



HIV/AIDS Education/Awareness Project

Overall Presentation

Project Summary:

Working to Empower (WTE) proposes to undertake an HIV/AIDS Education and Awareness Project in the Kitgum district in northern Uganda, spanning over duration of four months, from March 2007 to June 2007. Under this project, three internally displaced regions will be targeted. In each region, we propose to conduct HIV/AIDS seminars, create peer education networks, develop short and long-term community-based sensitization programs and create locally-run resource centers for HIV/AIDS information.

In addition to these programs specifically designed for HIV/AIDS education and awareness, WTE also proposes to expand its already-running educational sponsorship program, Emebet Education Program (EEP), as well as its income-generating programs. These programs complement our HIV/AIDS programs and act as additional channels through which we can counteract the devastating effects of HIV/AIDS on Ugandan society. EEP is a program that provides tuition fees, study materials and school uniforms to orphaned children, enabling them to attend secondary school. The income-generating programs aim to alleviate-poverty of the most vulnerable in the society. By utilizing the existing framework and capitalizing on the existing resources of these programs, we hope to expand our efforts and take new initiatives which help us provide the most to the targeted sections of the Ugandan society.

The proposed HIV/AIDS awareness project will be implemented in collaboration with the Agoro Community Development Association (ACDA), a local non-governmental organization (NGO). As a part of ACDA's existing efforts in health sensitization, this project will ensure that the actions initiated now will continue in the long-term and will empower the locals to play an increased role in proactively dealing with the threat of HIV/AIDS in their communities. Focal to HIV/AIDS education is the fostering a sense of community responsibility and motivation to deal with the problem; accordingly, we will work to train local instructors so that this education is continued and expanded by local efforts. Being a part of the local community, these individuals will also be the best judge of which groups, in particular, need more awareness on the issues of HIV/AIDS. This will again help in maximizing the positive effect of these programs. Additionally, our effort will be to provide all the tools and materials which allow our local partner to continue their educational efforts for as long as the need exists within the community.

We will utilize peer education and leadership models, in order to coordinate, lead and

organize community-focused sensitization and education programs to be carried out over the year following this project. The seminars will take place within two internally displaced camps and in one city centre. These seminars will be coupled with a network of community outreach programs which will aim to reach 11 of the 22 internally displaced persons (IDP) camps within the Kitgum district.

Target audiences for seminars will be a mixture of genders and ages, with a focus upon youth (those who are between the ages of 10 and 25). Prolonged community education programs will be specifically tailored for different groups: such as sports education for youth, video education for community leaders, and music education for all ages. The project will train 120 individuals in week-long seminar settings. This will be followed by community education outreach work reaching 2500 people in the short-term (within the first four months) and another 2500 in the long-term through peer education efforts.

Project Objectives:

- To spread awareness and knowledge concerning HIV/AIDS among the displaced Ugandan communities and provide guidance on prevention methods which are based on a thorough understanding of the viral transmission patterns and causes;
- To identify group activities considered high-risk behavior and target activities that can alter their degree of risk;
- To train and certify resource-persons in the form of peer education teams, who will be focal in local efforts to create reliable peer information channels and to encourage sustainable behavior change among persons at risk;
- To encourage local responsibility and empowerment via participation and leadership of locals;
- To offer long-term educational efforts via incentive-based peer education teams;
- To supply accessible information that is useful and language appropriate within newly created resource centers organized and offered by our local partner;
- To alert and inform NGOs, UN Agencies and local facilities working in the area about the medical, nutritional and educational needs in the communities, working with existing projects such as World Food Program (WFP) so as to increase and/or alter services for IDPs and the camps they live in; and
- To increase global knowledge of the northern Ugandan situation via publications and information events.

Project Justification:

Of the more than forty million people living with HIV/AIDS around the world today, nearly 60% of those are found within Sub-Saharan Africa. In addition to those who are already affected by the symptoms, nearly 14,000 people are newly infected with the virus daily – 2005 recorded an estimated five-million new infections.

Education is the key to changing these trends. To prevent transmission, people must understand how the virus is transmitted and how one can prevent and/or alter behavior to reduce the probability of transmission within certain situations. Education, however, is often not often enough - poverty and conflict are related to the causes and circumstances of viral transmissions, and thus supplemental work is required within additional fields, such as

poverty alleviation and secondary school education.

Current national HIV prevalence levels in Uganda are estimated to be seven percent, with this nation often being cited as a success story due to the significant decrease in HIV prevalence within the last decade. Unfortunately, this trend has not continued and in fact seems to be reversing. A compelling example of this is in regions like the Kitgum district where local numbers suggest that about 12% of people living in internally displaced camps are living with the virus.

Background:

The UN Secretary of Humanitarian Affairs has called the situation in Northern Uganda the most neglected humanitarian crisis in the world. The UN Office for the Coordination of Humanitarian Affairs summarized the situation as: “Innocent civilians have been killed or mutilated; thousands of children have been abducted, forced into combat, and subjected to torture and sexual violence” (UNOCHA, 2003). For the last two decades, a rebel militia known as The Lord’s Resistance Army (LRA), led by Joseph Kony, has terrorized the entire region of Northern Uganda. The LRA has abducted tens of thousands of children as soldiers and sex slaves, forcing them to commit acts of torture such as cutting off the ears, nose, lips and limbs of innocent civilians. In response to the brutal massacres by the LRA in 1997, the Ugandan government regrouped almost the entire population (1.6 million people, or 90% of the population) of the Northern Districts into approximately 200 Internally Displaced Persons Camps (IDP camps). The camps were formed to provide security from the LRA, unfortunately demolishing the entire social and economic structure of the North. Additionally these efforts have not been able to provide the needed security to recover and rebuild.

These internally displaced persons (IDPs), are largely unable to farm because the Ugandan troops guard the IDP camp, restricting movement of the residents. This leaves the farming land unprotected and open for LRA abductions. Small scale farming does occur; but most who engage in this practice have to return to the camp by 2 p.m. due to the lack of security. As a result, almost the entire population of IDP camp residents is dependent on external assistance such as the World Food Program. In October of 2004, WFP and UNICEF nutritional surveys showed that 7-21% of children were severely malnourished. The HIV sero prevalence in the camps is *twice* the national average.

The North has suffered from low productivity, mismanagement, limited business expansion, and gender-based violence as well as gender-based disparity (limited access to education for women). Many children have been abducted from the camps and because of the rising insecurity of the camps, a phenomenon known as the “night commuters” began - up to 19,000 children set off every night walking for hours from the camps to reach the nearest town for safety. The article *War Affected Children and Youth in Northern Uganda* showed that in the four main northern districts, 31% of families have lost children to abduction, 5% have had children mutilated, and 45% have witnessed the killing of a family member. To put this into perspective, 42 children are being abducted every week and 50% of them are under the age of 15. A study by Médecins Sans Frontières also showed that 25.5% of children in the camps suffer from severe psychological distress.

The LRA has been settled in Southern Sudan but their supply of food and military personnel have their origin in Northern Uganda, therefore when supplies are limited, they raid the camps in the North, and ambush convoys on the roads. In 2002, Joseph Kony, the leader of the LRA

ordered the destruction of Catholic missions, which resulted in loss of lives of priests, missionaries and nuns. To counter this, "Operation Iron Fist" allowed the Ugandan Army (UPDF) to pursue LRA across the Ugandan-Sudanese border. Although this weakened the LRA, it also led to continuous raids on IDP camps, forcing the children to serve as child soldiers. The rebels often move in big groups of at least 100 people and are heavily armed. The LRA is also known to use Landmines, thereby leaving a trail of danger and destruction in areas where they operate.

Peace talks between President of Uganda, Museveni and LRA leaders have been continuing since 1994. An Amnesty Process was initiated, allowing rebels who escape the LRA to be granted amnesty and be offered full reintegration and compensation packages. In October 2005, the International Criminal Court (ICC) indicted Joseph Kony and four other LRA leaders. Today, in a warrant issued by the Court, Kony faces 33 charges, including 12 counts of crimes against humanity. As a retaliation to these charges, the LRA began targeting international and national relief organizations, limiting humanitarian access. The murders of humanitarian workers also limited the presence of other NGO's. The International Rescue Committee (IRC) estimates that between January and July 2005, there were in excess of 26,000 deaths due to this conflict. For child soldiers who were abducted, it has been challenging for them to be re-integrated into society because of the psychological trauma they have suffered. There has been no humanitarian psychological support in the camps.

A study by the Fafu Institute of Applied Studies showed that nine percent of men and one percent of women in the camps have secondary school education. 84% of women in camps are illiterate. There is little access to crop land and although 85% of residents are receiving food aid, they are only receiving about 65% of their daily requirements, resulting in high levels of malnutrition. Also, crime remains high and a third of people hear daily gunshots. One third of children over 10 have lost one parent and 9% of children in camps are orphans.

According to Human Rights Watch, Uganda was a leading African country in the HIV/AIDS prevention program through the reinforcement of positive behavior changes and political leadership, as well as through condoms and HIV testing. Unfortunately, in a shift orchestrated and funded by the US government, Uganda began focusing only on abstinence campaigns. The US is the largest donor to HIV/AIDS in Uganda and they have been thus exporting their abstinence programs. These programs have, according to studies and trails, been completely ineffective in the US according to trials. Objective health information has been vetoed in favor of abstinence programs and President Musevini has made many anti-condom statements. Groups denying the effectiveness of condoms have received government support while the other groups have been left with the fear that teaching objective material may get them blacklisted. Women, as compared to men, are at a much greater risk of acquiring HIV/AIDS due to infidelity, domestic violence and rape. Abstinence-only programs fail to account for the fact that AIDS is a disease of poverty and that many young girls are trading sex for school fees. One million children in Uganda have been orphaned by AIDS, many with a high risk of acquiring the virus themselves. In 2002, six girls were infected for every boy (Makerere University of Public Health Study). One-quarter of Ugandans also believed virus was transmitted by mosquitoes ("The Less They Know the Better", Vol 17, No 4, *HRW*).

The situation in Uganda remains hidden from much of the international community, as compared to the other conflicts which remain daily news coverage. International action is limited, and supportive at best, bringing little or no change. The need of the hour is on-the

ground programs that involve the community to make a positive impact on the society.

About the Organization:

Working To Empower

WTE is a non-profit NGO working to empower sustainable, community-based change. Focused mainly upon HIV/AIDS education, WTE also works in additional areas in order to counteract the negative effects felt within society. Supplementary approaches include providing school fees for orphans and developing income-generating projects for the most vulnerable in society.

A key to WTE's success is the prominent role of local partners. Local needs are matched with locally-based proposals put forward by community members who are fully aware of local realities. These proposals are formulated by members of the community. WTE aims to help convert these proposals into action so as to facilitate the implementation of projects demanded locally. WTE utilizes experiences and research techniques and matches them with ideas provided locally. Analyzing both successes and failures (our own as well as those of the other organizations') enables WTE input to preempt impending problems, while expanding upon positive methods that are shown to be effective. Our work however, is to be a catalyst. WTE works to empower local organizations and people. We strive to place a greater responsibility upon local people: their community work is done not for incentive but for the betterment of the family, village and people.

WTE fundamentally asserts the equality of all peoples by espousing three core values: Responsibility, Respect, and Sustainability. It is our view that unequal distribution of goods, rights, education, and other resources produces unequal opportunity for certain peoples. It is our motivation to equalize these resources in order to empower people so that needed social changes can occur.

WTE is actively engaged in community-based empowerment within refugee camps in Tanzania and Benin, repatriation areas in the Democratic Republic of the Congo, and IDP camps in Northern Uganda. During the past year WTE has been creating peer education teams with the help of our partners (partner organizations outlined below). These teachers participate in WTE-lead seminars, which are followed by the creation of projects for community-based education. Adapting to local culture and situations, WTE has developed different strategies to adapt to each area, varying from musical education (DR Congo) to video education (various locations) to UNHCR office/waiting area presentations (Benin) to sport education (Tanzania) to targeting community chiefs (Tanzania) to extended seminar-style education (various locations).

The process that WTE uses to create and sustain these incentive-based peer education teams differs from case to case, since these programs stress the participation and input from community members and are developed in collaboration with WTE. Instead of supplying the community with a plan developed in Canada, the work is adapted and developed within the local context. Months of communication prior to each of the programs allows local context, culture, and services to be fully incorporated into the program design. In order to sustain the need for locally-driven educational processes, all our partners have begun resource centers for

HIV/AIDS.

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Partner Organizations:

RESPECT International

RESPECT, standing for 'Refugee Education Sponsorship Program: Enhancing Communities Together,' is a non-profit organization with headquarters in Winnipeg, Canada.

RESPECT is committed to raising awareness among international youth about refugees and refugee issues, encouraging activism among youth and further empowering refugee young people and communities through cultural exchange, education, training, letter exchanges, donations and transport of education-related material aid.

More than a caring organization providing assistance, RESPECT International works primarily through an international network of volunteers, local NGOs, educators and schools worldwide. RESPECT encourages its members' initiatives because education can make a difference and generate social change in refugee communities. Programs are implemented via international cooperation between refugee and non-refugee partners and affiliates through the world, who together can find ways to enhance the people and their community life.

RESPECT International
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ACDA

Agoro Community Development Association (ACDA) is based in Kitgum, Uganda and works in 12 of the nearby 22 IDP (internally displaced persons) camps. Today, ACDA has grown immensely with a 72-person volunteer staff. Their project goals include:

1. Education: ACDA runs a vocational school to help school dropouts and those unable

to pay for secondary school. In collaboration with WTE, they also send orphan girls to a boarding secondary school (The IDP camp does not have a secondary school so children must go to a boarding school nearly 50 kilometers away). Social workers and other volunteers hold training sessions on various health issues, provide computer training, and run a child daycare (under five years of age) with over 1400 children.

2. Human Rights and Peace Building: ACDA engages the community with seminars and sensitization programs, and by working with community leaders on information sharing.
3. Health: ACDA helps orphans find foster families and encourages attendance in school. They have various teaching groups, including a group of people living with HIV and another a women’s cooperative group. In collaboration with WTE, seminars on HIV/AIDS have taken place with selected members in the IDP camp. Volunteers also hold workshops on hygiene, water, and HIV/AIDS.

ACDA began while the rebel-led civil war was being waged in nearby areas; this small group of citizens raised funds and efforts to retrieve bodies and have them properly buried. Today their efforts have grown, their purpose has expanded and so has their team of volunteers.

WTE Project Coordination:

Implemented by two WTE staff, this project will be run in accordance with our mandates of local empowerment. Logan Cochrane, founder of WTE, was the project manager for the 2006 projects that took place in DR Congo, Tanzania, Uganda, and Benin as well as the main HIV/AIDS educator. He will facilitate these roles again within this program. Christine Harris will join the project adding a female-focused aspect to the seminar content. She is a Masters’ student who has worked in Africa previously and will be completing her MA in International Health and Development at Tulane University. With experience in project evaluation, she will evaluate the project, assessing the impact of the short- and long-term educational effects.

Total Financial Breakdown:

Project budget	Expenses	Personal disbursement	Balance
HIV/AIDS Seminars	\$6,539		\$6,119
Emebet Education Program	\$510		\$510
Income Generating Projects	\$2,120		\$2,120
WTE	\$7,284	\$4,830*	\$2,457
Total	\$16,453	\$4,830*	\$11,206

*** Personal disbursement is not included in project costs. Details are shown to display the personal contributions and commitment of the WTE team.**

Training content

Educational Objectives:

The training should provide:

- 1 A clear understanding of HIV as a virus and its transmission between peoples;
- 2 A solid foundation explaining the role of society-level spread of the virus;
- 3 Understandings of various methods of prevention and why/how they work;
- 4 Knowledge of previous campaigns and country efforts (success and failure);
- 5 A new found focus on culture and stigma; and
- 6 A desire to overcome stigma and gender-related barriers to prevention.

Five-Day Training Program Outlines

The following lesson topics may vary depending upon available time and requested focus areas. Each seminar is approached through a demand and response style, such that if participants seek additional information on any one topic it will be provided. The following is the general order of the five-day teaching program:

First Meeting: Sharing experiences about HIV/AIDS

Lesson 1: Introduction to HIV/AIDS

Lesson 2: History of the Virus

Lesson 3: Individual Level: Biology, Transmission of Virus

Lesson 4: Social Level: Epidemiology, Spread of Virus

Lesson 5: Drugs (ARV's)

Lesson 6: The Role of Culture/Stigma

Lesson 7: The Role of Gender

Lesson 8: Prevention – Individual Level

Lesson 9: Prevention – Social Level

Lesson 10: Specific Examples of Success/Failure

Lesson 11: Moving Forward

Group Work: Discussion about Programs/Ideas to Implement in the Area

Finally: Implementation of Ideas in the Community

Day 1

9:00AM Opening: Experience-Sharing and Discussion about AIDS/HIV

10:30AM Break (15min.)

10:45AM Lesson 1: Introduction to HIV/AIDS (1)

12:30PM Lunch

1:15 PM Lesson 2: Introduction to HIV/AIDS (2) and Video

3:30 PM End of day

Day 2

9:00AM Opening: History of HIV/AIDS

10:30AM Break (15min.)

10:45AM Lesson 1: Individual Level: Biology and Transmission (1)

12:30PM Lunch

1:15PM Lesson 2: Individual Level: Biology and Transmission (2)

3:30PM End of day

Day 3

9:00AM Opening: Social Level: Epidemiology, Spread of Virus
10:30AM Break (15min.)
10:45AM Lesson 1: Treatment (ARVs)
12:30PM Lunch
1:15PM Lesson 2: Examples of National Responses (Successes and Failures)
3:30PM End of day

Day 4

9:00AM Opening: Culture and Stigma
10:30AM Break (15min.)
10:45AM Lesson 1: Gender
12:30PM Lunch
1:15PM Lesson 2: Group-Work Project
3:30PM End of day

Day 5

9:00AM Opening: Specific Examples of Project Success/Failure
10:30AM Break (15min.)
10:45AM Lesson 1: Review/Summary and Video
12:30PM Lunch
1:15PM Lesson 2: Questions and Certificates
3:30PM End of day

Materials:

- 1 Black-/paper-board and chalk/felts
- 2 Condoms
- 3 Notebooks and pencils
- 4 Pamphlets and handouts
- 5 Attestations/certificates
- 6 Tee-Shirt with slogan for participants

Multi-language training:

The lessons and discussions will be available in both English and a local dialect, with translation services provided by ACDA member volunteers.

WTE: 2007 Northern Uganda (March 15th to July 15th)

The program will work in collaboration with ACDA based in Kitgum and be active within 12 of the 22 IDP camps in the Kitgum district. The first seminar will take place within the Kitgum city-center where the main ACDA office is located. This project will target internally displaced persons, but will remain open to all members of the community. ACDA has a second office in the Agoro IDP camp where another seminar and some community-based activities will take place. In this location, ACDA runs a 1400-child daycare. A third seminar will take place in an additional internally displaced camp. The location of this final seminar and of the community sensitization activities will be determined by ACDA, the local partner.

Each seminar will train 40 community members and select those who are willing and eager to continue HIV/AIDS education as part of an incentive-based peer education team. Six members will be chosen for this team, two from each location, as well as one director for the project who will write monthly reports/updates for WTE regarding the progress of the program. WTE will bring resources to create an information center in their two offices and ACDA will remain in constant contact after the program is run, asking for additional resources as and when these are needed. Within the long-term, needed materials will be sent to ACDA by post, funded by WTE for the duration of these HIV/AIDS educational efforts.

WTE also runs an education sponsorship program for orphans in the Agoro IDP camp, called the Emebet Education Program. As there is no secondary school in the camp, the children are sent to a boarding school in Kitgum. The WTE team will utilize the office and computer systems of ACDA to hold Saturday-afternoon tutoring sessions for these students.

WTE has fostered income-generating projects in the area previously, such as a millet grinding machine and a women's beading group. These projects will be developed and evaluated for effectiveness. Funding for new projects will be allotted based on local needs and the local situation, and depending on the funds available.

Weekly Schedule: April (15th to 31st)

Monday: Meeting between ACDA and WTE staff
Tuesday: Planning for HIV/AIDS seminars in the morning (two WTE staff), Lou language lessons in the afternoon (three WTE staff).
Wednesday: Visit to Agoro IDP camps with WTE and ACDA staff
Thursday: Visit to Agoro IDP camps with WTE and ACDA staff
Friday: Visit to Agoro IDP camps with WTE and ACDA staff
Saturday: WTE meeting with and tutoring of the orphan girls selected for the secondary Emebet Education Program (EEP) attending boarding school in Kitgum at the ACDA centre, helping with school and with basic computer skills

Weekly Schedule: May (1st to 30th)

Monday: Kitgum HIV/AIDS seminar
Tuesday: Kitgum HIV/AIDS seminar
Wednesday: Kitgum HIV/AIDS seminar, evening visit to internet cafe
Thursday: Kitgum HIV/AIDS seminar
Friday: Kitgum HIV/AIDS seminar
Saturday: WTE meeting with and tutoring of the orphan girls selected for the secondary EEP attending boarding school in Kitgum at the ACDA centre, helping with school and with basic computer skills

Weekly Schedule: June (1st to 31st)

Monday: Agoro IDP camp HIV/AIDS seminar
Tuesday: Agoro IDP camp HIV/AIDS seminar
Wednesday: Agoro IDP camp HIV/AIDS seminar
Thursday: Agoro IDP camp HIV/AIDS seminar
Friday: Agoro IDP camp HIV/AIDS seminar

Saturday: WTE meeting with and tutoring of the orphan girls selected for the secondary EEP attending boarding school in Kitgum at the ACDA centre, helping with school and with basic computer skills

Weekly Schedule: July (1st to 31st)

Monday: IDP camp HIV/AIDS seminar
 Tuesday: IDP camp HIV/AIDS seminar
 Wednesday: IDP camp HIV/AIDS seminar
 Thursday: IDP camp HIV/AIDS seminar
 Friday: IDP camp HIV/AIDS seminar
 Saturday: WTE meeting with and tutoring of the orphan girls selected for the secondary EEP attending boarding school in Kitgum at the ACDA centre, helping with school and with basic computer skills

Weekly Schedule: August (1st to 15th)

Monday: Meeting with Kitgum peer educators
 Tuesday: Meeting with Agoro peer educators
 Wednesday: Meeting with IDP peer educators
 Thursday: Project analysis in the ACDA office
 Friday: HIV/AIDS outreach work in additional IDP camps (two WTE staff, two peer educators)
 Saturday: WTE meeting with and tutoring of the orphan girls selected for the secondary EEP attending boarding school in Kitgum at the ACDA centre, helping with school and with basic computer skills

HIV/AIDS Seminar Financial Breakdown:

Expenses	Unit Cost	Total†
Tee-Shirts (150)	\$3.50	\$525
Food for participants (120 people for 5 days)	\$3	\$1800
Notebooks/pens (120)	\$.75	\$90
Photocopies of handouts (120 of 8 pages)	\$.15	\$144
Bookshelf for resource center with supplies (2)	\$50	\$50
Transportation to camps (4)	\$14	\$840
Peer education teams (7) six-month incentive	\$20	\$840

Certificates (120)	\$.50	\$60
Condoms (3000)	\$.09	\$270
Audio device rental w/ generator (3)	\$10	\$30
Video show w/ generator (2 videos for 3 seminars)	\$15	\$90
Community outreach activities		\$1500
Unexpected and/or emergency funds		\$300
Total		\$6539†

† All figures in USD (Exchange rate of 1USD=1800 UGX).

Emebet Education Program Financial Breakdown:

Expenses	Unit Cost	Total
Set of new clothes for students (10)	\$12	\$120
Books, notebooks, pens (10)	\$5	\$50
Saturday lunch (10)	\$2	\$200
Updated photos (30)		\$10
Family visit to Agoro camp (10)	\$7	\$70
Generator use for Saturday lessons (10)	\$6	\$60
Total		\$510

† All figures in USD (Exchange rate of 1USD=1800 UGX).

Income-Generating Projects Financial Breakdown:

Expenses	Total
Incentive for project coordinator (6months)	\$120
Project costs	\$1500
Vocational school supplies	\$500
Total	\$2120

† All figures in USD (Exchange rate of 1USD=1800 UGX).

WTE Financial Breakdown:

Expenses	Unit Cost	Personal Disbursement*	Total †
Return flight to Nairobi, Kenya (2)	\$2025	\$4050*	
Bus to Kampala, Uganda (2) Two nights accommodation in Nairobi (2)	\$50	\$100*	
Bus to Kitgum, Uganda (2) Two nights accommodation in Kampala (2)	\$45	\$90*	
Kitgum accommodations	\$9		\$1080
Transportation	\$50	\$50*	
Kenyan visa (2)	\$50	\$100*	
Ugandan visa (2)	\$30	\$60*	
Communication: internet/phone	\$35		\$110
Three meals a day for WTE staff (2) including filtered water	~\$2		\$1267
Bus to Kampala, Uganda (2) One nights stay in Kampala (2)	\$40	\$80*	
Bus to Nairobi, Kenya (2) Two nights accommodation in Nairobi (2)	\$50	\$100*	

Unforeseen costs	\$200	\$200*	
Total		\$4830*	2457†

*** Personal disbursement is not included in project costs. Details shown here to display the personal contributions and commitment of the WTE team.**

† All figures in USD (Exchange rate of 1USD=1800 UGX).