

complementary resource. Nevertheless, it should be noted that the Handbook is not a replacement of the Training Manual, but a

It is hoped that this reader-friendly style will encourage the teachers to refer to this Handbook regularly, and consequently equip them to fight the HIV and AIDS pandemic more effectively.

The Handbook aims at equipping teachers with the most current information on HIV and AIDS. It will therefore enable them to keep abreast with new developments in all HIV and AIDS-related issues.

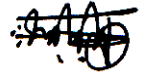
This handbook was developed as a quick-reference resource for teachers participating in the KNUT - HIV and AIDS Prevention, Treatment and Access (P.T.A.) Programme. The Handbook content is drawn from the Trainers Manual and therefore is not as exhaustive as the Training Manual, but provides basic information on HIV and AIDS.

INTRODUCTION TO THE HANDBOOK

Kenya National Union of Teachers

Secretary General

Francis M. Ng'ang'a



Finally, I hope that this Handbook will find a place in the teacher's desk, to become part of the reference books that will enable the teachers acquire the necessary knowledge, skills and attitudes to overcome the challenges posed by HIV and AIDS. This will go a long way to reduce HIV infection among the teachers and the general community; while bringing hope, support and encouragement to the infected and affected members of the community.

Participant's Handbook

TABLE OF CONTENTS

	Page
1. Foreword	4
2. Acknowledgments	6
3. Introduction	8
4. Lifeskills	9
5. Living Values	15
6. Session I Global overview of AIDS	18
7. Session II The Problem of AIDS in Kenya	21
8. Session III Risk of getting HIV and AIDS	25
9. Session IV HIV and Aids and the Immune System	28
10. Session V Sexually Transmitted Infections	33

Participant's Handbook

FOREWORD

The KNUT HIV and AIDS handbook was developed and produced by the Kenya National Union of Teachers (KNUT) in collaboration with the American Federation of Teachers (AFT).

It is a summarized form of the KNUT-HIV and AIDS Training Manual used by study circle trainers in the KNUT/AFT HIV and AIDS peer educators training program.

The peer educators programme aims at equipping the teachers with knowledge, skills and attitudes to enable them deal effectively with the challenges posed by the HIV and AIDS pandemic, which has had devastating effects in the education sector for over twenty years.

I express my sincere thanks to all persons who participated in developing this handbook. Special regards go to AFT, through whose co-operation KNUT was able to secure funding from the U.S. Government via U.S.A.ID Kenya office for the production of this Handbook.

From the KNUT Head office we appreciate the efforts Anthony Hiuu and Peter K. Rotich who were involved in the entire process of producing the Handbook.

(1)	-	Mercy Karogo	K.T.E.
(2)	-	Nancy Engoko	Lenana School,
(3)	-	Julia Muturi	Egaji Teachers
(4)	-	Martha Gitonga	HIV Coordinator, Nairobi Branch

Specifically we wish to mention the following who drafted the Handbook:

We would like to express our gratitude to the organizations and persons who participated in drafting, reviewing and editing the Handbook.

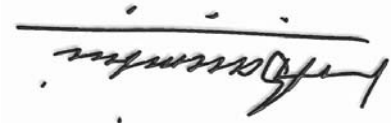
The production of the Kenya National Union of Teachers HIV/AIDS training Handbook was made possible through the technical and financial support of the National Executive Council (NEC) of the Kenya National Union of Teachers.

ACKNOWLEDGEMENTS

Participant's Handbook

<i>Participant's Handbook</i>	
<u>ABBREVIATIONS</u>	
AFT	- American Federation of Teachers
AIDS	- Acquired Immune Deficiency Syndrome
ART	- Anti Retro-Viral Therapy
ARV	- Anti Retro-Viral (drugs)
CBO	- Community based organisation
CD4 +	- Cluster of Differential 4 (marker) Cells with CD4 marker
CD8 +	- Cluster of differential 8 (marker) Cells with CD8 marker
CNS	- Central Nervous system
HIV	- Human Immunodeficiency Virus
IGA	- Income Generating Activities
KNUT	- Kenya National Union of Teachers
MOE	- Ministry of Education Science and Technology
PLWA	- People Living With AIDS
STDs	- Sexually Transmitted Diseases
STIs	- Sexually Transmitted Infections
TSC	- Teachers Service Commission
USAID	- United States Agency for International Development
VCT	- Voluntary Counselling and Testing

Lucy N. Barimbu
KNUT HIV and AIDS National Project Co-ordinator.



Finally, we are grateful to Joypet Services and Printers for designing and printing the Handbook.

We are deeply indebted to Seth and Joe Davis of the American Federation of teachers who took time to read the Handbook and gave very useful comments.

Participant's Handbook

<i>Participant's Handbook</i>	
11.	Session VI HIV and AIDS Transmission41
12.	Session VII Counselling and HIV:43
13.	Session VIII Part I Living with HIV:49 Treatment plan Part II The problem of HIV and AIDS55
14.	Session IX Gender and HIV AIDS.....62
15.	Session X Gender, Empowerment and HIV and AIDS66
16.	Session XI HIV AIDS in the work place and role of the community.....69
17.	Session XII Code of Conduct and Ethics for teachers73
18.	Session XIII Sources of Information and76 Further Help
	Appendix80

8. Responsibility
It is accepting what is required and carrying out the task to the best of one's ability. A responsible person is reliable and accountable.

7. Happiness
It is a state of inward peace in which there is no upheaval or violence. This creates a feeling of hope.

6. Tolerance
It is being open and receptive to the beauty of differences between people. It is enhanced by mutual respect through mutual understanding. It is also the ability to face difficult situations courageously and patiently.

5. Love
Love is giving without demanding in return. This is the value that makes relationships better. It means being kind, sharing, caring, understanding, showing appreciation and accepting others the way they are.

4. Respect
This is having a positive regard towards self and others. Note that a person who respects him or herself respects others too.

Decision making skills.
These skills enable an individual to make appropriate choices based on the available information. The decision maker has to be communicated effectively.

Assertiveness
This is the ability to state your feelings without anger or being passive. It involves standing for your rights without offending others.

Conflict Resolution.
Conflict resolution is solving of serious disagreements which if otherwise left may result to verbal or physical confrontation. Conflicts could also be internal when an individual has two opposing feelings or views about an issue or situation. Well resolved conflicts result in having a peaceful environment.

Negotiation Skills.
This refers to discussing of issues in a calm and open manner so as to reach an agreement or consensus based on some understanding. This may involve two or more persons, and it is done without taking advantage of each other. It is based on the understanding that all parties are well informed.

INTRODUCTION TO LIFESKILLS AND HIV and AIDS

Life skills is a group of psychosocial and interpersonal abilities which assist people to make informed decisions, communicate effectively and develop coping and self management skills that help one to lead a healthy and productive life. The skills may be directed towards personal actions, towards others, as well as the ability to adapt to the surroundings and environment in order to live a quality life. By promoting positive behaviour, HIV and AIDS will be averted.

Life skills are important in the prevention of HIV and AIDS as they help develop a variety of relevant skills including, decision making, communication, negotiation, critical thinking, stress management and conflict resolution. They also help in building self esteem and confidence, and help people to relate with each another.

Categories of Life skills.

Life skills are classified into three categories.

2. Skills of knowing and living with others (interpersonal relationship).

These skills enable individuals interact with other people effectively and meaningfully.

The skills in this category are:

Empathy

Empathy involves putting oneself in the situation of others. This means appreciating and identifying with the situation of others and taking steps to alleviate their emotional suffering.

Effective Communication

Effective communication refers to the ability to express our feelings, opinions and ideas through words and actions in an effective way so that the message we intended to send is received without being misinterpreted.

Communication is made effective by:

- Sending a clear and precise message.
- Use of appropriate language.
- Effective listening.
- Being conscious of the audience.

- The process involves the following steps:
- Taking time to define and identify the problem.
- Reflecting on the problem or issue at hand.
- Thinking of the available options.
- Choosing the best option.

The decision making process.

This is the ability to come up with alternative options, new things or new ways of doing things when faced with unfamiliar, risky situation, and problems.

(3) Creative Thinking

This is the ability to analyse and evaluate ideas or issues objectively. It involves weighing options and making rational decisions. It requires an inquisitive mind instead of accepting things at face value.

(2) Critical Thinking

It is the process of coming up with a workable solution to an issue. It involves appreciating the nature of a problem by analyzing the causes and possible options. This helps an individual zero down on the best option.

(1) Problem Solving.

The skills in this category are:

3. **Peace**
It consists of positive thoughts, pure feelings and good wishes towards others.

2. **Cooperation**
This value calls for people to work together towards a common goal. It is governed by the principle of mutual respect and trust.

1. **Humility**
This is having a humble view of ones own importance. Humility requires one to be polite, simple, lowly and lacking in pride. A humble person accepts other people regardless of their socio-economic status.

The values include:

Living values are core to every individual. They propel an individual to behave in an appropriate way towards other people.

LIVING VALUES

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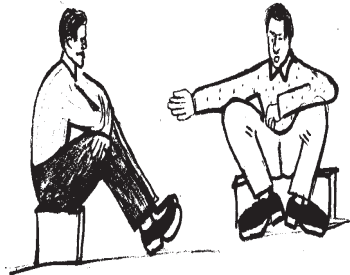
emotions include love, joy, hate, fear, guilt, anger, jealousy and desire. Emotions are unpredictable and can at times lead to irrational actions or decisions.

Coping with stress.

Stress is undue pressure/tension resulting from problems and challenges in ones life. People should be enabled to develop mechanisms to cope with such situations.

These include:

- Discussing the issue freely with peers.
- Engaging in gainful work.
- Facing the issue at hand realistically and coming up with a solution.
- Establishing a strong social support system.
- Seeking counselling services.
- Open communication.



Participant's Handbook

1. Skill of knowing and living with oneself.

These are skill that enable individuals to know whom they are and what they are capable of doing. They help individuals to accept themselves and hence build their self-control self-confidence and self-esteem. This enables them cope with emotions and stress.

The skills in this category are:-

Self-awareness.

This skill empowers an individual to know and come to terms with his or her strengths, status, background, culture, needs and feelings.

Self-esteem.

This skill enables an individual to evaluate his or her selfworth. This is determined by how one values him or herself in terms of physical and psychological status. This is largely influenced by the person's socialization with family members, friends, teachers, peers, and others.

Coping with emotions.

These are strong feelings which are reactions about oneself, other people, situations and issues. Such

- Negotiation.
 - Showing empathy.
 - Behaviour change.
2. Reach out to others through:

- The girl child
 - Care for orphans.
 - My sexual partners.
1. Start with myself.
Reassess my attitudes towards:-

What do I need to do to influence behaviour change?

- Being away from your family.
 - Misuse of leisure time.
 - Drug abuse, including taking excessive alcohol.
 - Unsatisfactory sexual relationship.
 - What can I do to reduce my vulnerability?
- As a teacher the following circumstances make you vulnerable to HIV infection:

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- About 2 million people have died of AIDS-related conditions since 1984.
- About 1.2 million children have been orphaned.
- Since the first case was diagnosed in 1984, about 2.5 million people have been infected by HIV.
- In 2006, about 410 people die of AIDS daily.
- This means that 17 people die every hour.
- Adult prevalence is 6.4% leading to approximately 200,000 new AIDS cases and at least 150,000 death annually.

This session focuses on the effects of HIV and AIDS pandemic in Kenya, communities and schools.

THE PROBLEM OF AIDS IN KENYA

SESSION II

Participant's Handbook

Participant's Handbook

9. Honesty

It is telling the absolute truth in all situations and being truthful with oneself and others. It involves being frank, sincere, genuine and straight forward.

10. Unity

It is the harmony within and among individuals. It involves rallying people to pull in the same direction.

11. Simplicity

It is about living simply and not making things complicated. This calls for one to live within his or her means without being wasteful.

12. Freedom

It is a precious gift which promises an experience of liberation and a feeling of no limits. It functions only when rights are balanced with responsibilities.

- A life filled with values is a life of self – respect and dignity.
- Values bring independence of freedom, expand the capacity

Participant's Handbook

- Gender inequality.
- Ignorance.

CHALLENGES

- Provision of care and support to the infected.
- Reducing new infections.
- Coping with the impact of high death rates.
- Increased number of orphans.
- Poverty reduction.

The fight against the HIV and AIDS pandemic in Africa is the responsibility of us all. If we all commit ourselves to do something at our community level, this will be replicated many times across the continent and eventually the pandemic will be overcome. So the challenge below is worth considering seriously and not just as an academic activity.

As a teacher what can I do to help my community fight the HIV and AIDS pandemic?

- One out of every 8 adults in rural Kenya, and one out of every 5 adults in urban Kenya, is infected.
- Life expectancy has declined from 65 years to 45 years.
- 50% bed occupancy in most hospitals are people living with AIDS (PLWA).
- The new infection rates mostly affect the youth between 15 – 19 years.
- Girls are 2 – 3 times more vulnerable to HIV infection than boys.
- About 98% of those infected get it through sexual intercourse, and only 2% are infected through other means.
- Currently the number of orphans as a result of AIDS stands at 650, 000.
- HIV and AIDS is in all parts of the country.
- The level of awareness on HIV and AIDS is about 98% in both rural and urban areas.
- Kenya has 6% of the world's HIV positive people.

How has HIV and AIDS affected you as a teacher and your community?

- Missing of classes.
- Increased absenteeism.

- Caring for vulnerable children.
 - Increased school drop out rates.
 - Stigma and discrimination leading to emotional instability.
 - Increased school work load.
 - Attending funerals.
 - Contribution for funeral expenses.
 - Supporting extended families.
 - Increased health expenses.
- The following questions will help you to reflect further on the HIV and AIDS status in your community.
- Which group in your community is at a higher risk of getting HIV and AIDS?
 - What makes them be at higher risk?
 - What can I do about it?



Sub-Saharan Africa

- With 10% of the world's population, Sub-Saharan Africa has 64% of the world's HIV positive people and accounts for 77% of the HIV and AIDS-related deaths.
- More than 25 million people are living with HIV and AIDS in the Sub-Saharan Africa.
- More than 77% of women in the world and 87% of the children infected by HIV are found in Sub-Saharan Africa.
- Most of the countries with the highest HIV prevalence rates are in Sub-Saharan Africa.

Why Sub-Saharan Africa?

- Poverty and malnutrition.
- Poor health care systems.
- Political instability.
- Influence of mass media.
- High level of mobility.
- Socio-economic life styles that promote family separation.
- Stigma and discrimination against the infected and affected.
- Harmful cultural practices.

SESSION I

GLOBAL OVERVIEW OF HIV AND AIDS

INTRODUCTION

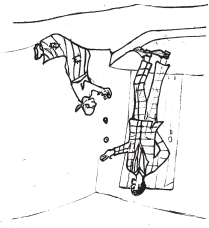
This session gives a global overview of HIV and AIDS prevalence, with emphasis on the situation in Africa. It provides an opportunity to think about challenges of HIV and AIDS in Africa. This should enable everyone to appreciate the gloom that AIDS portends for Africa, and challenge us all to participate, at community level, to fight against the spread of the pandemic.

FACTS

WORLD

About 40 million people in the world are infected with HIV. Of the 40 million are young people aged 10 – 24 years. 43% of these are women. More than 25 million people have died as a result of AIDS-related illnesses since it was first diagnosed in 1981. Most new infections occur among sexually active adults in the 15 – 49 years age group. 11.8 million People aged 15 – 24 years were living with HIV and AIDS in 2005.

A wife pleading to be given money for domestic use. Lets discourage HIV/AIDS
 Top down approach at all levels of



- Financial dependence on men
- Women exchanging sex for money or favours
- Social or cultural practices.
- Women not

Other economical and cultural issues include:

- Coerced sex increases risk of micro lesion infection
- Presence of untreated STIs increases the risk of More virus in sperm than vaginal secretions
- Larger mucosal surface. Micro lesion which can occur during intercourse may be entry points for the virus

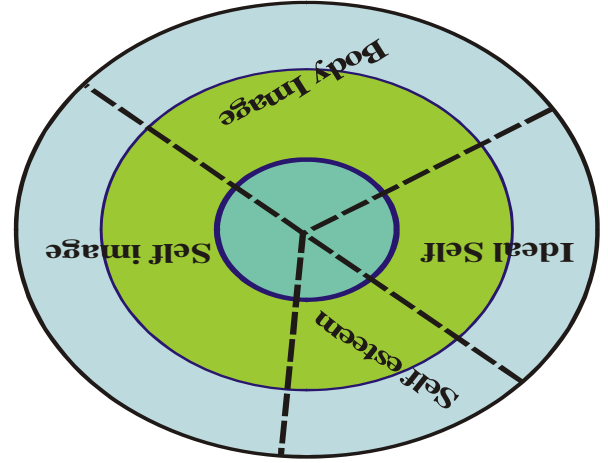
Why are women more vulnerable to HIV infection?

Currently 17.5 million women worldwide are HIV positive, and 700,000 are children under 15 years.

Vulnerability of Women and Girls

What can I do, as a teacher, to reduce stigma and discrimination of PLWA in the workplace?

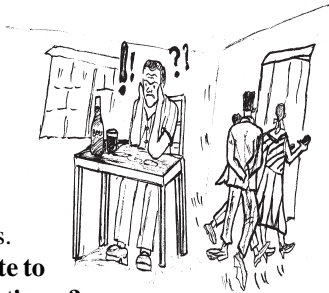
We need to live positively with PLWA to help them restore their self concept.



Fractured Self Concept

The following are characteristics of someone affected by stigma:

- Withdrawal.
- Feeling unwanted.
- Low self esteem.
- Denial.
- Blaming God.
- Feeling rejected.
- Suicidal tendencies.



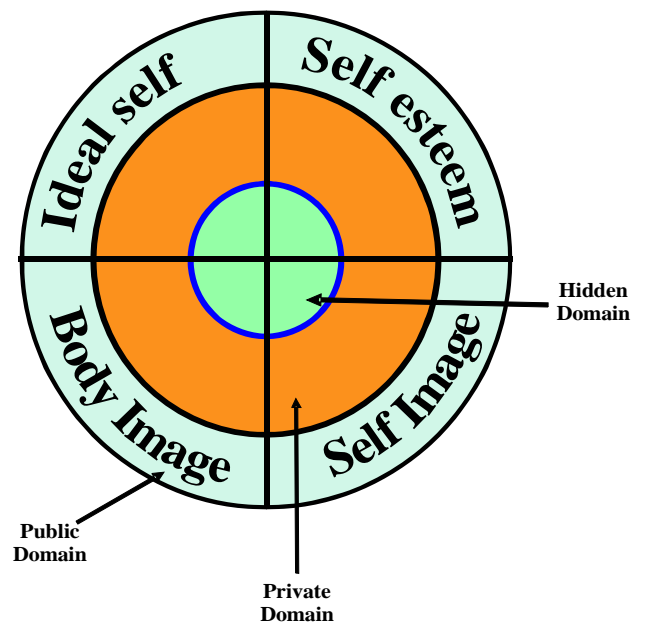
What factors contribute to HIV and AIDS related stigma?

- AIDS is associated with promiscuity
- People living with AIDS are considered "loose"
- Holier than thou attitude from the religious leaders
- AIDS is associated with deviant sexual behaviour
- It is a shameful disease

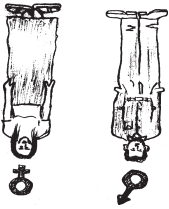
How are PLWA treated in our society?

- Isolated.
- Sneered at.
- Harassed mentally, socially and sometimes physically.
- People assume that it can only happen to others but not to them.
- Abandoned

Self Concept Model



Living values to enable them avoid HIV infection. Younger women may engage in unprotected sex with older men in exchange for financial favours or status. Such women need to be empowered with life skills and living values to enable them avoid HIV infection.



The session explores women's position in society and how this is likely to predispose them to risky sexual relations. The link between control over the sexual act is often bound up not only with personal relations of intimacy, but also with economic dependency. Women who are economically dependent on men may fear violence, the loss of financial security or being abandoned, especially if they try to negotiate the use of condoms within their marriage. Younger women may engage in unprotected sex with older men in exchange for financial favours or status. Such women need to be empowered with life skills and living values to enable them avoid HIV infection.

This session focuses on the relationship between gender, power and HIV/AIDS.

PART I GENDER AND HIV/AIDS

SESSION IX

Participant's Handbook

It is therefore important to appreciate the need for women to develop assertive and negotiating skills so that they are able to discuss sex issues with men without feeling that they are encroaching on the domain of men.

Most wives are socialised, irrespective of their earning power, to feel that their earnings are meant to complement the husband's earnings. This makes women feel unable to negotiate many issues including sex. This is as a result of the traditional roles that women were expected to play by the society and this has been passed on from one generation to another.

Women and Economic Independence

The roles men and women play in the society are defined by the same society. This is dependant upon the society's expectations. In most societies, if both wife and husband work, it is only the husband who will make decisions about spending. When it comes to cooking child rearing and most household chores, these are usually the woman's role. For most people a reversal of these roles is viewed as abnormal and is frowned upon.

Roles of Men and Women

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- Through legal processes. (There is a group of lawyers who take up cases of PLWA without charges).
- Dissemination of information – This will encourage people to challenge discrimination.
- Developing positive HIV prevention messages that help “normalize” HIV.
- Encouraging formation of HIV – support groups.
- Providing quality counselling.
- Work within actual framework to address stigma.
- Meet people in their communities to provide HIV prevention services.

Damage caused by stigma:-

- Lowers self confidence.
- Lowers self esteem.
- Destroys body image.
- Blurred goals.

A well adjusted person has a balanced self concept as shown on page 61 while someone's concept can be destroyed by stigma as shown on page 62.

Women & Stigma

Women living with HIV and AIDS are treated more harshly by the society than men.

This is based on the premise that women are supposed to be the “keepers” of morals in the society.

- They are divorced
- They are separated.
- They are osterelised.
- At family level they are sneered at.

Teachers and Stigma

The following are common experiences of teachers living with AIDS at school and community level?

- Nobody sits next to such teachers
- No sharing of cups
- Learners reject such teachers.
- Rejection by colleagues.
- Removal from the timetable.
- Uncalled for transfers.

How Can Stigma Be Reduced Or Eradicated

- It is important for people to start talking about HIV and AIDS openly. This will remove the denial and encourage people to go for VCT.

Counseling

- PLWA need to be counselled in order to empower them to cope with the challenges posed by their condition. This will enable them make informed decisions.

The care providers should however take precautions to avoid infection, especially by avoiding direct contact with the infected person's body fluids.

First Aid and Home Nursing Care

- This entails assisting those infected when they are unable to do things for themselves e.g. cooking, washing them, giving them drugs, dressing wounds, sun bathing etc.

Hygiene

- Should be advised on the need to keep themselves clean.
- Take care of their health – Ensure opportunistic diseases are treated promptly.

- Encourage them to take meals regularly
- Encourage them to take plenty of water.

Anti-Retro Viral Therapy

ART for HIV infection consists of drugs, which work by slowing down the reproduction of HIV in the body. This is only possible after one has known his or her HIV status.

Material & Financial Support

- To give them material and financial support as most of them will have lost their source of income.
- Help them start alternative Income Generating Activities (I.G.A).

Helping them develop a positive mental attitude

- Help them deal with self stigma.
- Provide spiritual support.
- Need to free them from fear and shame.

- Need to be loved and appreciated.
- Showing them empathy.
- Need to be encouraged to think positively.
- Need to encourage them to talk freely.
- Being available for them.
- Involving them in decision making at home.
- Need to be respected.

Emotional Support

Treatment plan for the whole person

SESSION VIII

PART II

THE PROBLEM OF HIV AND AIDS RELATED STIGMA.

Introduction

This session focuses on how people living with the virus are stigmatized. This has contributed to people shy away from those infected or affected. As a result these people are rejected instead of being helped to come to develop coping mechanisms.

It is important for individuals to appreciate that stigma is a powerful tool of social control which makes people feel rejected and dejected. As far as HIV and AIDS are concerned, this has made the PLWA feel that other individuals blame them for the circumstances they find themselves in. This has also made the society where they live refuse to take up the responsibility of caring and supporting them, hence their life deteriorates fast.

It is important that each member of society play his or her part to remove stigma on those infected and affected. This can be done by accepting PLWA and their relations, and doing something positive for them at every available opportunity.



Participant's Handbook

ARV's treatment should be sought from a recognized medical facility or practitioner. Those on ARV's should strive to adhere to the prescribed dosage.

Stress Related to HIV and AIDS

When people realize that they are HIV positive, they suffer the feeling of a great loss and they become devastated. Further, these people:

- Suffer from shock.
- Become disorganized.
- Live in denial (refuse to acknowledge reality).
- Become depressed.
- Have a feeling of guilt (blame themselves for having been infected with the virus, even when they are not responsible).
- Become anxious and suffer panic attacks.
- Become aggressive (they become hostile).
- Reach a resolution (this happens when they accept their situation especially if counselled).
- Start reintegration (to take responsibility to reorganize their new lives).

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SESSION VIII

PART I

LIVING WITH HIV AND AIDS

This session aims at exploring the critical issues in the lives of People Living With AIDS (PLWA). We have to begin by appreciating that these people are members of our communities and we have a duty to support them in all ways possible to make life bearable for them. This can be done through the provision of psychosocial and material support, nutritional care and provision of Anti Retroviral drugs. It has been proved that a PLWA can live a fruitful and long life if only he or she is well taken care of.

Care and Support of PLWA

People Living with HIV and AIDS need care and support in the following areas:

Nutrition

- Need a balanced diet to remain strong

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The period when they are going through this, their stress levels rise and they need to be assisted to reduce it by:

- Getting emotional support.
- Trying meditation.
- Connecting with nature – taking a walk among natural things like trees.
- Getting enough vitamins.
- Establishing strict bed time routine.
- Crying, if they feel like, in order to release pent up emotions.
- Doing something nice to another person.

Consider the treatment plan for the whole person here below.

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STIGMA

The stigma related to HIV and AIDS has led to people being rejected, dejected and discriminated by the same people whom they expect care and support from. This is the result of the attitude borne by the uninfected that the PLWA “invited” the calamity on themselves. HIV stigma and discrimination has proved to be, perhaps, the most difficult obstacle to HIV prevention. This reduces the effectiveness of efforts to control the global epidemic.

The stigma stems from fear or association of AIDS with sex, diseases and death and with behaviours that may be illegal, forbidden or taboo, such as pre and extramarital sex, commercial sex workers, homosexuality and drug abuse.

The stigma also stems from ignorance on HIV and AIDS, and especially all the modes of transmission. Such stigma can fuel the urge to make scape goats of, and blame or punish certain people or groups. Fear of stigma can also dissuade people from playing an active role in HIV prevention. Stigma makes people behave in ways that harm others.

Counseling services generally are important to everybody, especially in the area of HIV and AIDS. It's important for everyone in society to appreciate the importance of seeking counseling services on all HIV and AIDS issues.

- To be a good counsellor one must:**
- Be patient.
 - Be knowledgeable HIV and AIDS issues.
 - Be neutral.
 - Be calm and a good listener.
 - Show empathy, (putting yourself in the 'shoes' of the one being counselled).
 - Be warm (Accept people regardless of their status).
 - Be genuine.

Participant's Handbook

internal processes or struggles and making them feel more confident in making decisions.

Why do people need counseling in the era of HIV and AIDS?

- | | | |
|-----------------------|---|----------------------------------|
| (i) To reduce anxiety | - | Kenyans dying in large numbers |
| | - | Children being orphaned |
| | - | Teachers missing class |
| | - | Learners dropping from school |
| | - | Increased workload for teachers. |
- (ii) To identify the problems and challenges arising from HIV and AIDS.
- (iii) To accept one's situation (If suffering from STI & HIV).
- (iv) To take necessary action (go for VCT, go for treatment if suffering from STIs or take ARVs if HIV positive).
- (v) To open up and talk about one's sero status freely.

This is the ability to keep information entrusted to you in secret. This is demonstrated by not revealing what you discuss with the counsellee so as to develop mutual trust.

Confidentiality

- Religious groups.
 - AIDS support groups.
 - Close family members.
 - V.C.T. Centres.
- counseling services, For example:
- Coping with the scourge requires networking with support groups. Explore your environment and find out where people living with AIDS (PLWA) can get guidance and

Referral Services

- Which areas are well served by counseling?**
- Nutrition.
 - Hygiene.
 - Emotional support.
 - First Aid & Home Nursing Care.
 - Development of a positive attitude.
 - Material support.

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Through educational guidance we can provide facts about HIV and AIDS and help other people cope with the situation.

Counseling has been defined as "helping people help themselves".

Who needs Counseling?

- Young and uninfected
- Worried well (people who are well but worried they may have HIV or their relatives or friends may be affected or infected).
- Those who have tested positive.
- Those with full-blown AIDS.
- Before and after a HIV test.
- Close family members of People Living with AIDS (PLWA)

Why counsel?

- To help one avoid risky behaviour that may lead to HIV infection.
- To help people appreciate the importance of knowing one's sero status.
- To encourage people to talk freely about HIV and AIDS with spouses, friends, peers and religious leaders.
- To reduce stigma and discrimination associated with HIV and AIDS.