

TRINITY PROJECT MENTORS' TRAINING REPORT

Dates of Training:	25 Feb-1 March 2019
Venue/Location of training:	Msitheli Boardroom
Total No. Of Participants:	20 Males: 2 Females: 18
Name of Training Officer(s) & Designation(s):	
Simangele Ngwenya	Trinity Project Officer
Tinashe Chingono	Trinity Project Officer
Sarah Hove	National AIDS Council



Background of the programme

The Zimbabwean society is plagued by commonality of early child marriage and risky sexual behaviours, resulting in high prevalence of HIV and AIDS, high instances of sexual transmitted infections (STIS). Knowledge of sexual reproductive health among young people is lacking, with Bubi district being increasingly vulnerable due to the grave poverty forcing young people engaging in unsafe sexual trades. In Mzilikazi, social media prompted young people to engage in sex parties popularly known as ‘vuzu’ and child prostitution, leading to high HIV and STI. As response, the project seeks to address young people’s right to information on sexual reproductive health (SRH) issues through introducing life skills and girls club, and improving capacity of families and communities on how to protect victims from perpetrators and cascade SRH information to community members. It is then against this regard that a training workshop on SRH was conducted.

Introduction

Introductions were conducted of both the facilitators and participants. Participants were tasked to introduce themselves stating their names, surnames, favourite food, likes and dislikes. This was to make participants know each other better. Participants were notified of the location of the convenience rooms. Participants were presented with files which had the programme, the objectives, and notes on the programme, reporting forms, risk assessment and scoring sheet. The time allocations were indicated on the programme and a time keeper was selected to ensure that time was used up accordingly in order to finish the programme within the allocated limits.

Official opening

The training was officially opened by Mr P. Mpofu, The Director for Trinity Project. He welcomed everyone present and explained that the program was a result-based program. The participants were advised to take the training seriously so as to be capacitated with skills that will enable them to meet the set programme targets. The participants were encouraged to actively participate and make contributions during the training.

Housekeeping issues

Participants were notified of the location of the convenience rooms. The five-day training program was distributed to all participants so as to enable them to follow the training proceedings. The time allocations were indicated on the programme and a time keeper was selected to ensure that time was used up accordingly in order to finish the programme within the allocated limits. Stationery for use by

the participants during the training which included pens and exercise books were provided for each participant. Other logistics were explained by . N. Ndlovu (Finance Officer).

Ground rules.

Ground rules set by participants to be followed during the entire training were as followed:

- To start and close the day with a prayer
- To have one meeting and avoid side meetings
- To respect other people's point of view
- To put cell phones on silent or vibration
- To be time conscious
- To speak through the chairperson

Expectations

The participants were required to highlight their expectations regarding the workshop and these were outlined as follows:

- To gain in-depth knowledge of the Sista 2 Sista/ brother to brother programme.
- To be equipped with skills to use on the ground.
- To gain courage and confidence.
- To know more about the tools of trade in the programme.
- To get information on how to start the implementation of the programme.
- To be fully armed with current information that will help their communities

1.5 Objectives of the Workshop

The objectives of the workshop were highlighted as follows;

- To introduce the programme to the participants
- To highlight the core components of the programme
- To develop a common understanding of Combination HIV prevention

- To train participants on the M & E tools
- To develop participants' facilitation skills on the programme

Treatment targets 2020 and 2030

The 2020 treatment targets were articulated and elaborated by the facilitator. The participants had an appreciation of the triple 90s which stipulate that 90% of those who are HIV positives should know their status through assess to HTS services- 90% of those who are positive to been rolled into ART services- 90% of those enrolled on ART to have a durable Viral Load suppression. The participants managed to link the relevance of the programme to the global target of ending AIDS by 2030

Combination prevention

The six combination prevention methods were explained to the participants. The combination prevention methods are used in Zimbabwe as means to reduce the trajectory of the HIV incidence towards the goal of ending HIV and AIDS by year 2030. The six strategies include Prevention of Mother to Child Transmission (PMTCT), Voluntary Medical Male Circumcision (VMMC), ART services, HIV Testing Services (HTS), Behavioural Change (BC) programmes and condom programming.

Background of the organisation.

Trinity Project Officers shared with the participants on who Trinity is and it was said that it is a sustainable development initiative and a grassroots organization advocating for social justice. It was established and initially registered in December 2008 as a Trust and subsequently registered as a Private and Voluntary Organisation (PVO) in April 2013 and is operational in Bulawayo Province, Umuza and Bubi Districts in Matabeleland North Province and Umzingwane and Insiza Districts in Matabeleland South Province. Trinity Project's vision is an empowered community that spearheads child protection and women empowerment to enhance access to socioeconomic rights and services in the context of HIV/AIDS and other socioeconomic challenges. Trinity Project interventions are designed to ensure that no one is left behind in the development agenda in line with the 2030 SDG

agenda and ensuring that partner communities contribute effectively to the 90 90 90 strategy of dealing with HIV/AIDS by 2020.

Services offered by Trinity were said to be:-

- Marriage and law and its impacts on children and women's access to socio-economic rights
- Children's access to birth registration and other legal documents
- Children's access to child support, responsible guardianship and custody of orphans,
- Inheritance, wills and property rights for children and women
- Protection of children from child sexual abuse and sexual transmitted infections including HIV and AIDS through the campaign against teenage pregnancies and child marriages
- Awareness and access to HIV/AIDS and SRH services by girls and women
- We take up appointments as Executors and administration of deceased estates
- Nutritional and food security interventions for vulnerable children and women including the PLWAS, Widows, aged and people with disabilities
- Case management
- Capacity development
- Advocacy and community engagement

Methodology

At the beginning of the workshop, the participants were asked to write a Pre-test which was composed of ten questions relating to the objectives mentioned above. This was done to measure the knowledge of participants prior to the training. A Post-test was also conducted at the end in order to measure shift in knowledge.

Participatory methods were used during the training. These included role plays, group discussions and use of visual aids like charts. Role plays and individual presentations were done by participants for all the 40 exercises that are in the mentor manual. The participants were able to depict what they will be doing on the field when carrying out the club sessions.

Group discussion created a platform for sharing new ideas and views. The use of visual aids e.g charts and diagrams have been known to create a long-lasting image which will help participants to recall the related activities done. Use of charts also increased the level of concentration and participation. The Power point presentations were done for all learning sessions so as to improve

concentration and participation. The participants who were expected were 18 females and 2 males all of them were available for training and completed the training. There was 100% attendance throughout the training. Attached to the report is the participants attendance registers.

Why the Programme

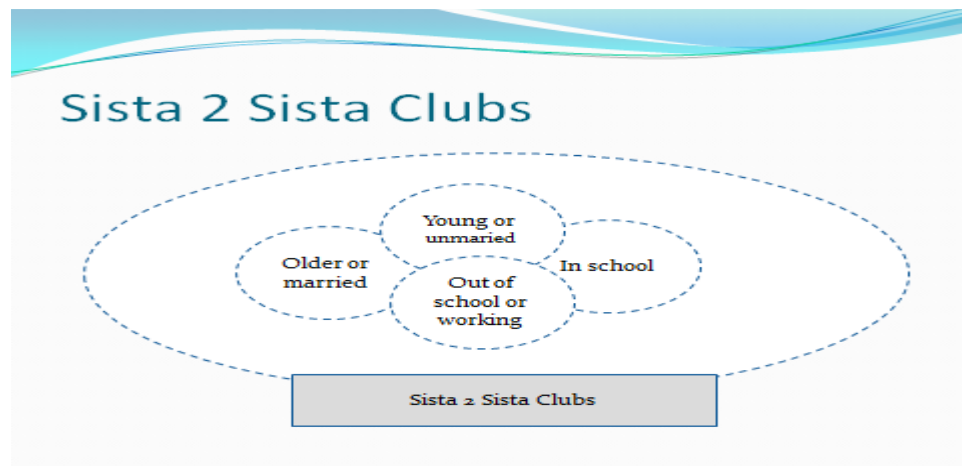
Reasons presented at the training to justify the existence of the programme included;

- To increase knowledge and utilisation of integrated HIV prevention, SRH and GBV services
- To enhance self –efficacy and agency of young women to access and utilise these services by empowering them to make responsible reproductive health decisions.
- To establish a community of girls that are supportive of one another, understanding of the challenges that each face and are willing to sustain their relationships with one another
- To improve the lifestyles of girls and make them vibrant, confident, self-assured who will add value to their communities and society
- When mutual respect and trust is created between club members this gives them a social support network within their community
- To provide adolescent girls and young women with life skills such as self-awareness, problem solving strategies and communication and therefore enhancing their ability in decision making about SRH but for other important life choices

Types of Clubs

The Club can be formed for different categories of adolescent girls and young

women. Each mentor has to have two clubs with 25 club members each. Below are the different clubs that were explained to the participants



Planning for a club session

During the training it was discussed that, during the Club sessions, the mentors are to allow for time for the girls and boys to mingle and share experiences and interact by doing this the children will get time for sharing what would have happened to them since their last meeting. The learning process should be participatory with inclusion of games, poetry and songs, as learning is facilitated by doing rather than hearing. The mentor has to change Attitudes and Skills and not just give information. Practising new behaviour can be done through role plays and games.

Exercises

The facilitator explained that the manual has 40 exercises which are not necessarily designed to be done in sequence but however are designed to be run to meet the needs of the Club members. It should however be noted that some exercises build on others and so have to be run first before following exercises and most can be run as standalone sessions. It may be necessary for the mentor to listen to the girl's conversation in order to know the subject on which they ask each question to help choose sessions.

Facilitation/ Mentor

Participants brainstormed on the roles and responsibilities of a facilitator and this is what came out,

- The role of the mentor is that of a facilitator who draws conversation, provides advice and guidance.
- The facilitator is to ask probing questions but is not to dominate.

- A person that dominates a session adopts a teaching role and is not a facilitator
- Manage the group by controlling the domineering type and the overly quiet type
- Your answers should always be correct, never give an incorrect answer.
- Questions should be gently answered and the questioner should be encouraged and not diminished.
- Have good writing skills , anything written on a flip chart should be legible
- Decide on setting up the environment in terms of lights, warmth, noise levels and airflow
- Facilitator should link with organisations that are familiar with recent govt policies and legislation to ensure the material you train is as up to date as possible.
- Some sessions can not be completed in the one session due to time constraints
- Only correct your participants on issues that are facts and not a matter of perspective
- Facilitator to personalise the session material as much as possible by using first person pronouns, (I, we, you).
- Overallly the facilitator is not to re-educate the girls but rather re-inform them regarding the correct information

What to do during a Club Session

It was also discussed that the most important part of the club session happens BEFORE the club session .Facilitator must plan for the exercises by reading through the material beforehand Prepare any cards necessary before the session and anticipate some questions and how you would answer them or get the children to answer or debate the questions.

The Themes

There are 5 themes that the exercises speak to namely:

- Creating a Club culture
- Building self awareness
- Increasing Social Aptitude
- Improving sexual knowledge
- Improving financial knowledge

Programme Outcome

The outcome of the programme was said to develop young women and young men by making them vibrant, confident and self-assured with the ability to add value to their communities and society

The Mentor's Manual

The participants were taken through the mentor's manual which has 40 exercises in total. The exercises ranged from the following:-

- 1) **Creating a club culture** – to build rapport among club members and build a team of confidantes. Topics under this theme included 'My sista 2 sista club, building friendships, getting to know you, who are we? (values of the club), ground rules, bet you didn't know this (lesson to know others better), Can I help you (a blindfold), you scratch my back (communication), words of encouragement (to build self-esteem)',
- 2) **Building self-awareness** – Topics under this theme included 'where am I going? (to learn about your past and visualise the future), I am good but I can get better (identifying your strengths and weaknesses), I love being a girl (what is good about being female), to stay or not to stay (assess advantages and disadvantages in decision making), communication – three sides to a story, power relations, different types of power'.
- 3) **Improving sexual knowledge** – Topics under this theme included 'Human reproduction, body mapping, gender norms and HIV transmission, family planning, I know it is good for me but..., contraception, reproductive health for young people, teenage pregnancy : making a choice'.

- 4) **Improving Financial knowledge – Topics under this theme included ‘ wants and needs,** where does money come from (budgeting and spending), money flow (income and expenditure), the money tree, budgeting, the seven savings steps’
- 5) **Increasing social aptitude – Topics under this theme included ‘GBV what is it?,** communication between couples, where do I feel safe, let me make this clear, lets communicate, refuse, delay or bargain, now to make a decision, friends wanted, do I want to do it, No! I don’t want to...’

Dealing with difficult participants

Because participants can act very bored, detached, out rightly hostile or too keen and too personal the facilitator should be able to use tact by addressing the issues which may range from shyness, fear, suspicion, unmet expectations or other not so obvious issues like sexual. In some instances participants may be reluctant or unwilling to answer questions the Mentor should stress confidentiality of answers and remain courteous. If a participant is giving irrelevant answers they should not be stopped abruptly or rudely. In a nutshell the BCF should be friendly, empathetic, responsive and focused throughout the discussion.

Risk Assessment (Selecting club members)

The risk assessment tool for selecting club members was presented to all the mentors so that they gain understanding on how it is supposed to be used. The risk assessment is done for all the girls that enter the club. The risk assessment tool is used to measure the level of risk. In the risk assessment tool, scores are put so as to make the screening easier. In the pink section, the number of No’s are counted as a point and in the gold Section, the number of Yes are counted as a point. At the end of the assessment, the mentor counts the scores and makes ratings on the figures provided. The ratings are from lower risk to higher risk. The selection of club members is then done according to the individual ratings, prioritising those who are rated to be on high risk.

Risk assessment tool (Selecting sessions)

The risk assessment tool can be used when choosing a club session. The 40 exercises are not designed to be run from exercise one to forty-five sequentially but however are designed to be run to meet the needs of the Club members. It should however be noted that some exercises build on others and so have to be done in sequence but however most can be run as standalone sessions.

Preparation of a session

The participants were advised to prepare for club sessions before they attend the club sessions. The facilitator must plan for the exercises by reading through the material beforehand. All the materials for the session should be prepared in advance, that includes the cards to be used. The mentor must anticipate some questions that can be asked and should device how to answer them or get the girls to answer or debate the raised questions

Monitoring and Evaluation

Mentors were taken through the relevant M & E tools which included the reporting template that the mentor is expected to use to record her thoughts immediately after each club meeting and the other is the register that records the dates that club meetings are held, how many girls/boys were present and which activities or exercises were conducted. These should be separate for different clubs if the Mentor has more than one club running at the same time.

The following was stressed to the Mentors regarding reporting;

- Complete M & E tools immediately after the session on spot ensuring that all relevant information is captured.
- A club should have a maximum of 25 girls/boys at one time
- Mentors should meet stipulated deadlines.

Lessons Learnt

The training had varied exercises that could be polished up as the mentor's progress with their mentorship. Innovative dramas and songs were developed at very short notice which showed the ability to improve when they were not under pressure. The exercises helped the Mentors to understand the concept of the clubs and also mentors did well on presentations considering that it was their first time doing the exercises.

Challenges

There were no major challenges with the training , only that some training materials were not available during the training.

Way forward

Introduce the concept of the Club to service providers and the community

Find a suitable place for the club to meet regularly

Start recruiting the girls and boys.

Assess the applicants to ensure the correct club grouping

Design a suitable programme for the club, based on the needs of the girls that will be attending.

Use improvised forms for records.

The mentors will be monitored regularly to ensure that meetings are held regularly and sessions are done properly.

Acknowledgement

The SRH department would like to acknowledge The Donor CEDAR for their funding. The Director of Trinity Project and the staff for support and other logistics. The lively participants who had an educative and humble spirit are also greatly acknowledged.

Conclusion

The workshop was well conducted with co-operation from both the facilitators and participants. Mentors were enthusiastic about getting on with the programme.