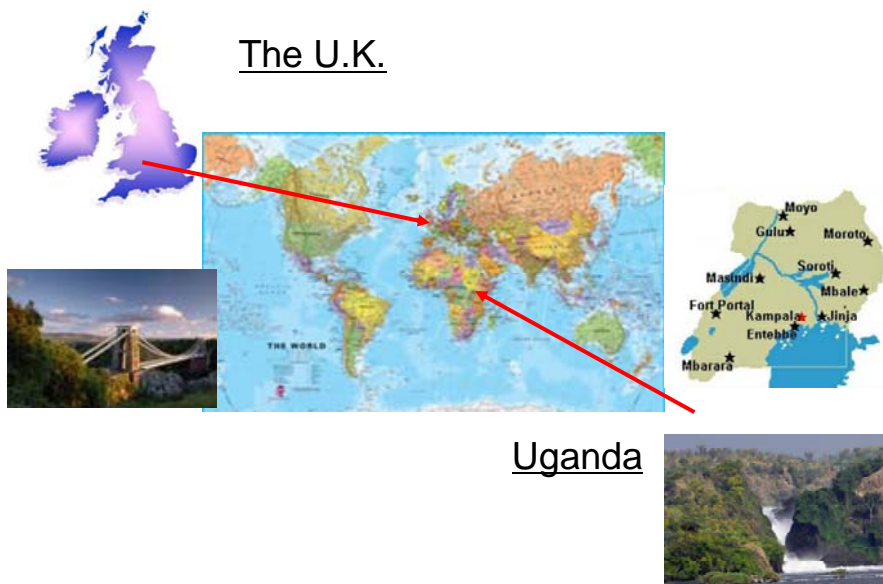


## Teachers International Professional Development (TIPD)

### Theme

Personal Development / Relationship and Sex Education



South Gloucestershire Local Authority visit to  
Masindi, Uganda

Cross Phase visit- Primary, Secondary and Special Education

## Delegates

<b>Name</b>	<b>School / Local Authority</b>
1. Sarah Jones – Group leader	Local Authority
2. Sarah Atkins	Local Authority
3. Sharon Jackson	Kings Forest Primary
4. Alex Lyon	Kings Forest Primary
5. Emma Plews	Olveston Primary
6. Lesley Moore	Olveston Primary
7. Julie Arnold	Downend Secondary
8. Maureen Jackson	King Edmunds Community
9. Kerry Hiscock	Culverhill Special School
10. Sarah Holt	Culverhill Special School

## **1. Summary of visit:**

The purpose of the visit was to explore the issues facing individuals and schools, especially when focussing on personal development, relationship and sex education. This is in relation to a country which has such a prevalence of HIV and how health and education can work together to support and educate children and young people to be aware now and in the future. The purpose is also to consider approaches implemented and how transferable these are to a more economically developed country and culture, the UK.

### **Aims:**

To share and exchange ideas on personal development, relationship and sex education.

To consider ways of developing personal development within two different cultures to the benefit of all.

To begin an educational dialogue that will be continued through partnership between schools in Masindi, Uganda and South Gloucestershire, UK.

### **Why Uganda?**

Uganda's, despite the limitations value education and following the recent turmoil and conflict is struggling to develop, support and encourage young people back into school. Adapting the curriculum to suit their needs and those of the community. Masindi has 15,000 people living with HIV and faces an up hill battle; educating individuals, considering the health education that is within the community and schools. Driving health education forward is important and an area of focus also within the UK, particularly focussing on teenage pregnancies as well as an increase in HIV within all populations across the UK whether heterosexual or homosexual. Despite very different situations there are clear comparisons that can be drawn and made.

## **2. Uganda in context**

Uganda is a country that is keen to move forward, there is a 'well educated section of the population with a massive appetite for education by the youth of the country' [www.traveluganda.co.ug](http://www.traveluganda.co.ug). The local currency is the shilling and has seen continued depreciation against all major currencies. Tourism took a knock with the conflict in the both Uganda and neighbouring countries. As a result high priority has been placed to ensure the safety of visitors, as tourism has great potential as a foreign exchange earner for the country.

There are two seasons featured, reflecting the position of Uganda, just above the equator, with Masindi lying 2° North of the equator, whereas South

Gloucestershire is 51°north. Seasons are either wet or dry, with hot temperatures throughout the year.



Transport is limited particularly in the countryside with many people walking to various destinations, rather than using limited public transportation or bicycles. Transportation is far more accessible in Kampala or Entebbe.

The system of education in Uganda was set when Uganda was still a British colony and was adopted when the country got its independence in 1962. The system is based on 7, 4 and 2 years. That is 7 years in a primary school, 4 years in a secondary school and 2 years in high school, followed by a diploma, or degree course at a university or other institution, for some. However there are now further opportunities including vocational courses to establish life skills to in turn provide opportunities for roles in the community. Schools in Uganda are very formal and teachers are highly respected by the pupils and other members of the community. Most children want to go to school and value their education very much.

Children can start 'early years' / nursery education, however this provision is private and so there may be a big difference in the children's' understanding of education and their literacy / numeracy ability on entering Primary 1 (P1). Children can begin school at 6 years of age and enter into Primary 1 (P1). P1 P2 P3 P4 P5 P6 P7 constitutes compulsory primary education. Children are taught using mother tongue in their formative primary years. An exam is taken in P7 and passing this allows the children to progress to Secondary 1 (S1).

S1 S2 S3 S4 constitutes compulsory secondary education and students pay to take an exam in S4 that if passes allows them to progress into the next phase of education.

The schools visited included primary, secondary, a vocational institute and schools with special education provision. As the teaching groups are arranged by

ability rather than age, there is the possibility of having wide age ranges in classes, and could have children from age 12 to 22 as witnessed in P7. If a child 'drops out' of school in P3 they return to P3 regardless of their age. The reasons for 'dropping out' of school could include staying at home to support parents in the home or in the fields; distance to school is also an issue plus more specific health related reasons, discussed later. All schools are required to monitor 'drop out' rates.

In remote areas children have to walk several kilometres to school, some walking up to 12 kilometres. However there are moves to create further schools within communities to minimize the risks of walking to school. There are communities helping to support further development. The school buildings are predominately single story, with a corrugated roof and floors either concrete or dirt. Children are requested to provide their own exercise books and equipment. Children are encouraged to wear school uniform, which the majority adhere to despite the poverty in many areas. However, many of the younger children in rural area do not wear shoes, despite walking many kilometres to school.

Class sizes vary and can be up to 150 or more in a class, the children and young people sit at workbenches, however when pupil numbers exceed furniture, many children have to sit on the floor. Beyond a traditional curriculum children are also expected to care for the grounds, picking up leaves, sweeping and 'slashing' the grass surrounding the school. Schools usually start at 8am until 4pm, with after school clubs continuing between 4 and 5pm.



There has been a growth in the number of government-aided secondary schools over the last 10 years, which are up 20%. However not all children and young people are in a position to access secondary school with regional variations in 'drop out'. Some return when they are financially able to complete their primary schooling e.g. at 22 years and then go onto secondary schooling. Interestingly whilst on the visit it came to our attention that many of the teachers had not been paid for the last three months. Despite this they continue to work hard.

There three terms in Uganda lasting about 3 months, followed by a 3 week break.

Term	
Term 1	2 <sup>nd</sup> February – 24 <sup>th</sup> April 2009
Term 2	25 <sup>th</sup> May – 14 <sup>th</sup> August 2009
Term 3	7 <sup>th</sup> September – 27 <sup>th</sup> November 2009

With children sitting their P7 (Primary 7) exams in November, before breaking up for a 2 month break.

### 3. Main observations on Personal Development, Relationship and Sex Education in Masindi District, Uganda

The key focus of the visit was 'Personal Development, Relationship and Sex Education'. This focus was very much reflected in the Ugandan Ministry for Education and Sport "**Presidential Initiative on Aids Strategy for Communication to Youth**", 2005 (PIASCY). This initiative was introduced to reduce HIV/Aids in Masindi and the wider Uganda area.

The initiative (PIASCY) in the schools visited was well embedded; with staff that are trained to provide "Guidance and Counselling". Many of the schools cater for PIASCY during clubs after school. The science curriculum also has learning objectives in human growth, puberty and reproduction.

There is a strong emphasis on morals and these are reinforced by explicit signage and posters displayed around the schools. The message was consistent across all schools, primary and secondary and reflects the PIASCY initiative.





In one primary school there were additional murals on external walls of male and female reproductive organs. Whilst these signs were a new concept to us as we visited and certainly had an impact, however a question was raised as to their long-term impact. Can the children read them all? Do the children read them daily? Are the messages on each of the signs and posters reinforced within the clubs, the curriculum and the 'guidance and counselling' programme"?

Whilst the HIV/Aids initiative was evident in all the schools visited the head teachers talked about the many challenges their schools were facing around maintaining students, as they get older and therefore reaching maximum number of students with these educational health messages. Each school is expected to report on the 'drop out' rates and reasons include:

Early pregnancy

Abduction

Early marriage

Internally displaced people (IDP)

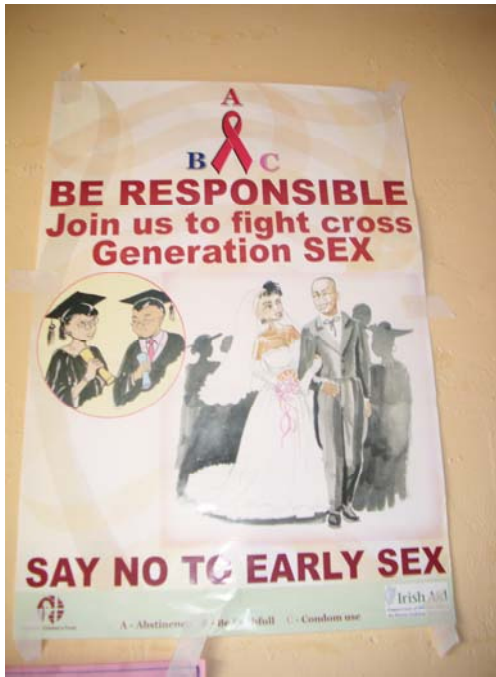
Safety (girls in particular)

Going out to work

Poor standard of latrines particularly for girls

With these very challenging situations students often 'drop out'; only some will return to their schooling. To support young people attending school and developing their education the challenges are being met in a number of ways.

For some schools having accommodation for the girls to board is a priority. At the moment girls who walk a distance to school are at risk of abduction and rape, and ultimately pregnancy and catching HIV. To provide boarding facilities on school site for these girls would protect them and enable them to complete their education.



Schools have introduced peer-to-peer counselling. In 2008 four pupils in one of the schools trained four children as peer counsellors. This particular school has a very high number of IDP's; this strategy was introduced so that the children could talk to someone their own age and maybe feel less threatened. This was part of the wider PIASCY programme that also included a dedicated room for the "Guidance and Counselling" programme. Some of the posters and information displayed reinforced the messages of keeping safe from older members of the community and there was a strong message to avoid having sex. In these rooms were resources common to these in the UK and included , puppets for role-play

and distancing techniques, curriculum maps and learning outcomes and a magazine aimed at young people called "Straight Talk". In addition there are very explicit posters highlighting the dangers to both male and females and the impact of cross generation sex, strangers and receiving gifts from unknown people.

This understanding was further enhanced by accessing a copy of the Ugandan Primary School Curriculum so that we could gain more insight into the explicit elements of health education and personal development. Further support via the PIASCY programme is from TASO (The Aids Support Organisation) in the form of after school clubs, general education and vaccinations also take place.



#### **4. Evaluation:**

In relation to the original aims:

Aims:

To share and exchange ideas on personal development and relationship education.

To consider ways of developing personal development within two different cultures to the benefit of all.

To begin an educational dialogue that will be continued through partnership between schools in Masindi, Uganda and South Gloucestershire, UK.

The aims can be addressed from two key aspects and include teacher professional development and impact of the experience on the classroom.

##### **i) Personal and professional experience gained**

This experience was clearly valued by all participants from a variety of different viewpoints as well as mutually agreed experiences and includes:

Professional conversations with colleagues – UK and Uganda. The reception received was warm, friendly and appreciated from all teachers and pupils.

The impact of conflict on areas and how systems have evolved as a result to support children and young people.

An awareness of the impact and prevalence of HIV / AIDS and malaria – this was gleaned from visits, conversations with schools and a visit to the TASO centre in Masindi.

A clearer understanding of the Ugandan education system with specific reference to Masindi, this includes the work in the ministry and schools.

An understanding of Ugandan culture.

Contribution to further studies including a master's dissertation meeting strong, outstanding leadership in schools was very valuable.

Strengthening my subject knowledge and the realisation there are similarities in place despite the stark contrast in cultures.

Re-energising beliefs and values within the education profession and providing the drive to move forward on this important element of education.

## **ii) Contribution to pupil achievement with particular reference to individual roles within South Gloucestershire**

Partnership development has opened many doors for work with schools in Masindi to keep the conversation 'going' and has also provided an inspiration to return to Masindi and do further work. Partnership is invaluable for all involved and key component for children when learning to have an appreciation and understanding of communities beyond their immediate experiences.

Leading follow up work and projects is truly inspirational.

This visit will aid development of the coordination of PSHE and Citizenship, by having a much wider understanding that can be shared with young people.

A life experience being in the place to set the whole context, when working in the UK.

Increased confidence to teach children about another culture, having a greater knowledge and resources to share.

An opportunity to work with colleagues from South Gloucestershire from primary, secondary and special school.

Professionalism was valued and appreciated when sharing ideas with TIPD colleagues that can continue to be exchanged within South Gloucestershire. This has enhanced the value of sharing experiences of others and personal experiences that could be compared and learnt from.

Having the confidence to contribute to whole school INSET- whether it is a Relationship and Sex Education focus or International.

Assist in the school achieving full international status.

## **iii) Dissemination**

Engagement and dissemination is important, especially when wanting to engage, share ideas and developments with colleagues as well as children and young people. The approach / process will vary dependant on the audience and the nature of the dissemination, however will include groups of pupils, staff, governors, Parent, Teacher, association (PTA), Local Authority officers and interested agencies.

Approaches to dissemination include:

Displays in classrooms.

Creating links especially in PE, Citizenship, Geography and Art.

Assemblies for children of the visit, partnership and share knowledge gained global awareness lessons.

Role-play.

Creation of a Ugandan hut / village.

Curriculum development in primary and secondary schools.

Using items as a stimulus to work.

To increase the amount of PSHE taught to heighten the awareness to importance of Health and individual responsibility.

South Gloucestershire Best Practice subject Meetings working with colleagues from other schools in the local authority.

International Focus Day for secondary students – ‘Departure Day’

#### Partnership / Link Summary

UK School	Partnership / Link to Ugandan School	Focus of work
King Edmund Community School Maureen Jackson	Mutunda SS Secondary School Geoffrey George Okuta-Ayer	Focus on health for adolescents, possible lesson box / ideas on sexual and mental health. Curriculum development with a specific focus on English General correspondence between students
Downend Secondary School Julie Arnold	Mutunda SS Secondary School Geoffrey George Okuta-Ayer	Hygiene box to and from Uganda, development of shared lesson activities such as scrap books , anthologies, ‘day in the life of ...’ with the various subject ideas science, PSHE Plus creative writing e.g. letters, poems on hygiene etc
Culverhill Special School Sarah Holt Kerry Hiscock	Bweyale Annette Akugizibwe	Sharing photos and diaries Displays Work on hand washing / hygiene – including posters and practical opportunities Communication with staff Work on components of healthy eating and cooking
Kings Forest Primary School Alex Lyon	Kakwokwo Alex Anyeki	PSHE keeping healthy Games taking photos and learning new games –

Sharon Jackson		reciprocal activity
Olveston Primary School Lesley Moore Emma Plews	Bokwe Beatrice Katwesige	Sharing ideas, about ourselves – hobbies Creation of a school portfolio- what is our school like and what do we value? Photo diary- of areas working on together e.g. looking after the grounds, growing food, the importance of food, diet and nutrition Life box of things relating to South Gloucestershire and the Bristol area – similarities and differences.
South Gloucestershire Primary School who could not make the visit, but wishes to link	Masindi Primary Jennifer Bakwata	
Hoping to match	Kibanda Secondary Joseph Walagands	

### **Conclusions:**

The visit was most enlightening and experience gained valuable for further development within South Gloucestershire and beyond, including professionalism which is clearly a two way process.

The benefits included:

Meeting teachers from across the local authority, primary, secondary and special and having the chance to exchange good practice.

The realisation that there is a lot of good practice within South Gloucestershire however there are clearly ideas that can be taken and developed from the visit to Masindi, Uganda. This includes the upfront approach to Personal Development and especially sex education.

The experience provided a first hand opportunity to meet pupils and staff within their learning environment, this experience could not be captured any other way, as a context was clearly set.

The chance to experience culture across the globe was invaluable to questions ideas, assumptions and how behaviour can impact on an individual whatever country

Whether living in Uganda or the UK, changing behaviours is hard as 'attitude' is often set and an area for long term development. This is a difficult concept to measure and it clearly takes time to have an impact, therefore it is imperative to realise when planning, that work developed is longitudinal.

However in contrast, the unforgettable moments include keenness to learn by the children and young people and the value of education with many villagers turning up when hearing UK visitors were in school and wanting to witness the experience. Positive attitude and high aspirations of many children and young people despite some dire circumstances / experiences. This includes both boys and girls however especially the situations and circumstances of girls and women and the inspiration from many strong women leaders in Ugandan schools. The high quality work and hard work of both teachers and pupils, the use of methodology when teaching about relationship and sex education and the wider parameters of PSHE and similarities that are in place

### **Advice to fellow travellers**

- It is important to work with locals and visit provider – accessing local knowledge e.g. culture, markets, taxi's and advice on tipping, which is important.
- Religion is important in the area and prayers are often said, especially at the start of meals.
- When changing currency the exchange rate is far better in the city than in more rural areas. Masindi has one ATM.
- Bottled water needs to be drunk at all times and it is helpful to take water on school visits as there are not the same staff room arrangements as there are in the UK.
- The standard of dress is professional especially within the rural areas, modesty is essential.
- Hand sanitizer is essential when making school visits as water is not readily available.
- Helpful when visiting schools to understand all the acronyms, which are frequently used and can be found in appendix.
- Basic understanding of language e.g. hello, goodbye, however it is important to be aware that there are local variations.
  - Oli otya – hello, how are you?
  - Bulungi – fine
  - Webale – thank you
  - Welaba – goodbye
- With the high prevalence of HIV compliments are very different to what we would expect e.g. to say to someone they look fat is a compliment as

they are healthy, however to say someone is looking slim is associated with HIV – often referred to as the ‘slimming disease’.

- Check out essential vaccinations before travelling to protect you, malaria is a particular problem in the area.
- Mosquito spray, bite relief and sun protection are all essential.
- Electricity is intermittent; therefore at times it is difficult to charge phones, cameras and laptops.
- No adapters are required for British 3 pin plug electrical items.
- All mobile phone providers work in Masindi to dial ..... +44 and then drop the first 0 of the UK number.
- Dress making service – which creates a fantastic opportunity to have a garment made to measure using fabrics of the area at a very reasonable price.
- A visit to Murchison Park and Falls is fully recommended.

## Appendix I

### Glossary

Term	Definition
P1,2,3,4,5,6,7	7 years of primary education
S1,2,3,4	4 years of secondary education
A.B.C.	Abstain, Be Safe , Condoms
A.R.T.	Antiretroviral Treatment
Challenging Areas	Areas for development as directed by Masindi District
Double or Total Orphan	Loss of both parents
Drop out	Reasons children and young people leave school
E.C.L.T.U.	Eliminating Child labour in Tobacco in Uganda
I.D.P.	Internally Displaced Person
P.I.A.S.C.Y.	Presidential Initiative on AIDS strategy for Communication to Youth
T.A.S.O.	The Aids Support Organisation