



AWAKE GROUP

Prevention and Protection from HIV/AIDS

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

PROGRESS REPORT: **6TH ANNUAL REPORT**

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INTRODUCTION

It has been three decades since the first case of HIV/AIDS was diagnosed in Kenya. Little has been accomplished as the rate of infection continues to grow. The number of people contracting the virus is still alarming. Over 3 million people are living with the virus, both the old and the young, women and men. Karungu Division, where AWAKE project operates, is not left behind. During this reporting period, 2,212 people, of whom 1,247 were women and 965 men, visited the St. Camillus Voluntary Counseling and Testing (VCT) center. Out of this total, 698 people were tested positive bringing a prevalence rate of 31%. 5,648 people living with the virus are enrolled on the antiretroviral drugs at the St. Camillus Mission Hospital patient support center. However other people in need of the antiretroviral drugs are still left outside the program causing continued suffering.

The following factors are contributing to the increased spread of the virus: the community in this region clings to cultural traditions that continue to put them at risks of contracting the virus. Some people still practice wife cleansing and inheritance. Often times these people do not bother knowing their status before and this has promoted the increase infection of this deadly virus. Job opportunities in this region are very minimal hence few people being accommodated and leaving a large percent of the population with no option but to depend on other for their living. Those with a source of income often misuse the opportunity and exploit others by coercing them to participate in risky behaviors in exchange for money and favors. Idleness in the region is again another contributing factor to the epidemic. As people are engaged in activities for very few hours a day throughout the year, they are free to engage in dangerous sexual activities. Programs of care and support to the people living with the virus are also contributing to the spread of this deadly disease. These services have made some people infected with HIV inappropriately comfortable, inasmuch as they do not about infecting others with the virus. Some are heard saying that contracting HIV/AIDS is not a big issue or that being worried about HIV is only for those who are silly and fear taking the drugs.

AWAKE works to address the problems of confusion, shame, fear, ignorance and denial. It attempts to shed light on these issues by helping the community understand the epidemic and prevent further the spread of the virus. It reaches youths and teachers in schools through trainings and advocacy. Adolescence is an aggressive stage in life which has made instances of teacher/pupil, pupil/pupil and pupil/school leavers' relationships paramount in this area. This causes many cases of pregnancies, abortion, and STI infections among the school going youths. Therefore AWAKE hopes to involve the youths in the trainings to make them understand the consequences of such relationships and encourage them to be at the frontline in the battle against HIV/AIDS pandemic. The program takes place in three Divisions: Karungu, Nyarongi and Gwassi. Gwassi is newly involved, thus only Gwassi

South that has been engaged. Some of schools in Gwassi South have been visited while others schools are programmed for the next financial year. The program has started to see some hopeful signs that the epidemic could eventually be brought under control as most of the youths have started behavior change. The number of youths coming to know their HIV status is increasing; youths whom have known their status could be seen mobilizing their classmates to attend VCT. This was also realized during celebration of World AIDS Day where approximately three-quarters of those who participated in VCT were youths. Though this is being realized, there is clear need of a continuous collective collaboration and networking amongst the stakeholders to address the epidemic of HIV.

EXECUTIVE SUMMARY

- ❑ A total of 51 schools have been mobilized and sensitized on the program.
- ❑ 51 groups have been formed and trained.
- ❑ A total of 1,347 (602 boys & 745 girls) peer educators have been trained.
- ❑ About 18,776 (10,010 boys & 876 girls) pupils have been reached with the program through their peer educators group.
- ❑ 12 follow-ups were done during this period.
- ❑ 32 (24 male and 8 female) teachers were trained during this period.

ACTIVITIES IMPLEMENTED

The project implemented the following activities during this period:

- Initial contacts
- Group formation
- Training
- Follow-ups



Students at the B.L. Tezza training participate in a Self-Esteem Building activity.

CONTACTS

The project had a goal set of visiting 58 schools for this reporting period. During the period, school statistics were gathered to enhance the understanding of the effect HIV/AIDS has on the targeted population. From this it was realized that the epidemic had a negative impacts in the lives of the targeted groups; more than 1/2 of the pupils are orphans after one or both of their parents have died and most of the schools have few teachers against many classes. Most these problems are caused by deaths resulting from HIV and its related cases. The orphans are faced with mental and social tortures as most of them head their households. They are forced to balance their personal responsibilities with their education which at times force them to either drop school or engage into risky activities to generate income which they use support their siblings and their personal needs.

SENSITIZATION

During the year, the training participants were taken through the program's objectives, aims and goals. They were made to understand reasons why the groups were chosen as the targets by the program. In this stage of life, the youth are faced with peer pressure/influence that they cannot overcome without self-control, esteem and confidence.

They were made to understand the truth about HIV/AIDS: that it is real and that it kills. They were told that there is no way to avoid this truth but they can prevent themselves from becoming infected by starting positive behavior change and learning to take care of themselves. They were reminded that an HIV-free society is achievable only if the community is ready and able to start behaviors that protect themselves and others from the infection.

PEER GROUP FORMATION

Groups of 25-30 pupils were formed in the schools with the help of the teacher in charge. The selections were made of pupils ages 12 and above. These groups are used as peer educators whereby they are trained and are required to train their fellows. With the assistance of their teachers in charge, they organize poems, songs and plays, which they perform to the fellows, teachers and parents during their clubs and parents' days in school. During the formation, those selected were encouraged to take their trainings seriously and share with others to help them escape the scourge. A greater number of girls were recruited due to their high risk for the infection, pregnancies and school discontinuity as compared to their male counterparts.

TRAININGS

a. Peer Educators

The project managed to train 51 out of the 58 schools contacted during this financial year. Seven schools were not trained for various reasons: Ungoe Primary was demoted to class four. Lwanda Primary faced personal differences between the head teacher and the teacher representative. Lwanda Secondary, God Oloo primary, Rapedhi secondary, Minya and Nyatambe primary schools were engaged in co-curriculum activities during the times available for trainings, therefore the trainings were postponed for the next financial year.

The following learning techniques and methodologies were used for the effective delivery of the trainings: *group discussion, mini-lectures, brainstorming and role-plays*. During trainings, the participants were asked to name factors that they thought contribute to the spread of HIV/AIDS. The list included: premarital sex, stigma, discrimination, fear, shame, ignorance, gender imbalance, female genital mutilation, poverty, idleness and past sexual history. Some of the factors brought about much debate such as premarital sex as it was touching the youths directly but they were made to understand how it lead to the problem. After the list formation, the participants were reminded that gaining knowledge of the root causes of the spread of HIV/AIDS helps to address the epidemic. The first step of positive behavior change is gaining the correct information and sharing with others. Then the second step is changing our past behaviors and lobbying others to do the same. Finally, behavior change is maintained by the development and practice of positive morals.

The sessions addressed life skills that enable the participants and their fellows to develop adaptive and positive behaviors to deal effectively with the challenges and demands of their daily lives. The topics included: self-awareness, self-esteem, coping with stress, assertiveness, peer pressure resistance, friendship formation, effective decision making, values, leisure time management and behavior change. The sessions were fruitful as the participants were left freely to raise their views, opinions and ideas. It was brought to their attention during the sessions that the skills are to help them to know and understand how to live with oneself and with others and also to make decisions that are effective in life. Therefore when one possesses the above skills, he/she is able to address the factors that are influencing the spread of HIV/AIDS infection. The person is going to be assertive, knowledgeable and responsible, thereby eliminating fear, shyness, stigma, and ignorance, which could lead them to risky behaviors and situations.

The participants were instructed to take the information to their fellow friends, relatives, and other community members. It is our responsibility to let other people know about HIV/AIDS and the battle could only be won when all join hands together.



The boys and girls actively participate in the trainings and are encouraged to share their thoughts, feelings, and attitudes about HIV/AIDS and life skills.

b. Teachers

Teachers are the second target group of the program. The teachers are trained to enhance their knowledge and skills on HIV/AIDS and to help them when conducting the trainings in the absence of field officers. During this financial year, one training was done from 10th – 14th August 2009 at B. L. Tezza complex primary school. During the sessions, the following learning techniques were employed for the effective learning process: group discussion, brainstorming, mini lecture, role-plays and case studies. A total 32 (24 male and 8 female) teachers attended the training. The topics were on: facilitation skills, life skills training methodology,

categories of life skills, importance of life skills, self awareness, self esteem, assertiveness, resisting peer pressure, friendship formation, decision making, leisure time management, values, behavior change, effective communication skills and leadership skills.



Volunteers at the HAPPEN Training in Rongo.

FOLLOW UP

Schools that have been trained are left in the hands and guidance of their teachers in charges. After schools have been trained, they formulate their work plan of how to disseminate the information. Therefore the project does follow-ups to inquire about their

progress, challenges, and way forward. The follow-ups are a moral boost as the field officers share with the participants and find areas of interest. It has also made the groups to be very active, as they fear being left out.

COORDINATION AND NETWORKING

For the betterment of the community, AWAKE works closely with concerned parties, stakeholders and authorities to help in the accessibility and utility of the services. These include: - HAPPEN, MOSGP, DALA KIYE, VCT, ART and the Government. During this time, the organizations share information, ideas, challenges, and way forward. The organizations all work for the welfare of the Karungu community; they address the community problems such as HIV/AIDS and its related issues. The coordination and networking of the organizations helps in addressing problems that one organization can not address alone. The community is accessing prevention, care/support, treatment and sponsorship. The coordination has made the celebration of World AIDS Day in Gwassii, Karungu, Nyarongi and Nyatike Divisions a success.

WORLD AIDS DAY CELEBRATION

World AIDS Day is celebrated all over the World every year. The day is marked in remembrance of our brothers and sisters who have died of HIV/AIDS. St. Camillus Mission Hospital and its affiliate projects are not left out; they organize a large celebration for the communities they serve. The celebrations have been wonderful whereby they engage the communities into activities for 3-5 days. Various projects mobilize and invite their various targeted groups to come and share with others the experiences and challenges.

AWAKE invited youths and their teachers from participating schools. The schools invited responded well and participated in educational songs, skits, and games. The celebration has been a moral boost to the project as a majority of the participants and visitors/clients to the VCT sites have been youths; a clear sign that the young have learned the risks of HIV/AIDS and benefits of knowing one's HIV status.



Students from many schools in Karungu division marched in the World AIDS Day parade.

ACHIEVEMENT

- ❑ A total of 51 Schools have been trained during this reporting period.
- ❑ A total of 18, 776 pupils have been reached with the program through peer education.
- ❑ Most of the schools have more than one teacher representatives.
- ❑ Most teachers are supporting the program.
- ❑ Good relationship and encouragement from Government officials.
- ❑ There are positive relationships between the teachers and their pupils.
- ❑ There are reduced cases of pregnancies and school drop out among schoolgirls.

- ❑ Many young people are showing positive behavior change and interest in knowing their HIV status.
- ❑ Other community members have also shown interest as they request for their trainings.
- ❑ Some developments have been made as needy pupils are referred to related organizations.
- ❑ Most of the schools are busy on their clubs day with programs activities.
- ❑ A number of youths are mobilizing their fellows to VCT sites.
- ❑ During World AIDS celebration, most of the attendances were youths.
- ❑ A total of 32 (8 female and 24 male) teachers were trained on Life Skills during this reporting period.
- ❑ The program has been extended to two more Divisions.



AWAKE Coordinator Daniel Oswago facilitates a discussion on Resisting Peer Pressure.

CHALLENGES

- Some of the schools invest little time in the program.
- Poor roads (terrain) make transportation difficult and expensive.
- The level of poverty is high in this region.
- The communities' expectations of the project are sometimes unreasonable.
- Some teachers have personal interests with the youth.
- Some of the teachers are slow in implementing the program.
- Inadequate funds for video showings, recreational games and exchange visits.
- Most of the pupils are orphans, hence high dependency.
- Communities are still living with dangerous cultural traditions. .
- Most of the schools are understaffed, hence interfering with effective learning.
- The schools have few female teachers who could assist the girls in times of problems.

RECOMMENDATIONS

- Continuous partnership.
- Capacity building training for the staff to enhance their knowledge and skills.
- Organization of frequent exchange visits to the clubs.
- Program quarterly reviews with the concerned teachers.
- Organizing for more training for the concerned teachers.
- Building of close relationship with the stakeholders.
- Extending services to other groups.
- Soliciting for more funds to improve the program.
- Close contact with female teachers.

The table below shows activities implemented during this reporting period

SCHOOLS	ACTIVITIES						
	Contact	Sensitization	Group Formation	Trainings	Action plan	Follow Ups	Re-training
KARUNGU DIVISION							
1. Agolomuok primary	X	X	X	X	X	-	-
2. Alendo primary	X	X	X	X	X	-	-
3. Aringo primary	X	X	X	X	X	-	-
4. B. L. Tezza primary	X	X	X	X	X	-	-
5. B. L. Tezza secondary	X	X	X	X	X	-	-
6. Bondo Kosiemo primary	X	X	X	X	X	-	-
7. Bondo Kosiemo secondary	X	X	X	X	X	-	-
8. God Bim primary	X	X	X	X	X	-	-
9. God Keyo primary	X	X	X	X	X	X	-
10. Gunga primary	X	X	X	X	X	-	-
11. Gunga secondary	X	X	X	X	X	X	-
12. Jangoe primary	X	X	X	X	X	-	-
13. Kaduro primary	X	X	X	X	X	-	-
14. Kayara primary	X	X	X	X	X	-	-
15. Kogore primary	X	X	X	X	X	-	-
16. Kopala primary	X	X	X	X	X	X	-
17. Kiranda primary	X	X	X	X	X	-	-
18. Lwanda primary	X	-	-	-	-	-	-
19. Lwanda Secondary	X	-	-	-	-	-	-
20. Nyamanga primary	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	-	-
24. Obware primary	X	X	X	X	X	X	-
25. Okayo primary	X	X	X	X	X	X	-
26. Opeya primary	X	X	X	X	X	-	-
27. Orore primary	X	X	X	X	-	-	-
28. Otati primary	X	X	X	X	X	X	-
29. Otati secondary	X	X	X	X	X	-	-
30. Paulo Odendo primary	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	X	-
34. Sidika primary	X	X	X	X	X	X	-
35. Sori primary	X	X	X	X	X	-	-
36. Ungoe primary	X	-	-	-	-	-	-
37. Ungoe secondary	X	X	X	X	X	X	-
38. Wachara primary	X	X	X	X	X	-	-
39. Wang'aya primary	X	X	X	X	X	-	-

GWASSI								
1. God Oloo primary	X	-	-	-	-	-	-	-
2. Koga primary	X	X	X	X	X	-	-	-
3. Mukuyu primary	X	X	X	X	X	-	-	-
4. Nyatambe primary	X	-	-	-	-	-	-	-
5. Seka primary	X	X	X	X	X	-	-	-
6. Sokoni primary	X	X	X	X	X	-	-	-
NYARONGI								
1. Got Kojowi primary	X	X	X	X	X	-	-	-
2. Got Kojowi secondary	X	X	X	X	X	-	-	-
3. Komolo primary	X	X	X	X	-	-	-	-
4. Mariwa primary	X	X	X	X	X	X	-	-
5. Minya primary	X	X	X	-	-	-	-	-
6. Nyamos primary	X	X	X	-	-	-	-	-
7. Nyamware primary	X	X	X	X	X	X	-	-
8. Ngere primary	X	X	X	X	X	-	-	-
9. Odhiambo Rambo primary	X	X	X	X	-	-	-	-
10. Oridi primary	X	X	X	X	X	X	-	-
11. Rapedhi secondary	X	-	-	-	-	-	-	-
12. Ratanga primary	X	X	X	X	X	-	-	-
13. Wachara Kwabwai primary	X	X	X	X	-	-	-	-

Key

X Stands for activity done during this period.

* Stands for activity done in the last period.

- Stands for activity not done.

The table below shows 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	198	182	380	149	99	70	5	3	8
2. Alendo	276	254	530	180	196	65	6	7	13
3. Aringo	279	261	540	123	74	45	5	5	10
4. B. L. Tezza pry	166	137	303	86	192	278	6	3	9
5. B. L. Tezza sec	147	52	199	94	78	122	10	1	11
6. Bondo Kosiemo pry	292	268	560	121	288	78	6	4	10
7. Bondo Kosiemo sec	137	100	237	66	45	-	10	2	12
8. God Bim pry	165	98	263	79	54	34	4	3	7
9. God Keyo pry	156	138	294	58	44	37	5	3	8
10. Gunga pry	242	164	406	122	48	38	6	3	9
11. Gunga sec	88	54	142	35	36	31	5	1	6
12. Jangoe pry	288	279	567	150	159	98	7	2	9
13. Kaduro pry	148	122	270	63	71	48	4	3	7

14. Kayara pry	138	102	240	39	44	23	4	2	6
15. Kogore pry	125	78	203	74	54	31	4	3	7
16. Kopala pry	228	176	404	54	162	78	5	3	8
17. Kiranda pry	-	510	510	14	69	13	7	6	13
18. Lwanda pry	374	341	715	134	236	82	7	3	10
19. Lwanda sec	145	117	262	54	81	29	7	4	11
20. Nyamanga pry	172	157	329	123	67	51	6	2	8
21. Nyasoko pry	165	125	290	56	34	23	5	2	7
22. Not pry	148	112	260	56	39	28	4	2	6
23. Obondi pry	167	153	320	66	129	44	6	3	9
24. Obware pry	128	141	269	25	77	60	6	2	8
25. Okayo pry	131	129	260	48	93	25	6	1	7
26. Opeya pry	163	140	303	69	48	36	5	3	8
27. Orore pry	54	39	93	23	44	23	4	2	6
28. Otati pry	256	276	532	103	143	32	9	1	10
29. Otati sec	54	35	89	25	14	-	4	3	7
30. Paulo Odendo pry	264	220	484	94	72	98	5	4	9
31. Rabare pry	183	145	328	32	45	29	5	3	8
32. Rabuor pry	172	163	335	123	154	88	5	4	9
33. Raga pry	134	122	256	31	75	43	4	3	7
34. Sidika pry	245	195	440	146	128	69	5	5	10
35. Sori pry	395	335	730	269	125	95	7	4	11
36. Ungoe pry	53	39	92	23	14	18	4	2	6
37. Ungoe sec	81	28	109	15	25	2	7	1	8
38. Wachara pry	136	121	257	84	92	41	6	2	8
39. Wang'aya pry	134	116	250	97	53	43	4	3	7
TOTAL	6827	6224	13051	3203	3501	2048	220	113	333
GWASSI									
1. God Oloo pry	268	182	450	124	80	34	6	4	10
2. Koga pry	197	153	350	88	53	25	5	1	6
3. Mukuyu pry	131	117	248	97	58	30	5	2	7
4. Nyatambe pry	188	160	348	112	76	38	6	3	9
5. Seka pry	219	178	397	56	45	34	5	3	8
6. Sokoni pry	115	111	226	69	47	25	6	2	8
TOTAL	1,118	901	2,019	546	359	186	33	15	48
NYARONGI									
1. Got Kojowi pry	179	145	324	63	72	13	4	3	7
2. Got Kojowi sec	139	87	226	42	31	9	7	2	9
3. Komolo pry	186	132	318	87	45	-	4	3	7
4. Mariwa pry	154	142	296	54	76	-	5	3	8
5. Minya pry	141	117	258	44	32	6	4	4	8
6. Nyamos pry	142	123	265	78	31	-	5	2	7
7. Nyamware pry	174	112	286	76	56	14	4	3	7
8. Ngere pry	167	125	292	52	23	-	5	3	8
9. Odhiambo Rambo pr	183	138	321	45	33	-	4	3	7
10. Oridi pry	145	139	284	88	43	18	6	2	8
11. Rapedhi sec	110	76	186	23	14	19	5	2	7
12. Ratanga pry	181	175	356	76	32	16	6	4	10
13. Wachara pry	164	130	294	74	33	-	5	2	7
TOTAL	2,065	1,641	3,706	802	521	95	64	36	100
GRAND TOTAL	10,010	8,766	18,776	4,551	4,381	2,329	317	164	481

The table below shows peer educators groups in the schools

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

NYARONGI				
1. Got Kojowi primary	11	17	28	14
2. Got Kojowi secondary	12	16	28	17
3. Komolo primary	12	14	26	15
4. Mariwa primary	12	18	30	15
5. Minya primary	-	-	-	-
6. Nyamos primary	13	12	25	14
7. Nyamware primary	13	12	25	13
8. Ngere primary	11	14	25	15
9. Odhiambo Rambo primary	11	17	28	14
10. Oridi primary	12	16	28	15
11. Rapedhi secondary	-	-	-	-
12. Ratanga primary	11	14	25	14
13. Wachara primary	11	16	27	15
TOTAL	602	745	1,347	

Report Prepared by Daniel Oswago and Kayla Bronder