

GOAL/ SARAH NETWORK

TEACHERS TRAINING REPORT

TRAINING TITLE: HIV/AIDS AND SUBSTANCE ABUSE PREVENTION WORKSHOP

PLACE OF TRAINING: WHISPERING PALMS HOTEL, KIKAMBALA- KILIFI

DATES: 27TH – AUGUST – 31ST AUGUST 2007

EXPECTED NUMBER OF PARTICIPANTS: 20

ACTUAL NUMBER OF PARTICIPANTS: 21

CADRE OF PARTICIPANTS: TEACHERS

FACILITATORS: MARGARET NAMIREMBE, DONALD OMONGE AND JEAN SYANDA

INTRODUCTION

SARAH Network trained 21 teachers from Nairobi, Coast Province, Kiambu district and Mbeere districts attended a five day workshop on: HIV/ AIDS and substance abuse. The theme for the training was; CHANGING THE WAY YOU DEAL WITH CHANGE. This is a report on the five days training and it highlights issues noted during the workshop. The training was used as a chance by for SARAH Network to create a working relationship with the schools represented for the Abstinence and Being Faithful Programs.

The report includes the list of attendance, training schedule, monitoring and evaluation tools and the training's evaluation as annexes.

TRAINING OBJECTIVES

SARAH network expected that by the end of the workshop, the participants will be able to:

- Understand the reality of substance abuse and in relation to HIV/AIDS
- Learn about the teachers- students' risk of infection or influence and be able to encourage positive behavior change against the risks
- Develop a commitment in helping the young to abstain from premarital sexual activities
- Gain basic reproductive knowledge rich in information related to STIs and HIV/ AIDS
- Understand the broad range of family, adolescents, behavioural and psychosocial development issues that may contribute to addiction and spread of HIV/ AIDS
- Discover and seek solutions on factors that deters teachers from discussing HIV/ AIDS and Substance Abuse issues
- Develop and seek to raise the level of tolerance and comfort for teachers to be able to discuss HIV/AIDS and Substance abuse issues with their pupils and fellow teachers

These objectives were designed to take care of the training needs of teachers to help them impart knowledge to the learners to enable the reduction of the impact of HIV/AIDS and substance in school settings.

THE COURSE

The five days training was developed in house by SARAH Network with to various USG funded, government of Kenya and other relevant manuals used for HIV and Substance abuse prevention trainings. The participants were given received reference books on different posters on the effects of different drugs and HIV/ AIDS. For an overview of the training's content, the full training timetable (Appendix I) has been attached.

THE TRAINING

The Key facilitators in the workshop were Margaret Namirembe and Donald Omonge (SARAH Network) and Jean Syanda from Nairobi Women's Hospital. Jean Syanda is a Psychologist working with the Gender Violence Recovery Centre in Nairobi Women's Hospital. She covered topic related to human sexuality in relation to HIV/AIDS in the teachers' workshop.

The training was more focused on sharing knowledge on issues of HIV&AIDS and Substance Abuse. Several training methods were used including: demonstrations, video show, lectures, power point presentations, role plays, group discussions and brain storming.

During the workshop, all the participants were actively involved in the learning process making the discussions to be livelier. Many misconceptions about HIV/AIDS were corrected and issues of drug abuse and HIV/ AIDS extensively covered.

Monitoring and evaluation implication of the trained individuals post training activities were clearly stated to the teachers. The teachers also were taken through the teacher's diary on which they will be recording the activities they will have carried as a monitoring and evaluation tool.

The teachers were taken through the reporting requirements as per the diary provided and were taught how to report the result of their activities and outreaches towards HIV prevention and substance abuse. This was done during the monitoring and evaluation session.

Daily evaluations on the sessions were done by each participant on the provided evaluation forms. During the closing ceremony, each of the 21 trained teachers was awarded a certificate of attendance and a bracelet was given to those who had not previously received them. All in all the training went on smoothly to completion. Attachments of all the forms used for this training are provided as annexes for this document.

SUCSESSES

The main objectives of the training were realized after the training. There was acceptance that the teachers, as sources of knowledge, had a big responsibility in the reduction of the spread of HIV&AIDS and substance addiction. The teachers also agreed to take the responsibility to reach out to their pupils and fellow teachers on issues of HIV/ AIDS and substance abuse.

At the end of the training, the participants submitted their HIV&AIDS and addiction prevention action plans which they will implement and report the results to SARAH Network by filling in their results in the clergy diaries to be provided to them and sending the results back. An analysis of the action plans is attached as annex 5 on this document.

CHALLENGES

A few challenges faced during the workshop. Time management was noted as a big challenge. This resulted to the facilitators overlapping into each others time and some sessions being extended beyond schedule due to varied reasons which included the participants' questions that had to be attended to, the extensiveness of the courses contents and some participants taking too long to present what had been discussed during group activities.

Some of the teachers were also shy to talk about reproductive health issues before their fellow teachers but the regular group activities and presentation of group work helped them to overcome the fear and they became free.

The teachers also raised an issue concerning motivation. They wanted to know what kind of motivation SARAH Network will offer them for them to submit their outreach reports. This was because they said that they had experienced organizations using them to get numbers for reporting to their donors.

LESSONS LEARNT AND WAY FORWARD

Including monitoring and evaluation session in the training was a very essential as it made the participants understands more of what they will be expected to do in their school outreaches and the reporting structures.

SARAH Network will help the trained teachers to implement their HIV&AIDS and substance abuse prevention action plans. The organisation's Field officer and Monitoring and evaluation officer will work closely with the teachers to ensure success of their implementations and reporting. SARAH Network will also carry out follow ups to motivate the teachers to implement their action plans. Through follow ups it will be ensured that the trained teachers engage in school outreach reach for HIV/AIDS and substance abuse prevention.

ANNEX 1

S.A.R.A.H NETWORK
TEACHERS WORKSHOP

TRAINING IN HIV/AIDS, SUBSTANCE ABUSE/ADDICTION

THEME: CHANGING THE WAY YOU DEAL WITH CHANGES

VENUE: WHISPERING PALMS HOTEL, KIKAMBALA- MOMBASA

August 27th – August 31st 2007

Day One: Monday 27/ 08/ 2007 – Breaking the silence

TIME	ACTIVITY	FACILITATOR
8:30 AM – 9. 45AM	Introductions; workshop objectives, expectations, and action plans.	Maggie Namirembe
9.45AM -10.15 AM	Pretest - HIV	Carolyne minayo
10:15 AM -10:30 AM	TEA/COFFEE BREAK	
10:30 AM -11.30 AM	The impact of HIV and AIDS on education and other sectors	Omonge Donald
11.30 P.M-1.00 PM	HIV and AIDS: Myths and Attitudes	Omonge Donald
1.00 PM – 3.00 PM	LUNCH	
2:30 PM - 4:30 PM	Modes of HIV transmission	Omonge Donald
4:30 PM – 4.45PM	TEA/COFFEE BREAK	
4.45 PM – 5.30 PM	Stages of HIV and AIDS progression	Omonge Donald
5.30 PM – 6.00 PM	Day one evaluation and wrap up	Maggie Namirembe

Day two: Tuesday 28/ 08/ 2007 - Positive Living

8.30 AM – 10.15AM	Sexuality HIV and AIDS issues in schools	Jean Syanda
10.15 AM -10.30 AM	TEA/ COFFEE BREAK	
10.30 AM – 12.00	Management of Hygiene and Nutrition in HIV	Jean Syanda
12.00 – 1.00 PM	Stigma and Discrimination Reduction	Omonge Donald
1:00 PM -3:00 PM	LUNCH	
3:00 PM – 4:30 PM	HIV prevention (ABCD))	Omonge Donald
4.30 PM – 4.45 PM	TEA/COFFEE BREAK	
4.45 PM – 5.45 PM	FGD on risky behaviour prevention in schools	Jean Syanda
5.45 PM – 6.00 PM	Day Two's Evaluation and wrap up	Maggie Namirembe

Day three: Wednesday 29/ 08/ 2007- Understanding Addiction

TIME	ACTIVITY	FACILITATOR
8.30 AM -8.45 AM	Pre- test on Drugs of Abuse and Addiction	Carolyne Minayo
8.45 AM –9.45AM	Introduction to substances of Abuse and Alcohol	Maggie Namirembe
9.45 AM – 10.45 AM	The Brain (Video presentation)	Maggie Namirembe
10.45AM -11.00 AM	TEA/COFFEE BREAK	
11.00 AM – 12.00 NOON	Progression to Addiction	Maggie Namirembe
12.00 – 1:30 PM	Effects of Alcohol and Drugs in the Body	Maggie Namirembe
1:30 PM – 1:40 PM	Day three's Evaluation and wrap up	Omonge Donald
1.40 PM – 3.00 PM	LUNCH AND FREE TIME	

Day four: 30/ 08/ 2007 – Family issues

8.30 AM – 10.00 AM	Correlations between HIV and AIDS and Substance Abuse	Omonge Donald
10.00 AM -10.15 AM	TEA/ COFFEE BREAK	
10:15 AM – 11.30 AM	Problems of Addiction and HIV in schools.	Maggie Namirembe/ Donald Omonge
11.30 AM – 1.00 PM	Family problem in Addiction (Family in the Bottle)	Maggie Namirembe
1.00 PM -2.30 PM	LUNCH	
2.30 PM -4.30 PM	Family History / Parenting styles in relation to alcohol and substance addiction	Maggie Namirembe
4.30 PM – 4.45 PM	TEA BREAK	
5.00 PM – 5:30 PM	Day Four Evaluations	Omonge Donald

Day five: Friday 31/ 08/ 2007 – Way out

8.30 AM – 9:30AM	The wheel of Change	Maggie Namirembe
9:30 AM – 10:45 AM	Basic Peer Education Skills (Teacher to Teacher)	Omonge Donald
10.45 AM -11.00 AM	TEA/ COFFEE BREAK	
11.00 AM -12.15 PM	Working with those Affected by HIV and AIDS and Addiction (Teachers, Parents and children's support groups)	Maggie Namirembe and Donald Omonge
12.15 PM -1.15 PM	Monitoring, Evaluation and Reporting	Donald Omonge
1.15 PM – 1.30 PM	Day five's Evaluation and Submission of final action plan	Donald Omonge
1.30 PM – 2.00 PM	Closing Ceremony	Maggie Namirembe
2.00 PM -	LUNCH	

ANNEX 2

LIST OF ATTENDANCE

1. Mumbi Salimini
2. Lydia Ngwiri
3. Margaret Okuta
4. Margaret Wanyama
5. Mary Wambaria
6. Kenneth Dena
7. Mbura Kadimu
8. Peter Onkoba
9. Hellen Machuka
10. Grace Kinyua
11. Grace Nzuki
12. Beatrice Kongere
13. David Muthoga
14. Andrew Kagoya
15. Harrison Muthigani
16. Joan Ochieng'
17. Peter King'oro
18. Jeremiah Kazungu
19. Robert Mutunga
20. Margaret Wanyama
21. Linet Otieno

ANNEX 3

SARAH NETWORK DIARY FOR TEACHERS

Province _____ Priority Area _____

Area where the outreach was conducted _____

Teacher's name(s) _____

Details of session:

Method used during the session

<input type="checkbox"/> Teacher to pupil/ student (one on one)	<input type="checkbox"/> Discussion Guide book/ curriculum
<input type="checkbox"/> Focus Group Discussion	<input type="checkbox"/> Theatre/Role Play
<input type="checkbox"/> Experience sharing	Condom Demonstration
<input type="checkbox"/> Discussion	Group Outreach
<input type="checkbox"/> Teacher to teacher (Peer)	Teacher to community member
Other (Specify) _____	

What key questions and concerns were raised by the individuals you reached out to?

- a.
- b.
- c.

What challenges were faced when reaching out to the individuals?

- a.
- b.

Education on HIV and AIDS

Indicator	Females	Males
Number of people reached with message on abstinence from premarital sex		
Number of people who signed commitment cards		
Number of people reached with message on marital fidelity (being faithful)		
Number of individuals reached with HIV and AIDS prevention messages other than abstinence and/ or being faithful.		

Other activities related to HIV and AIDS

Indicator	Females	Males
Number of people referred for VCT services		
Number of people with STI referred for medication		
Number of people with opportunistic infection referred for medication		
Number of people referred to HIV and AIDS support groups		
Number of individuals referred to substance abuse recovery support groups		

Date of submission _____

Signature _____

ANNEX 4

SARAH NETWORK TEACHERS TRAINING EVALUATION

SARAH Network conducted training for teachers at Whispering Palms Hotel, Kilifi. The training was held from the 27th to 31st August 2007 and primarily focused on prevention of HIV/AIDS and Substance Abuse. Aspects covered were on prevention of the same through Abstinence, being faithful and other behavior change attitudes beyond Abstinence and Being faithful.

Following the training, participants were given an evaluation checklist to gauge their understanding of the content of the training as per the sessions held with the following results being noted.

For each of the following topics, the following question was asked. *"How was your understanding of the content of the training as per the following sessions?"*

A- Excellent, B- Very Good, C- Good, D- Fair

Topic	Percentage			
	A	B	C	D
Pre-Test Of HIV	37	2	5	5
The impact of HIV and AIDS on education and other sectors	68	21	5	6
HIV And AIDS: Myths And Attitudes	47	47	0	6
Modes Of Transmission Of HIV Including Re-Infection	74	21	6	0
Stages Of HIV And AIDS Progression	47	26	21	6
Sexuality HIV and AIDS issues in schools	68	26	6	0
Management Of Hygiene and nutrition	47	42	11	0
Stigma and discrimination reduction	74	26	0	0
HIV prevention (ABCD)	84	5	11	0
FGD on risky behavior prevention in schools	42	42	16	0
Pre-Test – Drugs Of Abuse And Addiction	42	42	0	6
Introduction To Substances Of Abuse And Alcohol	63	26	5	6
The brain (video presentation)	47	21	32	0
Progression to addiction	58	26	11	0
Effects Of Alcohol And Other Substances Of Abuse In The Body	58	42	0	0
Correlation between HIV and AIDS and substances of abuse	68	26	6	0
Problems in addiction and HIV in schools	63	37	0	0
Family Problem In Addiction and HIV (family in the bottle)	47	53	0	0
Family History/Parenting Styles In Relation To Alcohol And Substance Addiction	68	32	0	0
The wheel of change	68	27	5	0
Basic peer education skills (teacher to teacher)	63	37	0	0
Working with those affected by HIV and AIDS and addiction (teachers/parents and children's support groups)	47	53	0	0
Monitoring, Evaluation and Reporting	68	32	0	0

Interpretation

From the above scores, the following interpretations can be made:-

1. There has been intentionality in the country to address issues on HIV and AIDS since it was declared a national disaster in Kenya. Many NGOs and Government Organizations have been addressing the issue country wide and hence the high score on the understanding on HIV prevention through ABCD. (A-84%)
2. As a prerequisite to being a teacher, one ought to have good facilitation skills. Therefore, the topic on basic peer education came in handy for the teachers since it was sort of a refresher. Further, it is at the core of what they do, reaching out to pupils/students, and hence are more interested in the same. This scored a total of 100% for those who ranked their understanding of the topic as excellent and very good.
3. Other topics whose level of understanding as per the participants scores totaled 100% when scores for both A and B were summed were stigma and discrimination reduction, effects of alcohol and other substances, problems in addiction and parenting styles in relation to alcohol and substance addiction. This indicates that stigma for those infected/affected by HIV/AIDS or addiction is still rife, and hence the desire to know how to address it. It is especially so in some schools where drug and substance abuse is high and victimization of affected students is bound to happen. It further reveals that there is a misunderstanding that drug and substance abuse is a choice and hence the high interest in the participants to understand that it is also as a result of family lineage.
4. A total of participants ranked their understanding on the topic "HIV and AIDS: myths and attitudes" as 6%. This indicates that there are some teachers who either abide by some myths or are not aware of myths at all linked to HIV and AIDS.
5. 32% of the participants ranked their understanding on the video the brain as good which is a C. This is because there was no detailed explanation of the same after the video presentation.
6. The topic HIV and AIDS progression scored a total of 27% for those who ranked their understanding as either C or D. This indicates that participants expected more detailed information on the stages.

When asked which topics they would give a priority to once they go back to their schools and communities, the teachers ranked the following five as the highest:-

1. Reaching people with messages on abstinence from premarital sex- 86%
2. referring people for VCT services – 86%
3. Reaching people with messages on abstinence from alcohol and substances of abuse – 100%
4. Referring people to HIV and AIDS support groups – 81%
5. Reaching people with Being faithful messages – 76%

Other comments

"Some of the topics were very important but not well internalized because of lack of time."

"Please do not stop training, it has really given us information and knowledge that we didn't know. And hence we will also be able to impart it to others."

"Need more training approaches to be adapted-which are adult centered."

"Handouts for future reference are very important. They would also help the teacher learner to be rich in knowledge."

"Consider giving a little out of pocket allowance to cater for basic needs e.g. communication and refreshment."

"Follow-up sessions necessary to ensure that implementation is going on."

"Introduce pictorial learning aids that can be given to the trainees after the workshop."

"The knowledge I gained during this training was very essential to us and will be extended to my pupils at school and my community. I therefore request that you make follow-ups."

"Notify the DEO's office and Head Teacher so that they will own the process and support the teachers' participation."

Recommendations

Based on all of the above information, the following recommendations are given for more effectiveness in trainings as well as in reporting thereafter:-

1. Handouts on information given during the training sessions should be availed to the participants after the sessions for easier revision, more understanding and posing of questions where one is limited in understanding.
2. More emphasis should be placed on the correlation of HIV and AIDS and Substances of abuse especially in schools. This is because substance abuse is on the increase in schools.
3. Formation of AI-Ateen groups should be encouraged with confidentiality enhanced to ensure protection as recovery especially from drug abuse goes on to avoid victimization.
4. SARA Network should work more closely with Ministry of Education offices in the places where participant teachers come from. This will create harmony and acceptance to the trained teachers after trainings and as they begin to implement best practices learnt.

Annex 5

Teachers Training Analysis of Action Plans at Kilifi (27th – 31st August 2007)

Following the teachers training on HIV and AIDS and Substance Abuse held in Kilifi, participants were given action plan forms to identify what activities related to HIV and AIDS as well as Substance abuse were being carried out in the areas they serve. The plans also sought to know what areas the trained teachers were seeking to engage in following the training. Responses to the areas posed were as shown below:-

Which of the following behavior change activities that address HIV/AIDS and substance abuse are being carried out in the community you serve?

Behavior change activities currently being addressed	%
Outreaches/sessions on abstinence from premarital sex	95
Outreaches/sessions on marital fidelity	33
Outreaches on correct and consistent condom use	33
Referrals for VCT services	52
Referrals for STI medication	33
Referrals for opportunistic infections medication	33
Linking interested people to HIV and AIDS support groups	48
Outreaches on abstinence from substance abuse	81
Linking people to recovery support groups (AA and Al-Anon)	19

Interpretation: -

- The high percentage (95%) on outreaches/sessions on abstinence from premarital sex can be attributed to increased awareness on HIV and AIDS by communities. It also indicates that most teachers have information and knowledge on HIV and AIDS which they relay with emphasis to abstinence to pupils/students. The high percentage could also infer that most schools have health clubs through which HIV and AIDS is discussed.
- Since the participants of the training were teachers, there is likelihood that as part of their guidance and counseling of students they emphasize on drug and substance abuse. This has been on the rise especially in high schools and to combat this, the topic is addressed hence the 81% score.
- Since teachers reach out especially to the in-school youth, they primarily emphasize on abstinence hence the scores on correct condom use, marital fidelity outreaches, referrals for OI which all scored 33%
- 19% for linking students/pupils to recovery support groups indicates that despite the outreaches on drug and substance abuse, either not so many are addicted and/or not many are willing to expose themselves.

Which among the activities below do you think you could appropriately address within the area you serve?

Education on HIV and AIDS	%
Reaching people with messages on abstinence from premarital sex	86
Reaching people with messages on marital fidelity (being faithful)	76
Reaching people with messages on correct and consistent condom use	52
Reaching people with messages on HIV and AIDS prevention other than abstinence and/or being faithful	71

Interpretation

- The low scores on marital fidelity and condom use can be attributed to the fact that teachers will primarily reach to pupils/students. However, the scores are a good indication that the teachers are willing to reach out to their peers as well.
- The 86% score on reaching out with messages on abstinence from pre-marital sex is good enough. However, it indicates that either some teachers are not confident to talk about abstinence due to culture, lifestyle and/or do not have the required skills to reach out to them.

Other activities related to HIV and AIDS	%
Referring people for VCT services	86
Referring people with STI for medication	71
Referring people with opportunistic infections for medication	62
Referring interested people to HIV and AIDS support groups	81

Interpretation:-

- The scores indicate that the teachers will have an intentionality to reach out to their peers and out of school youth who are sexually active.
- The lowest scores on referral for OI and STI which are 62% and 71% respectively indicates that there is mistrust on confidentiality when it comes to personal issues and hence people might not be free to talk openly about OIs.
- However, it is clear that most people readily accept information on HIV and AIDS, are less stigmatized about the pandemic and are willing to get tested. Hence, there is hope in life for those living with HIV and AIDS.

Education on Alcohol and Substance Abuse	%
Reaching people with messages on abstinence from alcohol and substances of abuse	100
Referring people to recovery support groups (AA and AI-Anon)	57

Interpretation:-

- The score on reaching people with messages on abstinence from alcohol (100%) indicates that this is a great problem in schools. It also poses a threat where correlation between HIV and AIDS and substance abuse is concerned.
- The concept of support groups is also not well addressed or is not popular probably as a result of victimization for those pupils/students addicted to drugs.

Recommendations:-

Concerted efforts should be made by SARAH Network and relevant partners and stakeholders to ensure that context and content based materials are developed for efficient delivery of HIV and AIDS related messages especially abstinence. This could be done for instance: -

- Going through the Ministry of Education for ownership of the outreach process as well as reporting
- Identifying teachers who have an interest in issues of Substance and drug abuse and HIV and AIDS to be trained and consequently conduct outreaches in their schools
- Identify and train teachers recommended through the ministry and respective schools based on their moral standing for effective delivery of messages
- When conducting training for teachers, in as much as their mandate is primarily on school outreaches, they should also be informed on peer education as well
- Steps similar to those of AA should be incorporated in the support groups (both HIV+ and recovery from drug addiction) and with an emphasis especially on confidentiality. With confidentiality assured and demonstrated, more people will be willing to go for VCT and openly talk about STIs and OIs.
- Support groups should be provided with material with relevant and key information on HIV and AIDS and information on Substance and drug abuse. This will enable members understand and separate facts from myths, raise their self esteem and cultivate a hope for the future through positive living with HIV and recovery from drug abuse.
- More emphasis should be placed on the correlation between HIV and AIDS and Substance and drug abuse especially in schools. This is because in most schools, students and pupils are increasingly engaging in substance abuse.
- Bearing in mind the intensity of engagement in drug abuse by students/pupils in schools, the health clubs within schools from which teachers have been trained should be strengthened to address such

areas (HIV and AIDS and substance abuse) in AI-Ateen model groups. Confidentiality should also be demonstrated in these groups.

Other information

After randomly aggregating the action plans based on the number of students and/or pupils each teacher would reach, an average of 85 males and 68 females was realized.