregnancy”. (See Appendix I)

5.2.4 MDD

Each school competed in a Music, Dance and Drama competition in which they had transmit information to the audience about
a) Women’s empowerment
b) Life skills
See Appendix II

All groups had to perform a dress rehearsal for their schools to ensure that the information reached a wider audience than just those competing.
6.0 Activity Scoring

6.1 Scoring Rubric

Secret Gardens:
- Size
- Smartness
- Design
- Variety of species
- Participation in discussion
- Upkeep
- Use of gardens by girls

Essays
- Informational content
- Writing skills.

Music, Dance and Drama
- Creativity
- Completeness of message
- Message in English and Rutooro
- Preparedness
- Time Keeping

6.2 Results

<table>
<thead>
<tr>
<th>School</th>
<th>Gardens</th>
<th>Essays</th>
<th>MDD</th>
<th>Total</th>
<th>Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iruhuura</td>
<td>15</td>
<td>24.3</td>
<td>33</td>
<td>72.3</td>
<td>Best women’s empowerment message</td>
</tr>
<tr>
<td>Kiko</td>
<td>5</td>
<td>23.5</td>
<td>38</td>
<td>66.5</td>
<td>Best Song</td>
</tr>
<tr>
<td>Kigarama</td>
<td>17</td>
<td>24.5</td>
<td>36</td>
<td>77.5</td>
<td>Best creativity</td>
</tr>
<tr>
<td>Kasiisi</td>
<td>19</td>
<td>28.8</td>
<td>40</td>
<td>87.8</td>
<td>Overall Winners “Anna Lalor Burdick Girl’s Health Cup”</td>
</tr>
<tr>
<td>Rweteera</td>
<td>14</td>
<td>27.8</td>
<td>36</td>
<td>77.8</td>
<td>Best Life Skills</td>
</tr>
<tr>
<td>Pere Achte</td>
<td>3</td>
<td>22.5</td>
<td>35</td>
<td>60.5</td>
<td>Best dance</td>
</tr>
<tr>
<td>Kyanyawara</td>
<td>11</td>
<td>23.1</td>
<td>38</td>
<td>72.1</td>
<td>Best skit</td>
</tr>
</tbody>
</table>
The project manual is still being developed. It became clear that we needed to run the program for more than one year in order to evaluate content. In 2015 the 7 control schools requested that, even if we could not run the Enrichment Intervention with their students, we should provide them with the information and activities so they could improve sexual knowledge in their schools. We will test the first draft of the manual in these schools.

8.0 Project Outcomes

8.1 Evaluations

Using pre and post questionnaires we evaluated 300 girls and 60 boys for
a) Sexual health knowledge
b) An understanding of the role of Peer Educators
c) Use of Peer Educators for information and support

8.2 Results

a) Sexual Knowledge

i) Post intervention we found a significant (p>0.001) increase in sexual health knowledge in all schools to which send students to the Peer Education workshop. We saw no
significant difference between the schools that had participated in enrichment activities and the schools that had not.

This result confirms our finding in 2010, that placing trained Peer Educators in a school, increases knowledge of reproductive health in their peers.

b) Knowledge of Peer Educators by their peers (within individuals)

i) Post Intervention, students from schools that had received Enrichment Activities, but not those from control schools showed a significant (p=0.03) increase in the understanding of the role of Peer Educators. (Table 2).

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Pre Score</th>
<th>Mean Post Score</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment Schools</td>
<td>74.6</td>
<td>82.2</td>
<td>0.03</td>
</tr>
<tr>
<td>Control Schools</td>
<td>57.9</td>
<td>64.9</td>
<td>NS</td>
</tr>
</tbody>
</table>

c) Use of Peer Educators by their peers (within individuals)

i) Post Intervention, a significantly greater % of students said they would choose Peer Educators and Senior Women Teachers as sources of advice and support. This was not true of Aunts, Mothers or Friends.

<table>
<thead>
<tr>
<th>Source</th>
<th>Mean Pre Score</th>
<th>Mean Post Score</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aunt</td>
<td>65.5</td>
<td>73.1</td>
<td>NS</td>
</tr>
<tr>
<td>Peer Educator</td>
<td>22.7</td>
<td>37.9</td>
<td>0.01 **</td>
</tr>
<tr>
<td>Senior Woman Teacher</td>
<td>58.3</td>
<td>79.6</td>
<td>0.01 **</td>
</tr>
<tr>
<td>Mother</td>
<td>85.6</td>
<td>83.1</td>
<td>NS</td>
</tr>
<tr>
<td>Friend</td>
<td>52.3</td>
<td>50.7</td>
<td>NS</td>
</tr>
</tbody>
</table>

ii) A significantly greater % of students from the schools that had received Enrichment Activities said they had talked to Peer Educators about sex or their periods, post intervention than before the intervention. This was not true of the control schools. (within individuals)

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Pre Score</th>
<th>Mean Post Score</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment Schools</td>
<td>30.3</td>
<td>52.9</td>
<td>0.04</td>
</tr>
<tr>
<td>Control Schools</td>
<td>16.2</td>
<td>25.0</td>
<td>NS</td>
</tr>
</tbody>
</table>
d) Correlation between sexual health knowledge and years that Peer Educators have been present in the school.

There was a significant correlation between the number of years a school had had Peer Educators and the sexual knowledge scores of their pupils.

![Graph showing significant correlation between sexual knowledge scores and number of years with Peer Educators. P=0.03](image)

### 9.0 Conclusions

Results from this program confirm that training Peer Educators for Ugandan primary schools increases sexual knowledge in their peers. The positive effect of peer educators is cumulative, with knowledge increasing with every additional year that the school has them. With our current level of statistical analysis we saw no increase in knowledge scores when we added Enrichment Activities. When we asked students who they would choose for advice and support, more chose Peer Educators and Senior Women teachers after the program than before. There was no change for mothers, aunts or friends. We showed that the understanding of the role of Peer Educators increased significantly in those students who had received Enrichment Activities but not in the control group.

These results show us that Peer Educators play an important role in supporting sexual health education for primary schools children. These programs should be a long-term investment since we showed that we were still showing improvements in knowledge and after 5 years.

They also show the importance of the Senior Women Teachers as a resource for the girls, indicating that investment in better training for these women is important for their pupils.

The Enrichment Activities did not increase basic sexual knowledge but they did significantly increase the use by the students of Peer Educators. Peer Educators are a critical component of the success of our programs.

### 10.0 Continuing Evaluations

Ongoing evaluations are addressing the following predicted outcomes.

1. Increased self confidence and self esteem
2. Positive attitudes in parents and teachers to the program
3. Increased enrollment and attendance
4. Increased academic success
5. Lower pregnancy rates
6. Use of our program by other schools and education authorities
7. Better handling of sexually coercive behavior
8. Impact on boys

11.0 Accounting

<table>
<thead>
<tr>
<th>ITEM</th>
<th>AMOUNT GRANTED</th>
<th>SPENT</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$9860</td>
<td>-$9860</td>
<td>0</td>
</tr>
<tr>
<td>Evaluations</td>
<td>$720</td>
<td>-$720</td>
<td>0</td>
</tr>
<tr>
<td>Manual</td>
<td>$230</td>
<td>0</td>
<td>$230</td>
</tr>
<tr>
<td>Training</td>
<td>$1960</td>
<td>-$1960</td>
<td>0</td>
</tr>
<tr>
<td>Outreach</td>
<td>$2100</td>
<td>-$2884</td>
<td>-$784</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>$1020</td>
<td>-$1020</td>
<td>0</td>
</tr>
<tr>
<td>Balance</td>
<td>$15890</td>
<td>-$16444</td>
<td>-$554</td>
</tr>
</tbody>
</table>
Appendix 1: Essay sample

Abinda Costance P.T
Iruhuura Pls.
Essay Writing Competitions

1. Growth and Development (Boy and Girls)
   - The growing of boys and girls in childhood to adolescence stage
   - Girls: The sweat grand begin
   - Development of breast
   - The voice become soft
   - Growth of pubic hair
   - Key: menstruation
   - Boys
   - Increase in voice
   - Growth of pubic hair

2. Early Pregnancy
   - The getting pregnancy at an early age of 12 to 14 years or before school going age.
KYANYAWARA PRIMARY SCHOOL

PLAY
TITLE: WOMAN EMPOWERMENT

CAST
Father : John
Mother : Mary
Daughter : Sarah
Son : Peter
Teacher : Priscilla
School children : Jacklyne, Stella, peter, Sarah
Relatives : Doreen, Sylvia, Jacklyne, Daphine
Guest of honour : Hon. Rabecca Kadaga
Invited guests : primary teacher, secondary teacher and university chancellor.
Headmistress : Kunihiira Kate
M.c : Grace

FIRST SCENE
Mary: Wake up Sarah, wake up peter.
    Please Peter wake up.
    How are you my children Sarah and Peter?
Peter: We are alright mummy.
Mary: Peter sweep the house and compound, Sarah wash utensils.
Peter: Okay mummy.
Mary: My children it is coming to time prepare yourselves to go to school.
    Breakfast is ready, Sarah and peter.
Peter: Bye mummy, Bye daddy.
John: Bye. Take care.

SECOND SCENE
Priscilla: Good morning class
Pupils: Good morning teacher
Priscilla: Our today’s lesson is about “children’s rights”
Children rights are needs and necessities of children.
Give examples of children’s rights
Pupils: - To have education
    - To have food
    - To have medical care
    - To be loved.
Priscilla: All of these needs/rights should be shared equally amongst boys and
girls Without discrimination.
Kate: I am going to read the names of pupils who have paid school dues.
    1. Kansilime Jacklyne
    2. Kugonza Peter
    3. Nyakalski Stella
Those who have not paid, make sure you pay tomorrow.
Priscilla: Sarah why have you not paid yet Peter your brother has paid?
Sarah: My father wants me to get married and is refusing to pay me school fees.
Priscilla: What! Oh sorry. Don’t worry I will talk to your parents.
Sarah: Thank you teacher.
Peter: Sarah don’t worry everything will be okay.
Sarah: But Peter am worried.

THIRD SCENE

Sarah and
Peter: welcome teacher
Priscilla: Thank you Peter and Sarah
Sarah: Teacher have a seat.
Sarah and
Peter: Mummy and Daddy our teacher has come
John and
Mary: Welcome teacher
Priscilla: Thank you.
    - I have come to talk to you about your daughter Sarah’s education.
John: Yes please you are welcome.
Priscilla: Girls should be treated equally with boys in terms of education
   Girls become important women when they are educated.
   A case in point: Hon Janet Kataaha Museveni
   Hon Businge Rusoke woman M.p Kabarole District.
   Hon. Rebecca Kadaga speaker of Ugandan parliament.
   And many others.
   John: Am so sorry, I didn't know that.
   Now am going to pay her school fees.
   Priscilla: Thank you very much for that good response.

FOURTH SCENE
Grace: I welcome you all ladies and gentlemen to this graduation ceremony of our
   - Daughter Sarah.
   - Let us all stand up to give respect to our visitors.
   - Visitors, here are your seats.
   - Let me invite the parents of Sarah to give us a word.
   John and
   Mary: Present their speech.
Grace: Thank you the parents of Sarah for giving us your speech.
   Now let me invite our daughter Sarah also to give us her speech
Sarah: Sarah presents her speech
Grace: Thank you Sarah for your good speech.
   Let me invite the guest of honour Hon. Rebecca Kadaga to give us her speech.
Hon Rebecca: Present her speech
Grace: Thank you very much for that good speech.
   Now let us enjoy ourselves as we celebrate the success of our daughter Sarah.
 - Participants will present a song.
 - Self introduction.

END