



AWAKE GROUP

Prevention and Protection from HIV/AIDS

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PROJECT TITLE: **PREVENTION & CONTROL OF HIV/AIDS**

PROGRESS REPORT: **5TH ANNUAL REPORT**

PERIOD COVERED: **OCTOBER 2007 – SEPTEMBER 2008**

INTRODUCTION:

HIV/AIDS spreads silently and rapidly. Its symptoms can take years to develop without an individual even knowing she/he is infected. It has become a huge threat to global health, stability and economic growth. The epidemic has brought separation, mistrust, quarrels and unforgiveness among couples. It has also caused the life expectancy to drop down to 65 years for the country on a whole and 45 years for Migori District specifically. Mortality and morbidity rates have skyrocketed, 500 people die every day and 300 of these are the direct result of HIV/AIDS complications. The number of orphans and widows are increasing at an alarming rate, fostering a great deal of dependency on others.

Health and human development is compromised as the number of infected individuals and deaths increase. Hospitals and health centers are overwhelmed by massive numbers of patients of which the majority are suffering from HIV/AIDS and related illnesses. The profitability of businesses and various organizations is affected by the rising cost of health insurance, sick leaves, and the pay out of funeral benefits. The epidemic especially ravages people aged 20-45 whom society depends on for their energy, knowledge, and skills. Kenya's countrywide prevalence rate has increased in the last year from 5% to 7.8%. The prevalence rate for adults is 8% and 4% for youth. The prevalence rate for women aged 15 – 49 is 9.2% compared to 5.8% for males. Nyanza province still leads with a prevalence rate of 15.4%. Unfortunately, a 2007 report which declared a national prevalence rate of 5% caused the country to relax its prevention interventions. Concurrently, a political crisis befell the country following disputed elections results and there were increased incidences of rape and women being lured to the sex trade for money.

Karungu Division, where the AWAKE project office is located, has been devastated by HIV/AIDS infection. Tucked along Lake Victoria, the community residing in this region depends on fishing for their livelihood. The majority of this population lacks proper sources of income and depends upon others for their survival. The most affected group is women; they are left with the burden of looking after the family. Many of these women have no formal jobs yet they have families to care for and feed. Very often, husbands will spend their time taking local brews in the village and will then demand food and sex upon returning home. Situations such as this, force these women to look for money by all means, even if it requires selling their bodies. Men who are on payroll or own businesses take advantage of this vulnerability and use their

money to lure these women. Some local Luo people have refused to part with cultural beliefs and traditions which exacerbate the HIV/AIDS crisis. Polygamy and wife inheritance are still being practiced hence leaving men with large families which they cannot support, therefore impelling women to support themselves and their families financially.

In light of this, the AWAKE Project involves youths and teachers in schools into trainings and advocacy for the prevention and control of the epidemic. Instances of teacher/pupil partnerships are strong in most schools, making an ideal situation for co-involvement in helping them understand and acquire information about HIV/AIDS transmission and prevention. The community views teachers as people who are knowledgeable and therefore will seek out information from them. The youth, as tomorrow's generation, are encouraged to be at the frontline of this battle against the HIV/AIDS epidemic. The program has started to see some hopeful signs that the epidemic could eventually be brought under control as many youth and teachers have started behavior change. The number of people coming to know their HIV status has increased. During this reporting period, the individuals coming to our center for VCT numbered 716 males and 978 females. Of these, 350 males and 522 females tested positive. Although we may boast of small successes, there is clearly a need for collective collaboration and networking amongst the stakeholders to proceed onwards in their efforts.

EXECUTIVE SUMMARY

- ❑ A total of 47 schools have been sensitized and mobilized to participate in the program.
- ❑ 47 clubs have been formed and trained by the project.
- ❑ 1206 peer educators (533 boys & 673 girls) have received trainings
- ❑ 43 school teachers have been trained by the project.
- ❑ 61 volunteers are involved in the program.

ACTIVITIES IMPLEMENTED:

The project implemented the following activities during this period:

- Initial contacts
- Group formation
- Trainings
- Follow-ups

CONTACTS

The project had a goal set for the year which they achieved after reaching the 33 primary and 4 secondary public schools in the Division. During this time, the schools' statistics were gathered to enhance understanding of the effect HIV/AIDS has already had on the targeted population. From the statistics, the project discovered that $\frac{3}{4}$ of the pupils are partial or total orphans because their parents have already died from HIV/AIDS. We also realized that the population fluctuates due to pupils leaving school related to pregnancies, illnesses and lack of school fees. Some of these youth are heading their families and are responsible for the household duties and are forced to engage in activities to look for income to support the families.

SENSITIZATION

The project lead the whole school through the program's objective, aim and goal. During this time they learned why the project had decided to choose youths as the targeted group. Youth or pupils are the most vulnerable group in the community; as they are amassing knowledge they can easily be misled by adults. These young people are faced with peer influence where their fellow schoolmates encourage participation in

unhealthy behaviors. Peer pressure at this age is difficult to resist without a strong foundation of self-control, positive esteem and confidence.

During this time, the youth were challenged that as much as they desire knowledge they need to critically evaluate the kind of information and person they are dealing with. They were told that human growth is gradual and is through the body, mind and feelings. They were reminded that HIV/AIDS can infect anybody and rather than denying this reality they should look to ways they can prevent themselves from being infected. They were challenged that a HIV-free society can only be achieved if everybody in the community starts behaving in a manner which would not expose others to the infection. What the population needs to do is develop a positive attitude towards prevention campaigns and resist activities and practices which put them at risk for infection. The youth were challenged to dismiss that change can only come from the elders, it could as well start from them.

PEER GROUP FORMATION

After sensitization, the schools were told that the project would like to have a group of 25 pupils and a teacher in charge of the program in each and every school to help the management of the program. The groups that are formed are to be trained and are asked to share the information learned with others who will not be in the group. The selection was from the age of 12 years and above. Thus far, 47 groups have been formed with 1206 peer educators (533 boys and 673 girls) recruited to participate in the program. The pupils who were chosen were encouraged to utilize the opportunity to participate actively in the trainings and be role models/change agents to the schools and the communities. They should not sit back and see their fellow friends, family members and the entire community die of AIDS, but should instead share the correct information they'll be learning during the trainings. A greater number of girls were recruited due to their high risk for HIV infection, pregnancy, and STI exposure.

TRAININGS

a. Peer educators

The project managed to train 47 schools out of the 49 schools which were contacted during this financial year. The two schools which did not participate were Orote rimary and Bondo Kosiemo secondary school. The former was not trained because the primary school was demoted back to class 4 due to lack of pupils, parents withdrawing their children and taking them to other nearby schools. The secondary school was contacted but the administration did not show enough interest in the project and therefore they were eliminated from the program.



Fig. 1 Aringo Primary School – peer educators training

During trainings, the participants were asked to list factors that contribute to the spread of HIV/AIDS. The compiled list is as follows: multiple partners, stigma, discrimination, fear, shame, ignorance, poverty, past sexual history, premarital sex, gender imbalance, female genital mutilation, and parents reluctance to discuss sexuality with their children. After forming the list, the participants were challenged that they should continue the fight against HIV because we're aware of some of the root causes. They were instructed to take trainings seriously since they'll be responsible for going back to train fellow friends, relatives, and other community members.



Fig. 2 B.L.Tezza Secondary school – peer educators training

The sessions addressed life skills that are to help the participants and their friends encounter the challenges they face and will help them improve their behaviors. These topics included: individual self-screening, decision-making, communication, sexuality and negotiation. The sessions were fruitful as the participants were left to freely raise their views, opinions and ideas. In the session the participants were challenged that most people found themselves facing HIV due to ignorance. Therefore ignorance has to be dispelled to help these people understand the situation and look for solutions.



Fig. 3 Kaduro Primary School

They were again challenged that many youth find themselves in these problems because they allow peer pressure/ influence to control their lives and fail to realize it until the damage has been done. They were encouraged not to only fear the epidemic, but to accept the reality and then work to control its spread. They were told that the most effective means of prevention is through abstinence. For those who had already engaged in sex, the decision to practice secondary abstinence can still be made. The following methods were used in the trainings: - group discussions, brainstorming, lectures and role-plays. The participants and their teacher in charge were challenged not to keep the information learned to themselves but to share with others to the project achieved its goal and save lives. The groups make their work plans after trainings on how they are going to pass the information and this is during their clubs days.

b. Volunteers

The project recruited volunteers to help in the mobilization and training of youths and teachers. The project conducted trainings to enhance their knowledge and skills on HIV/ADS. The first group was trained on April 14th – 19th 2008 at Golgotha Vocation Center- Karungu. A total of 21 volunteers (20 males and 1 female) attended the training. They were trained on life skills such as knowing oneself, communication, decision making, negotiation, values and behavior as well as “trainer of trainees” techniques.



Fig. 4 Training of volunteers at Golgotha

A second group of volunteers was trained on September 8th – 12th 2008 at the same venue (Golgotha Vocation Center). A total of 40 (32 males and 18 females) participants attended the workshop. The following topics were covered: - facilitation techniques, basics of HIV, values and beliefs about HIV, gender and HIV, facts and rumors about condoms, male circumcision, male and female genitalia, using sex words appropriately, prevention and care among vulnerable young people, personal risk assessment, behavior and communication, overview and management of STIs, and stigma/discrimination.



Fig. 5 Group picture of the volunteers

FOLLOW UP

Schools that have been trained are left in the hands or guidance of their teacher in charge. The project does follow ups to these schools to inquire about the program's progress, challenges they face when delivering the services, solutions to these problems and the way forward. The follow-ups are a morale boost to the groups. The follow-ups have made the project improve its training activities because we share with the group and find areas of their interest. Much effort is seen as most schools have active clubs, they have recited poems, songs and plays concerning HIV/AIDS which they present to the rest of the school and parents during clubs and visiting days.

COORDINATION AND NETWORKING

The AWAKE project works for the betterment of the community, desiring the whole community to better understand the program and start using it for their own benefit. For this reason, it works closely with concerned parties, stakeholders and authorities to help the community access the project's program. The project works on a monthly basis with HAPPEN project which deals in HIV/AIDS prevention and protection empowerment network. They share ideas, information and challenges. It also works closely with the DALA KIYE orphaned children's home and Mercy Orphans Support Program. The AWAKE project refers youth who are in need of these services.

The coordination of projects has successfully organized the World AIDS Day celebration, an event in which the communities are invited to participate in to learn from their fellow friends and other people.

WORLD AIDS DAY CELEBRATION

St. Camillus Mission Hospital celebrates World AIDS Day every year. This year the celebration was hosted at the Dala Kiye Orphans Home for three days. The celebration was intended for the community that the institution works with. AWAKE invited youth from participating schools to come share their experiences and challenges. It was successful as schools that were invited did indeed attend and present items on HIV/AIDS as well as participate in entertainments such as ballgames and dances. All AIDS related projects at St. Camillus worked together to organize project demonstrations at various tents during this time to educate the community. Last year's celebration was an achievement for the AWAKE project as $\frac{3}{4}$ of the people who came to know their HIV status were youth; a clear sign that young people have acknowledged the real risk of HIV/AIDS and the value of being tested.

ACHIEVEMENTS

- 47 schools received trainings
- Some schools have two to three teachers in charge of the program, thus making the coordination easier.
- Most school administrators are actively supporting the program.
- Most teachers in charge of the program are actively managing their group.
- There are positive relationships between the teachers and their pupils.
- There are strong relationships and respect between parents and their children.
- Good relationship and encouragement from the provincial administrators.
- Many young people are showing positive behavior change and interest in knowing their HIV status.
- Other community members are showing interest in the program and are requesting for mobile VCT services.
- The number of pregnancies among school going girls has been reduced.
- School drop out has reduced as those who are needy are referred to related organizations for support.
- Schools invited to participate in last year's World AIDS Day brought with them well-thought out and educational presentations.
- The majority of attendants who came to know their status during last year's World AIDS Day celebration were youth.
- A number of youth are mobilizing and bringing fellow youths to come for HIV testing in our VCT site.

CHALLENGES

- Some schools invest little time and interest into the program.
- Poor means of transport can delay activities.
- The level of poverty in this region is high.
- Most of the pupils are orphans and need supports that are out of our scope.
- Some teachers in charge of the program are slow in implementing the program.
- Higher expectations for some of the teachers.
- Inadequate funds to finance additional activities such as video showings, recreational games and exchange visits.
- Some of the teachers have personal interest with these youth which interferes with the program.

FUTURE PLANS

- Organization of more capacity building trainings for the project staff to enhance their knowledge and skills.
- Organization of trainings to school managing committees and teachers.
- Coordination and networking with more organizations providing other services in the region.
- Organization of recreational games and videos to the youths to foster involvement and social skills.
- Organization of exchange visits to the clubs.
- Organization of quarterly reviews with concerned teachers.
- Building relationship with education, provincial administrators and other concerned parties.
- Soliciting for more funds to improve and continue the program.
- Expansions of the target group such as including sex workers and touts.
- Capacity building training for the volunteers.

CONCLUSION

The project targeted youth in schools with its program of prevention and control. The prevention and control of HIV/AIDS is an ongoing process that cannot be accomplished in just a short time. Youths, even those who have received training, become confused with the changes in their bodies, fluctuating feelings, and current lifestyle. These youths routinely face challenges and peer influences and rely upon the presence of AWAKE projects to provide resources and information about HIV/AIDS.

The table below shows schools and activities implemented during this period:

Key

X stands for activity done

_ stands for activity not done

* stands for activity done in the last year

SCHOOLS	ACTIVITIES						
	Contact	Sensitization	Group Formation	Training	Action plan	Follow up	Retraining
KARUNGU DIVISION							
1. Agolomuok primary	X	X	X	X	X	-	X
2. Alendo primary	X	X	X	X	X	-	-
3. Aringo primary	X	X	X	X	X	X	-
4. B. L. Tezza primary	X	X	X	X	X	X	-
5. B. L. Tezza secondary	X	X	X	X	X	X	-
6. Bondo Kosiemo primary	X	X	X	X	X	-	-
7. Bondo Kosiemo secondary	X	-	-	-	-	-	-
8. God Bim primary	X	X	X	X	X	-	-
9. God Keyo primary	X	X	X	X	X		
10. Gunga primary	X	X	X	X	X	X	-
11. Gunga secondary	X	X	X	X	X	-	-
12. Jangoe primary	X	X	X	X	X	X	-
13. Kaduro primary	X	X	X	X	X	-	-
14. Kayara primary	X	X	X	X	X	X	-
15. Kogore primary	X	X	X	X	X	-	-
16. Kopala primary	X	X	X	X	X	-	-
17. Kiranda Girls primary	X	X	X	X	X	-	-
18. Lwanda primary	X	X	X	X	X	-	-
19. Lwanda secondary	-	-	-	-	-	-	-
20. Nyamanga primary	X	X	X	X	X	X	-
21. Nyasoko primary	X	X	X	X	X	-	-

22. Not primary	X	X	X	X	X	-	-
23. Obondi primary	X	X	X	X	X	X	-
24. Obware primary	X	X	X	X	X	-	-
25. Okayo primary	X	X	X	X	X	-	-
26. Opeya primary	X	X	X	X	X	-	-
27. Orore primary	X	-	-	-	-	-	-
28. Otati primary	X	X	X	X	X	-	-
29. Otati secondary	X	X	X	X	X	-	-
30 Paulo Odendo primary	X	X	X	X	X	X	-
31. Rabare primary	X	X	X	X	X	-	-
32. Rabuor primary	X	X	X	X	X	-	-
33. Raga primary	X	X	X	X	X	-	-
34. Sidika primary	X	X	X	X	X	-	-
35. Sori primary	X	X	X	X	X	-	-
36. Ungoe primary	X	X	X	X	X	-	-
37. Ungoe secondary	X	X	X	X	X	-	-
38. Wachara Karungu primary	X	X	X	X	X	-	-
39. Wangaya primary	X	X	X	X	X	-	-
NYARONGI							
1. Nyamos primary	*	*	X	X	X	-	-
2. Komolo primary	*	*	X	X	X	-	-
3. St. Gabriel Miranga secondary	*	*	X	X	X	-	-
4. Wachara Kwabwai primary	X	X	X	X	X	-	-
5. Mariwa primary	X	X	X	X	X	-	-
6. Oridi primary	X	X	X	X	X	-	-
7. Ngere primary	X	X	X	X	X	-	-
8. Ratanga primary	X	X	X	X	X	-	-
9. Nyamware primary	X	X	X	X	X	-	-
10. God Kojowi primary	X	X	X	X	X	-	-
11. God Kojowi secondary	X	X	X	X	X	-	-

The table below shows Karungu Division schools' statistics

SCHOOLS	No. of Boys	No. of Girls	Total no. of pupils	Partial orphans	Total orphans	Sponsored orphans	Male teachers	Female teachers	Total no. of teachers
1. Agolomuok pry	195	203	398	153	93	68	5	-	5
2. Alendo pry	261	241	502	218	222	212	3	4	7
3. Aringo pry	267	267	534	118	68	28	5	3	8
4. B. L. Tezza pry	215	132	347	-	347	347	6	2	8
5. B. L. Tezza sec	112	73	185	32	152	152	7	1	8
6. Bondo Kosiemo pry	272	288	560	110	288	78	6	4	10
7. Bondo Kosiemo sec	-	-	-	-	-	-	-	-	-
8. God Bim pry	114	87	201	50	41	31	4	2	6
9. God Keyo pry	146	148	294	64	39	33	8	-	8
10. Gunga pry	231	164	395	115	36	20	6	3	9
11. Gunga sec	93	54	147	35	36	31	5	1	6
12. Jangoe pry	278	281	559	186	64	103	6	1	7
13. Kaduro pry	146	121	267	65	79	44	4	2	6
14. Kayara pry	127	106	233	34	44	23	4	1	5
15. Kogore pry	94	49	143	82	47	28	4	3	7
16. Kopala pry	214	171	385	46	164	66	6	1	7
17. Kiranda Girls pry	-	395	395	98	44	38	5	7	12
18. Lwanda pry	364	339	703	123	219	61	7	3	10
19. Lwanda sec	-	-	-	-	-	-	-	-	-
20. Nyamanga pry	165	147	312	128	53	51	6	2	8
21. Nyasoko pry	165	130	295	57	37	17	6	1	7
22. Not pry	119	114	233	55	9	28	4	2	6
23. Obondi pry	163	138	301	57	138	44	7	1	8
24. Obware pry	138	127	265	59	87	26	6	1	7
25. Okayo pry	137	123	260	43	87	21	6	2	8
26. Opeya pry	128	149	277	69	20	25	5	-	5
27. Oroe pry	26	23	49	14	23	10	4	1	5
28. Otati pry	154	126	280	44	59	24	5	1	6
29. Otati sec	2	10	12	3	2	-	3	1	4
30. Paulo Odendo pry	228	246	474	75	59	67	6	1	7
31. Rabare pry	119	104	223	36	29	20	5	3	8
32. Rabuor pry	174	151	325	83	100	45	4	2	6
33. Raga pry	136	108	244	34	67	30	4	1	5
34. Sidika pry	241	189	430	152	108	64	5	2	7
35. Sori pry	356	395	751	269	98	83	7	4	11
36. Ungoe pry	144	126	270	44	39	23	6	-	6
37. Ungoe sec	66	50	116	55	46	-	4	-	4
38. Wachara pry	124	89	213	103	76	31	5	-	5
39. Wangaya pry	128	120	248	126	66	28	4	2	6
TOTAL	6,042	5,784	11,826	3,035	3,186	2,000	193	65	258

The table below shows peer educators groups in the schools

SCHOOLS	MALE	FEMALE	TOTAL	AVERAGE AGE
1. Agolomuok primary	12	13	25	13
2. Alendo primary	13	12	25	13
3. Aringo primary	15	13	28	13
4. B. L. Tezza primary	12	16	28	13
5. B. L. Tezza secondary	11	14	25	17
6. Bondo Kosiemo primary	10	15	25	13
7. Bondo Kosiemo secondary	-	-	-	-
8. God Bim primary	11	14	25	14
9. God Keyo primary	12	13	25	14
10. Gunga primary	10	15	25	13
11. Gunga secondary	12	16	28	17
12. Jangoe primary	13	17	30	14
13. Kaduro primary	13	12	25	13
14. Kayara primary	12	16	28	14
15. Kiranda Girls primary	-	25	25	13
16. Kogore primary	11	14	25	13
17. Kopala primary	9	16	25	13
18. Lwanda primary	11	14	25	13
19. Lwanda secondary	-	-	-	-
20. Nyamanga primary	12	13	25	15
21. Nyasoko primary	15	10	25	14
22. Not primary	10	15	25	14
23. Obondi primary	12	13	25	13
24. Obware primary	11	14	25	15
25. Okayo primary	12	13	25	14
26. Opeya primary	12	13	25	15
27. Orore primary	-	-	-	-
28. Otati primary	12	15	27	15
29. Otati secondary	2	10	12	17
30. Paulo Odendo primary	12	13	25	15
31. Rabare primary	11	14	25	13
32. Rabuor primary	15	10	25	14
33. Raga primary	11	14	25	13
34. Sidika primary	12	14	26	13
35. Sori primary	2	23	25	13
36. Ungoe primary	13	15	28	14
37. Ungoe secondary	17	8	25	17
38. Wachara primary	12	14	26	13
39. Wangaya primary	10	15	25	13
NYARONGI				
1. Nyamos primary	13	12	25	13
2. Komolo primary	12	14	26	14

3. St. Gabriel Miranga secondary	12	16	28	17
4. Wachara primary	12	15	27	14
5. Mariwa primary	12	18	30	14
6. Oridi primary	13	15	28	13
7. Ngere primary	11	14	25	13
8. Ratanga primary	12	13	25	12
9. Nyamware primary	13	12	25	14
10. God Kojowi primary	11	17	28	14
11. God Kojowi secondary	12	16	28	17
TOTAL	533	673	1,206	