

TABLE OF CONTENTS

	Page
Foreword.....	iii
Acknowledgement.....	v
Abbreviations.....	viii
Overview of KNUT EI EFAIDS Programme.....	1
Introduction to the KNUT/EI EFAIDS Training Curriculum.....	3
About this Curriculum	
General Objectives	
Target Group	
During the workshop	
How to use this Curriculum	
Education for All (EFA) Goals.....	9
Topic 1: KNUT EI – EFAIDS PROGRAMME.....	11
Topic 2: HEALTH ISSUES IN EDUCATION.....	12
Topic3: Stigma Discrimination & Positive Living.....	14
Topic 4: Culture and Education.....	17
Topic 5: Policies in the Education Sector.....	19
Topic 6: Life skills Education and the core Living	

Values.....21

Topic 7: Guidance and Counselling.....23

Topic 8: Peer Education.....25

Topic 9: Research, Monitoring and Evaluation.....26

Session 10: Partnership & Networking.....29

Suggested Training Activities

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

Suggested Learning Activities

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

Suggested Resources

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

Suggested Resources

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

Topic 10: PARTNERSHIP AND NETWORKING

Objectives:

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

- (a) Define the terms: - partnerships
- networking
- (b) Give justification for networking and partnership
- (c) Identify possible partners
- (d) Discuss the characteristics of networking and partnership
- (e) Discuss the role of each network/partner in education
- (f) Identify the steps in creating networks and partnership

Content

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

FOREWORD

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

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

the government's effort towards achievement of EFA goals and by and large to the global contribution of MDGs.

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



LAWRENCE K. MAJALI

Secretary General – KNUT 2010

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

Content

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

Suggested Training Activities

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

Suggested Learning Activities

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

Content

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

Sub-topic: Monitoring and Evaluation

Objectives:

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

- (a) Define the terms:
 - Monitoring
 - Evaluation
- (b) Explain the importance of monitoring and evaluation
- (c) Demonstrate ability to prepare monitoring and evaluation tool kit
- (d) Prepare a monitoring and evaluation tool kit.

Content

- Meaning of:
 - Monitoring
 - Evaluation
- Importance of monitoring and evaluation
- Preparation of a monitoring and evaluation tool kit

Sub-topic: Model School

Objectives:

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

ACKNOWLEDGEMENT

The development of the curriculum for training heads of educational institutions and school based peer educators (conveners) for the continued implementation of the EFAIDS programme is a culmination of a lengthy participatory process that involved experts from various institutions within the education sector.

Kenya National Union of Teachers (KNUT) is grateful to the following individuals for the commitment, valuable insights and provisional contribution during the development of this resource book:

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Pauline Njanga Trainer – Embu

Gasper Mwadime..... Convenor - Taita/Taveta

George Njoroge..... Trainer – Thika

Paul Karanja KNUT Branch Treasurer – Thika

Anne Nguna Trainer – Nairobi

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

Josephine Nyangwono...Trainer - Kisii

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

Paul Bii Executive Secretary - Bomet

Njau Kuria NEC Member/Executive Secretary – Nakuru

Rosemary Nyagaya ... Trainer – Teso

Mary Kariuki Principal, Munyu Mixed Secondary School - Thika

Hesbon Otieno..... Executive Secretary – Nairobi

I also thank Madam Emmy Wanyama for her tireless efforts in

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

Suggested Learning Activities

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

Suggested Resources

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

Topic 9: RESEARCH, MONITORING AND EVALUATION

Sub-topic: Research

Objectives:

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

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

Suggested Resources

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

Topic 8: PEER EDUCATION

Objectives:

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

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

Content:

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

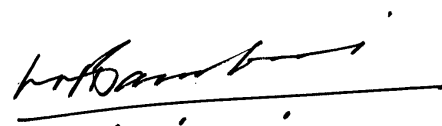
Suggested Training Activities

- Brainstorming

typing the drafts during the development of this curriculum and the final copy. I thank Mr. Otieno of KNUT Headquarters for being so patient when participants kept him waiting in the late hours.

I thank the KNUT leadership for the moral, financial and physical support accorded to the team all the way through especially when it became difficult to complete the curriculum and manual within the anticipated period.

Special thanks go to anyone else who in one way or the other played a role in the process of coming up with this curriculum and has not been mentioned in person.



LUCY N. BARIMBUI

EFAIDS PROGRAMME CORDINATOR – KNUT 2010.

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ART	Anti-Retroviral Therapy
ARV	Anti Retroviral
ECDE	Early Childhood Development and Education
EI	Education International
EFAAIDS	Education For All-AIDS Programme
EFA	Education For All
FGM	Female Genital Mutilation
FPE	Free Primary Education
GoK	Government of Kenya
HIV	Human Immunodeficiency Virus
KIE	Kenya Institute of Education
KNUT	Kenya National Union of Teachers
MDGs	Millennium Development Goals
MoE	Ministry of Education

Content:

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

Suggested Training Activities

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

Suggested Learning Activities

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

Suggested Learning Activities

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

NGO(s) Non-Governmental Organisation(s)

OVC Orphans and Vulnerable Children

TSC Teachers Service Commission

Suggested Resources

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

VCT Voluntary Counselling and Testing

Topic 7: GUIDANCE AND COUNSELLING

Objectives:

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

- Define the terms:
 - Guidance
 - Counselling
- Differentiate between guidance and counselling
- Explain the importance of guidance and counselling in the realization of EFA goals.
- Discuss the principles of guidance and counselling
- Outline the basic counseling process
- State the qualities of a good counselor
- Establish a guidance and counselling unit within an institution
- Demonstrate positive attitude towards people living with HIV and AIDS

OVERVIEW OF KNUT/EI EFAIDS PROGRAMME

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

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

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

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

KNUT EFAIDS is therefore a response by the union to address

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

Sub-topic: Living Values

Objectives:

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

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

Content:

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

Suggested Training Activities

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

Suggested Learning Activities

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

Suggested Resources

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

Topic 6: LIFE SKILLS EDUCATION AND LIVING VALUES

Sub-topic: Life skills Education

Objectives:

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

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

Contents:

- Definition of life skills

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

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

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

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

INTRODUCTION TO THE KNUT EFAIDS TRAINING CURRICULUM

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

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

About this Curriculum and the Manual

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

The manual is designed to assist in the curriculum implementation

Content:

- Meaning of policies:
 - Importance of policies
 - Types of policies Policies e.g in:
- Ministry of Education:
 - Education Sector Policy on HIV and AIDS
 - Gender Policy in Education
 - Adult Education Policy
 - National Early childhood Development policy framework
- Teachers Service Commission (TSC)
 - Sub-sector policy on HIV and AIDS
- Kenya National Union of Teachers (KNUT)
 - HIV and AIDS Education Workplace Policy
 - KNUT Education Policy
- Key issues in the workplace policies
- Implementation strategies of work place policies

Suggested Training Activities

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

- Group discussions
- Demonstrations
- Short lectures (lecturettes)

Suggested Learning Activities

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

Suggested Resources

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

Topic 5: POLICIES IN THE EDUCATION SECTOR

Objectives:

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

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

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

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

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

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

General Objective of the Curriculum

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

Specifically the trainers will:

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

Content:

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

Sub-topic: Impact of Culture on Education

Objectives:

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

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

Content:

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

Suggested Training Activities

- Brainstorming
- Case studies
- Buzz groups

Topic 4: CULTURE AND EDUCATION

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

Sub-topic: Culture

Objectives:

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

- (a) Define the term culture
- (b) Point out the various aspects of culture
- (c) Discuss the aspects of a good culture

Content:

- Meaning of culture
- Aspects of culture
- Elements of a good culture

Sub-topic: Gender

Objectives:

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

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

Target group

The curriculum targets the following :

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

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

During the workshop

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

Climate setting

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

Fears and expectations

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

Workshop rules/norms

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

Workshop Management

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

Workshop objectives

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

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

- a) Acquire appropriate knowledge and skills to implement the EFAIDS Programme.
- b) Explain the role of EFAIDS programme in mitigating the effects of HIV and AIDS and other issues.
- c) Identify and discuss the role of partners in the programme implementation of EFA goals.
- d) Acquire knowledge and awareness on the existing policies in relation to EFAIDS programme.
- e) Appreciate the role of research, monitoring and evaluation in the implementation of EFAIDS programme.

Suggested Training Activities

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

Suggested Learning Activities

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

Suggested Resources

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

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

Sub-topic: Positive Living

Objectives:

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

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

Content:

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

How to use this Curriculum

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

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

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

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

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

THE EDUCATION FOR ALL (EFA) GOALS

1. Expand early childhood care and education:

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

2. Free and compulsory education of good quality:

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

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

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

4. Expand adult literacy:

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

5. Eliminate gender disparities:

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

Topic: 3: STIGMA, DISCRIMINATION AND POSITIVE LIVING

Sub-topic: Stigma and Discrimination

Objectives:

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

- (a) Define the terms:
 - Stigma
 - Discrimination
- (b) Identify the causes of:
 - Stigma
 - Discrimination
- (c) State the types of :
 - Stigma
 - Discrimination
- (d) Discuss the effects of:
 - Stigma
 - Discrimination
- (e) Discuss ways of fighting stigma and discrimination

Content:

- Meaning of:
 - Stigma
 - Discrimination
- Causes of:
 - Stigma

Content:

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

Suggested Training Activities

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

Suggested Learning Activities

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

Suggested Resources

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

6. Enhance educational quality:

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

OBJECTIVES OF THE KNUT EI-EFAIDS PROGRAMME

1. Prevent new HIV infection among teachers and learners.
2. Mitigate the negative impact of HIV and AIDS and other illnesses on achieving of EFA goals.
3. Increase the number of learners completing free quality education

EFAIDS WORKING AREAS

All EFAIDS activities are carried out under the following working areas

- (1) Research
- (2) Training
- (3) Policy Development
- (4) Advocacy skills
- (5) Publicity
- (6) Monitoring and Evaluation

Topic 1: KNUT EI – EFAIDS PROGRAMME

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

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

Content:

- EFA Goals
- Objectives of KNUT/EI-EFAIDS programme
- Structure of KNUT/EI-EFAIDS programme
- Working areas of KNUT/EI-EFAIDS programme
- Role of the Head teacher
- Role and qualities of a Convenor
- Role of the Branch secretary

Suggested Training Activities

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

Suggested Learning Activities

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

Suggested Resources

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

Topic 2: HEALTH ISSUES IN EDUCATION

Sub-topic: HIV and AIDS and Other Illnesses

Objectives:

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

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



KNUT / CURRICU

KNUT HEADQUARTERS
P.O. BOX 30407
NAIROBI
TEL: 254-20-222387/340301/2223509
Fax: 254-020-2222701
Email: knut@nbnet.co.ke
www.knut.or.ke
2010

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Katangi Printing Works Ltd.
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Email: katangiprintingworks@gmail.com

