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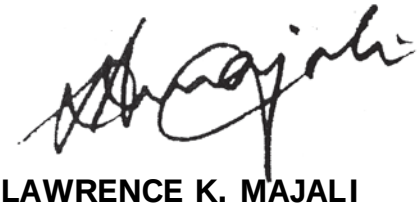
FOREWORD

Since attaining political independence, the Kenya Government has been following policies geared towards social equality and non-discrimination. In the Education sector, considerable efforts have been made to ensure that regional, special needs and gender disparities are addressed. The Government is also a signatory to major international conventions and agreements that address human rights and gender equality. Due to the dynamic nature of the society, the Government and its partners design various strategies to address any emerging issues which have significant threats to the gains so far achieved. These efforts are aimed at the realization of the Millennium Development Goals (MDGs) and Education for All (EFA).

The Kenya National Union of Teachers (KNUT), which is both a trade union and a professional organisation that looks into the welfare of teachers and keeps the government on check in Kenya to ensure that issues affecting the well being of teachers are addressed. Emerging issues such as the onset of HIV and AIDS, drug and substance abuse among many others have not spared the teacher and the learner, hence a threat to the teachers' welfare. KNUT, therefore, working with the Education International (EI) have been implementing the EFAIDS as an intervention measure to prevent and mitigate the effects of HIV and AIDS and address other emerging issues as a way of contributing to the government's effort towards achievement of EFA goals and by and large to the global contribution of MDGs.

This programme, therefore addresses Education For All in the era of HIV and AIDS and aims at equipping the teachers with appropriate knowledge and skills as they have the opportunity of reaching large numbers of children, the youth and out of school adults. This manual was therefore developed to facilitate the implementation of the EFAIDS programme.



LAWRENCE K. MAJALI

Secretary General – KNUT 2010

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Dr.Wango .....Gender Officer, Ministry of Education

Munguti O. .....Head, AIDS Control Unit -Teachers Service Commission

Rispa Makonya..... Assistant Coordinator – KNUT EFAIDS

James Mwasambo..... National Trustee, EFAIDS trainer – Taita /Taveta

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Jonathan Mutambu..... NEC Member/Executive Secretary - Kitui

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Ekirapa Okwara..... .. NEC Member/EFAIDS Trainer - Teso

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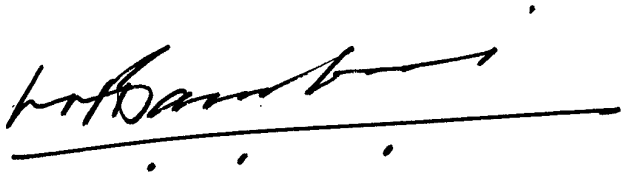


LUCY N. BARIMBUI
EFAIDS PROGRAMME CORDINATOR – KNUT 2010.

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ART	Anti-Retroviral Therapy
ARV	Anti Retroviral
ECDE	Early Childhood Development and Education
EI	Education International
EFAAIDS	Education For All-AIDS Programme
EFA	Education For All
FGM	Female Genital Mutilation
FPE	Free Primary Education
GoK	Government of Kenya
HIV	Human Immunodeficiency Virus
KIE	Kenya Institute of Education
KNUT	Kenya National Union of Teachers
MDGs	Millennium Development Goals
MoE	Ministry of Education
NGO(s)	Non-Governmental Organisation(s)
OVC	Orphans and Vulnerable Children
TSC	Teachers Service Commission
VCT	Voluntary Counselling and Testing

OVERVIEW OF KNUT/EI EFAIDS PROGRAMME

The Kenya National Union of Teachers (KNUT) has been implementing a successful programme - the EFAIDS, as a contribution to the achievement of the Education For All (EFA) in the era of HIV and AIDS pandemic. The HIV and AIDS phenomenon has continued to cause anguish and suffering to many people for over twenty years in Kenya. Although the prevalence rate has significantly dropped nationally in the past, the challenges of the pandemic are still many and pose a threat to education which is core to development. This is evidenced by increased death rates among teachers, learners and parents. By and large, the communities around our schools are equally affected and unfortunately teachers being major torch bearers in the society become the burden carriers; a fact that causes them anguish and trauma.

The best weapon to fight HIV and AIDS is by empowering people with knowledge and skills. This way, we shall be sure of sustained mitigation not only now but also in the future, as knowledge is power.

Following the Dakar framework of Action in 2000 in which country governments were asked to take up the six EFA goals, KNUT was identified as one of the stakeholders to take up the task by the Government of Kenya.

Consequently, in 2003 KNUT EFA project was started alongside KNUT HIV and AIDS project. However, it was soon realized that with the negative impact of HIV and AIDS so rampant the achievement of EFA was not going to be realized. This called for a review of both projects and in 2006 the two projects were merged to form KNUT EFAIDS.

KNUT EFAIDS is therefore a response by the union to address the negative impact of HIV and AIDS, in achieving EFA goals by 2015. The programme is co-sponsored by Education International (EI) which is an umbrella body of all trade unions of teachers' world wide and KNUT.

Since 2003, the KNUT programme has been rolled in the following branches: Nakuru, Mombasa, Kisumu, Busia, Kakamega, Meru Central and Kirinyaga. Currently, the project is being implemented in the following districts: Bomet, Embu, Garissa, Kisii, Nairobi, Taita Taveta, Teso, Thika, Kericho, Malindi, Bondo and Uasin Gishu.

In all the target districts, four Trainers of Trainers (TOTs) and Branch Executive Secretaries are trained to spearhead the project at the district level. They in turn train school based teachers who take the programme to the school level.

It is hoped that the programme will continue cascading to cover all the KNUT administrative branches where the teachers are found.

INTRODUCTION TO THE KNUT EFAIDS TRAINING MANUAL

The development of this Manual and the Curriculum was necessary in order to enable the union to continue with her mission of continued improvement of the welfare of the teachers and promotion of development and delivery of quality education services as enshrined in the KNUT constitution.

Using the manual as a guide, the curriculum is designed to address issues of vulnerability in the society and especially among the teaching fraternity and the learners they interact with on day to day basis. It also addresses other issues such as gender, culture, drug and substance abuse and others which impede the achievement of the EFA Goals.

About this Manual and the Curriculum

This Manual is an improvement of an earlier one on EI EFAIDS programme. It was developed out of a felt need to enable the union continue with her mission of continued improvement of the welfare of the teachers and promotion of development and delivery of quality education services as enshrined in the KNUT constitution. Due to the dynamism in the society, issues keep emerging. A good Manual should be able to address all issues in the society. This EI EFAIDS Manual has mainstreamed diverse issues such as gender and drug and substance abuse which have a direct bearing in the spread of HIV and AIDS. Mainstreaming of the emerging issues is a strategy for incorporating information or messages on the emerging issues into the existing curriculum content. This Manual has also incorporated intervention strategies such as basic guidance and counselling skills, Life skills and Living values.

The manual is designed to assist in the curriculum implementation and follows very closely the topics as outlined in the curriculum. Suggested training methods and resources are provided at the end of every topic. There are also suggested resource books with various suggested exercises which will be availed to the trainers or conveners for use during the training and the study circle sessions. However, anyone using the manual is encouraged to be very innovative and to use locally available or the most cost effective resources.

While the manual and the accompanying resource books have been selected to meet the session needs, conveners and trainers are advised to look for any opportune area to pass any other relevant information without interfering with the existing curriculum content. Trainers are also encouraged to:

- Keep abreast on the emerging trends in the various issues in order to get correct and current facts before training sessions.
- Identify possible plug-in-points.
- Select appropriate activities and resources to fit the specific group of people at any single time.

Adequate preparation of the training procedures and making training materials available in good time is a prerequisite to any successful session. Since the manual is intended to facilitate group discussions, the lead person is expected to help participants select topics according to their interest and need.

General Objective of the manual

The manual is intended to equip the trainers with skills and knowledge to facilitate their ability to train their colleague teachers at the school level who will in turn reach out to the learners and the surrounding communities.

Specifically the trainers will:

1. Acquire information about KNUT EI/EFAIDS;
2. Develop enhanced awareness on the Health issues in education;
3. Acquire appropriate information on stigma and positive living;
4. Appreciate the negative impact of culture in education;
5. Develop awareness on the existing policies in the education sector.
6. Appreciate the role of Life skills, Living Values, Guidance and Counselling and Peer Education as intervention measures.
7. Acquire appropriate knowledge and skills on Research, Monitoring and Evaluation.
8. Appreciate the importance of networks and partnerships

Target group

The manual targets the following :

1. Heads of primary and secondary schools including ECD.
2. School based conveners (peer educators) trained to implement the programme at the school level.
3. School teachers to facilitate group discussions both at school and in the communities around the school.
4. Heads of tertiary colleges both diploma and certificate.
5. Any other trainer/individual spearheading the achievement of EFA goals.

A trainer is the same as a convener at the school level i.e whoever facilitates the study circle discussions.

During the workshop

This manual offers some guidelines on conducting a training workshop/ training session; these include:

Climate setting

Climate setting is very important. Look for an appropriate activity for climate setting. Select one which will focus the participants to the activity at hand. A song, a short story, or an exercise appropriately chosen to fit the session is good.

Fears and expectations

Take the participants through a session where they state their fears and expectations.

Workshop rules/norms

Let the participants/study circle members acknowledge the fact that the success of the session depends solely on them and should therefore take time to lay ground rules.

Workshop Management

For effective management of the workshop, it is important that the participants elect their own leaders such as the team leader, secretaries, daily rapporteurs, spiritual leaders, time keeper. Ensure you appropriately delegate duties to the participants.

Workshop objectives

Take the participants through the objectives of EFAIDS and the workshop objectives as follows:

At the end of the workshop, the participant should be able to:

a) Acquire appropriate knowledge and skills to implement the EFAIDS Programme.

b) Explain the role of EFAIDS programme in mitigating the effects of HIV and AIDS and other issues.

c) Identify and discuss the role of partners in the programme implementation of EFA goals.

d) Acquire knowledge and awareness on the existing policies in relation to EFAIDS programme.

e) Appreciate the role of research, monitoring and evaluation in the implementation of EFAIDS programme.

How to use this Manual

This manual is intended to equip trainers with appropriate knowledge and skills to address issues of vulnerability in the society and especially among the teaching fraternity and the learners they interact with on day to day basis. It also addresses other issues such as gender, culture, drug and substance abuse and others which impede the achievement of the EFA Goals. It will assist trainers to help their various target groups to learn and develop relevant skills for preventing and mitigating the effects of HIV and other issues within their locality.

The manual is very comprehensive and clearly guides the trainer/facilitator on the process of conducting each session. This process is, however, not prescriptive. The trainer is advised to be very creative and use any other innovative process to facilitate acquisition of the same knowledge and skills by the learners.

Adults learn best when they are fully involved and can identify with what they are learning. This manual suggests various activities and resources which can be applied but trainers are advised to use what is familiar to the participants and has some bearing (negative/positive) in their lives.

The manual is organized in a logical sequence. It starts by giving an overview to the programme, the common key issues, interventions and finally the approaches to help achieve EFA goals. It is hoped the trainers/ facilitators will embrace the interrelationship.

While using this manual, the trainer is advised to seek more information from other reliable sources in order to enrich the presentations.

Session 1: KNUT EI – EFAIDS PROGRAMME

Purpose: To create awareness of KNUT/EI-EFAIDS programme to the participants.

Objectives: By the end of the session the participant should be able to:

a) State the six (6) EFA goals
b) State the objectives of KNUT-EI-EFAIDS programme
c) Describe the structure of KNUT/EI-EFAIDS programme
d) List down the six (6) working areas of KNUT/EI-EFAIDS programme
e) Identify the role of the head teachers in the implementation of the EFAIDS programme
f) Identify the role of the conveners in the implementation of KNUT-EI-EFAIDS programme.
g) Discuss the role of the branch secretary in the implementation of the KNUT-EFAIDS programme

Content:

- EFA Goals
- Objectives of KNUT/EI-EFAIDS programme
- Structure of KNUT/EI-EFAIDS programme
- Working areas of KNUT/EI-EFAIDS programme
- Role of the Head teacher
- Role of the convener
- Role of the Branch Executive Secretary

Process:

Step 1: Give a brief lecture on the background of EFA goals, mentioning the Dakar conference.

Step 2: Using question and answer ask participants to state the six (6) EFA goals.

Step 3: Summarize the discussion by providing the six (6) EFA goals.

Step 4: Give a brief lecture on the background of KNUT/EI-EFAIDS programme.

Step 5: In buzz groups, ask the participants to suggest the possible objectives of the programme.

Step 6: In focused group discussions, ask the participants to come up with the KNUT/EI-EFAIDS structure.

Step 7: In plenary, summarize the presentations and provide the correct structure.

Step 8: Using flash cards, engage the participants in reading out the six (6) working areas of the programme. Discuss each working area one by one.

Step 9: Divide the participants into four groups. Ask two groups to identify the roles of the headteacher and two groups to identify the roles of the school conveners.

Step 10: In plenary, the groups share their discussion.

Step 11: Summarize the roles of the Headteachers and conveners.

Give a wrap up of the session.

Facilitators Notes

(a) Six EFA Goals

1. Expand early childhood care and education:

Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

2. Free and compulsory education of good quality:

Ensure that by 2015, all children in difficult circumstances and those belonging to ethnic minorities have access to and are/able to complete primary education that is free, compulsory and of good quality.

3. Promote the acquisition of life-skills by adolescents and youths:

Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

4. Expand adult literacy:

Achieve a 50% improvement in levels of adult literacy by 2015, especially for moment, and equitable access to basic and continuing education for all adults.

5. Eliminate gender disparities:

Eliminate gender disparities in primary and secondary education by 2015, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

6. Enhance educational quality:

Improve all aspects of the quality of education and ensure excellence so that all, especially in literacy, numeracy and essential life skills, achieve recognized and measurable learning outcomes.

(b) Objectives of the KNUT EI-EFAIDS Programme

a. Prevent new HIV infection among teachers and learners.

b. Mitigate the negative impact of HIV and AIDS and other illnesses on achieving of EFA goals.

c. Increase the number of learners completing free quality education.

(c) EFAIDS Programme Working areas

All EFAIDS activities are carried out under 6 working areas; i.e Research, Training, Policy Development, Advocacy, Publicity and Monitoring and Evaluation.

(1) Research - Help provide a needs based assessment and/or situational analysis.

(2) Training - Enable the teachers and learners to learn about dealing with emerging issues in relation to the realization of EFA goals.

(3) Policy Development - Policies guide the decisions and actions of the union and its members and can influence government policies.

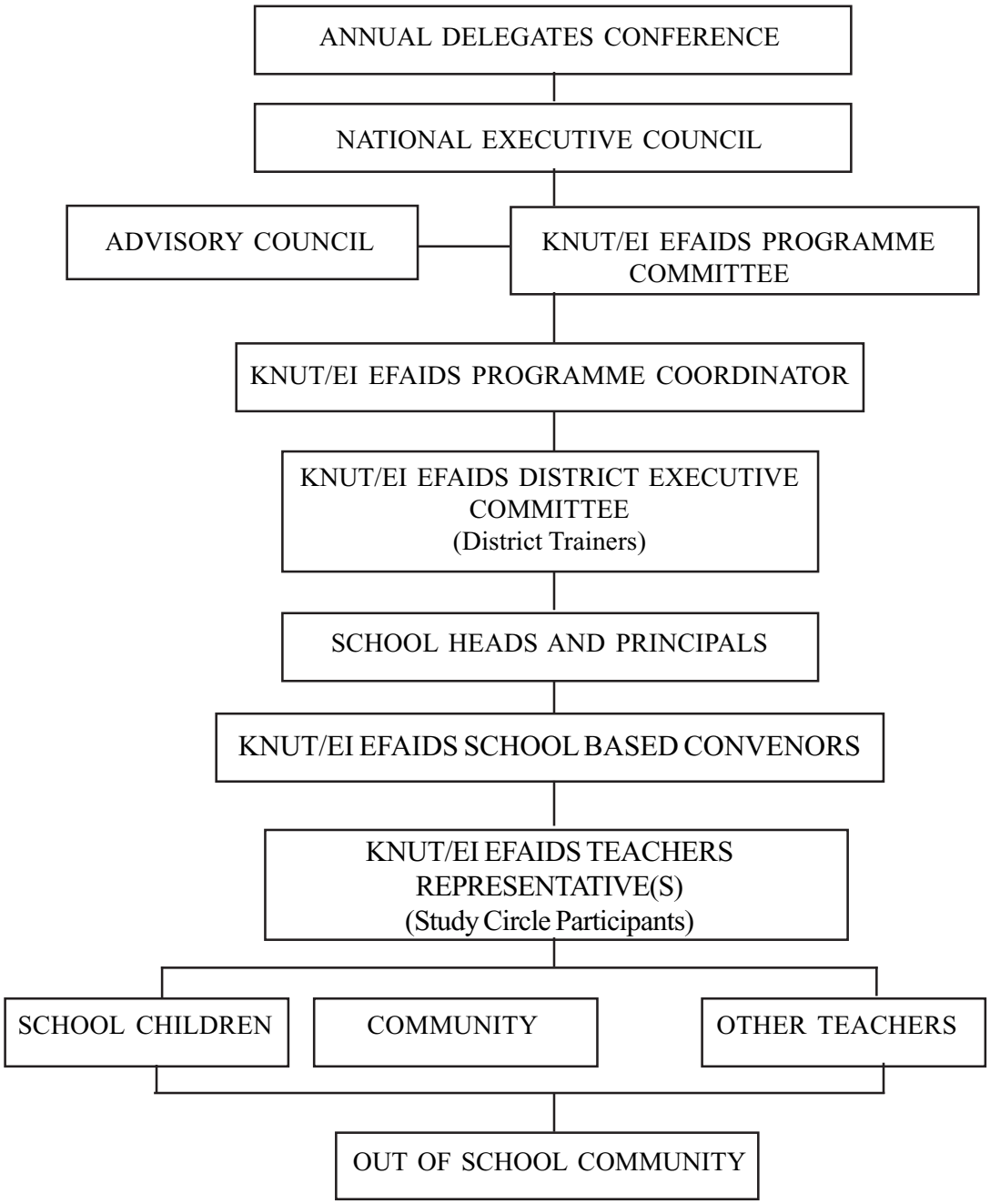
(4) Advocacy skills - enable the union and her members to defend their policies and to engage with the government as well as with schools, the community, parents and other stakeholders.

(5) Publicity - aims at informing members, local communities, parents and government about union responses to HIV and AIDS and other issues.

(6) Monitoring and Evaluation – Helps to keep track and assess the progress of the programme.

(d) Structure of KNUT/EI-EFAIDS Programme

KENYA NATIONAL UNION OF TEACHERS (KNUT) IN COLLABORATION WITH EDUCATION INTERNATIONAL (EI) EFAIDS PROGRAM STRUCTURE



Role of the Headteacher:

1. Allocating time for the study circle.
2. Allowing teachers to attend the study circle.
3. The Headteacher should be ready to support the programme by being a participant where possible.
4. Support the study circle by giving incentives
5. Encourage the teachers to form the study circle.

The Role of a Convenor

1. Facilitate in starting a study circle in the school
2. Source for materials
3. Source for information related to HIV and AIDS, other emerging issues in the locality and EFA
4. Make referrals to the necessary referral centres
5. Keep given manual for distribution purposes
6. Establish partnerships and networks with other players in the locality interruptions.
7. Monitor to see the smooth running of the programme.

Qualities of a Convenor

1. Should be a Union member.
2. Should be a role model, a mentor e.g; not one who defiles school children.
3. Ready to avail his/her time i.e. commitment to the project.
4. One with knowledge and interest of pertinent issues affecting education like HIV & AIDS and EFA.

Role of Branch Executive Secretary

1. Spokesperson of the KNUT in the Branch and in the implementation of the programme in the district.

2. Assist in planning for seminars and workshops in the branch and lobby the participants to attend the workshops.

3. Liaise with ToTs to strategize on creation and maintenance of effective partners.

4. Mobilize the teaching force in the branch to fight other emerging threats to the survival of teachers such as drug and substance abuse which are linked to the spread of HIV and AIDS.

5. Assist the affected and infected teachers at their place of work, defend them against harassment by employer, community and other parties.

6. Branch Executive Secretary and the District Education Officer are members of the District Education Board. They push for the establishment of VCT centres in the district and encourage teachers to know their HIV status.

7. Assist in creating and enhancing networks, collaboration and partnership; and disseminating National Policy guidelines

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups
- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

- Experience sharing
- Case analysis
- Discussions
- Observing
- Note making/taking

Suggested Resources

- Felt pens
- Flip charts
- Manila sheets
- Vipp cards
- Real objects
- Resource persons

Session 2: HEALTH ISSUES IN EDUCATION

Sub-topic: HIV and AIDS and Other Illnesses

Purpose: To equip the trainer with appropriate knowledge and skills on how to combat HIV and AIDS and other illnesses which may hinder the achievement of EFA goals.

Objectives:

By the end of the session, the participant should be able to:

(a) Define HIV & AIDS
(b) Distinguish between HIV and AIDS
(c) Discuss the modes of HIV transmission
(d) Identify appropriate prevention strategies for HIV and AIDS
(e) Discuss appropriate management strategies for HIV and AIDS
(f) Identify other illnesses relating to HIV and AIDS
g) Discuss the effects of other illnesses to education quality and access

Content:

Definition of:

- HIV & AIDS
- Difference between HIV & AIDS
- Modes of HIV transmission
- Preventive strategies for HIV and AIDS
- Management strategies for HIV and AIDS
- Other related illnesses
- Effect of the illnesses to education quality and access

Process:

Step 1: Group the participants and provide the tool kit on basic facts about HIV and AIDS. Allow the participants to decide if each statement in the kit is true or false.

Step 2: In plenary allow each group to present while the others participate in the discussions.

Step 3: Summarize by providing factual information about the distinction between HIV and AIDS.

Step 4: Divide the participants into 4 groups ask 2 groups to discuss the appropriate prevention strategies and 2 groups to discuss treatment strategies of HIV and AIDS.

Step 5: Let all the groups present at plenary

Step 6: Summarize the presentations.

Step 7: Lead the participants to share experiences on success stories of HIV and AIDS management.

Step 8: Allow participants to discuss in groups other illnesses relating to HIV and AIDS and their effect to education quality and access

Step 9: Wrap up the session linking the essence of HIV and AIDS prevention and management to the achievement of EFA goals.

Definitions

- What is HIV
  - H - Human
  - I - Immuno deficiency
  - V - Virus
- What is AIDS
  - A - Acquired
  - I - Immune
  - D - Deficiency
  - S - Syndrome

Difference between HIV and AIDS

The Human Immunodeficiency Virus (HIV) causes acquired Immune Deficiency Syndrome (AIDS). HIV attacks and destroys the white blood cells, causing a defect in the body's immune system. Opportunistic infections then set in . When this happens, the person clinically has AIDS.

AIDS is a state where the person is ill and has regular signs and symptoms. People are cautious that the person showing the symptoms has the virus and so can rarely impact other people unknowingly.

Mode of transmission

- Unprotected sex with an infected person.
- Mother to child transmission
- Exposure to contaminated blood and blood products e.g. blood transfusion, shared needles, contaminated tools such as those used to inject drugs, tattooing or other blood rituals.

Prevention Strategies for HIV infection

(i) Prevention of Sexual Transmission.

- A - Abstinence and delayed onset of sexual activity
- B - Be mutually faithful to one uninfected partner
- C - Correct and consistent use of condoms
- D - Drugs Treatment of STI
- PEP - Post Exposure Prophylaxis against HIV infection incase of rape and accidental inoculation.

(ii) Prevention of Mother to Child Transmission

- Use of ARV's
- Treatment of opportunistic infections
- Proper antenatal care
- Going for VCT
- Avoiding additional exposure to the virus during pregnancy

(iii) Prevention of Transmission through blood and blood products

- Encourage blood transfusion through;
  - Auto transfusion
  - Blood builders
  - Erythropoietin

- Avoid sharing cutting and piercing tools
- Proper disposal of needles and sharps/tools after use "Once only use" and incineration medical waste.
- Avoid tattooing, piercing and other procedures where needles are shared.

NOTE: AIDS has no cure but can be managed through a suggested treatment – BUT NOT CURATIVE - plan. The treatment plan should involve the following:

1. Adherence to Anti-Retroviral treatment (ARV) and Anti-Retroviral therapy (ART)
2. Prophylaxis/immunization and treatment of common opportunistic infections
3. Immunizations
4. Psychosocial support
5. Moderate exercise
6. Dietary supplementation
7. Body weight maintenance
8. Behaviour modification

Other illnesses that affect Education Quality and Access

Disease	Effect
Malaria	Rampant absenteeism
Cholera	Quality of Education
T.B	Performance of learners
Typhoid	Low retention rates
Bilharzia	Death among learners and teachers
Pneumonia	Poor health condition among learners
Diarrhea	Many learners fail to complete the education cycles

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups
- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

- Experience sharing
- Case analysis
- Discussions
- Observing
- Note making/taking

Suggested Resources

- Felt pens
- Flip charts
- Manila sheets
- Vipp cards
- Real objects
- Resource persons

Session 3: STIGMA, DISCRIMINATION AND POSITIVE LIVING

Sub-topic: Stigma and Discrimination

Purpose: To equip the participants with knowledge and skills to deal constructively with stress caused by stigma and discrimination.

Objectives:

By the end of the session, the participant should be able to:

(a)	Define the terms:	-	Stigma
		-	Discrimination
(b)	Identify the causes of	-	Stigma
		-	Discrimination
(c)	State the types of	-	Stigma
		-	Discrimination
(d)	Discuss the effects of	-	Stigma
		-	Discrimination

(e) Discuss ways of fighting stigma and discrimination

Content:

- Meaning of: - Stigma
  - Discrimination
- Causes of: - Stigma
  - Discrimination
- Types of: - Stigma
  - Discrimination
- Effects of: - Stigma
  - Discrimination
- Strategies to fight stigma and discrimination

Process:

Step 1: Give a brief introductory explanation of the session objectives.

Step 2: Lead the participants in brainstorming session to define the terms stigma and discrimination and relate them to their daily life experiences.

Step 3: In groups, the participants brainstorm on the causes of stigma and discrimination in relation to HIV and AIDS.

Step 4: Allow participants to report their discussions in plenary. Harmonize the presentations with the check list on flip chart.

Step 5: Using questions and answers for the whole group, guide the participants in identifying the causes of HIV and AIDS related stigma at the workplace.

Step 6: Through experience sharing, the participants state how people who are stigmatized and discriminated are likely to feel.

Step 7: Lead the participants in discussing the effects of stigma and discrimination. Allow participants brainstorm on support mechanisms to fight HIV and AIDS related stigma and discrimination at the workplace.

Step 8: Conclude by emphasizing on the main points of the session which include causes, categories, effects and ways of fighting HIV and AIDS related stigma and discrimination.

Facilitators notes

Meaning of Stigma:

- A situation of lack of acceptance by self, society, colleagues and family
- The act of rejection or negative attitude towards self or without
- Looking down upon, demeaning, devaluing, segregating, associated with HIV and AIDS and the discrimination that follows.

Meaning of Discrimination:

- The unfair and unjust treatment of an individual on basis of his or her perceived status.
- Distinction that is made against a person on the basis of belonging to a particular group.
- In respect to HIV and AIDS, it is being biased against or denying someone opportunities, services or benefits because of their actual or perceived HIV status.

Causes of Stigma:

- Ignorance
- Cultural beliefs
- Fear
- Attitudes
- Indifference
- Religious beliefs

Types of Stigma:

- **Self stigma**
  Is a situation where one develops imaginary perceptions about negative response from others who know what he/she is going through. As a result self stigmatized people develop feelings of difference, inferiority and unworthiness.

- **Felt stigma**
  Is when those affected by HIV and AIDS (family members, coworkers or friends) are stigmatized because of associating HIV and AIDS with negative societal perception such as having many sexual partners, homosexuality etc.

- **Enacted Stigma**
  Are feelings that come from international acts of discrimination. It is manifested in physical and social isolation by family, friends and community.

Effects of Stigma
Self:

- Withdrawal
- Feeling unwanted
- Low self-esteem
- Denial
- Blaming God
- Feeling rejected
- Suicidal tendencies
- Increases vulnerability
- Feeling of guilty
- Feelings of shame
- Blurred goals
- Creates fear and isolation

Workplace:

- Causes division
- Causes mistrust
- Lowers general productivity
- Brings prejudices

Strategies to fight stigma and discrimination

- Non-discrimination in employment and school admission. An HIV positive status cannot be a ground for losing employment or a place in a school.
- Provision of psychosocial and spiritual support to the infected. This is particularly important in overcoming self stigma.
- Provision of treatment and care with good treatment of opportunistic infections and ARVs, PLWHAS are able to live decent lives and avoid being ridiculed because of the way they look.
- Non disclosure of ones HIV and AIDS positive status without consent. It is a policy that ones HIV and AIDS status should not be disclosed to anyone without the consent of the person who has tested positive.
- Dissemination of factual information on HIV and AIDS.
- Encouraging formation of HIV support groups.
- Education on the rights of people living with HIV and AIDS.
- Greater Involvement of People living with HIV and AIDS (GIPA).

Sub-topic: Positive Living

Purpose: To highlight the role of positive living in prevention of new HIV infection among teachers and learners and to mitigate the negative effects of HIV and AIDS.

Objectives:

By the end of the session, the participant should be able to:

(a) Define positive living
(b) Identify aspects of positive living
(c) Name benefits of positive living
(d) Discuss barriers to positive living
(e) Embrace the importance of positive living

Content:

- Meaning of positive living
- Aspects of positive living
- Benefits of positive living
- Barriers to positive living
- Importance of positive living

Process:

Step 1: Allow participants to brainstorm on their understanding of what positive living is. Harmonize with the check list and emphasize on the correct meaning of positive living.

Step 2: In groups, the participants to identify the aspects (components) of positive living; e.g nutrition, safe sex, personal hygiene and sanitation.

Step 3: The participants to report back on their group discussions

Step 4: The facilitator to harmonize with the check list on the key components of positive living.

Step 5: Through experience sharing, the participants to enumerate the benefits of positive living.

Step 6: In plenary through questions and answers, discuss with the participants the barriers to positive living.

Step 7: Summarize the key points on the importance of positive living.

Facilitators Notes

Definition

Positive living encompasses what one needs to do to stay healthy and longer when one is HIV positive. In positive living, we advocate for five basic/essential "Ls".

- Believing in yourself that you can do it
- Learning all you can do
- Listening to your doctor/health care provider
- Leaning on others
- Letting be (relieve stress, anger, negative emotions).

Aspects of HIV/AIDS Positive Living

- Seek medication and medical advice
- Maintaining body weight through proper nutrition
- Adopting behaviour change model. Practice responsible safe sex behaviour.
- Maintaining personal hygiene
- See regular counseling
    - to be able to share and explore your problems and situations.
- - - helps to deal with day to day problems
- Regular physical exercises
- Continuing with work as means of raising income.
- Continue with social life BUT avoid alcohol, tobacco and addictive drugs.

Benefits:

- It helps to improve the quality of life for the individual PLWHA.
- Helps to increase productivity of the individual PLWHA (e.g. a HIV positive teacher can report to school and work normally).
- It demulsifies the fears and effects associated with HIV and AIDS.
- It helps the PLWHA to prolong his productive life (e.g. a HIV positive is able to work many years).
- It helps to delay the onset of ARV's for the positive persons.
- It helps to bring out the human value among the PLWHA.
- Refer to the 3Cs under decision making.
- It encourages the effective uptake and functioning of drugs for treatment and management of HIV and AIDS.
- It enables the individual to be able to make amendments/adjustments in life.
- It helps the individual to accept life the way it is and for what it is.

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups
- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

- Experience sharing
- Case analysis
- Discussions
- Observing
- Note making/taking

Suggested Resources

- Felt pens
- Flip charts
- Manila sheets
- Vipp cards
- Real objects
- Resource persons

Session 4: CULTURE AND EDUCATION

Purpose: To equip the participant with appropriate knowledge on the effects of culture on education. This will enable the participant to promote those aspects of culture that are positive and discourage the negative ones for the achievement of EFA goals.

Sub-topic: Culture

Purpose: To create awareness in the participant on the various aspects of culture.

Objectives:

By the end of the session, the participant should be able to:

(a) Define the term culture
(b) Point out the various aspects of culture

Content:

- Meaning of the term culture
- Aspects of culture

Process:

Step 1: Lead the participants to brainstorm on their understanding of the term culture. Conclude by giving them the correct definition of the term culture.

Step 2: Participants discuss in buzz groups the different religious and social culture.

Step 3: Conclude by explaining each of the aspects and its contribution to culture.

Step 4: Using questions and answers, involve the whole group in the discussion on elements of a good culture ensuring cultural responsiveness to accommodate divergent cultural views.

Facilitators Notes

- Culture consist of patterns and products of *learned behaviors, beliefs, attitudes, values, ideologies, ideas that are characteristics of a particular society or population*.

- It is a way of life: the way we talk, belief, think., behave ,breath, treat each other as men and women and perceive the world around us. Culture determines who we are in the eyes of the society-our gender, our position, our entitlements etc.

Aspects of Culture

- Sociological- marriage, kinship, relationship
- Ideological- beliefs, ideas
- Economic/technical- tools, human resource, ownership
- Sentimental- customs, norms, regulations, morals

Sub-topic: Gender

Purpose: To equip the participant with elements of gender that may impact negatively on education.

Objectives:

By the end of the session, the participant should be able to:

(a) Define the terms relating to gender
(b) Identify aspects of a gender friendly learning environment

Content:

- Meaning of:
  - Gender
  - Sex
  - Gender and sex roles
  - Socialization
  - Gender equity
  - Gender equality
  - Gender discrimination
  - Gender parity & disparity
  - Gender stereotype
  - Gender friendly learning environment

Step 1: Draw two human figures (male and female) and tell the participants to describe what they see. Lead the participants in justifying their conclusions.

Step 2: Lead the participants in brainstorming on "naturally" assigned roles to boys and girls. Identify aspects of gender stereotypes from the participants' discussion.

Step 3: Summarize by highlighting that gender roles differ in regions and change with time.

Step 4: Conclude by giving the definition of gender, sex gender and sex roles and gender stereotyping. Emphasize the need to ensure roles and responsibilities are not assigned on gender lines.

Step 5: Explain the socialization process in gender construction.

Step 6: Allow participants to brainstorm on the terms gender equity, gender equality, gender discrimination, gender parity and disparity .You may use physical objects e.g.; bottles and pens which are similar to clarify the concepts of equity and equality .Conclude by providing the correct definitions.

Step 7: Ask the participants to discuss in groups features that would make a learning environment gender friendly. Harmonize the inputs from the groups by emphasizing on features which are gender friendly within the training venue.

Facilitators Notes

Quite often, people take gender and sex to be synonymous.

Gender refers to the socially determined power relations, roles, responsibilities and entitlements for men and women; girls and boys.

Gender is socially constructed, dynamic- vary from time to time, one place to another and one age to another.

Sex refers to the biological attributes of men and women, boys and girls. This is what differentiates people as males or females. Sex is universal and generally permanent.

Gender and Sex Roles

Sex Roles – responsibilities for males and females due to their biological make up. They are universal and static.

Gender Roles - Responsibilities assigned to men and women by society. They are learned and can be unlearned. They vary between cultures and change with time.

Other Terms Relating to Gender

- **Gender Stereotype -** Generally shared beliefs and attitudes which are viewed as the truth, leads to our different ways of seeing, viewing and treating of each other as men and women.

- **Gender equality -** refers to equal treatment of women and men; boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.

- **Gender equity** - refers to the practice of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services. It is essentially, the elimination of all forms of discrimination based on gender.

- **Gender parity** - This is a numerical concept referring to equal number of girls and women, boys and men relative to their respective numbers in the population.

Sub-topic: Impact of Culture on Education

Purpose: To develop the awareness of the participants on how some aspects of culture impact negatively or positively on education and facilitate them to explore ways to mitigate negative cultural practices and beliefs.

Objectives:

By the end of the session, the participant should be able to:

(a) Identify cultural aspects that impact negatively on education.
(b) Suggest ways to mitigate the negative cultural practices and beliefs.

Content:

- Cultural aspects that impact negatively on education.
- Ways to mitigate negative cultural practices and beliefs.

Process

Step 1: Identify 6 participants to role play a scene on forced marriage.

Step 2: Ask the other participants to discuss the cultural aspects they identify in the role play and how the aspects may affect education.

Step 3: Lead participants in a brainstorming session on other cultural aspects that negatively affect education.

Step 4: Guide the participants how cultural practices should be encouraged to promote Education for All.

Facilitators Notes

Some cultural aspects that impact negatively on education include:

- Forced marriages which is a human rights violation and can lead to domestic Conflicts.
- Beliefs which forbid access to health services and facilities.
- Harmful cultural practices eg. FGM.
- Early marriages/forced marriages force school age children out of school.
- Traditional gender roles which enlist entitlements of each gender.

Strategies to mitigate negative practices and beliefs

Such negative practices can be mitigated through:

- Guidance and counseling
- Life skills
- Living values
- Lobbying and advocacy

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups
- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

- Experience sharing
- Case analysis
- Discussions
- Observing
- Note making/taking

Suggested Resources

- Felt pens
- Flip charts
- Manila sheets
- Vipp cards
- Real objects
- Resource persons

Session 5: POLICIES IN THE EDUCATION SECTOR

Purpose: To create awareness on the education sector policies and their implication on the achievement of EFA goals

Objectives:

By the end of the session, the participants should be able to:-

(a) Define the term Policy
(b) Appreciate the importance of policies
(c) Identify types of policies in the education sector
(d) Identify key issues in the workplace policies
(e) Discuss implementation strategies of workplace policies

Content:

- Meaning of policies
- Importance of policies
- Types of policies Policies e.g in:

  - Ministry of Education:
    - Education Sector Policy on HIV and AIDS
    - Gender Policy in Education
    - Adult Education Policy
    - National Early childhood Development policy framework

  - Teachers Service Commission (TSC):
    - Sub-sector policy on HIV and AIDS
    - Kenya National Union of Teachers (KNUT)
    - HIV and AIDS Education Workplace Policy
    - KNUT Education Policy

  - Key issues in the workplace policies

  - ·Implementation strategies of work place policies

Process:

Step 1: - Through story telling, outline the analogy that a policy is similar to a set of rules and codes of conduct within a home setting.
- Allow participants to respond through questions and answers to the discussion.

Step 2: Lead the participants in discussing and defining the term “policy”. Summarize the responses with the check list.

Step 3: The participants, through questions and answers, outline the importance of policies.

Step 4: Lead the participants to outline key issues in the workplace policies

Step 5: In focused group discussions, the participants to identify implementation strategies of workplace policies.

Step 6: The participants to report to the plenary the results of their discussions. List down the main points of the reports and give a brief summary.

Facilitators Notes

(i) Define the term Policy

- It is a set of principles adopted to guide the course of action.
- Statement of intent.
- A road map - a guide.

(ii). Importance of Policies

- They provide guidance to the management
- They provide guidance to the employees
- They spell out the organizations position and practices on issues.
- They provide institutional framework for clarity of operation.
- They spell out the roles and responsibilities of the service provider.
- They outline the employees rights and responsibilities and expected behaviour.
- They spell out both rights and responsibilities of the employers and employees.
- They help in planning and resource allocation in order to ensure the implementation of the policies.

(iii). Types of Policies

a. Ministry of Education
   - Education sector policy on HIV/AIDS.
   - Gender policy in education
   - Adult Education
   - National Early childhood Development Policies Framework

b. Teachers Service Commission
   - TSC Sub-sector policy on HIV & AIDS

c. Kenya National Union of Teachers (KNUT)
   - HIV and AIDS Education Workplace Policy
   - KNUT Education policy

(iv). Key issues in workplace policies

1. Prevention

- Education on HIV & AIDS
- Access to Information on HIV & AIDS
- Peer Education
- Duties & Responsibilities

2. Care and Support

- Access to health services
- Psycho-social support
- OVC
- Financial support

3. HIV & AIDS and the Workplace

- Non discrimination
- HIV & AIDS testing and confidentiality
- HIV & AIDS information, prevention and support programmes
- Refusal to study or work with, teach or be taught by PLWHA or other discriminatory and disruptive practices.
- 111 – health and absenteeism
- Recruitment, deployment and staff balance
- Exposure at workplace

4. Managing Response

- Creation of ACU
- Planning
- Research

5. Guiding Principles

(v). Implementation strategies of a workplace policy

- Education on HIV & AIDS
- Access to information on HIV & AIDS
- Peer Education
- Access to Health services
- Psycho-social support
- Non discrimination
- HIV & AIDS information, prevention and support programmes
- ACU

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups
- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

- Experience sharing
- Case analysis
- Discussions
- Observing
- Note making/taking

Suggested Resources

- Felt pens
- Flip charts
- Manila sheets
- Vipp cards
- Real objects
- Resource persons

Session 6: LIFE SKILLS EDUCATION AND LIVING VALUES

Sub-topic: Life skills Education

Purpose:

(a) To equip the participants with necessary knowledge and skills for the holistic development of an individual.

Objectives:

By the end of the session, the participant should be able to:

(a) Define the term Life skills
(b) Name the categories of Life skills
(c) Identify the skills under each category
(d) Appreciate the importance of life skills education in relation to HIV and AIDS.

Contents:

- Definition of life skills
- Categories of life skills
- Specific skills in each category
- The importance of life skills education in the holistic development of an individual.

Process:

Step 1: Guide the participants in brainstorming what life skills are and harmonize the views with a checklist.

Step 2: - Participants in buzz groups, discuss and enumerate categories of life skills.
- Participants make group reports, at the plenary.

Step 3: Lead whole group discussion on the three categories of life skills.

Step 4: Outline the 3 Cs in decision making

Step 5: Through brainstorming, lead the participants in discussing the benefits of life skills in education. Participants to share experiences of the benefits of adopting life skills in education especially in HIV and AIDS.

Step 6: Through brief explanations, discuss with the whole group, the importance of life skills in education.

Facilitators Notes

Meaning of Life skills

It is the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and the challenges of every day life.

Categories of Life Skills

- Life Skills are classified into three broad categories namely:
- Skills of knowing and living with oneself
- Skills of knowing and living with others and
- Effective decisions making Skills.

Category 1: Skills of Knowing and Living with oneself

Self Awareness

Self awareness is having knowledge of oneself in terms of what one can do and what one cannot do. It is the knowing and accepting of one's background, limitations and strengths, potential, feelings, position in society, likes and dislikes.

Self-esteem

Awareness of the good/worth in oneself. It is also the individual feelings about personal aspects such as appearance, abilities and behavior. It is also defined as the worth in self or self confidence. Self esteem is largely influenced by an individual's relationship with others. Socializing agents such as family members, peers, culture, education and religion may determine an individual's level of self esteem. High self esteem can be destroyed by loss and grief, illness, natural calamities, joblessness and position in employment.
High self esteem enhances self confidence and one easily participates and interacts well with others.

Low self-esteem can lead to self-destruction, isolation/withdrawal and negative attitude towards others.

Coping with emotions

Emotions are strong feelings, which are a reaction to situations, people and issues. Such emotions include fear, affection, anger, shyness, disgust that may lead to irrational actions ending up in dire consequences.

Coping with Stress

Stress is a state of tension as a result of threat, challenge or physical discomfort. It is the physical/ emotional/psychological baggage.
Stressors for the youth include broken unfulfilling relationships, examination pressure, unemployment, unfulfilling careers and financial challenges.

Category 2: Skills of Knowing and Living with others

Empathy

Empathy is the ability to understand and appreciate what others are experiencing and being able to communicate the feeling in time/ ability to understand what someone else feels and why/ability to imagine yourself in the shoes of someone else...and offering the necessary help/ ability to enter into the perceptual world of the other person and being sensitive and responsive to their feelings whether good or bad.

Assertiveness

Assertiveness is the ability to stand for one's rights, believes, opinion and wants of others. It is the ability to be firm. Ability to say No/Yes when appropriate; in a manner that fully communicates your standpoint while not hurting others. People respond to situations in different ways. They sometimes are assertive, aggressive or passive. Aggressive people state their feelings in a rude, violent and impolite manner. They shut other people up, blame or criticize others. They step on other people's 'toes' without any apologies.

Passive people are unable –uncomfortable to express themselves. They give in their rights while they are left feeling hurt. They are vulnerable to exploitation and quite often find themselves in risky situations; yet they cannot negotiate.

Effective Communication

Communication is the sending and receiving messages. Effective communication is the sending of accurate information and receiving appropriate feedback. Messages sent would be in form of feelings, ideas, opinions, needs, and actions. They are conveyed by words of speech (verbal) or by the way we walk, dress, stand, sit, gestures (non-verbal /body languages). Effective communication raises a person's self esteem and deflates stress.

Conflict Resolution

Conflicts are emotional disagreements. They may be within the individual (intra-conflict) or between two parties (inter-conflict). They are caused by divergent views, opinions, ideas, needs or wants. Unresolved, antagonizing issues between two different parties may result in verbal or physical confrontation. The process of establishing a harmonious and peaceful environment or situation in the face of a conflicting arena is referred to as conflict resolution.

Negotiation/Persuasion

Negotiation is the ability to discuss critical issues in a calm and open way so as to build consensus based on a mutual understanding; without compromising one's principles. It is the art of trying to buy your freedom or making the other party see the logic in your view; without one party taking advantage of the other. Incase the two parties fail to agree; they can involve a third party to mediate or to arbitrate. The mediator or the arbitrator should listen to both sides and be fair to both. While the mediator tries to make the warring parties agree the arbitrator gives his/her stand- as the judge and gives the course to ending the conflict

Friendship Formation

A friend is a person you have a good relationship with. It is a person with whom you share personal matters, your deep-seated emotional issues and your physical possessions. It is important to identify the attributes of a good friend- one who will not land you into problems.

It is also important to learn how to keep friends, by knowing what things make your friends happy and providing them only if they are within your means and you will not feel hurt. Friends are not meant to take advantage of others.

Negative Peer Pressure Resistance

Peer Pressure is subtle influence individuals get from others they closely relate. These could be people of the same age, within a common interest set-up e.g. a school, a village, a seminar, a college. Peer pressure could be negative or positive, depending on the expected results. Peer pressure is allowing yourself to be driven by those around you for purposes of keeping friendship, not being seen as weak or for being regarded as a hero. It is a psychological warfare to buy a sense of belonging. Negative peer pressure involves being influenced to engage in behavior that is destructive, unacceptable and not beneficial to self or the society. Tactics used to woe others/ pressurize others include: arguing, threatening, promising, persuasion, negotiation, shutting others up or buying out/bribing/rewarding.

Positive peer pressure results in pleasurable outcomes. In every peer group there are positive role models who can be emulated to woe others in doing what is right. In all cases however, it is important to take charge of your life. Take your life's course and decide your destiny soberly and positively.

Category 3: Effective Decision Making

Decision making is the process of making a choice amongst several options based on adequate, correct and accurate information. It entails weighing of options and being prepared to appreciate the consequences of the choices made. People who make rightful decisions have strong personality, are able to manage stress /anxiety, uphold values and are reliable. Effective decision making process requires three main skills, namely;

Creative Thinking

This is the ability to generate new ideas and come up with unusual ways of doing things .It involves being skilful and imaginative in dealing with unexpected situations or problems.

Critical Thinking

This is the ability to objectively analyze and evaluate ideas so as to come out with sound and well thought out decisions. Some situations that require critical thinking include;

- Coping with peer pressure
- Forming and maintaining friendship.
- Resisting premarital sex.
- Confronted by a stranger

Decision making process entails the following steps:

a) Identify the situation which requires one to make a decision.

b) Gather relevant and correct information on the situation.

c) Identify alternative options or choices in dealing with the situations, ensuring that the options are legal, morally sound and socially acceptable.

d) Take note of possible consequences for each option using the 3C's model(Challenge, Choice, Consequences)as shown in this table:

CHALLENGE: *(Indicate the issue or situation that you are facing and which requires you to make a decision).*

CHOICES
Choice i) _____
Choiceii) _____
Choice iii) _____

CONSEQUENCES OF EACH CHOICE

Choices

Positive	**Negative**
Choice i)	
Choice ii)	
Choice iii)	

BENEFITS OF LIFE SKILLS

Life Skills:

- Enables an individual to develop positive attitudes towards self and others.
- Help learners to translate knowledge, skills and values into action.
- Enhance effective decision making and relate amicably with others.
- Life skills focuses on enhancing living values.

Effective acquisition of life skills would result to enabling individuals to effectively manage everyday life demands.

IMPORTANCE

Individuals with Life skills:

- Behave responsibly
- Develop full potential
- Promote risk free behaviour
- Promote the state of holistic well being

LSE has educational, social, health, cultural and economic benefits. When equipped with the skills the youth are able to make rational decisions skills and portray desirable attitudes. Life skills education is an effective intervention measure in responding to socio-cultural problems.

Sub-topic: Living Values

Purpose: To encourage the participants to embrace living values for the holistic development of an individual.

Objectives:

By the end of the session, the participant should be able to:

(a) State the meaning of living values
(b) Explain the core living values
(c) Appreciate the importance of the core living values
(d) Explain how the core living values contribute to the prevention of HIV infection

Content:

- Meaning of living values
- The core living values
- Importance of core living values
- Contribution of core living values to the prevention of HIV infection

Step 1: Lead the participants to brainstorm on the definition of the term living values.

Step 2: In groups, participants to enumerate the core living values and present at plenary. Discuss and summarize the core living values.

Step 3: In buzz groups, brainstorm on the importance of core living values in education.

Step 4: Participants to discuss the importance of core living values in the prevention of new HIV infections.

Facilitators Notes

Introduction to Core Living Values

Living values are guiding principles to the acquisition of life skills. They are the standards, criteria, rules or measure of worth which influence how people feel, behave or act upon available choices or courses of action.

Value - what is worth, desirable and useful
- Ideas, beliefs, principles persons uphold

They are the qualities that make someone desirable and useful.

The Core Living Values

The following are the core living values in education. (*for details, please refer The KNUT EFAIDS participants' handbook*)

1. Love
2. Cooperation
3. Unity
4. Peace
5. Simplicity
6. Humility
7. Honesty
8. Responsibility
9. Respect
10. Tolerances
11. Happiness
12. Freedom

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups
- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

- Experience sharing
- Case analysis
- Discussions
- Observing
- Note making/taking

Suggested Resources

- Felt pens
- Flip charts
- Manila sheets
- Vipp cards
- Real objects
- Resource persons

Session 7: GUIDANCE AND COUNSELLING

Purpose: To equip the participants with basic Guidance and Counseling skills.

Objectives:

By the end of the session the participant should be able to:

(a) Define the terms:
  - Guidance
  - Counselling

(b) Differentiate between guidance and counseling.

(c) Explain the importance of guidance and counselling in the realization of EFA goals.

(d) Discuss the principles of guidance and counseling.

(e) Outline the basic counseling process.

(f) State the qualities of a good counselor.

(g) Establish a guidance and counselling unit within an institution.

(h) Demonstrate positive attitude towards people living with HIV and AIDS

Content:

- Meaning of:
  - Guidance
  - Counselling
- Difference between guidance and counseling
- Importance of guidance and counseling in realization of EFA goals
- Principles of counseling
- Process of counseling
- Qualities of a good counselor
- Setting up a functional guidance and counseling unit in institutions
- Positive attitude towards people infected and affected by HIV and AIDS.

Process:

Step 1: Allow the participants to brainstorm on the meaning of Guidance and Counselling. Harmonize and give the correct definitions.

Step 2: In buzz groups, discuss the importance of Guidance and Counselling in the realization of EFA goals and report to the plenary.

Step 3: Emphasize the importance of Guidance and Counselling at the workplace in realization of EFA goals.

Step 4: In groups, the participants to outline the principles of Guidance and Counselling. Harmonize the group discussions using a checklist.

Step 5: Demonstrate and lead the participants in discussing basic counseling skills.

Step 6: Lead the participants to discuss the key stages critical for effective counseling using a flip chart i.e:-
- Pre-test counseling
- Post-test counseling
- Follow-up and support counseling
- Terminal phase

Step 7: Through questions and answers, guide the participants in stating the qualities of a good counselor.

Step 8: Using role play, demonstrate two scenarios in counseling (i.e; poor and good counseling skills.) Emphasize the need for good basic counseling skills.

Step 9: Lead the participants in brainstorming on the requirements needed in establishing Guidance and Counseling unit and explain their importance.

Step 10: The facilitator to lead the participants in brainstorming on the Greater involvement of persons with HIV and AIDS (GIPA) principle. +Stress on the need for basic counseling skills and the goals of working with PLWHA.

Facilitators Notes

Definition of Guidance

Can be defined as an expert direction given to people through teaching, directing, opinion giving, explaining, advising or instructing.

It is a process of providing direction or helping an individual through education. It is about giving information, showing the way to the person needing it. It requires knowledge, fact etc.

Definition of Counselling

It is remedial – a healing process.

It is putting right what has gone wrong.

It is about helping people grow in emotional fitness and health.

It is a helping process that uses safety engendered by a special kind of relationship to help individuals to get access to a greater part of their personal resources as a means of responding to the challenges of their life.

Difference between guidance and counseling

Guidance	**Counselling**
Helper centred	Counsel centred
May be for more people	Normally individualized
Results take a short time	It is a process and results take along time
Based on facts	Mainly deals with emotions and attitudes
Instructional and knowledge or information based	Based on experiences and training
More of public and less intimate	Highly confidential and intimate

Factors which facilitate a conducive environment for counseling are:-

1. Empathy
2. Genuineness
3. Unconditional positive regard

Counselling requires a special type of relationship. This relationship will facilitate the counseling environment. Only under such a relationship and environment will effective counseling take place.

Importance of guidance and counseling in the realization of EFA goals

(i) To help the uninfected person/individual understand the modes of transmission and prevention strategies.

(ii) To initiate and sustain behavioral changes necessary to reduce the risk of developing HIV infection through safer sex practices.

(iii) To assist infected individuals to understand the disease process and seek medical treatment as soon as possible; thereby mitigating the impact of HIV & AIDS.

(iv) To prevent infected clients from transmitting HIV infection.

(v) Through effective interpersonal communication skills, counselors disseminate information about HIV modes of transmission, primary prevention and the essentials of VCT and basic principles e.g. confidentiality, autonomy and phases of HIV/AIDS counseling such as pre and post counselling.

Principles of Counselling

- Use of different strategies for each problem
- Always identify and aim at achieving your goal while solving a problem
- Be cautious not to harm a victim in the process of guidance and counseling.
- Identify each problem in the context of goals and merits.
- Maintain confidentiality.

Process of Counselling

Counselling is a process which takes place in stages. These stages constitute the process.

- Exploration
- Understanding
- Action

What is Exploration?

- It means to look for
- To search in order to discover
- To try to find out something
- To go far and deep in order to find what is hidden. Presenting problem verses real problem.

What is Understanding?

- The client must come to understand what he discovers within himself/herself.
- Client has to make sense of what he/she sees within himself.
- He must see how this or that action, this thought, this feeling fit into the pattern of his life.
- Client comes to understand where he/she is in relation to where he wants to be.
- Understanding is complete when client understands the root of his problem.

Action Stage

- Action stage addresses what the client will do
- The kind of action needed
- Which direction to follow
- Why certain action should be taken
- What goal client wants to achieve
- What change must be made
- How such changes can be made

Qualities of a good Counsellor

- A good listener
- Patient
- Ability to keep secrets
- Empathetic
- Pleasant
- Dependable and humble
- Truthful
- Flexible on views, feeling and use of time.
- Understand and respond to the counselor
- Provides a conducive atmosphere to the counselor

Establishing a guidance and counseling

Requirements:

- **Personnel:** There is need to have a trained counselor who has the qualities of a good counselor.

- **Room:** Located in an open place but one which will allow for privacy, and with basic requirements such as water, tissue paper, lighting etc.

- **Reference material and stationery.**

- **Furniture:** strong furniture that doesn't pose risks to either party. Ensure the arrangement is such that there is no barrier between the counsellor and the counselee.

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups
- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

- Experience sharing
- Case analysis
- Discussions
- Observing
- Note making/taking

Suggested Resources

- Felt pens
- Flip charts
- Manila sheets
- Vipp cards
- Real objects
- Resource persons

Session 8: PEER EDUCATION

Purpose: To equip the participants with knowledge and skills to apply peer education in fighting HIV and AIDS for attainment of EFA goals.

Objectives:

By the end of the session, the participant should be able to

(a) Define a study circle (Peer education)
(b) Explain the concept of a study circle
(c) Discuss the techniques of convening a study circle
(d) Discuss the advantages of a study circle
(e) Demonstrate a study circle
(f) Discuss the importance of peer education in HIV&AIDS and other issues.

Content:

- Definition of study circle (peer education)
- Techniques of convening a study circle
- Advantages of a study circle
- Study circle concept
- Importance of peer education in HIV and AIDS and other issues

Process:

Step 1: Define a study circle and explain its characteristics

Step 2: Ask participants to sit in a circle. Allow them to do self introduction.

Step 3: Ask the participants, in plenary to comment on what they have noted in the introduction and the sitting arrangement. Highlight on issues e.g; participation by all, equal opportunity by all members and concentration in the group work.

Step 4: Using question and answer method, guide the participants in stating the advantages of this approach.

Step 5: Conclude by explaining briefly, the study circle concept and the techniques for convening a study circle.

Step 6: Lead participants in brainstorming the importance of peer education in prevention and management of HIV and AIDS.

Step 7: Emphasize on the key points in the operations of study circle.

Facilitators Notes

Definition:
This is a form of a study group concept where members sit in a circle. The convenor may only act as a lead person in discussing matters that are of common interest.

Techniques of convening a study circle

- Members sit in a circle or a semicircle.
- Everybody's opinion is important
- Time to meet is agreed upon according to members convenience.
- Members share experiences and identify common issues which require attention and agree on the approach to adopt in handling them.

Advantages of a study circle approach

- Participation by all
- Each person's views are respected
- Unity is strength. Members are able to brainstorm on possible solutions to a problem and come up with the best.
- None of the members feels that they are being dictated to since each is part of what is agreed upon.

The Importance of peer education in dealing with HIV & AIDS and other issues

1. It encourages empathy
2. Through sharing, individual problems are made lighter
3. It encourages acceptance and disclosure incase of HIV positive persons.
4. It gives confidence to the participant
5. Helps in coping with stressful situations
6. Helps in team building.

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups
- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

- Experience sharing
- Case analysis
- Discussions
- Observing
- Note making/taking

Suggested Resources

- Felt pens
- Flip charts
- Manila sheets
- Vipp cards
- Real objects
- Resource persons

Session 9: RESEARCH, MONITORING AND EVALUATION

Purpose: - To enable the participants appreciate the role of research in assessing educational needs in the era and other emerging issues for the attainment of EFA goals.

- To equip the participant with appropriate skills to keep track and acquire relevant feedback on the implementation of the EFAIDS programme.

Sub-topic: Research

Purpose: Research will provide opportunity to carry out needs assessment or situation analysis on the achievement of EFA goals.

Objectives:

By the end of the session, the participant should be able to:

(a) Define the term research
(b) State the importance of research in the education programmes
(c) Identify needs assessment areas
(d) Demonstrate ability to develop research tools

Content

- Meaning of research
- Importance of research
- Needs assessment areas
- Research tools

Process:

Step 1: Divide the participants into groups and let them discuss the definition and importance of research. Let participants present in plenary. Harmonize the presentations and give the correct definition and importance of research in education programmes.

Step 2: Ask the participants to list down on the flip charts the needs assessment areas or situation analysis.

Step 3: Ask the participants to display all the flipcharts on the wall.

Step 4: Lead the participants at plenary in analyzing and prioritizing the needs.

Step 5: Using a pre-developed research tool, explain to the participants the various types of research tools.

Step 6: Demonstrate how to develop a research tool emphasizing on the focus areas.

Step 7: Group the participants and assign them tasks to develop tools focusing on their needs.

Facilitators Notes:

Research:

Definition:
Entails the collection of information and data to provide an opportunity to carry out a needs assessment or situational analysis. Research should be tailred according to local needs.

Importance of research in the education programmes:

1. To reach consensus within your union that HIV and AIDS and other emerging issues are workplace issues.

2. To determine which responses to emerging issues are in place or need to be developed.

3. To address the needs of the various stakeholders in the education community.

4. To educate for effective life skills education in schools.

Examples of research tools:

Questionnaires, focused group discussion guide and observation.

Some of the needs assessment that you need to identify are:

- emerging issues
- Impact of cultural practices on education
- Existence of relevant policies.

Sub-topic: Monitoring and Evaluation

Purpose:

To assess the implementation of EFAIDS programme, its effect and identify areas of improvement.

Objectives:

By the end of the session, the participant should be able to:

(a) Define the terms:
- Monitoring
- Evaluation

(b) Explain the importance of monitoring and evaluation
(c) Demonstrate ability to prepare monitoring and evaluation tool kit
(d) Prepare a monitoring and evaluation tool kit.

Content

- Meaning of:
  - Monitoring
  - Evaluation

- Importance of monitoring and evaluation
- Preparation of a monitoring and evaluation tool kit

Process:

Step 1: Ask participants in buzz groups to define the terms Monitoring and Evaluation

Step 2: Ask selected groups to give their definitions. Lead the plenary in refining the definitions to come up with the correct one.

Step 3: Lead participants in brainstorming on the importance of monitoring and evaluation.

Step 4: Guide the participants in brainstorming on the indicators that will help identify the successes, setbacks and failures of the programme.

Step 5: Using the indicators, guide the participants in preparing a monitoring and evaluation tool kit.

Step 6: Ask the groups to present the kits in plenary.

Step 7: Guide the participants in analyzing the tool kits.

Facilitators Notes:

Definition

Monitoring:
It is a systematic and continous process of keeping track on the implementation of the programme to ensure that it is progressing according to plan, with a view to modifying it where necessary.

Evaluation:
The process of finding out the extent to which an objective has been achieved. It is the appraisal of the value or estimate of the worth of a programme.

Importance of M & E

Monitoring and Evaluation allows you to see where change is needed in your programme as well as help you identify areas which you need to shift your focus in order to make progress on your goals. The findings from Monitoring and Evaluation will help you plan interventions.

For example in monitoring gender, we could have tool kit check list with the following monitoring areas:-

1. Community participation e.g. No. of men and women involved in Education Committee.

2. Access and Learning environment. The net enrolment ratio of boys and girls.

3. Teaching and learning e.g. percentage of teachers demonstrating attempts to create gender friendly classrooms.

Methods of monitoring

- Observation
- Interviewing
- Focused group discussions
- Examination of records
- Analysis of reports, minutes, etc

Methods of Evaluation

- Oral interviews
- Written materials e.g diaries, minutes, reports
- Continuous assessments
- Observation

Sub-topic: Model School

Purpose:

To sensitize the participants on an ideal school that has been implementing the EFAIDS programme effectively.

Objectives:

By the end of the session, the participant should be able to:

(a) Define the meaning of a model school
(b) Describe the features of a model school
(c) State the role of a model school in implementing EFAIDS
(d) Develop an Action Plan of making a model school

Content

- Meaning of a Model school
- Features of a model school
- Role of a model school in implementing EFAIDS
- Action plan making school model schools

Process:

Step 1: Ask participants to discuss in groups the features of a model school.

Step 2: Let the groups present their discussions and guide them in identifying the features of a model school.

Step 3: Lead the participants in brainstorming on the role of a model school in implementing EFAIDS.

Step 4: Ask participants to brainstorm on how to make their own institutions centres of excellence. Guide participants in coming up with appropriate action plans.

Facilitators Notes:

The role of a model school in implementing the EFAIDS programme.

- Must be ready to implement the KNUT/EI-EFAIDS programme.
- Reach out the community in advocating against cultural practices and behaviour that have negative impacts on education.
- Ensure all learners access education of good quality.
- To do this, a convenor must draw an Action Plan.

An example of an Action Plan on Publicity

Event & publicity	Audience	Types of	Key issues to be addressed	Facilitator	Key slogans/messages
Prize giving day	Parents Teachers Students	Short talk & posters	HIV prevention	The convenor	AIDS is real anybody can contract HIV

Definition and features:

A model school in respect to the KNUT-EI-EFAIDS programme is one which is successfully implementing the programme such that what is aimed at being achieved in the programme is seen to be achieved. E.g;

- Reduction of infection of HIV & AIDS among teachers and learners.
- The existence of an ACU.
- Members of staff and learners being able to openly discuss matters related to HIV & AIDS culture gender and other pertinent issues that have a bearing on the achievement of EFA goals.

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups
- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

- Experience sharing
- Case analysis
- Discussions
- Observing
- Note making/taking

Suggested Resources

- Felt pens
- Flip charts
- Manila sheets
- Vipp cards
- Real objects
- Resource persons

Session 10: PARTNERSHIP AND NETWORKING

Purpose:

To sensitize participants on the need to create links and involve partners and other stakeholders in activities that lead to the realization of EFA goals.

Objectives:

By the end of the session, the participant should be able to:

(a) Define the terms: - partnerships
- networking

(b) Give justification for networking and partnership

(c) Identify possible partners

(d) Discuss the characteristics of networking and partnership

(e) Discuss the role of each network/partner in education

(f) Identify the steps in creating networks and partnership

Content

- Meaning of:
  - partnership
  - networking

- Rationale for partnership and networking
- Identification of possible partners
- Characteristics of partnership and networks
- Role of partners in networks

Process:

Step 1: Allow participants in buzz groups to brainstorm the meaning of:-
- Networking
- Partnership
- Harmonize the definitions.

Step 2: Lead the participants in brainstorming on the importance of partnerships.

Step 3: Allow the participants to brainstorm on the factors to consider identifying partners.
Guide the participants in identifying the common needs.
Match the possible needs to the service provider.
Harmonize the discussion on the flip chart.
Using a table as shown below, guide the participants in identifying the role of partners.

Need	Partner	Role

Lead the participants in justifying the choice of partners.

Step 4: In groups, participants discuss the characteristics of networking and partnership. Summarize the group presentations by highlighting the most appropriate characteristics.

Step 5: Using questions and answers, establish the participants' knowledge in steps of creating networks and linkages. Wrap up the session by providing the participants with the relevant steps with an explanation of each step.

Facilitators Notes:

Networking:
It is the ability to build linkages with individuals, organizations or institutions who have similar interests with each other in certain given area/
Creating set ups etc.

Partnerships

It is creation of joint ventures/setting up affiliations. A partner has almost equal shares of responsibility and consequently has a share in the profits or loses.

Aspects of networking:

- Team building
- Social marketing
- Communication
- Bridge building
-

How do we build successful networks

1. Marketing our programmes/ideas etc.
2. Identifying common areas of interest
3. Seeking partnerships and memorandums of understanding
4. Identify appropriate networks

N.B: All your networks should add value

Sustaining the networks and partners

- Keeping the memorandum of understanding by being loyal to it. Keeping within agreed limits.
- Avoid creation of conflicting ideas
- Creating forums for follow-up meetings
- Ensure strategic partnership from the word go

The following suggested training &learning activities and resources are applicable in all in all sessions. Trainers are advised to select the most appropriate and innovatly apply others not provided.

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups
- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

- Experience sharing
- Case analysis
- Discussions
- Observing
- Note making/taking

Suggested Resources

- Felt pens
- Flip charts
- Manila sheets
- Vipp cards
- Real objects
- Resource persons

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