# COURSE B

## A D D I T I O N A L   T E A C H E R S

# 1. PSABH: A Behaviour Change Programme

## Objectives of the Course 'B' Training Programme for Additional Teachers

At the end of Course B the participants should have reflected and reviewed all aspects of their Action Plans and identified gaps and barriers to success.

The course aims to enable participants to:

- Strengthen the teaching of HIV/AIDS by identifying conflicting messages and putting in place strategies to reduce high-risk behaviour

- Provide youth with factual knowledge, abilities and practices through which they will be able to adopt effective and safe behaviour

- Use enhanced knowledge for the support of positive living and home-based care

- Strengthen their inter-sectoral networking and develop ownership strategies for the purpose of sustainability

- Establish and implement peer support activities.

| | COURSE B | | |
|---|---|---|---|
| | **TOPICS** | **TIME** | **PAGE NO.** |
| 1. | Climate setting – Big animals | 1 hour | 12 |
| 2. | Project Overview | 1 hour 45 min | 14 |
| 3. | Review of Action Plans | 2 hours | 18 |
| 4. | Life Skills and Living Values | 2 hours | 23 |
| 5. | Counselling in HIV/AIDS | 2 hours | 26 |
| 6. | Video - TASO | 1 hour | 33 |
| 7. | Sexuality and Touch Continuum | 2 hours | 34 |
| 8. | STI, HIV/AIDS & Question Box | 6 _ hours | 40 |
| 9. | Video - Bushfire | 1 hour | 50 |
| 10. | Curriculum Overview | 2 _ hours | 51 |
| 11. | Implementation of HIV/AIDS Education Policy in Schools | 2 hours | 59 |
| 12. | Implementation of Infused and Integrated Syllabus | 2 hours | 66 |
| 13. | Life Skills Activities | 2 hours | 74 |
| 14. | Curriculum Displays | 1 hour | 81 |
| 15. | Adolescent Health & Sexuality "A" | 2 _ hours | 87 |
| 16. | Guidance | 2 hours | 112 |
| 17. | Peer Support concept | 2 hours | 99 |
| 18. | Co-curricular Activities "Banana" | 2 hours | 105 |
| 19. | Video - Everyone's Child | 1 hour | 63 |
| 20. | Communication Approaches | 2 _ hours | 105 |
| 21. | Question Box, HIV/AIDS Practice | 2 hours | 106 |
| 22. | Dealing with External and Conflicting Messages | 2 hours | 117 |
| 23. | Sustainability, Way Forward, Evaluation & Close | 2 hours | 123 |

*Videos to be shown:* Nkosi, Bushfire, Living with AIDS, Peer Support, Silent Epidemic

**Note:** *Timetable includes core sessions in Course A*

# 2. WAY FORWARD AND REVISED ACTION PLANS
## (Total time: 2 hours)

## Training Materials *(Pre-prep)*

- Revised Action Plan Format on flipchart
- Previous school Action Plans

## Session Objectives

At the end of the session, participants should be able to have:

- Reassessed the identified challenges and agreed on new targets for the group and strategies to achieve them
- Drawn up revised action plans for health based on knowledge and skills gained during the workshop.

## CONTENT AND PROCESS

| STAGE | CONTENT | PROCESS | TIME | FACILITATOR |
|-------|---------|---------|------|-------------|
| One | Session Objectives | Reading through the objectives on a flipchart. | 2 min | |
| Two | Introduction | • Self reflection on the Action Plan prepared during Course A<br>• Give feedback on what was achieved | 15 min | |
| Three | Challenges | • In groups, reassess the identified challenges faced during implementation of the plans<br>• Come up with strategies to counter the challenges<br>• Report back on flipchart. | 15 min<br><br><br><br>15 min | |
| Four | Priorities and targets | • In groups, discuss and agree on revised priorities and strategies to achieve them.<br>• Report back on flipchart. | 10 min<br><br><br>15 min | |
| Five | Preparation of Action Plans | • In groups, participants come up with action plans on flipcharts.<br>• Report back and critique. | 20 min<br><br>20 min | |
| Six | Summary | Stress the need to implement the action plan | 8 min | |

## Action Plan Format Sample

| PRIORITY /ACTIVITY | TARGET | MEASURING INDICATOR | HOW | RESOURCES | | SUCCESS INDICATORS |
|---|---|---|---|---|---|---|
| | | | | HUMAN | MATERIALS | |
| • Training<br>• HIV and AIDS transmission<br>• M. T. C. T.<br>• Home Based Care | • Staff<br>• School Management Committee<br>• Parents' Association<br>• Teachers | By October 2007 | • Training teams formed<br>• Materials available | • MOH personnel<br>• PSABH trainers | • Charts<br>• Handouts<br>• Networking material | • Training done<br>• Awareness created<br>• Infused and integrated schemes of work |

*Refer to Course A page 11 for Project Overview*

# 3. Life Skills Activities
(Total time: 2 hours)

## Training Materials *(Pre-prep)*

**Flipcharts on:**
- All activities

## Session Objective

By the end of the session, participants should be able to lead a range of life skills activities that are intended to strengthen the abilities and practices of the youth in schools to affect their safe behaviour.

## CONTENT AND PROCESS

| STAGE | CONTENT | PROCESS | TIME | FACILITATOR |
|-------|---------|---------|------|-------------|
| One | Session Objectives | Read through the objective on the flip chart. | 2 min | |
| Two | Introduction | Brainstorm<br>(i) What is a case study<br>(ii) Why do we use case study | 5 min | |
| Three | Case Study | Participants read through the case study<br>"Jane meets a stranger." | 3 min | |
| Four | Skills | Facilitator refers the participants to the questions below the case study.<br>• In groups, the participants discuss possible answers for the questions<br>• They report back in plenary | 15 min | |
| Five | Summary | • Participants brainstorm on the lessons they could learn from the case study<br>• The facilitator to emphasise the need to learn survival skills and how best to apply them | 5 min | |

*Refer to Course A page 20 for Life Skills and Living Values*

## Use of Case Study *(30 mins)*

*Jane a Standard 7 girl from school meets a stranger on her way back home. the stranger grabs her and wants to rape her.*

Stranger: Hey girl, sweety, how are you?
(*He intercepts Jane and grabs her*).

Jane: Hi, leave me alone, I am rushing home and it is late.

Stranger: I have caught you and must pay in kind. (*The stranger drags the young girl to a near by house and waves a knife at her*).

Jane: (*Sensing danger*) Alright, relax, I have no objection. Let me undress (*The stranger puts down the knife as he undresses. Pretends to remove her clothes, picks the knife and kicks the man between the legs and she runs away as he falls down – groaning*).

## Survival Skills Discussion Points

- Which skills did Jane use to evade the attack?
- What would have happened to Jane if she showed direct/open resistance immediately she encountered the stranger?
- Under what circumstance would this (rape) happen?
- After this attempt what is Jane supposed to do?
- What are the dangers/risks related to rape?
- To avoid such scenarios what advice should be given to the youth?

## Checklist: Survival Skills Questions

Which skills did Jane use?

- Kicking between the legs
- She was able to sense danger
- She ran away
- She used some negotiation skills

What would have happened if Jane showed arrogance?
She would have been:

- Raped
- Killed
- Injured

After this rape attempt what was Jane supposed to do?

- Report to some authority like parents, teachers etc

What are the dangers/risks of rape?

- Psychological torture
- Pregnancies
- STIs/HIV and AIDS
- Injuries

What advice should be given to the youth?

- Do not walk alone but in groups
- Avoid risky/isolated paths

## The Role of Self-esteem: Differentiating Needs from Wants *(30 min)*

### CONTENT AND PROCESS

| STAGE | CONTENT | PROCESS | TIME | FACILITATOR |
|---|---|---|---|---|
| One | Activities on how self-esteem may be influenced by peers | **Group work:** Discuss ways in which peers may influence the self-esteem of youth in and out of school. (Use the report format 1 below) Report back and harmonization. | 3 min<br><br><br><br><br>5 min | |
| Two | Differentiating needs/wants | **Group Work:** List the needs and wants. Sometimes young people follow their desires (wants) to find a substitute for some of their needs, such as acceptance, love, self-esteem (Use the report format 2 below) | 2 min<br>3 min<br>2 min<br><br><br>5 min | |
| Three | Effects on self-esteem | **Group Work:** How can the needs/wants listed above affect/influence the youths' self-esteem? (Use the report format 3 below) | 8 min | |
| Four | Summary | Wants impact negatively on positive behaviour change | 2 min | |

| Report Format 1: Ways peers influence each other in and out of school. | | |
|---|---|---|
| WAYS: | IN SCHOOL: | OUT OF SCHOOL: |
| Dress | | |

| Report Format 2: Differentiating between Needs and Wants. | |
|---|---|
| NEEDS | WANTS<br>(Often activities to substitute for needs) |
| Food<br>Shelter<br>Love<br>Security<br>Acceptance<br>Reassurance | Smoking<br>Discos<br>Sex |

| Report Format 3: The effects of realising needs and wants. | | | |
|---|---|---|---|
| NEEDS | EFFECTIVE/INFLUENCE | WANTS | EFFECTS |
| Clothing | Feel | Sex | STIs |

## Decision Making Skills *(30 min)*

### CONTENT AND PROCESS

| STAGE | CONTENT | PROCESS | TIME | FACILITATOR |
|---|---|---|---|---|
| One | Presentation Discussion | • Facilitator introduces the role-play. | 3 min | |
| | | • Facilitator explains to the participants that as they watch the role-play they should check the areas where the following skills were used. | | |
| | Summary | | 5 min | |
| | | • Decision-making | 2 min | |
| | | • Critical thinking | 3 min | |
| | | • Negotiation | 2 min | |
| | | • Self-expression | 5 min | |
| | | Role Playing: | | |
| Two | | Facilitator uses the discussion points: | | |
| | | SKILLS \| WHERE IN ROLE PLAY \| HOW | | |
| | | | 8 min | |
| Three | | Facilitator stresses the importance of decision-making | | |

**Role Play:** *Innocent (a School Girl); Nyangau her cousin as "Tutor"; and Naima (Innocent's Friend)*

**SCENE I**: *(Innocent goes to her cousin's house for tuition. Knocks at Nyangau's door).*

Nyangau: Oh! welcome. have a seat next to me.

Innocent: Let me sit on the other chair.

Nyangau: Please sit here. (*He pulls her and sits her on the chair next to him*).

Innocent: This is not healthy; it is harassment!

Nyangau: Don't worry Innocent. (*Offers her a glass of juice*). *Innocent moves her chair away from Nyang'au while he fetches the juice.*

Nyang'au: Can you please collect some books from my bedroom?

Innocent: That is not right! (*She adamantly refuses*).

Nyang'au: Come with me! (*Holds her hand tightly and leads her towards the bedroom).*

Innocent: (*Cunningly*) Let me close the door. (*She closes the door behind her, and runs away).*

**SCENE II:** (*Innocent meets her friend Naima*).

Naima: Innocent, what's wrong! why are you running so fast?

Innocent: It is Mr. Nyang'au! He wants to rape me. (*Narrates to Naima her encounter with her cousin Nyang'au*).

Naima: Oh! I am sorry. How can a cousin behave in such a manner?

Innocent: All men should never be trusted.

Naima: Where are your books?

Innocent: I left them in Nyang'au's house.

Naima: Let us go and collect the books from him.
(*Innocent and Naima move in and confront Nyang'au. They emphatically put it to him that for future tuition they would be coming together. He is told to be human and not to act as an animal*).

Nyang'au: (*He apologizes*). I am sorry for my bad behaviour. please Innocent forgive me?

## Leadership Skills *(30 min)*

## CONTENT AND PROCESS

| STAGE | CONTENT | PROCESS | | TIME | FACILITATOR |
|-------|---------|---------|---|------|-------------|
| One | Introduction | Preparation, characterization, casting and synopsis and what to look for (learning points and skills.) | | 3 min | |
| Two | Role Play | Cast presents the skit as the rest of the class observe and identify learning points and skills. | | 9 min | |
| Three | Discussion | Through discussion point, participants come up with skills and learning points. | | 15 min | |
| | | SKILL | WHERE PROJECTED | | |
| | | | | | |
| | Summary | Facilitator underscores the importance of developing leadership responsibility/skills in the youth. | | 3 min | |

## Role Play Synopsis

*An irresponsible student comes to class with a bottle of 'changaa'. He tries to influence his friends to join in the taking but in vain due to one of the student's intervention.*

| | |
|---|---|
| Teacher: | Children, that is the end of the lesson. Continue with the assignment. |
| John: | *(Moves closer to Juma and produces a bottle of 'changaa')* Have a sip. |
| Juma: | *(Sips and says)* Aah! It is sweet. |
| John: | Come on … keep on. |
| Otieno: | *(Who is also a Christian Union leader and observing keenly from next desk intervenes politely)* My friends, what is happening? |
| John: | Why ask the obvious?  Do you want some? Here you are, help yourself. *(Attracted by the conversation, the class members move towards the three and a commotion ensues).* |
| Otieno: | Quiet please! Calm down!  Everyone go back to your seats.  *(Calmly he comes up to state the dangers of noise making, bringing the illicit brew to class and even drinking it. He refers to the Religious Education lesson, moral values and Head Teacher's advice of being responsible).* |
| John: | *(Remorseful and guilty)* Please forgive me. I will not drink again. *(Hands over the bottle to Otieno).* |
| Class: | Hooray! *(Claps and applauds).* |

## Discussion Points

1. What skills did Otieno display:

(a) When he calmed the class?

(b) When he intervened between John and Juma?

(c) When he referred to the moral values?

2. Why do you think the class calmed down and applauded when Otieno addressed them?

**Note:**

In overall summary, stress the importance of Knowledge Attitude and Practice (KAP).

*Refer to Course A page 57 for Infusion and Integration*

# 4. PEER SUPPORT
(Total time: 2 hours)

## Training Materials *Pre-prep)*

**Handouts on:**
- Peer Support

**Others:**
- School Health Club Activity Kit
- Format for report back

**Facilitators Handbook** – page 33

## Session Objective

At the end of the session the participants should be able to describe and appreciate peer support concepts.

## CONTENT AND PROCESS

| STAGE | CONTENT | PROCESS | TIME | FACILITATOR |
|---|---|---|---|---|
| One | Session Objective. | Facilitator reads through the objective | 2 min | |
| Two | Introduction | • Participants brainstorm on 'who is a peer?'<br>• Facilitator harmonises – refer to facilitator's handbook page 33 | 10 min | |
| Three | Benefits of Youth Peer Support | • Facilitator to lead the participants to discuss formation of youth peer groups and their importance<br>• Participants identify ways in which the peer activities can be incorporated within the school system Report Back. | 25 min | |
| Four | Peer Support Activities | In groups, participants will use an example of a youth peer group and discuss how the activities operate in influencing positive behaviour change. (Report back using the format 1 below). | 35 min | |
| Five | Strategies for sustainability of Youth Peer Support activities | Facilitator harmonises and refers participants to the SHC Activity Kit<br>• Participants identify the strategies for sustainability of peer support group activities<br>• Report back. Harmonise with checklist<br>• Participants prepare sustainability action plans<br>(Report back using the format 2 given below). | 45 min | |
| Six | Summary | Facilitator to emphasize the importance of peer support and the need to sustain the same through various activities e.g. school health clubs, badges for common purpose, School Health Club Activity Kit to enhance behaviour change. | 5 min | |

Sample Report Format 1: Influence of peer group activities on behaviour.

| ACTIVITY | SUGGESTED TASKS FOR BEHAVIOUR CHANGE | POSITIVE INFLUENCE |
|---|---|---|
| e.g Home Based Care | • Visiting PLWAs<br>• Material support e.g. firewood, water and clothes<br>• Cleaning | • Showing love, care, concern, support, appreciation, acceptance responsibility etc |

Report Format 2: Action plan for sustaining peer support groups and activities.

| ACTIVITY | TARGET | TASKS | RESPONSIBILITY | TIME | BEHAVIOUR CHANGE SUCCESS INDICATORS | MONITORING DATES |
|---|---|---|---|---|---|---|
| e.g Home Based Care | PLWAs, the needy e.g orphans | • Visiting PLWAs<br>• Material support e.g. firewood, water and clothes cleaning | • SHC members<br>• Patron/Matron | Twice a month | • Positive attitude, love towards PLWAs<br>• Enhanced sense of responsibility<br>• Proper use of leisure time | Monthly |

## Checklist for Strategies
- Peer support competition
- Raising funds
- Income generating activity
- Monitoring/Evaluation structure
- Schedule of activities
- Clearly set aims and objectives
- Creating ownership through budgets, T-shirts, caps
- Networking with other groups
- Motivation

## Peer Support Programme
### Background on Peer Support
The peer group (friends of a young person) plays an important role in shaping thoughts, feelings and behaviour. This is especially true as young people mature and start spending more time with friends (at school and at play).

When young people start interacting more with their peers, they experience strong pressure to adopt the attitudes, values and behaviour of their peer group. If young people are able to connect with other peers who display healthy attitudes and behaviour (i.e. abstinence is good and something I want to strive for) they themselves are more likely to be able to lead more positive and healthy lives. Having peers who support one another in a positive (good) way is one way to influence the thoughts, feelings, and behaviour of young people. In fact, studies have shown that adolescents are more likely to practice healthy behaviour (abstinence) if their friends are doing the same.

In addition to school based health education, peers can play an important role in promoting the health of their fellow students. One of the ways they can do this is by giving their peers social and emotional support they need to make responsible and healthy choices during their adolescent years.

## Purpose of Peer Support Programmes
The main purpose of a peer support programme is to help young people in their daily lives by providing them with trained role models who are able to support and encourage them to live healthier lives.

## Objectives of a Peer Support Programme
Specifically, a peer support programme aims to:
- Provide positive experiences for young people to contribute towards their personal development
- Support and enable young people to make more informed choices about their sexual behaviour and relationships through skills development
- Find new ways of dealing with peer pressure

- Allow youth to talk about the social and cultural pressures they face
- Encourage youth to talk about problems that affect them, both personally and as a group
- Build new, lasting and strong relationships between peers
- Provide ways in which young people can better communicate with their parents, teachers, community members and each other
- Help adults understand the ways in which young people think and feel
- Increase discussion about sexual health in the context of HIV/AIDS
- Help young people accept and care for People Living with AIDS (PLWAs)
- Allow young people to talk about their aims and goals in life
- Have fun.

## Such Aims Are Hoped to Lead to:
- More responsible and healthy attitudes and behaviours
- Greater acceptance of and care for PLWAs
- Improved communication between young people and their parents, teachers, community members and peers
- The formation of young role models in both the school and community
- Greater self-confidence in making decisions when faced with difficult ones
- More positive outlook for the future.

The hope is that peers can come to be a support network for one another and in so doing, be able to live and act in a positive and healthy way

## Vulnerability Reduction
This is:
- A cultural issue, since it involves reviewing fundamental values and norms
- A human rights issue, since it links intimately to fundamental human rights
- A legal issue, since actions such as discrimination, which enhance vulnerability, are amenable to legal redress
- An issue of democracy and citizenship, since empowerment, connectedness and solidarity are essential to any response
- An infrastructure issue, since hospitals, schools and universities require strengthening if they are to play their proper role in promoting a reduction in societal vulnerability.

## Actions for Reducing Vulnerability
Attention should be focused on the following key areas of strategic action:
- Decreasing vulnerability to HIV/AIDS through providing and expanding access to universal, good quality, safe education. This is particularly important for girls, orphans, young people who inject drugs, young sex workers and others, especially vulnerable young people
- Elimination of stigma and discrimination, with a view to respecting human rights and encouraging greater openness concerning the epidemic. This should include discrimination on the basis of HIV/AIDS status, gender, pregnancy, age, sexuality, disability, religion and culture
- Promotion of policies and practices that favour gender equity, school attendance and effective learning, all of which positively affect health, nutrition and the capacity to learn. Beyond this, action should be taken to improve management, safety and security in schools to ensure that they offer healthy, protective and gender sensitive learning environments
- School Health Programmes need to tackle the particular factors rendering some children and young people more vulnerable than others. They can do this through the provision of skills-based health education to enable people to acquire the knowledge, attitudes, values and life skills needed to avoid HIV infection. They can also seek to foster appropriate forms of student/teacher interaction; promote greater gender sensitivity and psychosocial support; and provide safer recreational activities
- Inter-sectoral collaboration to enable young people to access the services and resources they need to protect against HIV infection. These include access to condoms and clean needles. The training of teachers and health workers needs strengthening so as to facilitate the early identification of especially vulnerable children, to promote child protection and safety, and to make appropriate referrals
- Finally, school-community partnerships should be created to build livelihood skills and to facilitate access to young persons, friendly, voluntary and confidential HIV counseling and testing services; early and effective treatment for sexually transmitted illnesses; reproductive health services and services for substance abuse and injecting drug users.

# 5. QUESTION BOX
(Total time: 1 hour)

## Training Materials *(Pre-prep)*

**Scenarios**
**Question Box**

## Session Objectives *(2 min)*

1. To facilitate discussion on effective use of Question Box (QB) for positive behaviour change

2. To identify practical strategies to overcome possible problems that could hinder the effective use of QB

### Introduction activity 1 Brainstorm *(15 min)*
**Effective strategies to make the question box**
How to make the question box
- Mobile
- Break the silence surrounding HIV/AIDS and Sexuality
- Increase knowledge and skills to promote positive behaviour change.

### Activity 2 Group activity 20 Report Back 20
**Scenario**
1. A teacher left PSABH training and immediately introduced a Question Box in the school. For the first two weeks, many questions were asked and put in the question box by the pupils. Then, there were no more questions put in the Question Box.
   (a) What could have caused this?
   (b) What strategies can the school put in place to revitalise the use of the Question box?

3. In Amiena Primary School, the headteacher, resource teacher and community representative attended PSABH Course A. They introduced a Question Box in the school after Course A. During the first week, many questions were put in the box and answered. Suddenly, the headteacher withdrew the question box and it was never displayed for more questions.
   (a) What could be the possible causes of withdrawal?
   (b) How would you address the problems.

4. A Question Box was effectively used in Utopia Primary School. In the second month the Question Box was found missing by the school health club members. Discuss the causes and possible solutions.

5. In a training session, the question box was introduced and participants were requested to put Questions related to HIV/AIDS in the box. The participants failed to ask questions as requested.
   (a) What could be the causes of failure to ask questions?
   (b) What would you do as a trainer?

### Summary *(3 min)*
If the QB use is well strategised, it can do the following
- Break the silence sorrounding HIV/AIDS and sexuality.
- Increase knowledge and skills to promote positive behaviour change.

*Refer to Course A page 108 or Dealing with External and Conflicting Messages through Song and Dance*

# 6. SUSTAINABILITY
(Total time: 2 hours)

## Training Materials *(Pre-prep)*

**Flipcharts on:**
• Report formats *1,2,3 & 4*

## Session Objectives *(5 min)*

At the end of the session the participants should be able to:
• Identify and appreciate the need for the formation of operational outreach groups in and out of schools through:
  (a) Identification of need, stakeholders and structures within the school and community
  (b) Strengthened inter-sectoral approach
• Discuss and appreciate the role and the need for volunteerism
• Determine the strategies for food provision by school and community.

## CONTENT AND PROCESS

| STAGE | CONTENT | PROCESS | TIME | FACILITATOR |
|-------|---------|---------|------|-------------|
| One | Session Objectives | Use the flipchart to read through. | 5 min | |
| Two | Identification of needs/issues | • Identify the needs/issues for sustainability to create enabling environment in and out of the school for the youth | 10 min | |
| | | **Group Work 1:**<br>• In groups, discuss who should be involved in addressing issues and how<br>(Use report format 1). | 15 min | |
| | | **Group Work 2:**<br>Identify tasks and match them to the existing structures and how they can assist.<br>(Use report format 2). | 10 min<br><br>15 min | |
| Three | Formation of operational outreach groups | **Group Work 3:**<br>Discuss and come up with the formation of operational outreach groups in and out of school.<br>(Use report format 3). | 10 min<br><br>10 min | |
| Four | Food provision | Brainstorm:<br>• List advantages of school feeding programmes<br>• Discuss and come up with the strategies for food provision and feeding programmes in and out of school | 5 min<br><br>15 min | |
| Five | Strengthening networking | **Group Work 4:**<br>Identify other sectors/organizations that can be involved to strengthen the impact of reducing the incidences of HIV/AIDS among the youth.<br>(Use the report format 4). | 10 min<br><br>10 min | |

| STAGE | CONTENT | PROCESS | TIME | FACILITATOR |
|---|---|---|---|---|
| Six | Summary/ Conclusion | • Recap on the key issues i.e. formation of operational outreach groups in and out of school | 5min | |

Report Format 1:

| GROUP | ISSUES | HOW |
|---|---|---|
| Volunteers | Peer Support | Peer Education through school health club. |
| School Committee Members | Orphans | Providing the basic needs. |

Report Format 2:

| TASKS | GROUP STRUCTURE | HOW |
|---|---|---|
| | | |

Report Format 3:

| GROUP | WHERE | ROLES PLAYED |
|---|---|---|
| | | |

Report Format 4:

| SECTOR | TARGET | HOW |
|---|---|---|
| | | |

## Checklist For Sustainability:

Identify the needs/issues for sustainability to create enabling environment in and out of the schools for the youth.
- Food provision
- School levies
- Learning resources
- School uniform
- Health needs
- Security
- Continuous training and knowledge.

### Samples

| GROUP | ISSUES | HOW |
|---|---|---|
| School Committee Members | • School levies<br>• School feeding programmes<br>• Identification of needy cases | • Remission to needy cases<br>• Mobilize community for feeding programme |
| Parents' Associations | • School levies<br>• School feeding programmes<br>• Identification of needy cases | • Through Community Representatives.<br>• Remission to needy cases<br>• Mobilize community for feeding programme<br>• Through Community Representatives |
| Churches | • School levies<br>• School feeding programmes<br>• Identification of needy cases | • Remission to needy cases<br>• Mobilize community for feeding programme<br>• Through Community Representatives |
| Women's Groups | • School levies<br>• School feeding programmes<br>• Identification of needy cases | • Remission to needy cases<br>• Mobilize community for feeding programme<br>• Through Community Representatives |

| GROUP | ISSUES | HOW |
|---|---|---|
| Youth Groups | • School levies<br>• School feeding programmes<br>• Identification of needy cases | • Remission to needy cases<br>• Mobilize community for feeding programme<br>• Through community representatives |
| OSA'/Patron | • School levies<br>• School feeding programmes<br>• Identification of needy cases | • Remission to needy cases<br>• Mobilize community for feeding programme<br>• Through community representatives |

| TASK | STRUCTURES | HOW |
|---|---|---|
| Provision of food | • School committee<br>• Parents Association<br>• Church<br>• Patron | • Growing food<br>• Contribution in kind |

| GROUPS | WHERE | ROLE PLAYED |
|---|---|---|
| 4 – K Club | In School | IGLAs |
| Health Club | In School | Health issues |
| Volunteer Youth Group | Out of School | Peer education |

## Operational Groups.
### Advantages of School Feeding Programmes
1. Caters for all children
2. Increases enrollment and participation
3. Reduces risk movement
4. Increases performance
5. Promotes team work
6. Reduces sexualisation.

## Strengthening Networking

| SECTOR/ORGANIZATION | TARGET | HOW |
|---|---|---|
| Ministry of Health | School/Community/youth | During Training |
| Ministry of Education | School/Community | |
| Ministry of Agriculture | School/Community | |
| Ministry of Culture and | School/Community | Guidance/Counselling |
| Social Services | School/Community/youth | Guidance/Counselling |
| Religious Organisations | School/Community/youth | Guidance/Counselling |