

Report on a One Day Capacity Building Workshop on Sexuality and Reproductive Health For Students of Community Secondary School, Awhum Held at GHARF Office on 18th May, 2016

Report By: Chinyere Ugwu

The workshop started at about 11:05am with the registration of the participants by Ugwu Chinyere followed by opening prayer said by one of the participants. Soon after introduction of the participants and some of the GHARF staff follows. Sheets of papers were given to the participants by the facilitator Ebele Obadike for them to write their fears and expectations. Their expectations were summarized as follows:

- To know more about HIV and AIDS
- Abstinence
- About GHARF staff etc

Their fears were summarized as follows:

- Whether GHARF will be able to solve their fears
- Whether they will learn more about self esteem, goal setting
- Whether they will know more about the organization, their vision, mission and values

One of the participants said that he did not have any fears that he is comfortable.

Objectives of the Workshop

The objectives of the workshop were as follows:

- At the end of the workshop, participants were expected to have increased their knowledge of sexuality and reproductive issues including HIV/AIDS
- Acquired skills for information dissemination on sexuality and reproductive health issues
- Understood the concept of peer education and the role of peer educators in HI/AIDS prevention

Barr M.N. Okolo Admin Officer presented the speech on behalf of GHARF President Prof. O.C. Nwaorgu. She started by telling the students that we are interested in adolescents because they are future/leaders of tomorrow and explained that the skills the organization will teach them will make them to be better children, to become somebody in life. She also told them that their

school was the first to request for this type of training. She commended their teacher Mr. Oguama immensely. She told them that our organization GHARF has 9 primary and 50 post primary schools where peer educators club have been instituted in Enugu State. We also have a Network of peer educators known as (GPEN). The students used to come once a month for meetings. She also said that one day will not be enough for them to learn every thing to complete the training and become peer educators and be able to teach others. She then told them who we are; we are non-governmental organization based in Enugu. She read our vision, mission and values for them. At the end, she told them that they should not fear that they are free to ask questions.

After the speech they had warm-up exercise

1st Lecture: Concept of Peer Education/Role of Peer Education

By: Ebele Obadike

Objective of the Lecture

The facilitator said that at the end of the sessions participants would be able to:

- Define peer education
- Explain 4 important roles for using the peer education approach in HIV/AIDS prevention an sexuality programme
- Discuss 4 roles of good peer educator

She started by asking them who is a peer. One of the participants answered “a fellow play friend” another said fellow age group and another said friends. The facilitator now asked one of the participants by name Eunice whether she tells her mother everything about her self. She answered No! She asked her why, she did not answer. The facilitator now called a male participant and asked him if he tells his father everything, the participant said Yes! The facilitator now asked him if he has discussed about puberty with his father the participant said No! Facilitator asked why? The participants said I am afraid. Facilitator now asked them why is it that young ones always feel free to ask other young ones or to discuss with their mates than their parents? One of the participants answered because adolescents’ keeps secret, another said because they are not of the same age with their parents. The facilitator now said yes because young ones have the same interest and style.

Concept of Peer Education

The facilitator explained that it is a voluntary programme where young people are trained as volunteers to provide information, education, services and other help to other young people of a similar age as themselves, their peers, with the view to influencing a positive sexual and social behaviour

Who is a Peer Educator?

She further explained that a peer educator is a trained person who has successfully complete the peer educator training programme and has developed the necessary skills to lead his/her and assist with counseling and educating his/her peers.

The facilitator asked one of the participants whether peer educator is important. She replied that it is important as they teach their mates how to prevent HIV/AIDS, abstinence and not to feel shy. Facilitator explained the following as the importance of peer educators:

- Peers educators are within a larger community and target groups, so they can influence their peers and have a large impact
- They will be able to communicate well with their peers
- They will be acceptable to their peers and the target group
- Interested in volunteerism without monetary incentives
- Carryout promotional activities among their peers
- It can bring about positive change in the community they belong to It is a rewarding work that can make a difference to the lives of many people

Qualities of a Good Peer Educator

She listed the qualities of a good peer educators as follows:

- Must be friendly and approachable
- Must have good communication skills
- Be able to speak in front pf the groups
- Be non-judgmental within peers who come from different groups backgrounds or who hold different views

Criteria for Recruiting Peer Educator (PEs)

She explained that the ideal PE is a person:

- Who is liked by his/her peers
- Who has respect for other people and confidentiality
- With the ability to communicate effectively and be assertive

- With the ability to work in groups and has leadership skills
- With interest in the project

Role of Peer Educators

The role of peer educators were explained as:

- Provision of information to their peers either individually or in small group
- Conducting community awareness activities
- Counsel their peers on adolescent reproductive health (ARH) issues and HIV prevention
- Organize community programmes that can bring about behavioural changes
- Refer young people to identified linkage within the community

At the end of the lecture facilitator asked them if they have any questions

Q1. One of the participants asked, if you tell other peers to stop boy/girl friendship and they start to insult you, what would you do?

Ans: One of the participants answered that you will endure. The facilitator explained that the first thing is to ask the person the reasons why he/she chose to make friend. This is because there are several reasons for making friends with the opposite sex rather than having sexual relationship.

Q2. Will you advise only peers

Ans. You advise everybody, no body is above mistake but when discussing with your senior you have to be very careful

2nd Lecture: Self-Esteem

By: Chibueze Nwose

He started by asking some one to read what was on the flip chart board, which was Building your Self Esteem. The objectives of the lecture were read out from the flip chart by the participants one after the other which shows what they will be able to do at the end of the lecture as:

- Define self-esteem
- State 2 types of self-esteem

- State 4 characteristics of low and 4 of high self-esteem
- Discuss individual strengths and weakness of participants
- State 4 strategies that can be developed to improve self-esteem

He started by explaining that self-esteem is very important as it helps us to relate better with other people. He asked the participants what is self-esteem. One of them answered a feeling one has about his or her self, another said some ones ambition of tomorrow. Then the facilitator explained the concept of self esteem in the following way:

- If you like and value yourself and have confidence in yourself, you are said to have self esteem
- When you see yourself in a positive way and accept both your strength and weakness there is self-esteem
- Having self-esteem does not mean that you behave as if you are better than others, rather it is that you have accepted yourself as you are
- Building high self-esteem is one of the most important ingredients of a happy life

The facilitator further said that you should accept/believe yourself, have confidence in your self as you won't be easily deceived by others.

The facilitator then asked the participants how many types of self-esteem we have. One of the participants answered 2 low and high self-esteem. The facilitator asked them to give him characteristics of low self-esteem. They gave the answer as follows:

- The person won't be able to do what he/she wants to do
- The person will be blaming others
- The person will not be bold
- The person will not be able to achieve his/her goal

He also asked them to mention the characteristics of high self-esteem. They gave the answer as follows:

- The person will be bold
- Ability to express his/her self
- The person will set high goals for him/her self
- The person will be confident
- The person will stand firm in his/her decisions

The facilitator gave his own characteristics of low/high self esteem as:

High self-esteem	Low self-esteem
<ul style="list-style-type: none">• Assertive• Confidence• Caring attitude• Respects authority• Authoritative or bold• Interactive	<ul style="list-style-type: none">• Allows self to be pushed about• Has inferiority complex• Critical attitude• Suspicious of people• Rebellious/timid• Ineffective

After which the facilitator gave them sheets of paper to write their strengths and weaknesses. After which the participants came up with the following:

Weakness:

- I find it very difficult to read in the day/night for a long time
- I do not make friends easily
- I forget easily
- Not careful of where I always go to

Strengths:

- Confidence in my self
- Firm in decision
- Strong
- Play football well
- Ability to read fast
- Good in thinking
- Can care for people
- I can express my self well

The facilitator said that your strength will help you to do anything possible to achieve your goal in life

Strategies for Improving Self Esteem

The facilitator gave the strategies as:

- Be patient with yourself
- Set realistic goals for yourself
- Reward your successes
- Improve your self-image by making new friends

- Stand firm when you are being influenced negatively
- Make a decision to change what you do not like about your self
- Develop a learning attitude

The facilitator concluded by saying that high self-esteem helps you to make positive influence on others.

Questions from the participants

Q1. How can you make decide to make changes on what you do not like or like?

Ans: Facilitator asked him how he would react if he perceives a bad odour. He replied that he would move away from the place. He now added that when reading that you may decide to go at a very quiet place if you do not like the place you are at the moment. That is example of making changes to what you do not like

Q2. What will I do to read and understand?

Ans. When you are reading and thinking about other things you will not understand what you are reading. Again you can meet an older person.

Q3. How do you know whom to make friend with?

Ans: Before you befriend someone you need to know the person, his/her likes and so on. Find out if two of you have the same interest.

Q4. If somebody noticed weakness which the person will not be corrected by him/her self what will the person do?

Ans. First identify the problem. Secondly, consider it to be solved. Befriend others, tell others about your problem.

Facilitator then asked the participants why do they need self-esteem. They answered:

- To help me talk to others
- To make plans and achieve them
- To be able to take good decisions.

3rd Lecture: Basic Anatomy of Male and Female Reproductive Organs

By: Ebele Obadike

The facilitator started by asking them what is reproduction. One of the participants answered a place where fluid passes, another ability to give birth to young one, another ability of an organism to produce its self and another ability of male and female organisms to produce the same.

The facilitator then asked them to mention the organs used for reproduction. They include: testes, ovary, vulva, testicle, vagina, fallopian tube uterus etc. for both male and female.

Objectives of the lecture

At the end of the session participants will be able to:

- Identify the internal/external male and female reproductive organs
- Describe the functions of each organ

An unlabeled diagram of male reproductive organs was shown to them and the facilitator gave them papers on which the organs were written and told them to go and place them in their right places. After the exercise the facilitator told them that male reproductive organ is divided into two Internal and External their functions were explained as follows:

External Organs

1) Penis: A rod shaped organ which hangs down in front of the man's thighs. It becomes erect when the man is sexually excited/aroused

Functions:

- Used for sexual intercourse
- Serves as passage for sperm and urine

2) Scrotum: A big found behind the penis. It contains the two testes

Function:

- Protects the testes

Internal Organs

Testes: Two round/ball shaped organs held inside the scrotum

Function:

Production of sperm and male sex hormones. They also store the sperm cells
vas

Deferens: Tubes which pass from each testes to the urethra

Function

Serves as passage for the sperm

Prostate Gland: A gland that secretes a special fluid like substance

Function

Helps the sperm to move

Seminal Vesicle: Secretes a fluid like substance

Function

Provides nutrients to nourish the sperm

Cowpers Gland: Is below the prostate gland

Function:

Secretes fluid that protects the sperm

Urethra: It is a tube that passes through the penis

Function:

Serves as a passage for urine and sperm during sexual intercourse

The Female Reproductive Organ

The diagram of female reproductive organ was shown to them and the facilitator gave them papers on which the organs were written and told them to go and place them where it suppose to be. After the exercise the facilitator explained that the female reproductive organ is divided into two internal and external organs. Their functions were explained as follows:

The External Parts:-

1) Labia Major:- Two thick outer lips or fatty pads immediately below the pubis

Function:

Protect the opening of the urethra and vagina

2) Labia Minora: Two thin soft lips. Pinkish in colour and very sensitive, they are enclosed by the labia majora

Function:

Protect the opening of the urethra and vagina

3) Clitoris: Pointed area that lies between the labia majora and labia minora

Function:

Serves as a point of enjoyment for the women during sexual intercourse

4) Urethra Opening: Small opening between the vagina and clitoris

Function: Serve as the outlet for urine

5) Vaginal Opening: Opening to the mouth of the womb (cervix)

Function:

- Serves as the outlet for menstruation
- Holds the penis and semen during sexual intercourse
- Serves as a passage for the delivery of baby

6) Hymen: Thin membrane covering the vaginal opening when a girl is still a virgin

Function:

Protects the vagina from infection during puberty

7) Anal Opening: Opening to the rectum

Function: Serves as the outlet for faeces

After the session on the external part. She went ahead to ask the participants the functions of the internal female organs and added the following as:

The Internal Parts

1) Vagina: Opening to the mouth of womb

Function

- Holds the penis and semen during sexual intercourse
- Serves as a passage for the delivery of the baby
- Serves as outlet for menstruation

2) Cervix: Neck of the womb, feels like, the tip of the nose when touched

Function

- Opens up to allow the baby to be delivered
- Serves as a passage for menstruation
- Serves as a passage through which IUCD is placed into the uterus

3) Uterus (Womb): Big sac inside the pelvic activity

Function:

- Accommodates and protects the fertilized female egg that gets implanted until it grows into a baby
- Helps to push the baby out during labour

4) Fallopian Tube: Two Tubes that connect the ovaries to the womb

Functions

- Serves as a meeting place for the sperm and female egg to be fertilized
- Serves as passage for the fertilized egg to move to the womb

5) Ovaries: They are like two small egg shaped bags on each side of the fallopian tube.

Function:

- Produce the female hormones known as estrogen and progesterone that make a female look like female
- Produce the female egg.

The facilitator taught them a song on HIV/AIDS to energize them. It goes like this:

“ I believe AIDS is real

I believe AIDS is every where

It doesn't matter whether boy or girl

Spread the message not the virus
I believe AIDS is real”

The facilitator briefly taught them about menstruation. She emphasized that there are myths in that she explained what the process of menstruation is all about its symptoms, implications and how to improve of maintaining a high standard of hygiene during the period.

Q1. One of the participants asked why is it that menses do not come every month

Ans. For some people that just started menstruating, it does not come so regular for some months

4th Lecture: Assertiveness **By: Barr. M.N. Okolo**

She started by asking them how many of them have heard of assertiveness

Ans. One of the participants answered somebody standing up for his/her right. Another, someone to express his/her thoughts/feelings. She told them that it is one of the life skills. She also asked them the opposite of assertiveness. One of the participants said unassertive. The facilitator then defined assertiveness as:

- Ability to stand firm (“No Shaking”)
- Assertiveness is expressing ones thoughts, feelings in an honest way without hurting ones self or others
- Standing up for your rights without violating any one else’s rights
- To be assertive, you must be persistent i.e. say the same thing over and over again until you get the desired result

The facilitator further told them that assertiveness is one of life building skills. They are skills that help young people to solve problems, face challenges of life. She further numerated other life building skills as follows:

- Risk assessment – Ability to see danger before it happens and you decide how to escape
- Decision-making
- Self-esteem

The facilitator later asked them what is peer pressure. One of the participants answered that it is a force mounted on a person to do something you did not want to do.

The facilitator told them that we have good or bad peer pressure. Example of good peer pressure was given as those that will like you to read your books, do good things all the time. Such as those that lure you into cultism and to do bad things always.

The facilitator highlighted the outcome of being Assertive as:

- You do not hurt others
- You gain respect for yourself
- Your right and those of others are respected

How can one be assertive?

The facilitator started by saying:

- To be assertive requires courage. One also should adopt some communication skills
- Keep voice pleasant but firm
- Suitable facial expression – your verbal answer and body language should be the same
- Try to look at the other person straight in the face
- Ability to think and act fast
- Look for win-win approach-do not give up until you get what you want

Assertive vs Aggressive

The facilitator asked them what is aggressive. They gave the answer as being in a fighting mode always, always speaking in a harsh tone, anger, bitterness which reflects on the way you feel/speaks, trying to dominate/humiliate others it shows that the person is aggressive. The facilitator later told them what aggressive means as:

- Standing for your right at the expense of someone else's
- Aggressive behaviour makes you feel angry and bitter

She also stated the outcome of aggressiveness as:

- You dominate others
- You humiliate others
- You win at the expense of others

Assertive	Aggressive
Honest and direct expression of self without violating others rights	Threatening, demanding, hostile expression of self
Uses/messages to express thoughts and feelings	Uses “you” messages to blame others
Assumes responsibility of thoughts, feelings and behaviour	Assumes little responsibility of the consequences of own behaviour
Clear, firm voice, relaxed good posture, comfortable eye contact	“Superior” tone of voice sharp eye contact abrupt gestures, stiff and rigid posture

Lunch Break

There was a break for lunch at 1.30 and at the 2.15, the afternoon session started with a presentation on STIS.

5th Lecture: Basic Facts on STIs

By: Chibueze Nwose

The facilitator started by asking the participants the meaning of STIs. One of the participants answered sexually transmitted infection. The objective of lecture was read by the facilitator which showed that at the end of the session, participants will be able to:

- State 4 high behaviours of adolescent
- Explain what a sexually transmitted infection (STIs)
- Name 6 common STIs
- State 4 common signs and symptoms of STIs
- Describe 3 ways of avoiding STIs
- State 4 complications of STIs
- Describe 2 things an infected person with an STIs should do

The definition of STI was given as:

Infections passed from infected person to another

The facilitator later asked them to mention some of the STIs. They answered: genital herpes, gonorrhoea, syphilis, genital warts, candidiasis, hepatitis B. The facilitator now gave his own as: syphilis, gonorrhoea,

genital herpes, genital warts, chancrads, chlamydia He further said that STIs is contracted through sexual intercourse.

High Risk of Behaviour STIs

- Unprotected sex
- Using general toilet
- Blood contact/transfusion
- Sexual intercourse
- Commercial sex workers

The facilitator later gave them his own

Signs and symptoms of STIs

The facilitator gave them the signs and symptoms in both men and women

In Men

- Pus discharge from penis
- Pain and swelling of the testicles
- Pain or burning sensation when passing urine
- A wound sore, ulcer, rash blister on around the penis
- Fever and feeling of illness

In Women

- Foul discharge from vagina
- Pain during sexual intercourse
- Abdominal, irregular bleeding from vagina
- Abdominal swelling or growth in genital
- Fever and feeling of illness
- STIs could be without symptoms in women

Prevention of STIs

Tips for prevention of STIs were given by the facilitator as:

A – Abstinence

B – Being careful

C – Correct and consistent condom use

Treatment/Management of STIs

Facilitator now listed 4 ways of treating/managing STIs as follows:

- Get your partner to consult a doctor
- Avoid sexual intercourse until you have been completely cured

- Make sure you complete your treatment as partial treatment is dangerous
- Avoid self medication
- Correct and consistent condom use
- Finally go for lab test to confirm

6th Lecture: HIV/AIDS

By: Ebele Obadike

Objective of the Lecture:

At the end of the sessions participants will be able to

- Explain the terms HIV/AIDS
- Explain the difference between HIV/AIDS
- State 4 common signs/symptoms of HIV/AIDS
- Describe 3 ways by which it is transmitted and 3 ways that it is not transmitted
- Describe 5 ways to prevent transmission of HIV

The facilitator started by asking them the definition of HIV/AIDS and they gave the definition after which the facilitator gave her own definition as:

HIV: Is a tiny germ that infects human beings and causes a lowering of the body's immune system making impossible for the body to fight infections

H – Human because the virus only lives in human beings

I – Immunodeficiency. The AIDS virus causes the body immune system not to be effective

V – Virus – very small germ that cannot be seen with our eyes but very harmful to our body

AIDS is a set of diseases that occurs in an individual infected with HIV

A – Acquired: One gets the infection from somewhere

I – Immune: One is protected and has body soldiers that fight illness

D – Deficiency: One is lacking something

S – Syndrome: A group of illnesses that happens together. People with AIDS get many types of infection

Sign and Symptoms of AIDS

- Severe weight loss

- Fever lasting for more than 1 month
- Chronic diarrhoea
- Skin infection
- Mouth ulcers
- Persistent severe fatigue
- Constant cough
- Swollen glands
- Night sweat

How HIV is spread

She enumerated to them ways in which HIV is being spread as:

- Unprotected sex with an HIV person
- Transfusion with infected blood
- Sharing sharp instruments contaminated with HIV positive blood
- From HIV positive mother to child (in the womb) at delivery and during breastfeeding

How HIV is not Spread

She said that you cannot get HIV through:

- Sleeping with an infected person
- Eating with the person
- By hugging etc.

Prevention and Treatment

The facilitator explained the following as the measures that are being put in place:

- Presently no definite treatment exists but HIV positive persons can be adequately managed and assisted to lead a fairly normal life. This involves a combination of drugs that reduce the multiplication of the virus
- Care of PLWHA is the responsibility of the entire community, government, employers, colleagues, family
- Health workers can provide treatment for opportunistic infections

How HIV Cannot be Contracted

The facilitator explained that you couldn't contract HIV by hand shaking, playing together, eating from the same plate, sleeping together, going the same toilet with the person

Prevention Strategies

Facilitator gave them the A,B,C,D and E of HIV/AIDS prevention as:

A - Abstinence: Abstain totally from sex

B - Be faithful to one uninfected partner

C - Correct and consistent use of condom

D - Desist from sharing needles and other sharp instruments

E - Ensure transfusion with screened blood and blood products.

She also taught them a song:

“I need Abstinence (x2)

I need abstinence in my life”

“I need Abstinence (x2)

I need abstinence for quality life”

Questions from the participants

Q1. Can we get AIDS through kissing?

Ans. If there is an opening or sore one may contract it

Q2 How can you confirm that somebody contracts HIV?

Ans. By going for test

Q3 What is the full meaning of PLWHA

Ans. People/persons Living with HIV and AIDS

Evaluation

One of the facilitator, Ebele asked 2 male and 2 female students to share their experience at the workshop to know whether the participants understands what they have been taught

Offia Nkechi: said that she leant many things that will help her in life

Ekwe Eunice: She said that she leant many things she has not known before

Desmond: He said that all his expectation has been achieved

Desmond Agu: Said that the workshop was fantastic that all his fears/expectation has been solved

Emeka Obasi: Said that he learnt a lot that he will like to extend it to others

Ugwu Loveth: She said that she would like to come here again

The facilitator later called on Admin Officer in the person of Barr. M.N. Okolo to say closing remarks. She started by asking them how they felt. She told them that we (GHARF) are happy to have the participants around us. That one-day is not enough that they should endeavor to read the mimeograph given to them. That they should try to step-down what they learnt to other peers and also form peer educators club.

The workshop came to and end at about 5.30 with a closing prayer said by one of the participants.



Fig showing student listening attentively