

**LIFE SKILLS APPROACH WITH A
FOCUS ON WATER,
SANITATION AND HYGIENE
EDUCATION**

**TRAINING OF TRAINERS WORKSHOP
HELD AT THE BARM MOTEL IN LUSAKA**

3RD – 14TH SEPTEMBER 2001

Goal Setting

Creative Thinking

Problem Solving

Decision Making

Self-esteem

Water, Sanitation

Critical Thinking

Assertiveness

Effective communication

Value Clarification

Interpersonal Relationship

Handwashing

Self-Awareness

Hygiene, Nutrition

WORKSHOP PROCEEDINGS ON LIFE SKILLS FOCUSING ON WATER, SANITATION AND HYGIENE EDUCATION

3 – 14 SEPTEMBER 2001

DAY 1 ACTIVITIES

WELCOME REMARKS

The School Health and Nutrition National Coordinator welcomed all the participants and wished them a good stay. She further asked them if there were any house keeping issues regarding accommodation. The problems raised were presented to the management.

INTRODUCTIONS

The Workshop Coordinator introduced herself as Mrs. Catherine N. Phiri and then she asked the workshop participants to introduce themselves. Participants for this workshop were drawn from Lusaka, 1 from UNICEF, 3 from Ministry of Education Headquarters, School Guidance and Counselling, 1 from Curriculum Development Centre and 15 from Eastern, Luapula and Southern Province. There were five participants from each province, one Senior Inspector of Schools, 2 Provincial Inset Providers and 2 college Lecturers.

OPENING REMARKS – DR. SHAM MATHUR

The WASHE Programme Officer expressed happiness at the organization of the work sessions and hoped it will further strengthen the School Health and Nutrition Programme. UNICEF had identified schools in Eastern and Southern Provinces and was working in more than 200 schools. The programme has attracted not only teachers but also the donors. Relationships and partnerships have been built not only inter-sectoral but with teachers, pupils and communities. Communities are building a sense of ownership and children are also spreading the SSHE messages to the community.

He said that it was time we focussed on hygiene education and change of behaviour. The question to ask ourselves is that, "What do we want to impart in our children?" We should also be able to prioritise what we want to achieve.

He concluded by challenging participants to come up with work that they are going to teach the other teachers in schools in the three provinces.

OFFICIAL OPENING – MR. A. K. SIKAZWE

The Acting Chief Inspector of Schools Mr. A. K. Sikazwe was the guest of honour and he officially opened the workshop. (Speech attached as appendix)

VOTE OF THANKS

The School Health and Nutrition Coordinator thanked the Acting Chief Inspector of Schools for the remarks and assured him that the working group would make sure that the objectives, which have been set for the workshop were achieved.

- She pointed out that other issues such as HIV/AIDs pandemic would also be addressed.

- The sex quiz would also be one of the activities lined up for this workshop.

WORKSHOP OBJECTIVES

The objectives of the workshop were as follows:

1. Demonstrate understanding of psychosocial life skills approach.
2. Enhance teaching skills for psychosocial life skills approach, including plans to practice new skills.
3. Provide Guidelines/outline for placement of psychosocial life skills within the syllabuses.
4. Draft lesson plans for selected topics in grades 1 to 7
5. Follow up plan for interim period to refine syllabuses and lesson initiatives
6. Follow up plan for workshop 2 – training of trainers (other teachers) to pilot lessons.

WORKSHOP EXPECTATIONS

These were as follows:

1. Have a full understanding of Psycho-social life skills
2. Know how to infuse life skills into water sanitation education
3. Know the background to WASHE
4. Know strategies to use in disseminating this message

FEARS

These were as follows:

1. Conditions of the workshop may be a demotivator to participants.
2. The focus on water may be a problem.
3. How to convince teachers to talk about water even if they get it from far off places may be a problem.
4. The curriculum may be exam oriented.

GROUND RULES

These were as follows:

1. Speak through the Chair
2. Observe punctuality
3. Participate actively
4. No dozing/no mini meetings
5. Work together as equals – respect for each other
6. Attend all sessions
7. Facilitators should be active
8. Respect for the presenter

BEHAVIOUR CHANGE CONTINUUM

						7. I will demonstrate the solution to others
					6. I am ready to try some action	The movers and shakers of society not only take action but are ready to show others
				5. I am willing to learn about it	The movers in society are ready to try some action	
			4. There is a problem but I am afraid of loss	Reactions are becoming open and the person is ready to learn		
		3. Yes there is a problem but I have my doubt	The person has fears which may be related on social loss			
	2. There may be a problem but is not my responsibility	A person has genuine doubts about the proposed solutions				
1. There is no problem	The person believes the problem and solution lies on the lap of some God or Government agency					
The person is happy with the situation they see no reason						

Issue: How is the community going to be sensitised on changing behaviour?

Solution: It has to start with one self and through PTA Meetings the community can be sensitised.

The workshop facilitator made a clarification on one fear, which was raised on conditions of the workshop, may be a demotivator to participate. This was in reference to UNICEF guidelines. Participants were advised to claim the difference on the allowances when they get back to their various stations.

SEX QUIZ: SEXUAL ACTIVITIES IN THE PAST TEN YEARS ANALYSIS

1. No sex ever
2. Sex with only one person ever. 9
3. Sex with more than one person. 7
4. Sex with more than one partner at the same time.
5. Sex outside of marriage. 10
6. Sex with the same sex partner. 4
7. Sex with an animal.
8. Oral sex. 3
9. Anal sex
10. Unprotected sex. 14
11. Viewed pornography. 10
12. Cyber sex
13. Group sex
14. Sex with a sex worker. 3
15. Use of sex toys
16. Masturbation. 5

TEA BREAK – 10:50 TO 11:20 HOURS

INTRODUCTION TO FRESH MODEL

FRESH – Focussing Resource for Effective School Health

1. School policies
2. Water and sanitation provision
3. Life skills health education
4. School based health services

This is a model, which has internationally been accepted and recognized by international organizations like WHO, UNICEF, World Bank, etc.

FRESH APPROACH

FRESH MODEL

1. **HEALTH RELATED SCHOOL POLICIES**
Why
 - ❖ Ensure a safe and secure physical environment?
 - ❖ Ensure psychosocial environment, which is positive.
 - ❖ Should address issues such as:
 - Abuse of children
 - Sexual harassment
 - School violence and bullying

WHY ARE THEY NECESSARY

- ❖ Commitment to equity
- ❖ Provide a clear structure to a safe protective and inclusive school environment.
- ❖ Provide rules on how to behave and what is acceptable.

2. PROVISION OF SAFE CLEAN WATER AND SANITATION

WHY?

- ❖ Infections related to poor sanitation and hygiene are preventable.
- ❖ Promotes greater school attendance by girls.
- ❖ Fundamental right
- ❖ Behaviour change

3. SKILLS BASED HEALTH EDUCATION

WHY?

- ❖ Children and young people need to be equipped with the knowledge, attitude, values and skills that will help them face the challenges of poor nutrition, infectious diseases, and inadequate access to clean water and sanitation, violence, substance abuse and the increasing threat and burden of living with HIV/AIDS and assist them in making healthy life style choices as they grow.

5. HEALTH AND NUTRITION SERVICES

WHY?

The provision of simple and easy to administer school based health and nutrition services has the potential to improve the health, growth and educational achievements of school children. e.g.

- Micronutrient supplements
- Deworming drugs
- Feeding scheme
- Immunization programme

The four mentioned models above if addressed together will form a good School Health and Nutrition programme.

GROUP – In this category four groups were made as follows:

- Hippo - Group 4 – Health and Nutrition services
- Lion - Group 3 – Life skills based Health Education – What skills?
- Bull - Group 2 – Provision of safe clean water and sanitation
- Rhino - Group 1 – Health related school policies

PRESENTATION

GROUP 1

HEALTH RELATED SCHOOL POLICIES:

1. Disposal of waste (rubbish pit) – suggestion – Compost making don't throw waste, incinerators, pit latrines.
2. Cleanliness of environment health talks, Preventive Maintenance, health education club, clean safe water.
3. Modifying infrastructure to suit all pupils – the disabled inclusive.
4. Guidance and counselling to remove the cultural stigma on sex education, abuse, and school violence.
5. Include on the school calendar school health day.
6. Promoting production unit activities throughout the year.
7. Inter schools visits and awards given - to be done annually.
8. Food vending at school
9. Participation of children
10. Immunization
11. Deworming, Micronutrient supplements
12. Production Unit
13. Community participation
14. Guidelines in infrastructure

GROUP 2

1. PROVISION OF SAFE WATER

1. Provision of Domestic Chlorine/Chlorine/Jik
2. Provision of clean/safe water storage containers
3. Provision of cups for drinking water
4. Provision of water sources (wells, boreholes)

2. PROVISION OF SANITATION

1. Construction of enough girl friendly/child friendly toilets for both boys and girls.
2. Provision of toilet paper/locally available materials.
3. Provision of hand washing facilities e.g. toilet, soap, ash.
4. Disinfecting/cleaning toilets on a regular basis.
5. Provision of rubbish pits and incinerators.

- Sensitisation and duty rotas to effect these measures.

GROUP 3

LIFE SKILLS BASED EDUCATION

1. In acquisition of knowledge on health education. Children will have self-awareness on personal hygiene.
2. Once equipped with knowledge, they will be able to think critically, make decisions on overcoming day-to-day challenges e.g. infection's prevention.

3. Once they value the information acquired, they will be able to communicate effectively.
4. They will be assertive and make decisions about what is important for them.

GROUP 4

WHAT KIND OF HEALTH SERVICES WOULD YOU LIKE TO SEE IN SCHOOLS?

1. Schools should have programmes where children are examined for worms and deworming done at least twice a year.
2. Immunisation programmes – to check that pupils are immunised or not (at enrolment) where necessary children should be referred to the hospital.
3. Micro-nutrient supplements to be given – school to give supplementary feeding i.e. food from Production Units not to be sold but given freely to pupils.
4. Teachers to be trained on how to examine children for minor infections and how to administer drugs.
5. Correct and accurate record of children examined and treated/referred to be kept.
6. Provision of safe water and good sanitation at school.
7. Teachers to check on pupils' cleanliness before lessons everyday.

The morning session ended at 13:20 hours.

Afternoon session started at 14:30 hours.

LIFE SKILLS INTRODUCTION

This session started with an exercise on life skills, each participant was asked to write down 2 life skills.

The international facilitator from Netherlands joined the group and Dr. Sham Mathur introduced her as Christine Van Wijk who has vast experience in water and sanitation education.

The life skills that the groups came up with were grouped as follows:

- Decision making
- Assertiveness
- Problem solving
- Critical thinking
- Self-awareness
- Communication

The World Health Organization defines psychosocial life skills as abilities for positive and adaptive behaviour that help children to meet the daily challenges of life.

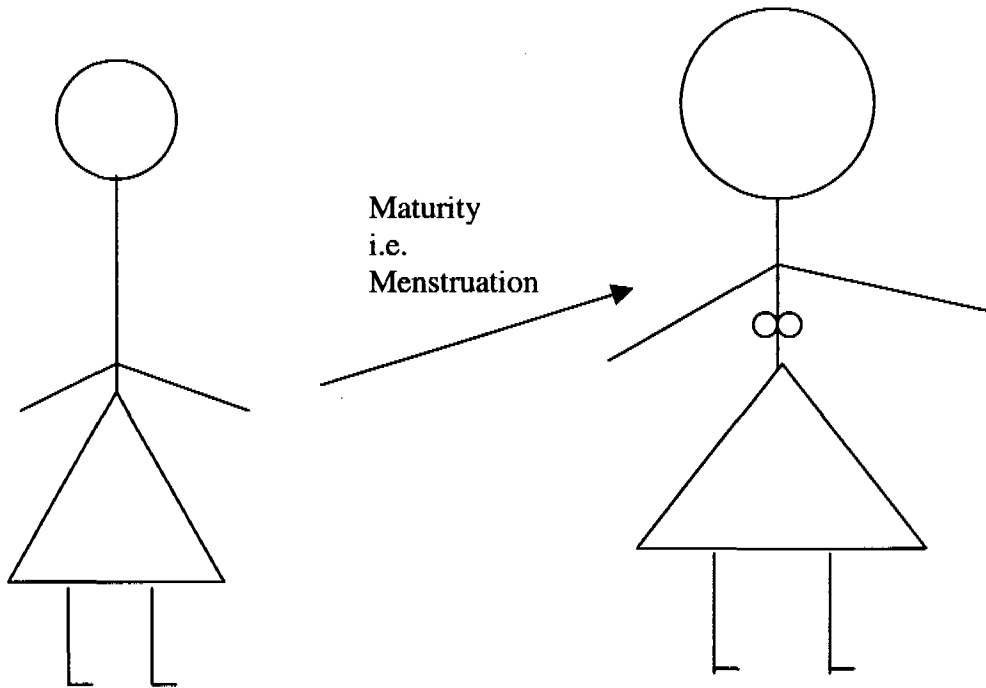
There was an explanation of life skills. It was noted that the life skills are shaped by the following:

1. environment
2. culture

3. religion, etc

Activity:

Participants were asked to reflect back on their adolescence stage and write on one embarrassing moment during this period and this was presented diagrammatically. One of them is depicted below:

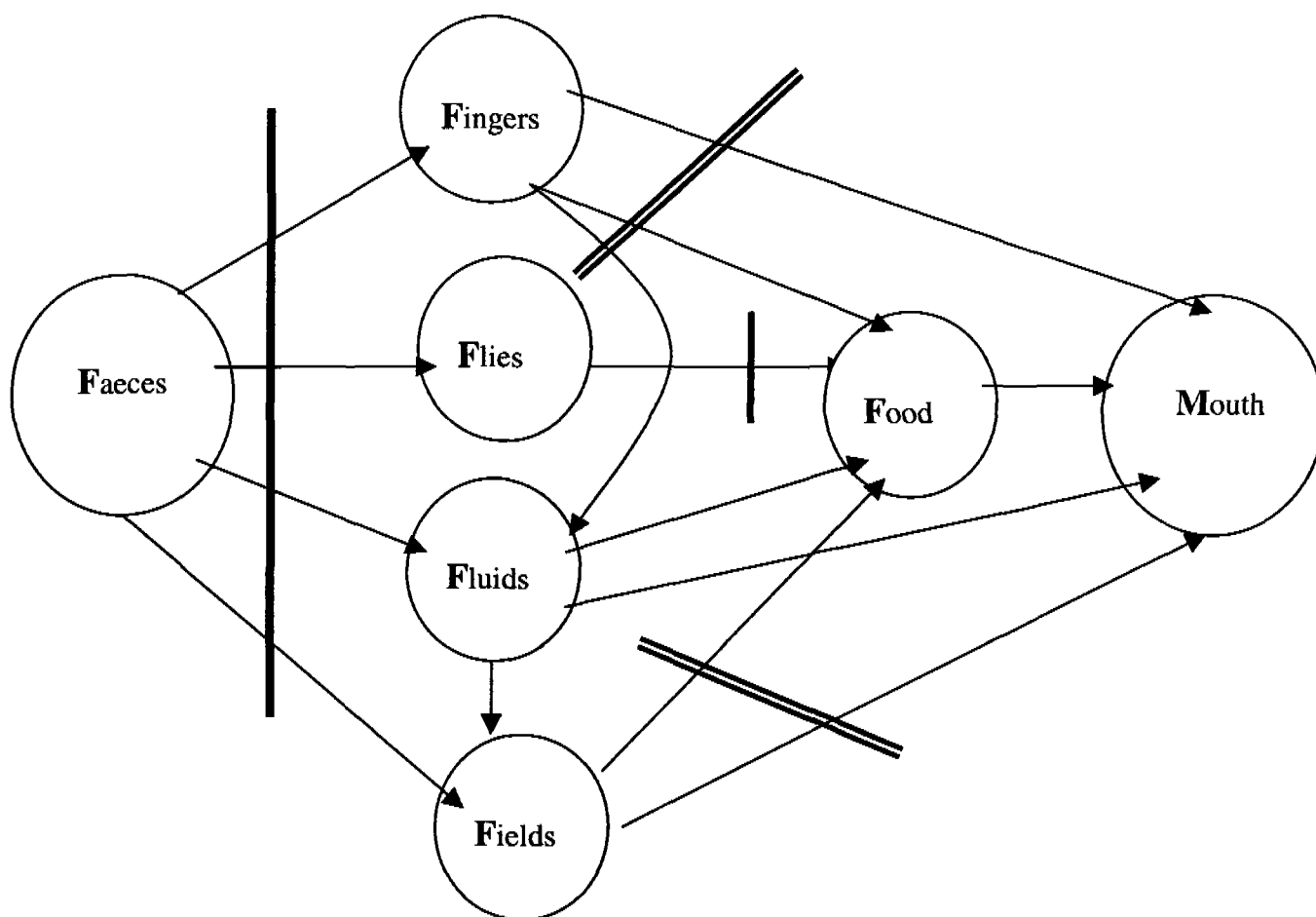





The purpose of this exercise was to see how one would have dealt with such an embarrassing situation and apply the life skills suitable in such circumstances.

CYCLE OF DISEASE TRANSMISSION ROUTE

He used cards for the presentation. He started by asking the group to identify the routes of disease transmission from infected faeces to the host mouth. After the group identified a few routes, they were divided into three groups to complete the diagram, by identifying routes or barriers for infection.

The 6F-Diagram (as combined from the group activities):



	Primary barrier (safe excreta disposal)
	Secondary barrier (effective handwashing)
	Tertiary barrier (washing and cooking food)

Participants were divided in 3 groups in which they drew a transmission cycle; transmission routes and barriers were filled in as above. Some recommendations were made as follows:

- Where poverty levels are grave and preventive measures that involve finances are impossible, the next best alternatives must be discussed with the pupils.
- Class/economic effect should be considered when coming up interventions.
- Enough emphasis must be placed on inclusive responsibility for both girls and boys in all aspects of hygiene and sanitation.
- The gender aspect should also be well thought out on roles of different members of the family and their workload.
- Wherever there are technical aspects, they must be very precise about the solutions to avoid over generalisation e.g. methods of filtration, if they come up, must be made clear and how they could work.
- Technical aspects be very precise about the solution like filtration should not be encouraged because it is not the best method that can be used.
- It is important to prioritise issues of prevention as they obtain in their areas.

- What circumstances would dictate the use of a scoop hole as against raw water.

The afternoon session ended at 17:45 hours and the School Health and Nutrition Coordinator thanked the participants for their participation. She apologized for ending the session late and promised to end in good time on day two.

Group work was given for presentation on day two.

DAY 2

Recap of yesterday's work

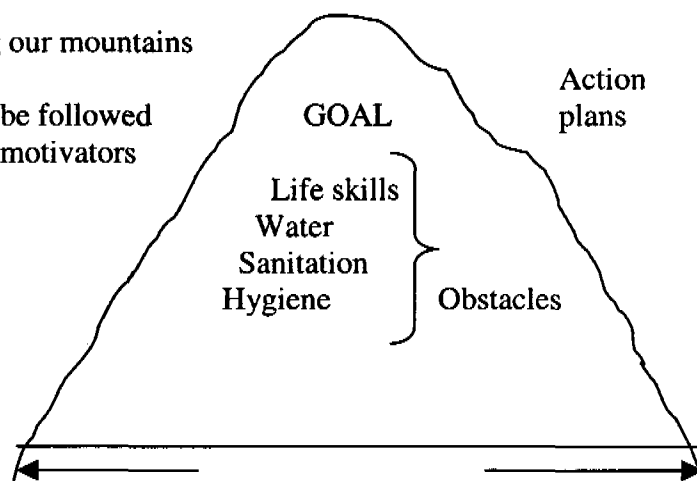
AMBIENCE

Resource envelopes were given out for passing messages to fellow participants. The envelopes were stuck at the back of the room and participants were to check for messages in their envelopes. This will help to get our own resource persons.

Things to help climbing our mountains

Result of our climbing

- Code of behaviour to be followed
- Envelopes will act as motivators
- Resource list



The above picture is referred to as ambience, which sets the mood of the workshop to be relaxed and friendly.

Participants were asked to come up with the life skills that they know came up during the presentation of the 6 "F" diagram and had the following:

- Effective communication
- Critical thinking
- Problem solving
- Decision making
- Creative thinking
- Sense of good judgement
- Analysis of differences
- Empathy (putting ourselves in place of others).
- Hand washing

Examples of lesson plan outline

Class:-

Topic:-

Duration:-

Materials to be used:-

References:-

Objectives:-

a) Knowledge

b) Attitudes

c) Skills – physical skills
- life skills

Introduction:-

Lesson development:-

Individual activities for pupils:-

Evaluation:-

SELF-ESTEEM/AWARENESS

What is Self-esteem?

Self-esteem is:

- a) appreciation
- b) valuing
- c) self respect
- d) importance
- e) confidence
- f) worthy
- g) etc.

What is Self-awareness?

Self-awareness is:

- a. self consciousness
- b. weakness
- c. strengths
- d. social being

How is self-esteem acquired? Self-esteem can be acquired by passing through the ladder of self-awareness. Self-awareness is a process of understanding oneself. One can understand others if only they understand themselves.

Self-awareness is communication through one (intra personal) self or to and for the other person/others (interpersonal)

During interpersonal communication there is usually understanding.

THE JOHARI WINDOW

Developed by Joseph Luft and Harry Ingham in 1955. Their work was summarized as below:-

	Known to self	Not known to self
Known to others	1. Open self	2. Blind self
Not known to others	3. Hidden self	4. Unknown self

The quadrants are equal size but communication can change the size of the quadrants. Communication brings about self-disclosure or talking about yourself.

How and what brings about change to the four quadrants?

Change to quadrant 1 due to communication

	Known to self	Not known to self
Known to others	1. Open self	2. Blind self
Not known to others	3. Hidden self	4. Unknown self

Example to justify the change of the four quadrants and the open self in particular.

Examples given as far as water and sanitation is concerned:-

1. Washing of hands – using soap before eating and not after eating.
2. Diarrhoea – digging of pit latrines to reduce occurrence of diarrhoea.

Pit latrines were not dug by female-headed households, as they do not have labour to do so. But when problem was shared, the community realised where they could help.

Change of quadrant 3 due to holding on to secrets.

	Known to self	Not known to self
Known to others	1. Open self	2. Blind self
Not known to others	3. Hidden self	4. Unknown self

The people with such a scenario usually have many medical problems. Women usually let out secrets unlike in the case of men.

A quiz was given to assess the way people would disclose information about themselves.

WASHING HANDS AND SELF-ESTEEM

Group Work

To link cleanliness to self esteem

When were you proud of yourself as far as cleanliness is concerned?

- Appreciation of dressing
- Example of being clean
- Clean children
- When smartly dressed
- When one wears a new suit
- Clean home

Have you felt proud of your school as far as cleanliness is concerned?

- Ndeke Secondary School was best in the district
- Visitors who came to visit your school felt it was clean.

Cleanliness is linked to self-esteem as seen by the above examples.

Group Work

Group 1 – make a drawing of hand washing as a way of cleanliness

Group 2 – Do a role-play which is negative in nature as regards to cleanliness lowering the self-esteem.

Group 3 – Role-play which is positive in nature as far as cleanliness is concerned raising the self-esteem.

Group 4 – Demonstrate contamination of water by dirty hands.

Group 1- Comments

The WASHE team was in the schools and she learnt from the sensitisation.

Peer following

It is done at home

Following school policy

* Relate the diagram to individual schools, home, community, life skills and physical skills.

Group 2 – Comments

Role-play – Diarrhoea has killed 4 children after bad hand washing habit of washing in same basin.

- The sequence of hand washing should not be changed.
- The hand washing should be by WASHE way.

Group 3 – Comments

Role-play – Positive practices

- The setting was urban and the family had running water.

Self-esteem and self-awareness were observed in the role play = appreciation = contribution of hygiene by all family members.

Questions for follow-up

- a) Why do we clean toilets?
- b) What is the importance of washing vegetables in clean safe water? } Practice
- c) Gender roles relation to content { will the father sweep?
where there are poor conditions with development?
- d) Life skills that were observed in the role play
 - decision making
 - communication
 - team work
 - creative thinking

Group 4

A group of people are at the funeral and are coming from the burial. Some of the people actually participated in the washing of the body.

All the people wash in the same tab but new way is WASHE way. The WASHE way can also be applicable to washing before meals.

Comments – In the absence of soap ash could be used.

Attitudes:

- a) Need for cleanliness, appreciation of cleanliness in self and others.
- b) Willingness to wash hands at critical times.
- c) Monitor others that they wash hands/encourage others to wash hands.
- d) Willingness to report constraints to hand washing.

SKILLS ON WASHING OF HANDS

Ability to demonstrate proper hand washing procedure with explanation.

LIFE SKILLS

- Self esteem/awareness
- Effective communication
- Problem solving
- Critical thinking
- Creative thinking
- Team work
- Constructive peer review (giving/receiving criticisms)
- Being assertive
- Decision making

Lunch Break 13.05 hours

After lunch the session started at 14:20 hours.

Documentation on lesson plan using the 6 “F” diagram

- Class and topic can be left out in the document.

Duration, materials to be used, introduction, development, individual activities should appear in the lesson plan.

Write lesson plans on hand washing and 6 “F” diagram.

PURPOSE	AID	GRADE
Technical knowledge and understanding	6 “F” diagram <u>Hand washing</u>	
Awareness	Drawing Role Play Drama Experiment	

Group Work

- Group 1 – develop lesson plans for grade 1 and 2 on handwashing
- 2 – Grade 3 and 4 on hand washing

This demonstration is an experiment unlike in role play. The demonstration of expert is not imitating a role model/character but a role play does imitate a character.

Comments on the role play

In the demonstration, it would be important to soil our hands. The degree of water colouration will not necessarily mean the water is clean. The washing of hands after burial is not done for

hygiene purposes, but there is a belief attached to it. The water that should be used for washing hands after burial should have a disinfectant.

The demonstration can bring out many issues.

- Why do we wash hands?
- How many times do we wash hands?
- Technique of washing hands.

The demonstration should be done by first giving them a scenario and then pupils are able to do a role-play. It is important not to impose ideas on children and it is important to use different methodologies.

Group 3 were asked to develop a lesson plan for grade 5 and 6 on hand washing.

The session was ended at 17:17 hours.

DAY 3: WEDNESDAY 05/09/01

Started the morning session with house keeping issues. Many participants had stomach upsets in the previous night.

A review of the previous days' work was done in the form of discussions in pairs. This was followed by a plenary session of the same pair discussions. The issues that surfaced in the previous days' activities were:

- Instructions were not clear in some presentations by facilitators.
- Life skills were becoming clearer after identifying them in context.

A report was given on the responses of the self-disclosure questionnaire as follows:

SELF-DISCLOSURE QUESTIONNAIRE*

	Would Definitely Self-Disclose	Would Probably Self-Disclose	Don't Know	Would Probably Not self-Disclose	Would Definitely Not Self-Disclose
1. My religious beliefs	15	0	0	0	0
2. My attitudes toward other religions	8	7	0	0	0
3. My attitudes toward different nationalities and races	10	3	1	1	0
4. My relationship with my parents	13	2	0	0	0
5. My sexual fantasies	2	3	1	7	2
6. My past sexual experiences	1	2	0	10	2
7. My most negative physical attribute	3	6	1	1	4

8. My ideal mate	9	3	3	0	0
9. My drinking/drug-taking behaviour	4+?	6	2	2	0
10. My most embarrassing moments	3	5	0	6	1
11. My unfulfilled desires	8	4	0	0	3
12. My major weaknesses and worries	5	8	0	2	0
13. My major mistakes	4	6	1	3	1
14. My general self-contempt	2	6	3	4	0
15. My general feelings of adequacy-inadequacy	3	6	2	4	0

The main idea behind the questionnaire was to discover whether people can disclose information or not. It is important to disclose information in order to receive help.

As part of the discussion on plenary and group discussions in the classroom, an issue was raised on how to achieve full participation in class. Non-participation may be due to:

- Shyness
- Halo effect
- Discrimination by the group or the teacher.
- Personal problems of the students.

Suggestions came forward on how to ensure full participation:-

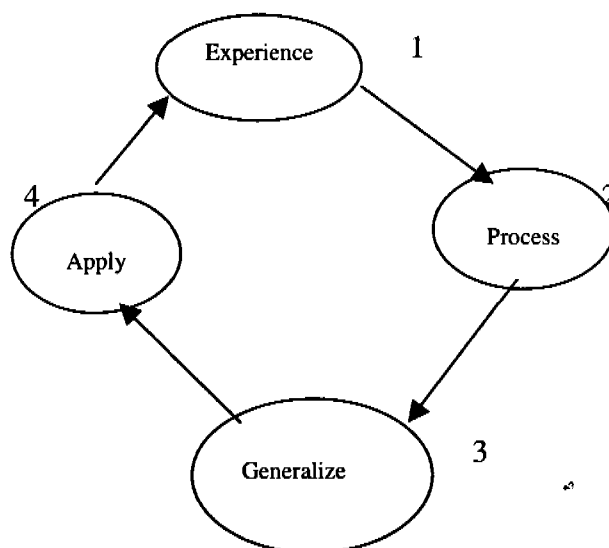
- Teacher to form groups based on pacing.
- Teacher to analyse underlying causes.
- Teacher to put the children at ease by asking easy questions, way of questioning, praise etc.

An application on full participation on the 6F diagram was discussed.

Full participation might be achieved by group work in which:

- 1) Each individual child draws one route blockage and the group and teacher sees at the end if diagram is complete; or
- 2) Each individual child writes one route on a slip of paper and then one blockage on another slip of paper and see at the end if diagram is complete; or
- 3) The teacher lays the cards out on ground. Every child gets a stock of dry grass or dry twig to lay a link then do the analysis; or
- 4) Each child may give one answer/idea then by some physical posture identify him/herself as having to be silent (the teacher can be creative and practical on the posture). The last students give ideas as a group.

We then moved on to experiential learning methodology.



The 'Experience' stage is where you share, do, see an activity or investigate a situation. During the 'Process' stage, you reflect on the activity and analyse its outcomes. The 'Generalisation' stage is where you generate more general lessons from the experiences and then you move to the fourth stage where you apply your lessons/knowledge to change behaviour. In experiential learning, the teacher starts with the experiences of the pupils and builds upon them to develop the lesson.

Hand washing at critical times was the next activity. This consisted of the inventory of critical times for hand washing. The participants mentioned other more creative ways in which activity may be done:-

- As a follow up discussion to the experiment on assessing contamination of hands.
- Pupils individually listing the critical times on slips of paper or cards and sorting these into groups.
- By inviting each pupil to come and write times on the board.
- By asking each pupil to make a small stick drawing of a critical time and grouping sometimes in piles or clusters on the floor.

In conclusion critical moments on hand washing as regards to when it is done, who to wash hands and how to wash hands were discussed.

There was then presentations of Grade 1, 3 and 5 sample lesson plan guides as regards to hand washing (TOPIC IN THE SCOPE AND SEQUENCING OF THE THEMES ON:- Personal Hygiene). In general, participants were asked to re-do the lesson plans in order to infuse knowledge, attitudes and life skills. Amendments were made to refine some objectives. As much as possible, diseases to be discussed should be waterborne. The issues on hygiene (e.g. cutting nails) should not be imposed to learners, but learners should make informed choices.

The participants then broke off into 3 groups to refine their lesson plan guides.

The afternoon session started with a topic on communication. A telephone game was given and message transmitted from one end was distorted by the time it reached the other end. Types of communication (verbal and non verbal) were also discussed.

Participants broke off into 3 groups to role-play a mother/son dialogue which could not effectively take place because of the inability for the son and the mother to communicate in one language both could understand.

Communication is a tool, which is used by everybody, and as such it is important to use a lot of skills in order to achieve effective communication.

Another example was given on how you can develop a lesson plan from the introduction based on experiences of pupils on water (self awareness/self esteem and disadvantage in relationship to others).

Tasks were given on the topic:- **WATER HYGIENE** (Scope and sequence of themes) for Grade 1, 3 and 7 to participants in groups to come up with teaching materials focussing on the content as follows:-

Grade 1

- To draw various water sources in the village and what their uses are.
- To describe advantages and risks of each source.
- To come up with simple data analysis.
- To make conclusions taking into account knowledge, attitudes and skills in the plan.

Grade 3

Assignment for pupils to make a map of the compound with the facilities for water, sanitation and hygiene in their own homes.

- Filling a questionnaire on drawing, storage and drinking of water (with or without a diagram).
- To give guidance to pupils on how to fill questionnaires.
- To make conclusions taking into account knowledge, attitudes and skills in the plan.

Grade 7

- To develop a survey for pupils in Grade 7 to observe conditions and practices at various community water points and interview the first five persons coming to draw water for drinking.
- To give guidance to pupils on data analysis.
- To make conclusions taking into account knowledge, attitudes and skills in the plan

DAY 4: THURSDAY 6/9/01

After finding out the health status of the participants, the Chairperson led everybody into an activity designed to act as a recap to the previous days' activities.

NEW ARRIVALS

Three new participants from Livingstone, Southern Province were welcomed. One was a Senior Inspector of Schools while the other two were College Lecturers.

GROUP WORK

Participants were requested to break into their usual groups to start working on the tasks given to them by Christine the previous day. The group work continued up to 13:00 hours. The tasks given were as follows:

Group 1: Draw various water sources in their village and what their uses are:

- The advantages and risks of each source
- Simple data analysis method
- Conclusions

Group 2: Make a map of the compound with facilities for water, sanitation and hygiene in their own homes.

- Filling in a questionnaire (with or without a drawing) of the drinking water storage, and drawing in the home. Pupils' guidance on how to analyse the data.
- Conclusion
- Objectives

Group 3: Develop a survey for groups of Grade 7 pupils to observe conditions and practices at various community water points and interview the first 5 people coming to draw water for drinking.

- Data analysis
- Conclusion
- Objectives

ALLOWANCES

While waiting for participants to settle down for the afternoon activities after lunch, the Chairperson took the opportunity to answer some queries about some allowances and workshop conditions. In view of the little out of pocket allowances, participants wished to know whether it was possible to be given cash so that they could buy their own meals in the coming week. The response was that a block figure had already been paid to the motel. The arrangement was only possible in other future workshops.

COMMUNICATION SKILLS

DECISION MAKING

Introduction

Questions and answers (Brainstorming)

- i) Have you ever done something without seriously thinking about whether it was right or wrong first?
- ii) What were the results of your action?
- iii) How did you feel about what you did?
- iv) What did you decide you would do if you found yourself in a similar situation in future?

Participants were able to narrate their own experiences.

CASE STUDIES

Each group was given a case study. Groups were to discuss their case study and decide what action to advise. The case studies were as follows:

CASE STUDY 1

You visit a friend Mary. You know that her mother and her baby brother are HIV positive. Mary is carrying her baby brother. She goes to make you and her mother some tea and asks you to hold the baby while she is doing this. The baby has wet himself.

Response: Group advised thorough washing with soap.

CASE STUDY 2

Hamazoka and Milika are best friends. Hamazoka invites Milika to a night club. Milika's parents won't let her go out with boys at all. Milika wants Hamazoka to say that they are going together to visit a classmate who is very sick that evening. Milika's parents have just asked Hamazoka if this is true.

Response: Permission to be denied; why at night? Parent to accompany the two if Hamazoka says yes.

CASE STUDY 3:

You suspect that a man comes to sell 'dagga' to your pupils. They behave strangely sometimes after going into and coming out of the toilet. You want to do something to stop the man selling 'dagga' to your pupils, but you have no proof that this is what he is doing.

Response: - Search pupils before entering toilet.
- Plant spy pupils among them.
- Advise pupils on dangers of 'dagga' smoking.

SUMMARY

DECISION MAKING PROCEDURE

1. Collect all relevant information.

Information gathering skills

2. Seek advice from responsible people you can trust.

Skills for evaluation

3. List down possible solutions/options.

1. Problem solving
2. Skills for generating alternatives

4. Consider the advantages and disadvantages of each option.

Analytical skills for assessing risks

5. Make a decision and stick to it.

1. Critical thinking
2. Problem solving
3. Creative thinking

6. Evaluate the results of your decision later.

Skills for assessing consequences

SOME SUGGESTED LIFE SKILLS METHODOLOGIES

1. Brain storming
2. Group discussion
3. Case study
4. Role play
5. Mini drama
6. Song and dance

Groups were given the chance to report back on the tasks they were working on in the morning on developing a participatory activity. It was noted that the presentations were of very high standard and the Chairperson commended all the groups for the efforts put in and advised that all the work on broad sheet be put on A4 for typing.

The session closed at 16.49 hours.

DAY 5: FRIDAY 7/9/2001

The recap was done using the gallery walk method in which each participant was given a chance to mention what was done from Monday to Thursday. The Group was following as participants explained using the flip charts which were hang on the walls. By the end of the task, all the main aspects covered from the start of the workshop were explained. The method benefited all participants but more so those few participants who did not start with the rest of the group on Monday.

After the recap activity, there was brainstorming on the – “Linking of life skills education with technical activities, e.g. latrine and hand washing facilities.”

The task given to participants for brainstorming during the plenary was “Reasons for not using latrines/not washing hands/not taking clean water.”

DOCUMENTED ANSWERS:

- Latrines have no doors
- No water for washing hands
- Inadequate number of facilities
- Latrines too dirty to be used
- Boys/Girls toilets too close together
- Poorly constructed latrine (some children sense danger)
- Pits being full and risk collapse
- Inappropriate design e.g. too small a hole
- Wrong positioning of facilities e.g. hand washing facilities far from latrine
- Latrine being placed in the centre of the school
- Latrine too far from the school
- No latrine in the school
- No storage containers for drinking water

Concluding remarks were then given by the facilitator summarising the points when came the plenary session.

Then the facilitator led the discussion into another task. “The present participation of stakeholders in the Technical Planning and design, construction, maintenance, repair, monitoring and evaluating of technical facilities.”

Another participant came forward to write on the flip chart.

RECOMMENDATIONS MADE

- Utilise local builders – Ministry of Education Building Department to monitor.
- Should provide brochures from which stakeholder/schools can choose the type of school latrine.
- Introduction to be provided in the brochure on differences between household latrine and school latrine.
- Consult and expand the PAGE guidelines on latrines.
- To have location of latrine and water supply not too far and encourage to understand and analyse, make good judgement in local situations.

- Facilitator discussed “Design of pit latrines” problems of collapsing due to sandy soil/unstable soils.
- To prevent – safer options were recommended e.g. to build latrines on anti hills.
- Reinforce the first meters of pit from slab with burnt bricks.
- Place slow rotting tree logs as support for the slab.
- Use wicker work cylinder plaster with concrete and lower into pit.
- The design of super structures can have options. Best sit facing the door. Could have also others built with san plast behind a bend in the latrine etc.
- Design latrine fly prevention. Cover the hole with a lid that could have a long handle. The handle should be washed regularly.
- Some san plast could have a moulded lid with wire (foot opened cover).
- The covers should not be too heavy for children.
- VIP latrine problems – replace wire gauge over pipe.
- In some cases its good to combine latrine and bathroom but put ashes down the hold of latrine.
 - Design and location of water supply. Information on investment and recurrent cost for each option must be studied. Combined facilities or facilities for school and neighbourhood. Drainage must be taken into account so that problems are reduced.
 - Design and location of hand washing facilities. In any design avoid reuse of dirty water. Should be easy to fill and keep filled or (near water supply and should have enough water for a certain number of children.)
 - Should be low cost in maintenance and does not easily spoil or easily vandalised.
 - Should have convenient location in all respects e.g. latrine, school, water supply and hand washing facilities.
 - Monitoring must be there. Location should allow elements of monitoring.
 - Information must be provided on different options provided e.g. basin, jug at the veranda etc.
 - Test and evaluate what works best.
 - Construction – community and children to help. Female teachers could be trained to make san plast.
 - During construction practical skills are taught e.g. skills of measuring destena etc.

Around 12.40 hours participants had an energizer for 10 minutes before the presenter continued. To discuss on the “Importance of communicating information from Driller or Mason to pupils, teacher, parents, on what goes on and why?”

Ask parents, neighbours to come and see, ask questions, get explanations and in general monitor quality of construction.

The morning session ended around 13.15 hours.

In the afternoon around 14.30 hours participants were reminded to update work done and check material given and also to collect any missing documents.

PROBLEM SOLVING

The facilitator introduced the problem solving life skill with a role play.

Six participants of the WASHE promoters group did a role-play. While the rest were supposed to observe what was taking place in the role-play. After the role-play participants gave elements reflected in the role-play e.g. personal hygiene, food hygiene, water hygiene, disease prevention etc. Then life skills exhibited were also listed on the flip chart e.g. communication, problem solving, apathy, self-awareness, conflict resolution etc.

PROBLEM SOLVING PROCEEDURE

1. Identify the problem
2. Find out the causes
3. Find possible ways of dealing with the problem
4. Make decisions and act upon it
5. Evaluate your actions

PRODUCE STEPS:

1. Identify the problem
2. Identify ways to deal with the problem
3. Apply criteria for responsible decision making for each alternative

Criteria – would the results of the decision be:

- (i) Healthful
 - (ii) Safe
 - (iii) Legal
 - (iv) Respectful
 - (v) In line with the community and social guidelines.
4. Make a responsible decision and act upon it. Responsible action lead to behaviour that are:
 - (i) Healthy
 - (ii) Safe
 - (iii) Legal
 - (iv) Show respect for self and others
 - (v) In line with the community and society guidelines.
 5. Evaluate your actions. Judge or rate your actions. When you make responsible decisions, you feel good about it yourself and your ability to make those decisions.

Later the difference between role-play and a mini drama was highlighted. The main difference is that in a mini drama one is given lines to practice and follow, while in a role-play plot a theme is given (what to say is not controlled).

Presentation ended around 15.30 hours.

During planery, participants agreed to work on the following:

1. Hand washing
2. Safe use of water
3. Safe use of latrine

Groups were given tasks to work on over the weekend and polish work done to be ready on Monday. The 3 group leaders (Inspectors) were given instructions to make sure that guidelines were made. The information below shows the allocation of grades/themes.

Group 1 → Grade 1 and 2 (hand washing) Grade 3 (source of water)
Grade 7 (safe use of latrine)

Group 2 → Grade 3 and 4 (hand washing) Grade 7 (sources of water)
Grade 1 (safe use of latrine)

Group 3 → Grade 5 and 6 (hand washing) Grade 1 (sources of water)
Grade 2 (safe use of latrine)

The group had Tea Break late (16.25 hours) due to pressure of work. The day's working session ended around 17.00 hours.

DAY 6: MONDAY 10/09/01

The day started with a Recap and the was followed by a presentation on assertiveness.

ASSERTIVENESS

Before defining the above concept, 6 participants were given pieces of paper with the following information:

- Say why you should be cared for at the house and what kind of care do you want?
- Say why you should be cared for in the school and what type of care do you want?
- Role play as a father of a grade 7 girl who would want your daughter to stop school for you want to marry her off to a rich man.

After this a definition of assertiveness was given and is as follows:

Being assertive is when you stand up for your personal rights without putting down the rights of others.

Steps in making an assertive stand were outlined as:

1. Explain your feelings and the problem.
2. Make your request.
3. Ask how the other person feels about your requests.
4. Accept with thanks.
5. Refuse or delay or bargain when someone disagrees with you.

The characteristics of being assertive were also given. 3 case studies were given to participants after they were divided into 3 groups (one female, one male and one mixed). The task was to analyse the given case and then later discuss also the feeling in each group were on ease of communication, feelings of respect, empathy, gender relations, attitudes and values about self and others, social norms about behaviours by self and other, communication and coping and stress management.

CASE STUDY NO. 1 (females only)

Michelo has soaked her menstrual pad and the boys start laughing and making remarks at her. She goes to the toilet to change, but there is no water, nowhere to throw the pad and there is no emergency towel to use in the school. In order to avoid further embarrassment she disappeared from school without telling anybody.

Questions

- a) What does Michelo feel?
- Embarrassed
 - Inconvenienced
 - Helpless
 - Loss of self-esteem
- b) What does this story tell you about the school?
- The school is not gender friendly.
 - Poor infrastructure (no incinerator, inadequate water supply, no alternative choice for i.e. pit latrine.
 - No counselling services.
- c) What could have helped Michelo to cope with the situation?
- Make school facilities be gender friendly.
 - Provision of emergency alternatives (tissues, pads, pit latrines).
 - Availability of counselling services or sensitisation programmes for boys and girls.

LIFE SKILLS

- problem solving
- assertiveness
- effectiveness
- effective communication
- self-awareness

CASE STUDY NO. 2 (Males only)

There is no water near the school of Kapatamoyo. The pupils are usually sent to collect water from a distant source. Mr. Banda, a teacher at the school sends one of the girls to fetch water. He then follows this girl Tikondane to the water source and abuses her sexually. After some time Tikondane is found to be pregnant by this teacher.

Questions

- a) **What may happen to Tikondane?**
- May be excluded from school and later allowed to continue.
 - May abort
 - May be married to Mr. Banda.
 - May commit suicide.
- b) **What may happen to the teacher?**
- May be dismissed

- Transferred
- Forced to marry
- Attempt to commit suicide
- Divorce if married
- Bewitched by the parents of the girl.

c) What advice can you give?

- Girl should be allowed to go back to school after delivery.
- Teacher dismissed and take care of the child.
- Borehole to be sunk in the school

LIFE SKILLS TO INCORPORATE

- Awareness of not walking long distances to fetch water.
- Ask company of others.

CASE STUDY NO. 3 (Mixed group)

Nchimunya is a primary school teacher. Every time he is on duty and inspecting the pupils, he goes to Cissy and publicly tells her how dirty she is. He then sends her to his home to bath. The girl looks very embarrassed, but is forced to go and have that bath. When she finally goes, Nchimunya follows shortly after. This continues every time Nchimunya is on duty to such a degree that fellow teachers and pupils start wondering what happens at the house.

Questions

a) What do you think is happening?

- Emotional abuse as girl is embarrassed
- Sexually abused
- Pupil is labelled dirty so she won't improve her looks.
- Teacher has low esteem.

b) Why does this happen?

- Teacher has no confidence to put forward his intentions to this girl so he used the weak point of the girl to gain his interests.
- Because he is a bachelor
- She is happy with the situation
- She doesn't have anyone to confide in

c) What advice can you give?

To teacher;

- Delude his interests
- Behave professionally
- Go for sycho-socio counselling
- Marry as soon as possible

To the Girl;

- Clean herself at home before coming to class.
- Report to parents/administration about the things that are happening to her.
- Go for psycho-socio counselling.
- Refuse to go and bath at the teacher's home.

LIFE SKILLS

Being assertive by saying NO to go and have a bath.

- The analysis of the above case studies to determine their suitability was conducted using cards.
- A presentation on D-WASHE was done and it was noted that D-WASHE was started in 1995 as a drought mitigation in the Southern and Eastern Provinces.
- Safe disposal of dry and wet refuse discussion followed and the participants came up with the following:

Dry Refuse

- bury
- recycle
- burn/incinerator

Wet Refuse

- bury
- flush
- dried and used as manure

The last lesson of the day was on value clarification and the following were the suggested meanings:

- something important
- something worth
- something cherished
- something appreciable
- beliefs

An activity on value clarification – personal interest was given to participants and were expected to consider the following:

1. Somebody important to you
2. Indicate favourite place
3. Value/ belief you will not budge on
4. Value or belief for Zambia to live by
5. List 3 things you hope people will say about you

Personal Crest

1. Somebody important to you	2. Indicate favourite place
3. Value/belief you will not budge on	4. A value or belief for Zambia to live by
5. List three things you hope people will say about you	

DAY 7: TUESDAY 11/09/2001

The day's activities started at about 08.08 hours with a recap of day 6 activities. The participants worked in groups to discuss the following:-

- State the things that you liked on day 6.
- State the things that you did not like on day 6.
- Suggest how the things you did not like can be improved.
- State the most important lesson you learnt on day 6.
- What was the most challenging task to you?

The responses from the group were:-

THINGS LIKED

- Presentation on Assertiveness, personal crest and the outcome from the plenary on lesson guides.

THINGS NOT LIKED

- Broke ground rule 4 on respecting other people's views.
- Poor time management

SUGGESTIONS FOR IMPROVING THINGS WERE NOT LIKED

- Strictly observing ground rule 4
- Should improve on time management

MOST IMPORTANT LESSON LEARNT ON DAY 6

- Instructions given on any activity should be made very clear before participants break into group work to avoid production of poor work.

MOST CHALLENGING TASK TO YOU

- Preparation of lesson guides came out as the most challenging task.

One participant observed that our lesson guides should put emphasis on the need for participatory activities.

GOAL SETTING

The recap activity was followed by a presentation on "Goal setting" by one of the resource persons.

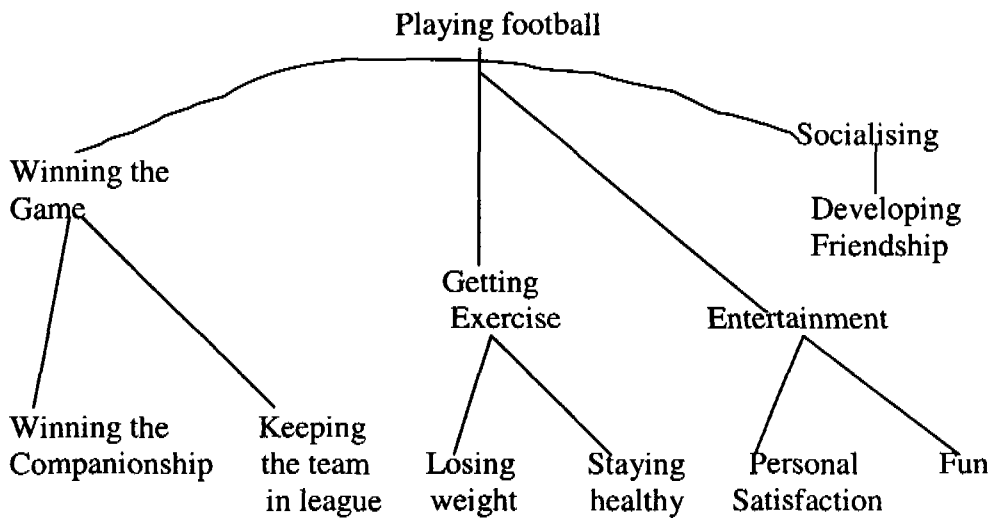
The word goal was defined as "the aim in life that you are fighting hard to achieve."

The goal of our action is known by asking questions like:

Why am I doing this?

Example: You see someone practising to kick a ball at the goal. Questions to ask are:
 Why is he practising kicking at the goal? Why does he/she want to kick at the goal? Why does he/she want to win?

Diagram to illustrate this example



TYPES OF GOALS

<u>Short term goals</u>	<u>Long term goals</u>
<ul style="list-style-type: none"> • Days activities • Weekend plans • Aims for the week 	<ul style="list-style-type: none"> • Career aims • Marriage aims • Goals for personal development

STEPS IN GOAL SETTING

- 1) Identify the goals
- 2) Formulate objectives
- 3) Develop action plans – strategies---
- 4) Identify structures or build structures if they are not there
- 5) Monitor and evaluate the results by reviewing performance and getting feedback.

LIFE SKILL DEVELOPMENT CONTRACT

Name:.....

Topic: Developing assertive behaviour

Goal: To say “no” when I am pressured to do something which I don’t want to.

Plan: From 22-27 September: I will practice life skills activities on responding to persuasion and learn how to refuse, delay or bargain.

EVALUATION

On 25th September 2001 my friend tried to persuade me to drink beer after school. I tried to be assertive and refused his/her invitation.

RESULTS

I have developed a skill of saying NO without the other person hurting. This skill of being assertive will benefit me in my everyday life.

After this presentation the participants broke into their groups to complete work on lesson guides.

After tea break, groups presented their completed work.

Corrections made to Group 2

- To include representation of data on simple statistical diagrams like bar graph, pie chart.
- To include conclusion

The house agreed that guides should include guideline on duration of introduction. These guidelines should appear in the Teacher's manual.

Corrections made to Group 1

- Indicate number of lessons to be prepared to cover the topic.
- Should not show any steps at development stage.
- Indicate that boys and girls should be involved in all activities.
- To include an objective under attitude to cater for gender.

Corrections made to Group 3

- To make corrections on teaching/learning aids – tissue paper, newspaper and any suitable local materials.
- Include monitoring of correct way of wiping bottom.

We broke off for lunch at 12.58 hours. The afternoon session started 14.00 hours with a presentation on the “monitoring and evaluation matrix”.

A participatory activity on use of water was done. 2 groups competed in using equal amounts of water. The result was a draw.

MONITORING

- Is done during implementation

- We observe how something is being done
- Check on appropriateness
- Take remedial problem solving during the process
- Conclude there and then

EVALUATION

- Done at end of activity
- Use results
- Outcomes
- Then conclude

Groups then discussed the monitoring and evaluation matrix and made their observations. The observations will appear in the revised matrix.

There was also a discussion on open monitoring. It was agreed that such monitoring should be done carefully and that it should not be aimed at fault finding.

An assignment on ranking monitoring indicators was given to pair off participants. Then participants were told to start thinking about their action plans. Details of the action plans are:

- Budget not exceeding K18 million
- UNICEF conditions
- Training of workshop: 5 days
- Orientation of D.I.S., D.I.P.
- 30 teachers to be trained
- Schools chosen to be accessible
- Training to include study tour in nearby schools.

The day ended at 17.59 hours.

DAY 8: WEDNESDAY 11/09/2001

RECAP – The participants were divided into two groups in order to perform the activity prepared for them. The activity was passing information on what was covered the previous day from one person to the other in a wavy manner, i.e. the first person transmitted the message to the second person quietly who later passed it on to the third of course with an additional information. The last ones from both groups shared the final information to all participants.

Thereafter, the Chairperson urged members to seriously observe time especially in the morning. Having said so, she invited the first presenter to carry out her presentation. The presenter distributed sex quiz papers to participants to analyse sexual practices by ticking or crossing in boxes provided. Having collected the analysis paper, she announced the results of the earlier conducted quiz on 'Health and Hygiene Practices', which were as follows:

HEALTH AND HYGIENE PRACTICES QUIZ RESULTS

1. I always use water from a protected source. 10
2. I always use water from unprotected sources like streams, ponds etc. 0
3. I boil drinking water for ten minutes. 5
4. I use chlorine to purify drinking water. 8
5. I carry water in a closed and clean container. 10
6. I store drinking water in a safe clean container and safe place. 12
7. I always use a separate clean cup to take water to drink. 12
8. I drink 8 glasses of water everyday. 4
9. I have tap water at home. 11
10. I do not always wash hands before cooking food. 4
11. I do not always wash hands before eating food. 4
12. I keep my cooking utensils on a dish rack. 7
13. I do not always wash hands after using the toilet. 4
14. I do not always wash hands after cleaning the baby's bottom. 0
15. I do not always wash my hands after visiting patients. 6
16. I do not use soap or ash each time I wash hands. 7
17. I use a nailbrush when washing hands. 0
18. I eat raw fruit everyday. 0
19. I eat raw vegetables everyday. 0
20. I do not always wash fruits before eating. 5
21. I always clean the toilet daily. 7
22. I use a pit latrine. 1
23. I use a flush toilet. 13
24. I throw baby's/children's faeces in a pit latrine. 1
25. I use the bush to defecate. 0
26. All the family members use the latrine. 5
27. I wipe my bottom from front to back. 9
28. I make compost heaps. 2
29. I use a treated bed net. 7

Later, a plenary was conducted focussed on lesson guides prepared by the groups. Corrections and suggestions were made for each group as follows:

Group 1: Personal Hygiene; 'Hand Washing'

- For the sake of consistency, the title 'Teaching/Learning Aids to come before "Reference" and also 'Life Skills' to come after 'Physical Skills.'

Group 2: Hand Washing; 'Worms'

- A suggestion was made and agreed upon that we do away with the title 'Time' and 'Date' since this is just a guide. These titles will apply on the actual lesson plans.
- The lesson duration should be very clear, e.g. two lessons of 40 minutes.

Group 3: Water and Hygiene; 'sources of water'.

- For the sake of consistence, instead of writing “Term” on the headings, simply recommend by noting down the best period when to teach the particular topic when necessary.
- The title ‘Level’ should simply read ‘Grade’.
- Duration should be maintained on the top right corner.
- Lesson Evaluation should always be paired with ‘Monitoring’ while conclusion to stand on its own.

MID-MORNING SESSION

The session began with a presentation of the sex quiz results conducted earlier. The results were as follows:

1. No sex ever
2. Sex with only one person ever. 9
3. Sex with more than one person. 7
4. Sex with more than one partner at the same time.
5. Sex outside of marriage. 10
6. Sex with the same sex partner. 4
7. Sex with an animal.
8. Oral sex. 3
9. Anal sex
10. Unprotected sex. 14
11. Viewed pornography. 10
12. Cyber sex
13. Group sex
14. Sex with a sex worker. 3
15. Use of sex toys
16. Masturbation. 5

Following these results, members were urged to take HIV/AIDS issues seriously and that all should try as much as possible to go for blood test.

The Chairperson then announced that Christine, the UNICEF Representative was due to depart from the Airport at 14.00 hours hence she was leaving. The Chairperson, on behalf of the group gave thanks for her in-put and wished her a safe journey home and that she would be contacted soon.

Thereafter, participants broke into their task groups to go and complete their tasks on preparations of lesson guides, which was the task for the previous day. This was to go up to lunch.

AFTERNOON SESSION

The house was called to order at about 14.15 hours. The Chairperson requested the participants to present their work. This was done with minor corrections made.

Thereafter, members were given another task to prepare lesson guides on the topic ‘Safe Disposal of dry and wet refuse’. The grades were distributed to the groups as follows:

- Group 1: Grades 4 and 6
- Group 2: Grades 1, 2 and 5
- Group 3: Grades 3 and 7

Having done so, participants broke into their respective groups and worked till knocking off time.

DAY 9: THURSDAY 13/09/2001

The meeting started with finding out how people slept at night. However, we started at 08.00 hours though some people had not yet come in.

The recap followed. The rapporteur had small papers in a box asking each one to take one – as an activity (some saying participant and others non-participants.) So ending up with interviewer and interviewee to find out the events of the week.

The rapporteur then summarised by saying this was the best way to recall things such as goal setting, assertiveness, monitoring and evaluation and guides preparation.

The participants were asked to choose one person to come and give a vote of thanks tomorrow and that the charts in the room be properly arranged for the gallery walk tomorrow.

It was then resolved after consultation that we go back to groups to finish off what we started yesterday. Just before we could split another suggestion was given, that we give work on Environmental Education, so that we do the work of guides once and for all. Then we can just come and report after break.

The participants were led into the allocation of Grades to the groups, which was done amicably. Then a brief on the topic Environmental Education was given; - including Pollution in particular but was later changed when it was found that the work covered had left out the Nutrition and Food aspects. This went on to lunch time.

After lunch, the participants reconvened and presented all the work that had been done. We started with Group 1, then 3 and 2. Then groups, which had not presented their work yesterday, were then asked to present. This presentation went on after tea break, on Environmental topics.

The work on Guides went on up to 18.00 hours. Before leaving, the participants were given the break down of the money to be used in the training of teachers in the 3 provinces.