



**Peace
Corps**
UGANDA

ANNUAL REPORT | 2020

Theme: Resilience in Action



ACRONYMS

BCC

Behavior Change
Communication

DREAMS

Determined, Resilient,
Empowered, AIDS Free and
Mentored

EPCMD

Ending Preventable Child
and Maternal Deaths

MNCH

Maternal, Newborn and
Child Health

OVC

Orphans and Vulnerable
Children

PAC

Project Advisory Committee

PCVs

Peace Corps Volunteers

PEPFAR

Presidential Emergency
Plan for AIDS Relief

RUMPS

Re-Usable Menstrual Pads

USAID

United States Agency for
International Development

VHT

Village Health Team

VSO

Volunteer Service Overseas

WASH

Water, Sanitation and Hygiene

EXECUTIVE SUMMARY

The theme of this year's report, "Resilience in Action", highlights Peace Corps' responsiveness to its programs in the face of the global outbreak of COVID-19 pandemic and the resultant abrupt evacuation of the serving 136 Volunteers. The country wide lock-down halted the trajectory of plans and events and Peace Corps and its local partners had to adapt to the 'new normal' mode of operation and Standard Operating Procedures while working with communities.

Peace Corps continued to contribute to her core mission of promoting world peace and friendship, through the tripartite programs of Education (Primary Literacy), Health and Agribusiness and Economic Development. The capacity building approach which is central to Peace Corps' goal yielded worthwhile results, challenges faced notwithstanding.

In partnership with the Ministry of Agriculture, Animal Industries and Fisheries, USAID and other agencies, the Agribusiness and Economic Development sector, facilitated activities whose goal is to enable "Household members especially women, youth, and farmers, pursue new economic opportunities and achieve improved food and nutrition security". Key achievements encompassed a total of over 2,500 individuals, comprising youths strengthening their skills in money management, entrepreneurship and nutrition. In addition, over 1,000 individuals gained knowledge and skills on how to identify, start and sustain income generating activities.

Similarly, in partnership with the line ministry and other education agencies, The Education sector facilitated the implementation of activities aimed at enabling "Pupils in Uganda gain access to literacy through teachers trained in literacy teaching techniques, access to culturally relevant learning resources and safe schools". The results for the five year period have included provision of over six millions of text books and realization of 75 libraries that benefited over 150,000 learners, about 10,000 teachers and communities. In addition, over 360,000 learner and 180,000 community members participated in Drop Everything and Read (DEAR) activities while 120,000 learners participated in spelling bee activities. Over 110,000 girls and boys were trained in making reusable menstrual pads and 20 girls' changing and washrooms were constructed.

The Health sector spearheaded the project whose goal is to "end preventable child deaths and achieving a resilient and healthy generation of youth by 2030". The three areas that contributed to the overall purpose were: prevention of HIV/AIDS, malaria control and prevention and promotion of maternal, new born and child health. Core activities included education of target groups, provision of insecticide treated mosquito bed nets, and building capacity of OVC and their care givers. Projects worth about \$ 60,000 were implemented in the four regions by Peace Corps Volunteers and these included thirteen health projects in various areas such as: OVC support, HIV awareness, nutrition, WASH, safe schools. Over 2,600 individuals benefited from the projects. Additionally, over 1,800 individuals received HIV prevention evidence-based interventions, 1,200 OVC were served and over 1,000 with known HIV status, 40,000 community members were educated on malaria prevention, net use and care and 15,000 insecticide treated bed nets distributed to individuals of most vulnerable groups. Over 300 men (inclusive of boda boda drivers) were reached with HIV, safety on the road and first aid training.

This period was spiced by the visit of the Global Peace Corps Director – Josephine (Jody) Olsen. During the year, Peace Corps best practices have been: A robust technical training model, Annual Report writing, Cross sectoral Project Advisory Committee meetings, Care Group Model, Girls' Changing Rooms in schools, Student/Learner Friendly Schools Model, Start Up Uganda entrepreneurship training Model, Malaria Month Activities and World AIDS Day commemoration activities.

Remarks by Peace Corps staff



Remarks

James T. Ham
Country Director

Dear Partners and Stakeholders,

This year, the Peace Corps celebrates 60th anniversary of global service, and a partnership with the people of Uganda that is as old as 52 years! Built on the values of peace and friendship, the Peace Corps has inspired generations of Ugandans to learn and work hard for their country's development. I would like to take this opportunity to thank all the partners for their support that has enabled the Peace Corps Uganda Program to consistently meet its objectives over the years. There is perhaps no better way to celebrate this enduring partnership than to share the success through this annual report that highlights our achievements in the past fiscal year.

My experience in this beautiful country has been one of cooperation and collaboration. I have come to appreciate how so much can be achieved by working together with the government, partners, communities and all the other stakeholders. It is interesting to note that the objectives of all our projects in the program; Education (primary literacy), Health and Agribusiness and Economic Development are interwoven to complement each other and to engage all levels of the population of Uganda. World Peace and Friendship are the core of all our programming and community work.

Peace Corps and its Volunteers remain committed to the country during the life cycle of the Volunteer and beyond.

Although the Volunteers had to leave the country abruptly early this year due to the threats of COVID-19 pandemic, we continue to engage with host communities to complete several unfinished projects. Our hope is that conditions will permit them to return soon. Admittedly, the pandemic has taught us to be more innovative and to put in place more sustainable strategies in our work. In addition to the regular Volunteers, we are expecting an initial (small) cohort of Volunteers to arrive in the country in 2021 under the auspices of a new program – Advanced Health Program, a successor to the Global Health Partnership Program (GHSP) that closed in 2018.

I would like to end by reiterating that Peace Corps legacy to development at the grassroots level has never wavered. Building strong, healthy and resilient communities in Uganda through volunteering is our niche. It is my pleasure to invite you to read this annual report.

Long live the collaboration and relationship of the US Government, Peace Corps and the Republic of Uganda.



Mwebale nnyo, Afwoyo matek, Mwebale inho, Mwanyala naabi, Mwebare munonga, Mwebale muno, Awadifo saaru, Eyalama noi





Remarks

Mariah Cisse

Director Programming and Training

I am happy to share the Annual Report for 2020 with the theme, “Resilience in Action,” highlighting our partnerships, program and projects, and key achievements. In March 2020, we evacuated all of our 136 Volunteers due to the global COVID-19 pandemic. These Volunteers were serving in most regions of the country in the three sectors of Agribusiness and Economic development, Education and Health. While this has made it challenging to meet the goals of our program, our dedicated team has found innovative ways to remain active, engaged, and continue supporting our partner organizations, target groups and individuals.

Our training continuum includes initial training as Volunteers arrive in country (Pre-Service Training), sessions throughout their 24-month service (In-Service Trainings) and as they close their service (Close of Service Conference). Volunteers go through intense training in the target local languages and orientation in cross cultural competencies in addition to the thematic technical training. Peace Corps uses a grass roots, capacity building approach with Volunteers and host country nationals as the key implementers.

The purpose of the Education project is to help pupils in Uganda gain access to literacy through training teachers in literacy teaching techniques, access to culturally relevant learning resources, and safe schools. Over the past five years of the ending project framework, 75 libraries have been established and over six million (6,000,000) books provided. Additionally, over nine thousand (9,000) teachers have been trained in techniques of teaching, developing basic reading skills, proper classroom management, cataloguing and managing a library.

The Agribusiness and Economic Development Project focuses on helping individuals, especially

women, youth and farmers, pursue new economic opportunities and achieve food security and improved nutrition. In 2020, almost 3,000 individuals were trained and coached in money management skills. About 2,000 individuals were trained in entrepreneurship behaviors such as risk taking, innovation and creativity in agriculture and records management and over 1,000 individuals gained knowledge and skills on how to identify, start and sustain income generating activities.

The Health Project has one project goal with four objectives focusing on HIV/AIDS prevention, Orphans and other Vulnerable Children (OVC), Maternal, Newborn and Child Health (MNCH) and Organization capacity building. In 2020, the project reached out to almost 2,000 individuals in seven districts with standardized HIV prevention evidence-based interventions while 1,040 individuals in eight districts developed accepting attitudes towards people living with HIV/AIDS. Furthermore, 40,000 community members were educated on malaria prevention, mosquito net use and care, and 15,000 insecticide treated mosquito bed nets were distributed to individuals in the most vulnerable groups.

In addition to the regular Health Volunteers, we are expecting Volunteers under the new program – Advanced Health Program. Uganda is one of five countries participating in this program. Additionally, we plan to welcome Peace Corps Response Volunteers to work within the Health and Agribusiness and Economic Development sectors.

It is my pleasure to invite you to join in discovering, celebrating and embracing the passion and commitment of our Volunteers, staff and partners. As we reflect on the past, we look forward to the future of our program.



Introduction

This annual report with the theme: *“Resilience in Action”* covers the period from: October 1, 2019 to September 30, 2020. It highlights information about Peace Corps and activities that were implemented by Peace Corps staff, Volunteers and host country partners during the period under review. In addition, the report provides information about partnerships and cross sectoral collaboration within and outside Peace Corps, the best and emerging practices as well as the planned way forward. The results in this report are presented in form of analyzed data, quotes and development stories.



About Peace Corps

Globally

Peace Corps was founded in 1961 by President John F. Kennedy. As of September 30, 2020, since inception Peace Corps was operating in 143 countries. More than 241,000 Americans have served as Peace Corps and/or Peace Corps Response Volunteers in 143 countries including the United States.

Uganda

Peace Corps started its programs in Uganda in 1964. In the period from 1990 to 2019, 1,503 Volunteers had served in the five sectors of: Agriculture, Community Economic Development, Education, Health and Environment. By the time of evacuation in March 2020 following the COVID-19 pandemic, Uganda had 136 Volunteers in three sectors: Agriculture, Education and Health as indicated below:

Sectrol distribution of PCVs by the time of evacuation in March 2020



Volunteers as key implementers

Peace Corps Volunteers and their host country national counterparts are the main vehicle through which activities and projects are implemented. The Volunteers are placed in the grassroots communities with interested organizations following three months in-country structured orientation and technical training. This approach is unique to Peace Corps. During the rest of the 24 months period of service, Peace Corps Volunteers and their host country counterparts participate in various in-service trainings in addition to on-site mentorship by staff and external facilitators.

Staff and offices

During the period under review, Peace Corps Uganda had 53 fulltime and over 10 short term staff, majority of whom are based at the Kampala head office and few at the two regional offices in Gulu and Mbarara. The post is organized into three departments, namely Executive Office, Administration and Operations, Programming and Training. These are supported by Safety and Security and Medical units.

Key roles and highlights for some of the units:

Safety and Security

Key roles

The unit is responsible for the overall coordination of the post's Volunteer safety and security support system and collaborates closely with other staff to ensure that all required components of the system are operational and executed properly.

Highlights

The safety and security of Peace Corps Trainees and Volunteers is of paramount importance and therefore one of the key responsibilities of the staff, Trainees and Volunteers. Below are some of the highlights:

- The successful coordinated evacuation of all the Volunteers in the country in March 2020 due to COVID-19 pandemic.
- Development of a new security master plan in preparation for any emergency.
- Reviewed security forms and conducted national and local election security risk assessment.
- Developed videos for Volunteer trainings and duty officer handbook.

Medical

Key roles

The Peace Corps Medical Unit (PCMU) is the gatekeeper in the healthcare of Volunteers, working with them as partners to ensure they remain healthy throughout their service. It manages the in-country Volunteer health program components i.e., prevention and health education, clinical care, mental health support and

counseling, program management and administration and quality improvement.

Highlights

In the past year the Medical Unit has been working on the set goals and targets to further improve service delivery to the Volunteers. Some of the highlights include:

- Use of regular, consistent, transparent and empathetic messaging of the key activities or clarification on grey areas for Volunteers to better understand the bolts and nuts of their health care by working with Volunteer leaders and peers.
- Together with the Office of Health Services, reviewed the global health handbook adding country specific information including education materials. The handbook is expected to be rolled out in the near future.
- Streamlined the processes for delivery of medical supplies to ensure that Volunteers receive their specific medical supplies on time. This included setting clear cut time-lines on procurement, verification, packaging, delivery and restocking.
- Use of data from the day-to-day patient log to create informative quarterly reports for the Senior Leadership in order to bring better understanding of the Volunteers' health issues. This has gone a long way in improving overall quality of Volunteers' support.
- Safe Volunteer evacuation due to COVID-19 pandemic to US and the provision of individual and group healthcare components to ensure 'soft landing' and re-integration in an already destabilized health arena.
- Filled in the Embassy Health Unit coverage request.

Programming and Training

Key roles

The Programming and Training Unit comprises of Training, Education, Health and Agribusiness and Economic Development sectors, Grants, and Monitoring and Evaluation. The Programming and Training team is responsible for providing quality programming and training consistent with the interests of the Government of Uganda and Peace Corps policies and priorities. This includes offering a continuum of training and support throughout a Volunteer's service, to include cross-cultural awareness, language and technical skills. Programming and Training works hand-in-hand with the Safety and Security, Medical, and the

Administration teams to ensure all relevant information is shared in an engaging and practical manner. The team also works closely with key partners and stakeholders to ensure programs meet the needs of the communities served and are in alignment with Government of Uganda objectives.

Highlights

- Visit by Peace Corps Global Director Josephine (Jody) Olsen
- Arrival of new Director of Programming and Training
- New Health Program Specialist brought on board
- Technical trainings and interventions organized and conducted
- Over 21 projects across the three sectors implemented with grant support.
- Evacuation of 136 Volunteers due to COVID-19 pandemic
- Reports to the various stakeholders
- Continuous engagements with partners and stakeholders amidst COVID-19 pandemic.

Training Unit

The Training Unit is responsible for training Volunteers and their host organization partners in different components to help them gain new and improved knowledge and skills to attain different objectives in line with the Peace Corps' mission and goals. The Unit is comprised of both full- and short-term staff who include language and cross-cultural experts, logisticians, subject matter experts and drivers. The Volunteers' training continuum includes initial training as they arrive in country (Pre-Service Training), continue their 24 months service (In-Service Trainings) and as they close their service (Close of Service Conference). In addition, the team supports the cross-sectoral technical training collaborations that include Volunteers and partners in different core technical areas.

Peace Corps Uganda's training model is a hybrid of both the center and community-based training (satellite training). This allows for a richer language immersion and cross-cultural experience with Trainees living with homestay families for 4-5 weeks. Typically, the homestay setting allows the Trainee connect with a

Ugandan family and the community, reinforces the safety and security of Volunteers, allows for cross-cultural shared experiences and learning and lifelong friendships. Some Volunteers choose to continue to live with host families for their two-year service in country. This two-year homestay approach works in a way that the organization or school without a house to accommodate a Volunteer finds within the community, a reputable home with an extra stand-alone house to accommodate the Volunteer for two years.

With about 56 indigenous languages in Uganda, the team has been creative using different methods and models to support the Trainees and Volunteers in learning the local languages. This started with implementing the Satellite Training Model in 2012, to provide Volunteers with ample opportunities to learn their assigned language by living with native families in the regions where the target languages are spoken. This model has contributed to improved language scores of over 90%, encouraged Volunteers to learn and practice target languages and enhance their community integration.

As we try to recover from the effects of the COVID 19 pandemic, our outlook to training is also shifting to encompass the use of technology and virtual spaces. We anticipate in future the use of blended learning to meet the needs of our learners and ensure efficient use of their time. The team is also looking at exploring more cross-sectoral collaborations and maximizing the benefits of training through planning for one intake instead of the multiple intakes of the previous years.

Visit by Peace Corps Global Director to Uganda

Peace Corps Global Director Josephine (Jody) Olsen visited Uganda for three days. The Director's envoy consisted of two staff from Washington DC based headquarter. The activities included: tour of the Peace Corps Uganda head office for meet and greet, separate meetings with Peace Corps Uganda staff and Volunteers, a field visit to Kayunga for a one-day youth camp on malaria prevention and control and meeting with the Prime Minister of Uganda Rt. Hon. Dr. Ruhakana Rugunda.

Pictorial of Director Josephine (Jody) Olsen during meetings



Jody and two other staff meeting Volunteers



Section of staff during the meeting with Jody



Jody (3rd from the left) meeting the prime Minister Rt. Hon Ruhakana Rugunda (on the left) and Ambassador Malac (2nd on the left) and James Ham Peace Corps Uganda Country Director (4th on the left)



Farewell to the Jody at Peace Corps office



Jody (center) during press briefing



Farewell to the Jody at Peace Corps office

During Jody's field visit to Kayunga



PCV Kayla Beasley welcoming Jody in Kayunga



PCV Sadia in a malaria session with learners



Participants during group activity



Jody (in center) watching small group activity



Bed net demonstration



Juggling the ball activity

Photo Gallery



“The field activity was a highlight of my visit to Uganda” Director Josephine (Jody) Olsen

Quote



COVID-19 ERA

With COVID 19 spreading like wild fire, many governments across the world made drastic decisions as one of the ways to control infections and protect their citizens. Such decisions included evacuation of all Peace Corps Volunteers and temporary suspension of Peace Corps operations globally, closure of airports, country specific lockdown and introduction of Standard Operating Procedures such as putting on face masks, hand washing with soap or sanitizing, avoiding large crowds, closure of education institutions among others.

Despite evacuation of Volunteers, staff continued to support them (Volunteers) complete the required evacuation and close of service paper work, wrote reference letters for some, kept in touch and rendered updates on what was happening in Uganda.

To mitigate COVID-19 challenges, staff adopted to the following: teleworking, virtual meetings and trainings, WhatsApp groups for staff teams and partners, COVID-19 Standard Operating Procedures, new rules on travel requests and restrictions, supported some of the health partners complete projects that Volunteers had started or planned but not completed or implemented by the time of evacuation. This seems to be the “new normal”. In preparation for Volunteer re-instatement, staff have had correspondence with Washington DC based headquarter and worked on various tasks. The entire Peace Corps Uganda team, has exhibited resilience in action during this unprecedented time of COVID-19. Bravo to the entire team and partners!!!!

Peace Corps Uganda Sectors and Projects of

Focus



Agriculture



Agribusiness and Economic Development Project



Education



Primary Literacy Project



Health



Uganda Health Project

PROJECTS IN DETAIL



AGRI-BUSINESS AND ECONOMIC DEVELOPMENT (AED) PROJECT





Project Purpose

Household members especially women, youth, and farmers, pursue new economic opportunities and achieve improved food and nutrition security



Project Objectives

The AED project aims to:

1. Increase the capacity of women, youth and farmers (as individuals or groups) to apply improved money management practices.
2. Develop the entrepreneurial potential of women, youth (aged 18-30, in and out of school) and farmers' groups.
3. Increase capacity of women, youth and farmers (as individuals or groups) to implement Income Generating Activities (IGAs)
4. Increase households' adoption of nutritious diets and food choices.



Key interventions

- Support new and existing Village Saving and Loan Associations (VSLAs) with basic business skills, financial literacy and money management best practices.
- Promote entrepreneurship behavior through training, coaching, mentoring, camps and clubs.
- Support creation and management of Income Generating Activities (IGAs).
- Train key household decision makers and learners on the importance of nutritious diets and food choices.

Some of the accomplishments

2,692

individuals (2046 female and 646 male) trained and coached to apply money management skills.

1,799

individuals trained in entrepreneurship behaviors including risk taking, innovation and creativity in agriculture and record management among others.

1,362

individuals supported to participate in group based, micro finance or lending programs including the Village Savings and Loan Associations.

1,213

individuals reached with knowledge and skills on how to identify, start and sustain an income generating activity to supplement on individual, and or household income.

934

Individuals trained in nutrition.

736

(397 female and 339 Male youth) supported to participate in programs to increase access to productive resources.

213

youth trained in entrepreneurship skills under the Start Up Uganda Camp Model

76

gardens created and maintained: 6 keyhole gardens, 50 sack mounts and 20 permagardens.



Some of the outcomes

It has been reported that individuals trained in money management practices have exhibited the following: improved money management practices, saving with a purpose and explored various investment options and opportunities. Some of the Village Savings and Loan Associations (VSLAs) have improved on their records, acquired equipment for drip irrigation and others started their own businesses to help improve standards of living of members.

Through Start-Up Uganda, youth have improved in the following areas: visioning and goal setting, innovations in agriculture, public speaking, business planning, financial literacy, marketing and leadership. One of the youths trainees from South West Uganda had this to say:



“Start-Up Uganda training helped me open my mind to a lot of business options. Now I plait fellow girls' hair in my village at a fee. I get one customer a day and this income is supplemented by the earnings from vegetable gardening and vending. I will continue to educate my fellow youths to be open minded about business opportunities in our community” one of the female participants.

success stories



SOME OF THE SUCCESS STORIES

Promoting income generation among youth through fish farming by PCV Shayna

The Oluvu Youth Fish Farmers Association which started in 2010 in Oluvu sub-county in Maracha District is composed of youths below 35 years with a total membership of 45 i.e., 15 female and 30 male most of whom come from poor families. With little education, they decided to form a group so that they could increase their income earnings and improve their standards of living through fish farming. To qualify for the association's membership, farmers must be involved in multiple enterprises such as fish farming, fruit growing, livestock rearing, food crops, apiculture, coffee growing and agro-forestry to ensure financial stability. The group builds ponds for members who are interested in fish farming by offering communal labor on a rotation basis at no cost. The 45 members have among them 70+ functional ponds ready for stocking.

Having no fresh fish available in Maracha district, they supply a ready market, and have drawn the attention of larger buyers from hotels, restaurants, to even markets across the border in the Democratic

Republic of Congo. Though the local market for fresh fish is huge, the group has faced a huge challenge in stocking their ponds to full capacity. Hatchlings were previously being purchased from Jinja and Kajansi more than 535 kilometers away. But with the construction of the hatchery, the issue of procuring hatchlings from far would be something of the past. The transportation costs plus the cost of buying all of their hatchlings has continuously caused the farmers to under-stock, inhibiting them from meeting their market's demands. Several years ago, the group raised money through voluntary contributions to begin the process of constructing their own hatchery in order to supply their farmers with hatchlings from within their own community.

Though some initial construction was done and the group registered as a company, they have not had enough money in their business account to pursue the hatchery idea, as money is continually being spent on procuring hatchlings.



Brood stock being checked for readiness

Upon arriving at my site in Maracha district, my counterpart and I set out to fulfil our Participatory Analysis for Community Action (PACA) assignments. We decided to visit 10-20 of the most motivated farmers' groups in the district to begin planning for future trainings and activities. One of the very first groups that was recommended to me was Oluvu Youth Integrated Fish Farmers Association. During our initial needs' assessment with this group, I was stunned by their example site. For example, they could point out the implementation of what they had learned in several previous trainings, had a five-year work plan, and almost all of their 45 group members attended the meeting. We identified a few trainings that the group should receive, such as records keeping, but the completion of their hatchery was the major project identified that had the potential to dramatically improve the lives of the farmers, their families, and the surrounding communities that they help to support. Shortly after this meeting, my counterpart and I attended a Peace Corps organized In-Service Training. Following a presentation on small grants, my counterpart and I immediately thought of Oluvu Youth. We had several meetings with the group to complete every step of the application process. It was clear from the very start that they took complete ownership of the project, since it had been their dream now for years. Through the Peace Corps Small Project Assistance grant and the generous support of nearby expert fish farmer Yangu Charles of Koboko, the group was able to complete construction of their fish hatchery, including digging a shallow well, incubation tanks, hatchling tanks, and water storage tanks. All the construction labor was done as a

community contribution by skilled group members, and the dedication shown by the group was truly inspiring. The group members were also given training in records keeping and financial management by my partner organization, Maracha District Farmers Association (MADIFA). Upon completion of construction, the brood stock was collected from some of the farmers to begin the breeding process. The brood stock was kept and fed well until it was ready for breeding and temperatures warm enough to start hatching eggs. Fourteen of the more advanced group members that will be running the hatchery then attended a training with an expert fish farmer in hatching the eggs and operating the hatchery. Over the next few months, the group will work to master their skills at producing hatchlings. They plan to provide hatchlings at a discounted price to their own members. The profits gained will be used for the maintenance of the hatchery, its security, and eventually producing fish feeds.

The construction of the Oluvu Youth Hatchery has helped to accomplish the community's prime objective of self-sufficiency and economic independence by allowing the group to control prices, quality, and grading of the hatchlings that they will be producing and buying. We will continue working with this group through the next year to ensure that the hatchery remains a sustainable enterprise. I am very thankful that Peace Corps Uganda has allowed me the chance to uplift and support this amazing group, and look forward to seeing their progress throughout the rest of my service.



Inside the hatchery

Enhancing income generation through honey value addition at Nabongo Agri- Enterprise in Namayingo District by PCV Benjamin

Nabongo Agri-Enterprise and I successfully obtained a Peace Corps grant to renovate our honey processing room and train community members on bee keeping business skills. Before this grant was obtained, there was no way to keep the honey process clean as the processing room had crumbled with, dusty cement floors. Though Nabongo had the knowledge and supply to sell the product, the process to obtain it was dirty, unhealthy, and only catered for one beekeeper. Consequently, many farmers who participated in beekeeping were not able to sell their product due to the lack of infrastructure and equipment. After realizing the need, we developed a plan to increase production while sustaining a high-quality product.

A mason was hired to demolish the existing cement foundry and lay a new layer of cement then install



a tile and water proof cement floor. The tile floor help with sanitation of the food processing area while the water proof cement creates a professional show room that is easy to clean. After the rooms were completed, we purchased a honey press, wax melting machine, and value addition equipment to fully furnish the processing room.

Now that the room is complete, there is a hygienic procedure to follow so customers can fully respect our high-quality product. Next harvest season we will be able to sell a variety of beekeeping products in order to maximize the assistance to rural farmers. Soon, we will be assisting new members on apiary installation and management to increase their household income.



Renovated honey processing and packaging facility

Nutrition training through care groups change the lives women in Nkokonjeru-Buikwe district by PCV Dannielle

Over the course of my Peace Corps service, my most successful project has been the implementation of Care Groups in my community. I have worked with three members of the Village Health Team and fifteen Lead Mothers to enact projects in sustainable agriculture, food security, and nutrition. These women are some of my closest friends in Nkokonjeru, Buikwe district as well as my most valuable allies. Since the formation of the Care Groups, they have mobilized community members to participate in dozens of trainings hosted by my organization called Reach out Nkokonjeru. They advocate for their villages and request for sessions

most relevant to their needs. They have helped me to understand the dynamics and culture of Nkokonjeru, and as a result I have learnt how to operate as an effective Peace Corps Volunteer.

During the final training of a series on perma-gardening, I distributed seeds of nutritious vegetables to these women. After a lengthy and intense rainy season, the women began asking me to visit their gardens. When I did, I was greeted by hordes of children and thriving vegetable gardens. Sukuma Wiki and eggplants grew in plenty alongside their usual sweet potatoes and cassava. The women sent me home with more vegetables than I could carry without reducing the abundant look of their gardens. They were clearly proud of their success and shared with me that they sell the surplus of what their families consume.



I was humbled to have the opportunity to see tangible project results. I am confident that these Care Groups will continue to meet and act as community role models long after my departure.

Income Generation/ Entrepreneurship skills



Liquid soap demonstration during Startup camp in Masaka



Startup Camp certificate awarding ceremony by PCVs in Masaka



Bio-briquette making in Arua



Diversified solar dried products



Apiary in Maracha district



Chili processing and storage facility in Maracha district

Personal money management



Growing your money



Financial literacy session, Kaberere, Isingiro district

Nutrition enhancement



Nutrition demonstration during Pre-Service Training



Demonstrating vegetable gardening in Kibinge



Hands on training on mushroom growing during In Service Training



Community vegetable gardens in Kibinge

Photo Gallery

Technologies



Making solar dryers, in Mityana



Community members construct a compost heap in Rubanda, South West Uganda

EXAMPLES OF AGRIBUSINESS-ECONOMIC DEVELOPMENT PARTNERS



USAID
FROM THE AMERICAN PEOPLE



Ministry of Agriculture, Animal Industry & Fisheries



KOICA
Korea International Cooperation Agency





Challenges

- High learner to teacher ratio especially in government primary schools that compromises the quality of teaching and one on one learner support by teachers.
- Deeply rooted culture of corporal punishment among Ugandan teachers that demotivates learners to learn and causes some to drop out of school.
- Cases of absenteeism among learners and some of the Volunteer counterparts.
- High rates of teacher transfers that have a great negative impact on Volunteer support and systemic knowledge and skills transfer between the Volunteers and host teachers.





PRIMARY LITERACY PROJECT

Project details
No. of staff

3

Project Purpose

Pupils¹ in Uganda will gain access to literacy through teachers trained in literacy teaching techniques, access to culturally relevant learning resources and safe schools.

Project Goals

Improve Teaching

1

Teachers and pre-service teachers will implement more student-centered and literacy-based teaching techniques.

Increase Pupil Success

2

Pupils will improve literacy skills and raise academic success in the literacy/reading classroom or through extracurricular activities.

Improve the School Community

3

Community members will improve or create school libraries and increase participation in their school and student learning.

Project Objectives:

Objective 1.1: Improve In-service and pre-service teacher's instructional practice.

By 2020, 10,750 In-service and pre-service teachers will implement more literacy instruction, learner-centered teaching and effective classroom management techniques.

Objective 1.2: Improve pre-service teacher classroom achievement

By 2020, 10,000 students will show improved critical thinking and achievement in reading and writing.

Objective 1.3: Improve pre-service teacher achievement in clubs, camps, and extracurricular activities

By 2020, 2,500 students will show improved achievement and confidence in reading and writing, library skills, life skills, and increased participation and/or leadership skills in a club, camp, or other extracurricular school-based activities.

Objective 2.1: Improve pupil literacy achievement

By 2020, 7,500 pupils will show improved achievement and confidence in literacy skills and increased participation and critical thinking in classes.

Objective 2.2: Improve pupil achievement in clubs, camps, and extracurricular activities

By 2020, 3,000 pupils will show improved achievement and confidence in reading and writing, library skills, life skills, and increased participation and/or leadership skills in a club, camp, or other extracurricular school-based activities.

Objective 3.1: Expand use of library and/or ICT resources

By 2020, 12,500 pre-service teachers and pupils will participate in school more effectively through improved access to library or electronic resources.

¹ Context for Uganda: Pupils refers to primary school learners, students refers to learners who are pre-service teachers at primary teacher colleges, in-service teachers refer to teachers at primary schools.

Objective 3.2: Increase school community member involvement in literacy activities

By 2020, 16,000 school community members, including teachers, pre-service teachers, pupils, staff and administration, parents and guardians, and local leaders, will participate in activities that enhance the school environment for literacy and support increased student literacy achievement.

Objective 3.3: Increase student friendly school activities and positive behavior systems

By 2017, 12,040 school community members, including teachers, pre-service teachers, pupils, staff and administration, parents and guardians and local leaders, will participate in or lead activities that achieve one or more of the following:

- i. Enhance the school environment for learning in general and more gender equitable practices,
- ii. Facilitate administrative procedures for teachers and/or provide additional out-of-class support for student learning and gender awareness.

Key activities

- Teacher workshops on techniques of teaching and developing basic reading skills, classroom management, cataloguing and managing a library
- Hands on demonstration on creation of low or no cost instructional materials from locally available materials
- Literacy clubs, camps and co-curricular school-based activities
- Library use and expansion: construction, rehabilitation, stocking, creation of systems to track resources
- Creation of learner friendly schools e.g., construction of changing rooms for girls and training on making reusable menstrual pads.
- Mobilize the school community to actively participate in literacy activities such as Drop Everything and Read (DEAR) Day and Spelling bee.
- Promote safe schools through introduction of classroom and school wide positive behavior systems including alternatives to corporal punishment

Note: This is the last implementation year for the current Primary Literacy Project framework as it is being reviewed. Below is a reflection on the five-year project period.

Some of the highlights during the five-year project life time

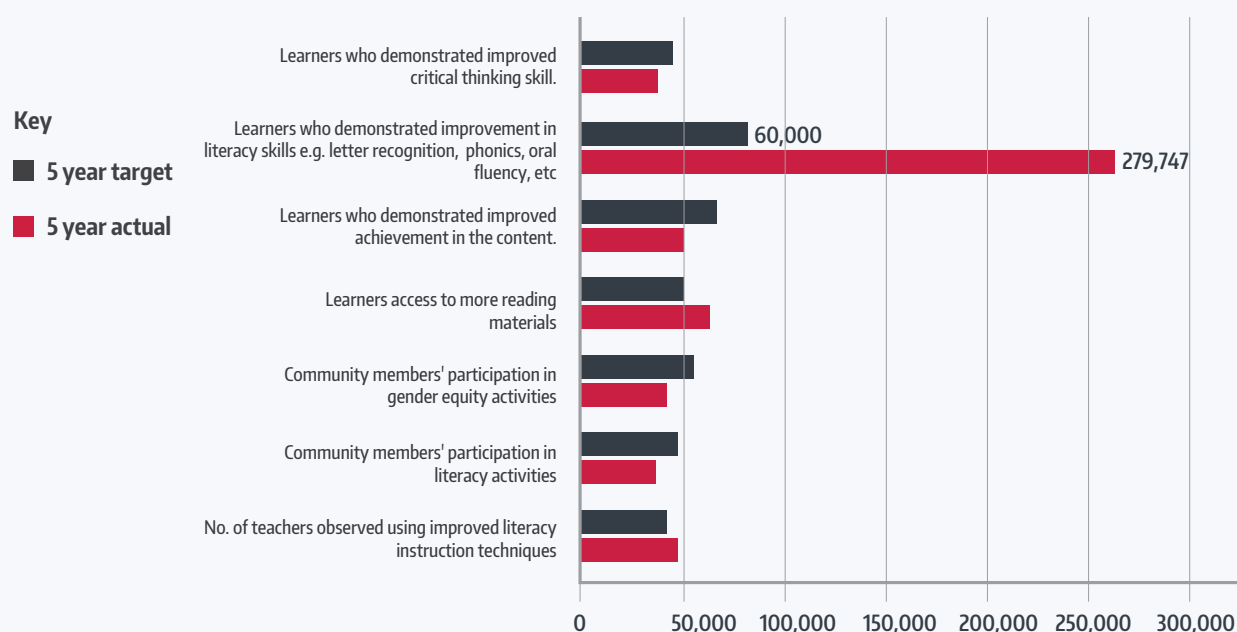


Some of the accomplishments by key indicators

| Indicator | Achievement | | | | | Target | Trend lines |
|---|-------------|-------|---------|-------|-------|----------------|-------------|
| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yearly Targets | |
| No. of teachers observed using improved literacy instruction techniques | 4,203 | 4,074 | 2,181 | 2,728 | 39 | 2,150 | |
| No. of community members who increased their participation in activities that support their school or enhance learner literacy opportunities. | 3,697 | 3,299 | 1,803 | 2,459 | 11 | 3,200 | |
| No. of community members who increased their participation in gender equity activities that strengthen the school community. | 959 | 1,470 | 837 | 5,066 | 313 | 3,200 | |
| No. of learners who gained access to more reading materials or were better able to use and access electronic resources due to the creation or expansion of a school library or computer center. | 13,765 | 2,588 | 5,635 | 8,565 | 930 | 2,500 | |
| No of learners who demonstrated improved achievement in the content of the class, club, or camp, as determined by an assessment. | 2,946 | 2,233 | 3,195 | 3,101 | 391 | 5,000 | |
| No. of pupils who demonstrated improvement in one or more of the following skills: letter recognition, print knowledge, phonics, oral fluency or print production. | 141,044 | 6,652 | 122,068 | 8,656 | 1,327 | 12,000 | |
| No. of learners who demonstrated at least one new or improved critical thinking skill. | 2,021 | 2,249 | 1,856 | 1,695 | 132 | 2,000 | |

Key: Yr: Year

Larger number of learners than was projected demonstrated improvement in literacy skills in 5 years



Explanation:

From the graph above, teacher literacy practice, community support and learners' access to reading materials in a friendlier learning environment all contributed to their literacy improvement and achievement.

Examples of Success Stories:

Promoting Girls' Sanitation and Hygiene at St. Kizito Primary School, Tororo district

Return Peace Corps Volunteer (RPCV) Stephanie served at St. Kizito Primary School in Tororo district, from 2019 to early 2020. In addition to her primary role as a Literacy Specialist, Stephanie was passionate about improving the girls' sexual health at her school.

The Head Teacher, Ms. Clare Adikini Opoya considers her school lucky to have had two consecutive Peace Corps Volunteers in the past three years. Both PCVs greatly contributed to the efforts to improve the pupils' basic literacy skills and ensuring a positive learning environment at the school. RPCV Hannah, who served at the school previously, helped set a functional library and trained both teachers and pupils on how to use it. She also held workshops with teachers to train them on the teaching of phonics, in addition to introducing the skill of making Re-Usable Menstrual Pads (RUMPS).

Stephanie built onto this (Hannah's work), through conducting more RUMPS workshops that involved both teachers and learners. She secured funds through the Peace Corps grants program, and together with the school community renovated a washroom and added a changing area for girls on the school compound.

This grant project to renovate the washroom and make reusable menstrual pads was the highlight of my Peace Corps service because it brought together all of the staff and pupils and will benefit the girls of St. Kizito Primary School for years to come. I was so lucky to have a supervisor and counterparts who were excited about the project and worked so hard to make sure we completed it successfully, and I am so



RPCV Stephanie at the girls changing room

proud of all of the teachers and pupils who engaged with our assembly and workshop about making RUMPs, even the boys! This project was also complemented by our DREAMS program for girl's empowerment with HIV prevention education and life skills for the Primary Six girls, which we ran for two terms. DREAMS was an important project for me because I benefited from a similar program as a teenager, and I knew how important these life skills would be for them throughout their lives. At the end of our DREAMS curriculum, we had a big celebration for all of the girls, who used the new washroom to change into their best dresses. It was wonderful to see them use and enjoy the washroom at the end of the term and officially open it for use." RPCV Stephanie.



Head Teacher MS Clare at the girls' changing room



Part of the interior of the girls' changing room

Library Development at St. Aloysius Primary School - Ngora

St. Aloysius Primary School, located in Ngora district Uganda, has many issues with its literacy and reading comprehension rates as is the case in do so many other government aided schools in Uganda. As a community, it also lacks basic housing, classrooms, latrines, and water. With so many problems at hand, a meeting was arranged by the head teacher of the school and the School Management Committee in early 2019. After much deliberation, the parties decided on a 1,500-reading book library in an existing classroom with new wood benches for readers and a security fence to protect the lower primary school from vandals and thieves. Not only would this help combat the literacy and reading comprehension issues, but it would propel St. Aloysius into a new realm of top local government primary schools in the region.

When the project was agreed upon, a grant was submitted through Peace Corps Uganda's grant program. But, with such a large project to manage, how does a school with little to no resources build a fence and finish a library with less than \$3,500 USD? Both parties involved went to the drawing board and came up with a plan to work alongside the local vocational school to minimize costs. Not only could St. Aloysius stay within their budget, but the local vocational school's students would be given a significant project to use as a stepping stone for their own education. After ground breaking, supplies were ordered through a local company in town. Given the significance and magnitude of the project being coordinated by multiple parties, the School Management Committee assigned roles to members, teachers and vocational school instructors. Each group took



turns monitoring the work of the vocational school students. The first significant portion of the project erected was the barbed wire security fence with two swinging lockable steel doors. While the works on the fencing was going on, a local welder installed large wire mesh window frames to re-enforce the existing windows of the library to ensure the security of the books and equipment. Subsequently, wooden benches were constructed and varnished by the carpentry unit of the vocational school. With old wood shelves repurposed by pupils and staff at St. Aloysius, the existing books were placed in the library.

The floors and walls were cleaned and polished, then the benches were fixed. For the first time in its 112 years of existence, St. Aloysius Primary School had a reading library for its 600 plus students!

However, as the school year was getting into full swing and beneficiaries were warming up to utilize this novel facility, the spread and threat of COVID -19 put an effective end to all the plans in March 2020. With only 500 reading books, mostly within the 3-5-year-old reading range, the school did not have enough material to take full advantage of its new accomplishment. Thankfully, in May 2020, the school received 1,000 reading books they had applied for through the African Library Project. Now, with over 1,500 reading books safely secured in St. Aloysius' new library, the school and the community can effectively push towards higher education for youths in Ngora for years to come.





Trainees and counterparts during training



Newly sworn in Volunteers celebrate



Celebrations after pre-service training (In a white dress on the left is Ambassador Deborah Malac)



Volunteers supporting learners (as individuals and in small group) enhance their reading skills



Volunteer and learners during outdoor activity



Volunteer demonstrating how to construct tippy tap



PCV Literacy Specialists in action

Photo Gallery

Some of the Primary Literacy Project partners



Education project review

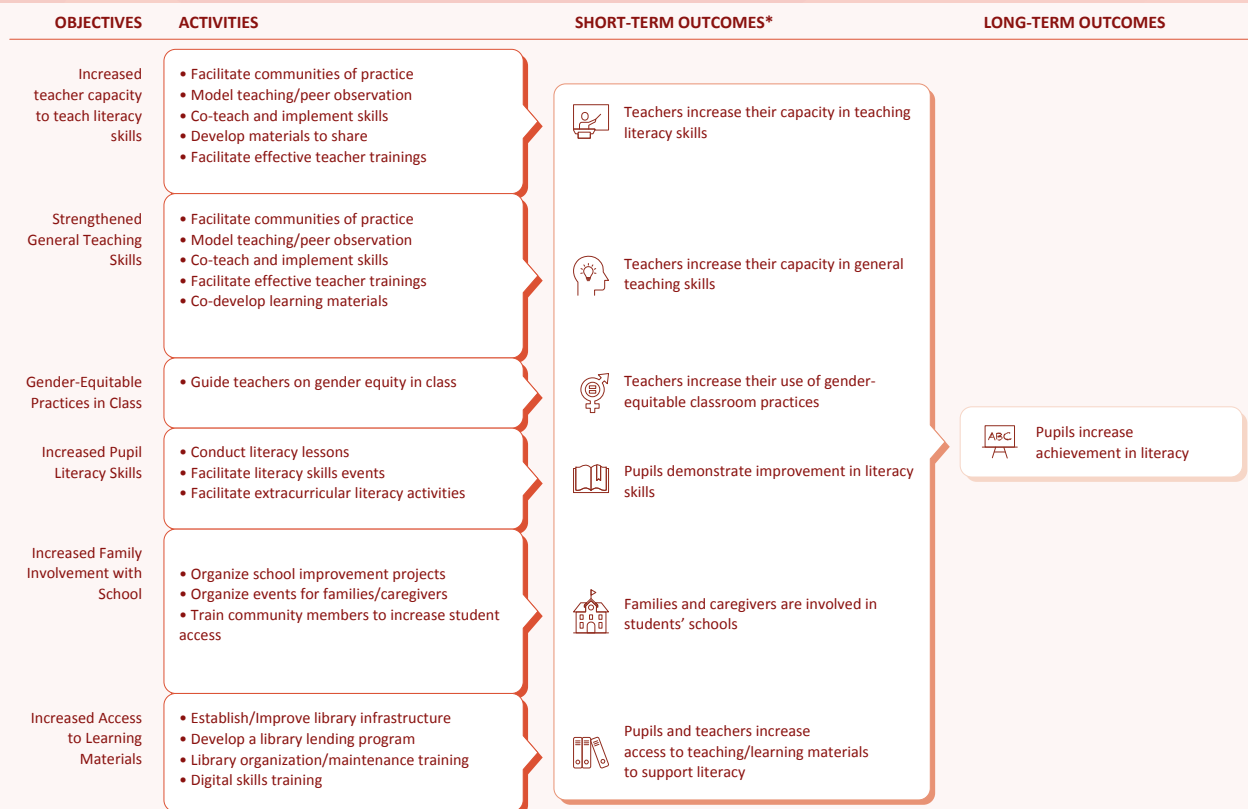
Currently the Primary Literacy Education Project is undergoing review. This is a Peace Corps Uganda standard practice done every five years to ensure that the project continues to meet the most pressing needs of the host nationals. Through this process, input from key stakeholders including implementing partners, Ministry of Education and Sports, direct beneficiaries and host schools is being sought to provide in-depth understanding of the realities of implementing the project. The review is aimed at ensuring that the Education Project aligns with the needs of Ugandans in the communities where the Peace Corps Volunteers live and work through validation of the projects and identification of areas of adjustments.



EDUCATION SECTOR (CHILDHOOD LITERACY): At-a-Glance Logic Model



PROJECT GOAL: Pupils attain literacy skills to improve learning outcomes.



*This at-a-glance visualization does not show the outputs that are included in the logic model.

Project level challenges

- High learner to teacher ratio especially in government primary schools that compromises the quality of teaching and one on one learner support by teachers.
- Deeply rooted culture of corporal punishment among Ugandan teachers that demotivates learners to learn and causes some to drop out of school.
- Cases of absenteeism among learners and some of the Volunteer counterparts.
- High rates of teacher transfers that have a great negative impact on Volunteer support and systemic knowledge and skills transfer between the Volunteers and host teachers.

A large, stylized red ribbon graphic is positioned diagonally across the page. It has a 3D effect with shadows and highlights, and a dashed line along its edges. The ribbon starts from the left side, loops upwards, and then extends towards the bottom right.

HEALTH PROJECT

No. of staff

4

Quote



"The field activity was a highlight for my visit to Uganda" Director Josephine (Jody) Olsen



HIV/AIDS

Facts about HIV/AIDS in Uganda

An estimated

1.48

million people are living with HIV/AIDS

Progress made by Uganda in the fight against HIV/AIDS



1.25

million Individuals (84%) know their HIV status



1.24

million Individuals (84%) are on treatment



0.917

million Individuals (62%) have suppressed HIV



135,000

There has been a reduction in new infections from in 2010 to approximately 60,000 in 2016 and 51,000 in 2020



26,000

New infections among children dropped from in 2010 to 4,000 by the end of 2016



100,000

Annual AIDS related deaths have reduced from about in 2004 to 28,000 in 2016

PROJECT IN DETAIL

Peace Corps Uganda Health Project was revised in 2018 and aligned to ensure it is focused on HIV/AIDS prevention, OVC programming, Maternal and Child Health and organization capacity building.

The current Project Logical Framework with a lifespan of up to 2025 has one goal and four objectives.

Project Goal

Ending preventable child deaths and achieving a resilient and healthy generation of youth by 2030

Project Objectives

The health project aims to:

1. Increase the knowledge and skills of child caregivers to end preventable child (age 0-5) deaths and keep them healthy
2. Increase the knowledge and skills of people living with or affected by HIV/AIDS to improve their well-being and resilience including OVC (age 0-18) and their families
3. Increase the knowledge and skills of vulnerable youth (age 12-19) to remain HIV-free
4. Improve community health service providers' and/or school staff's skills to address health needs of children and youth²

Project Core Areas:

- HIV/AIDS prevention
- Orphans and other Vulnerable Children (OVC)
- Maternal, Newborn and Child Health (MNCH)
- Organization capacity building

Key activities implemented:

- HIV prevention using evidence-based interventions
- Support to OVC and care givers
- Malaria prevention and control interventions and messaging
- Nutrition training including vegetable growing, cooking demonstrations and breast feeding Ending Preventable Child and Maternal Deaths (EPCMD)
- WASH interventions including hand washing and menstrual hygiene



Projects implemented:

Thirteen health projects in various areas such as: OVC support, HIV awareness, nutrition, WASH, safe schools, worth about \$ 60,000 were planned and implemented in four regions by Peace Corps Volunteers. Over 2,600 individuals so far have benefited from the projects.

² Community service providers are defined in this framework as health center professionals, Village Health Team members, Health Inspectors, Community Health Workers, Para-social Workers, Social Workers, Community Development Officer, Probation Officer, Counselors, Expert Clients, Community-Based Service Providers

Key outputs



HIV Outputs

| | |
|-------|--|
| 1,881 | individuals from seven districts reached with standardized HIV prevention evidence-based interventions |
| 1,292 | OVC served (Female: 641 and Male: 651), 94% achievement of annual target (1,377) |
| 1,040 | individuals from eight districts with accepting attitude towards people living with HIV |
| 1,032 | OVC with known HIV status (80% of total served) |
| 971 | individuals from nine districts trained to reduce stigma and discrimination around HIV |
| 328 | men (Boda boda drivers) reached with HIV, safety on the road and first aid training |
| 313 | individuals complete an evidence-based intervention integrating gender norms |



Malaria Outputs

| | |
|----------|---|
| 40,000 | community members educated on malaria prevention, net use and care |
| 15,000 | Insecticide treated bed nets distributed to individuals of most vulnerable groups |
| 400 | MOH approved Big Books with malaria prevention BCC messages printed |
| Over 300 | community mobilizers, VHTs, para social workers, community development activists, members of VSLAs were involved in malaria prevention activities |
| 15 | Peace Corps Volunteers conducted barrier analysis and baseline assessment |



Maternal, Newborn and Child Health (MNCH)

| | |
|-----|--|
| 258 | infants from Kyotera district were exclusively breastfed for the first six months |
| 78 | individuals from five districts trained in components of behavior change communication |

Photo Gallery

HIV/AIDS PREVENTION INTERVENTIONS Volunteer and counterpart during trainings



Participants in small learning groups with the Journeys Plus technical trainers (Group A and B the left and right respectively)



Training evaluation feedback tree



Carrying out a group activity during Grassroot Soccer



During a Grassroot Soccer practice activity



Activity demonstrating community support



World AIDS Day 2019 Mubende district event



SORAK staff receiving guests



Chairperson Local Council V Mubende



Learner under SORAK leading an HIV song



Women Group making presentation on HIV/AIDS

MALARIA CONTROL AND PREVENTION



Delivering bed nets to individuals in hard-to-reach areas (by boat-left, bicycle-center & foot-right)



Bed net demonstration to recipients by VHT



Section of the bed net recipients in Nakaseke



Bed net demonstration to recipients by VHT



Some of the recipients from Mukono



Expectant woman in Mubende receiving a net



Mother of twins in receiving nets from local leader

Quotes

”

“The mosquito bed nets are soft and smooth. I like them”. One of the recipients in Luwero.

”

“Beneficiaries appreciated the good quality of net distributed” One of the Social Workers in Nakaseke.



From a Care Group activity to Ending Preventable Child and Maternal Death Project in three districts of Uganda to Meals for Nutrition (MENU) in Uganda Project.



After Danielle and her husband, the Peace Corps Volunteers and their counterparts attending a garden to plate training in Fort portal that was supported by Peace Corps and Harvest Plus, Danielle worked with her counterpart and established Care Groups in Nkokonjeru Community. They partnered with three (3) Village Health Team (VHT) leaders and Lead mothers within their respective villages of Mulajje, Namaliri, and Kigulu. The team conducted community needs assessment that revealed a need for nutrition education and improved food security across the three villages. The host organization (RONHAI) in response started a series of facilitation in perma gardening. Community members were trained in compost



grow crops and support each other with garden and business management skills.



All the women of the care groups were supported by staff from RONHAI to maintain their gardens and produce vines and seeds for their family consumption and income. They were also supported to join Village Saving and Loan Association to pool their savings and enable themselves access loan at low interest rates.

The Harvest plus team that came for Orange Sweet potatoes vine training, later recommended RONHAI to be part of MENU project in Uganda. A total of 4,520 beneficiaries have already been reached. Thanks to Peace Corps Uganda Volunteers whose initiative made RONHAI become part of the MENU project. This MENU project aims at facilitating access to clean



manure making, climate-resilient garden design, and how to incorporate vegetables into traditional Ugandan meals. Traditionally, Ugandans do not frequently take vegetables daily with meals. From a study done in central Uganda by Nagawa M. et al in 2018 among adolescents, only 47.2% of them ate vegetables and fruits every week, The team organized two-day workshop for the care groups of 30 participants. Orange sweet potato and iron rich beans were also highlighted during the workshop. Participants discussed vitamins, minerals and iron, how to create balanced meals, and the health benefits of good nutrition. Vitamin A and the other micronutrient benefits were discussed. Trainees covered rapid vine multiplication, vine varieties, and how to produce vines and potatoes for large scale buyers. The training emphasized the need for women to work together in their Care Groups



planting materials to farmers for planting and multiplication and currently the project supports three districts of Buikwe, Kayunga and Mukono in Central Uganda.

400 MOSQUITO NETS DISTRIBUTED

TO FLOOD VICTIMS IN NORTHERN UGANDA BY CCI-Uganda

Due to the heavy rains in between December 2019 and the beginning of 2020, the water levels in Lake Kyoga drastically raised. According to scientists, the last time that the lake experienced such a rise in water levels was in 1964. This led to the flooding of many homesteads around the lake. The most affected areas in Lango were the districts of Dokolo, Amolatar, Kwania, Alebtong and Apac. Over 700 homesteads were displaced in Dokolo district alone. Majority were the mothers, pregnant women and children who were at a high risk of getting malaria because of mosquitos. Many of the crops were destroyed, and this led to hunger, limited access to accommodation due to damaged homes and inadequate basic needs.



Lactating Mother bed net recipient

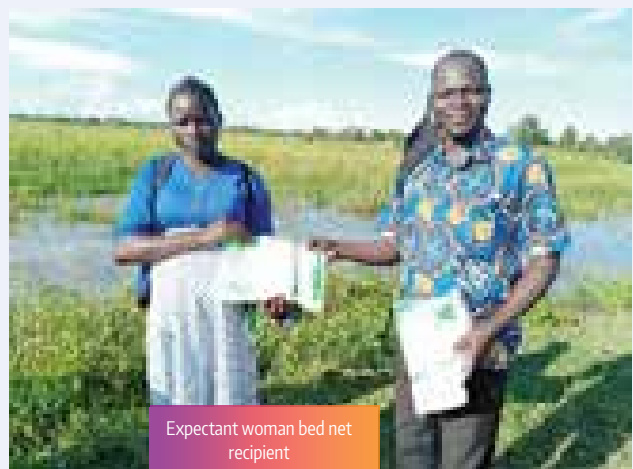
Children's Chance International (CCI-Uganda) did a quick survey and produced a documentary portraying the floods situation in Lango sub region especially in Agwata sub-county Kachung Parish <https://m.youtube.com/watch?feature=share&v=XL9G3Wbr4y8>. This prompted Peace Corps Uganda after watching to take a quick action and donated 400 insecticide treated mosquito bed nets through CCI-Uganda which is one of Peace Corps Uganda's partners and hosted a Peace Corps Volunteer. The 400 mosquito nets were distributed to beneficiaries in Kachung Parish in Agwata Sub-county and Bata Highland in Adeknino Sub-county all in Dokolo district



Children under 5 years

specifically benefitting 400 pregnant mothers and children since they are the most affected by malaria in the region. To see how the project was implemented, follow this YouTube link. <https://www.youtube.com/watch?v=p9lqITnPPuU> The beneficiaries and the community leaders embraced the nets, and said that it will not only reduce on the spread of malaria, but will also keep them warm in the night.

However, the nets could not be enough for all the affected victims due to the scarcity. The communities are still experiencing different challenges such as limited access to basic needs like accommodation, food, clean and safe water among others.



Expectant woman bed net recipient

Single mother of twelve benefits from mosquito bed nets and booster grant

Nakatereke Paulina is a single mother aged over 50 and resident of Nakateete Village, Nakateete Parish, Kisekka sub-county in Lwengo district. She is the household head of a family with seven children and five grandchildren including OVC.

The household's economic, health and social status is low, which prompted Kyamaganda Community Development Organization to enroll the household on OVC Program in October 2019 with the goal to improve on their economic, health and social status.

According to the household assessment that was conducted in October 2019, the household was found in a critical state with no In-come Generating Activity, poor: hygiene, nutrition and health, surviving on hand- to -mouth agriculture. The source of food in this household was the return given after work and this was supplemented with the home grown food which could hardly sustain the large family of more than twelve members. The household members survived on a single carbohydrate meal a day, mainly porridge. As a result, children manifested signs of malnutrition.

Some children dropped out of school at an early age and some of them are child mothers. According to the caregiver, this is because of the current low household economic status which cannot uphold children in school. The members were prone to malaria as they were not sleeping under mosquito bed nets.

In response to the unpleasant situation, the household was provided with mosquito bed nets from Peace Corps and US Presidential Malaria Initiative which at least improved on the health status of the members. In addition, Kyamaganda Community Development Organization with support from Rakai Health Science Program provided booster grant of one



Household members receiving mosquito bed nets



Family members receiving economic booster packages: pigs and maize bran

pig and maize bran in October-December Quarter with hope that the Income Generating Activity will have a multiplier effect to sustain and uphold the household. The household also received farm inputs to cater for food security and to improve on the nutrition of the members especially children. The household will be monitored closely in the subsequent period to access the progress that will be made.



Poems on HIV/AIDS

By: Eva Nandutu

*As the young and succulent,
Take comfort in own lost lives,
Texting on latest Mobiles.
Disguised as trendy lifestyles.
In-exchange for their VIRGINITY.
To those preying on own hyper sense of
longingness.
Faces hidden, masked with over fitted
coats.
Oh yes! This thing called HIV/AIDS- has
no sympathy.
We are just victims of circumstance.*

*We have seen our own-
Living in the moment s breath,
Risking young selves for belongingness-
A broken generation on a one-way
traffic,
Into the streets-turned highway
walkways.
Fond of sweet bitter memories.
Inter-twined with frustrations and
neglect,
It s a concrete JUNGLE, where dreams
fade like rocks made of sugar.
Oh yes! This thing called HIV/AIDS- has
no sympathy.*

*We are just victims of circumstance
We have seen our own-
Fall trapped to trickery-
Craving relief-*

*To the panting footsteps of invisible
shadows.
Engulfed in self-misery and regret.
Wishing for a U TURN.
Revenge and hostility-cracking own
broken hearts.
Safety! No-more a slogan beneath
a-many hustling.
Oh yes! This thing called HIV/AIDS- has
no sympathy.
We are just victims of circumstance.*

*The time is now.
For the sun just set, the future is certain.
If we must be safe! We must play safe
If we must play safe! We must know our
HIV/AIDS status.
We must know our HIV/AIDS status! We
must TEST.
If rushing will crush us-
Let s abstain! If we cannot abstain
Let s be faithful! If we cannot be faithful,
Let s use condoms.
Oh yes! This thing called HIV/AIDS- has
no sympathy.
All are just victims of circumstance.*

*Whether positive or negative status.
Together!!!
WE CAN STOP THE SPREAD OF
HIV/AIDS.*

Poem Two: Men JUST YESTERDAY

By: Eva Nandutu

*The sons of our fore fathers died.
The great warriors of all times.
Died not of a sword nor a gun
For they died a painful death-
To Human Immunodeficiency Virus.
Rumor had it!
They refused to test.*

*The sons of our fore fathers loved
quadruple dance-
At the village square.
To the tunes of the African Drums
While the stars were a blanket over the
world.
It was leg over-bend over style.
They loved it live and sweet.
They refused to test*

*The sons of our fore fathers weakened.
Weakened not of age or lack.
For they weakened.
To Acquired Immunodeficiency
Syndrome.
Rumor still had it.
Many refused to test.*

*The sons of our fore fathers.
Those few!
The few that chose to test and treat-
Still died anyway-
They hid drugs at rooftop for nobody saw.
They pampered the virus with irregular
dosages.
The virus grew wings-Made a hive in their
bodies.
They refused to obey the prescription.*

*The Sons of Our Fathers died.
For they died of pride and Ignorance.
They left us sons and daughters.
They also carried it.
The Human Immunodeficiency Virus.
The tender ones succumbed to it-
The Acquired Immunodeficiency
Syndrome.
History at it again.*



*The sons of the sons of our fore fathers.
Today, we pray.
They hind the warning.
For they must protect-
The sons of the sons of the sons of our
forefathers.*

Poem Three: 90 90 90 I'M INVISIBLE

By: Eva Nandutu

*Three words- 26 letters-Three
words- 32 letters.
You call ME HIV/AIDS
I'm BOLD and BROAD.
Immune to eyesight-
Invisible to naturalists,
I sting-sink
Many hoodwinked-
In prayer-fasting and tithing.
Smoking indigenous tree species.*

*I dine-wine.
In no particular specification.
Fair skin-tall or short.
Curvy-fatty or thinly.
Masculine- Feminine young or old.
Descent-indecent married or single.
Rich-poor small known or unknown.
First time-second time or many times.
I'm a bloody life sucker.*

*I love-live underneath.
Test ME not by your eyes nor rumor
Couples-married cohabiting or one-night
offs.
Test-save yourself from ME
Mothers-pregnant faithful or unfaithful.
Test-save the unborn from ME
Youth-adolescents, teenagers or young
women/men.
Test-save the generations to come from ME*

*My targets beware!
Does your result confirm ME?
Seek Anti-retroviral regimen-
The ONLY antidote-
That withers ME-
Imprisoning my ability to multiply.
Like a sweet-suck on it with loyalty.
Live-love -laugh long*

Some of Health PARTNERS AND STAKEHOLDERS



THE REPUBLIC OF UGANDA
MINISTRY OF HEALTH



UGANDA



PEPFAR



THE REPUBLIC OF UGANDA
Ministry Of Gender, Labour
& Social Development

VSO



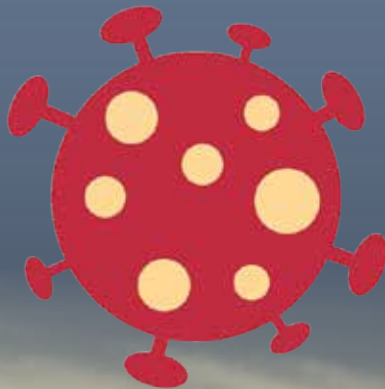
USAID
FROM THE AMERICAN PEOPLE

President's Malaria Initiative



General challenge

COVID-19 pandemic that led to the evacuation of all Volunteers and the consequent operation and travel restrictions suffered by the office. These had a negative effect on activities that had been planned.



Health Project plans moving forward

- Continue with meaningful partner and stakeholder engagement on different fora
- Support partners complete projects that were not completed following Volunteer evacuation
- Prepare for re-instatement of Peace Corps Volunteers
- Continue with active interagency collaboration and engagement
- Support partners revise their work plans to suit COVID 19 pandemic and Standard Operating Procedures

General plans (All projects) moving forward

Moving forward, Peace Corps Uganda is looking forward to the following:

- PCV re-instatement
- “New normal”
- Finalize education project review
- Strengthen partnerships and ensure meaningful partner and stakeholder engagement

Conclusion

Despite the half of the reporting period having been during COVID-19 pandemic, this report has highlighted efforts that were made prior and during COVID-19 to contribute to the outcomes for the different projects. Peace Corps is grateful to the following: US Government for the funding through PEPFAR and Feed the Future USAID and to the Government of Uganda and various partners and stakeholders for the collaboration.

NOTES

A series of horizontal dotted lines for taking notes, spanning the width of the page.



As a team we can do better



CONTACT INFORMATION

US Peace Corps Uganda
Plot 48, Malcolm X Drive Kololo, Kampala
P.O. Box 7007, Kampala
Website: www.peacecorps.gov/uganda
Email address: info@ug.peacecorps.gov
Telephone Number: +256 317 111 200



USAID
FROM THE AMERICAN PEOPLE

