

FAMILY LIFE EDUCATION (FLE) / COMMUNITY SEXUALITY EDUCATION (CSE) PEER EDUCATOR AND COMMUNITY LEADERS PROVINCIAL TRAINING IN SRH ACTIVITY REPORT 2016

Activity Title	Pacific Regional Sexual Reproductive Health Program
Regional Goal	Improved sexual and reproductive health in Pacific
Vanuatu MOH / RMNCAH Activities	<ul style="list-style-type: none"> • Training and support of Peer Educators / creation of youth health clubs in primary, secondary and vocational schools in the provinces • Training of leaders / influential people (Chiefs, Church Leaders, Teachers, etc.) including stigmatization, decimation and sensitizing through sports, FBOs and NGOs.
Funds TT (Suva)	6,972,000 vatu
Funds received MOH/VFHA	6,962,090 vatu
Bank Charges	9,910 vatu
Compiled by	Gideons Mael, Program Officer
Contributors (sub implementing partners)	Ms. Julianne Aru – Program Manager, VFHA Ms. Bronwyn Hale – SRH Advisor, VFHA Ms. Annette Theophile – Senior Lecturer, VITE / MOET Mr. Oscar Matheson Joseph – VFHA Mr. Joseph Lagoiala – VFHA
Program Coordination - National	Ms. Apisai Tokon – National RH Coordinator, MOH Mr. Jack Obed – Finance Officer, MOH / RMNCAH Dr. Shafag Rahimova - RMNCAH International Coordinator Mr. Dunstan Tate – Director, VFHA
Program Coordination - Province	Mr. Ben Taura – Shefa RMNCAH Coordinator Ms. Janet Eric – Shefa Provincial Health Coordinator Mr. Julius Moffat – Malampa RMNCAH Coordinator Mr. Andrew Kepoue – Malampa Provincial Health Manager Mr. Peter Malesi – Sanma Provincial Health Coordinator Mr. Timothy Quai – Sanma RMNCAH Coordinator Ms. Bertha Tarileo – Penama RMNCAH Coordinator
Program Coordination – Regional – UNFPA PSRO Suva	Dr. Adriu Naduva, NZ PRSRHP Coordinator Ms. Virisila Raitamata, UNFPA Assistant Representative. Ms. Lily Uruvaru, Program Assistant
Date of Report	November 2016

1. Family Life Education / Community Sexuality Education

The Ministry of Education through its Curriculum Development Unit is continually reforming its syllabus to take into consideration the global changes impacting on its education coverage on Family Life Education (FLE). The national curriculum is reviewed with a core purpose to provide a quality, relevant and harmonized curriculum to all students in Vanuatu from preschool to year 13. With a quality curriculum, students will learn to be healthy, self-reliant and active in the society.

FLE is advocated to help students develop appropriate knowledge, understanding, values, attitudes and skills to support a healthy living. FLE has been integrated in the reviewed curriculum for years 1-13. It has been drafted and reviewed for senior level Year 10-13. It is even integrated in the primary social science subject years 1 to 6 and as a subject on its own in Junior and Senior Secondary. It has reviewed and validated Senior Level FLE Syllabus and prepared a template for Teachers Guide. And some of these activities although planned have yet to be carried out and these include:

- Review and validate Junior FLE HPE syllabuses
- Develop Teaching Guide for Senior level and Junior HPE
- Develop student resources for Junior and Senior levels
- Implementation Year 11-13.

FLE in schools also lacks the following:

- a. There is no local expert at VITE and school level to deliver FLE program
- b. There is no course delivered in the formal education
- c. There is no initiative to develop and implement FLE in the classroom.
- d. There is no teacher training
- e. There is no monitoring and evaluation



From 25 October to 1st November 2015, a team of 5 from MOET did a study tour to Fiji with the objectives to identify and analyze FLE implementation process, the best practice to deliver the course in the classroom and implement the findings in the country.

FLE Syllabus School and Community Consultation

This is a report on community awareness campaign on FLE conducted in Sola, Vanua Lava – Torba Province from 27 – 29 June and Saratamata, Ambae – Penama Province from 9th - 11th August 2016. The provincial consultation was done by Mrs Leisel Masingiow, Mr James Melteres from the Curriculum Development Unit, Mrs Annette Theophile and Mr Joe Kalo; CDU writers who developed the FLE syllabus and Lemuel Moli from the Vanuatu Institute of Teachers' Education.

Introduction

The provincial awareness is part of piloting and rolling out of FLE syllabus into the provinces. FLE is only now being developed as a syllabus and is already in the process of being introduced into the national school curriculum. In fact some topics of FLE have been taught at school but not as a complete course.

The specific focuses of the Family Life program are to:

- Ensure a proper delivery of quality FLE syllabus by skilled trained teachers
- Improving community support for FLE syllabus in the classroom



- Improving monitoring and evaluation of the FLE programme

Statistics show that teenage pregnancy rates are considerably high in both rural and urban communities. Hence developing the FLE syllabus is a major means to tackle the issue from an educational perspective. However there are possible fear and misconception of parents, school committee and community members in implementing the FLE syllabus in schools.

Considering the geographical aspect of our islands, consultation and awareness campaigns will have to target highly conservative communities in which teachers fear most the reaction from community members. The Torba and Penama awareness are the second community awareness conducted in 2016 by the Curriculum Development Centre team.

Objectives of the Awareness

Vanuatu is culturally diverse governed by traditional values, concepts and taboos. Teaching FLE in schools will infringe these taboos and leads to retribution from parents and community members since the overwhelming majority of community members are still ruled by culture and community values and norms. Teachers feel threatened and unsecure in these communities and most refuse to carry out the topic in the classroom.

Therefore the overall objective of the FLE awareness is to bridge the new concept of the FLE syllabus with member of the community to enable a better understanding of issue which arose from the misinterpretation of information. Putting in place a relationship and trust between the teachers or the Ministry of Education and Training as a whole and members of the community. The trust has to be rooted within the governance structure of the villages hence enabling smooth and docile relationship with the teachers in the classroom.

The awareness mainly targets Chiefs, church leaders and community gatekeepers who thereafter disseminate information to the rest of the community.

The specific objectives of the workshops are to:

- Identify and understand the Family Life Education as an integral component of the Vanuatu National Curriculum
- Discuss and understand Young People's health and social issues in Provinces
- Raising awareness on the MDG Acceleration Framework as a contribution to the FLE
- Gauging the support of the Relevant Stakeholders and Community Leaders including Parents in building the bridge between community and FLE teachers in the classroom

Overview of the Awareness

The awareness was conducted in sessions (4 sessions in all). The first session assessed the community's level of understanding about the National Curriculum Reform as well as the National Language Policy.

The overall expectation from the participants is to know more about the FLE programme and how best they could assist the children to have a better education, a better livelihood in order to better integrate the community. The main concern raised was teenage pregnancy, crime and unemployment in the community and the workshop enabled the participants to express their views and ways of how to improve such situation in their respective communities.

This session was further reinforced by VNCS's mission "have faith in God with an understanding and tolerance of other beliefs, to be self-reliant and to cherish Vanuatu values and respect themselves and their families and communities and many cultures". This is hoped to bring respect and self-reliant child in the community.

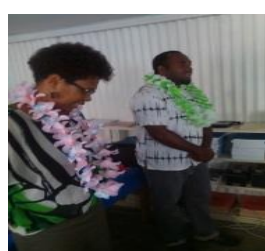
The second and third session dwelled on adolescent reproductive health, SRH, young people and teenage pregnancy. The session involved lectures, presentations, question and answers utilizing statistics from the provinces. This session addresses issues that are recurring at provincial level.

Participants were keen and interested since most of the time they keep a blind sight of the issues in the community and came to realise that most problems which they believed to be related to urban areas are happening in their communities. In fact statistics tend to reduce in urban areas and increasing in the rural areas.

Session four focussed on community response towards FLE. The session analysed the community issues towards FLE and the solutions on how community will support FLE teaching in schools. The gate keepers came to comprehend and understand the reasons of having FLE introduced in school syllabus for children to know. Many gatekeepers have pledged to support FLE teaching in schools and agreed to assist in furthering awareness in other neighbouring communities.



FLE / CSE Consultation: Sola, Torba Province 2016



Saratamata, Penama Province 2016



Participation

The participants who attended consultation held at Saratamata, Ambae and Sola, Vanua Lava comprised Chiefs, Community Leaders, Church Pastors, Provincial Area Council Secretaries, Education Officers (ZCA), Women Representatives, Police, Provincial Council Representatives, Primary School Teachers and Health

Representatives. The total participants who attended the consultation was 23 in Sola, it was 28 in Saratamata all amounting to 51 participants.

Saratamata FLE Consultation Participants				
	Name	Position	organization	Contact
01	Madlene Garae	Community Leader	Lolovoli - Ambae	7783750
02	Edgar Tari	USP Coordinator	Penama	5449748
03	Kolo Hudson	Zone 6 Adviser	Ministry of Education	5448742
04	Jenny Mera	Primary Teacher	Lovuindodou – Ambae	5945063
05	Annaline Tari	Area Administrator	Provincial Government	5828741
06	Tari Henry	Community Leader	Ambae	5913988
07	Thomas Garae	Primary Teacher	Sarambulu College, Ambae	5653549
08	Father EmmManuel	Pastor	Torgil, Ambae	5991103
09	Noel Sau	Primary Teacher	Lolovoli < Ambae	5340131
10	Father Henry Tarson	Pastor	Atavoli, Ambae	0
11	Pastor Rolland	Pastor	Sarabulu, Ambae	5683315
12	Judah Banga	Community Leader	Black Stone, Ambae	5474871
13	Morris Tari	Community Leader	Waleini, Ambae	5728428
14	Toure J. Paul	Police Office	Police Department	7307306 / 5979108
15	James Aru	Community Leader	Lovatumemea, Ambae	5474440
16	Wensley Vusi	Pastor	Navonda, Ambae	5618421
17	Godfrey Kumartz	Provincial Planner	Provincial Government	5416491
18	Josianne Loli	Postal Officer	Postal Services, Ambae	5967871
19	Gwendolyn	Midwife - Hospital	Lolowai Hospital	5398283
20	Rosita	Women Rep.	Amelbelu, Ambae	549814
21	Willie Leo	Youths Officer	Department of Youths	5530337
22	James Lolo	ECCE Coordinator	Ministry of Education	5693710
23	Clement	Chief Rep.	Navonda, Ambae	5628647
24	Anne Garoleo	ZCA Coordinator	Ministry of Education	5690966
25	Cliff Taribiti	Education Officer	Ministry of Education	5627758
26	Heguy Tabi	Assistant P.Planner	Provincial Government	5964541
27	Sylvie Banga	Women Rep	Vureas, Ambae	5642743
28	Daisy Leo	Women Rep.	Lourebulu, Ambae	-

Sola FLE Consultation Participants			
No#	Name	Position	Island
01	Chief Abraham Palas	Chief / Community Leader	Vanua Lava
02	Chief Bob Din	Chief / Community Leader	Mota
03	Chief Stev Mofflet	Chief / Community Leader	Vanua Lava
04	Chief George Augustus	Chief / Community Leader	Vanua Lava
05	Chief Melchio Atkins	Chief / Community Leader	Vanua Lava
06	Pastor Berry Wilkins	Pastor / Community Leader	Vanua Lava
07	Pastor Stanley Lengson	Education Provincial Trainer	Provincial Government
08	Pastor Wilton Dini	Pastor (AOG) / Community Leader	Vanua Lava
09	Pastor Brian Matanlele	Pastor (Apostolic) / Comm. Leader	Vanua Lava
10	Patricia Vare	Zone Curriculum Adviser (Gaua)	Ministry of Education
11	Patrick Dingley	Zone Curriculum Adviser (Mota Lava)	Ministry of Education
12	Pastor Albert Rudley	TVET Officer	Ministry of Education
13	Louis Kleim	Zone Curriculum Adviser (Banks)	Ministry of Education
14	Aris Apos	Area Secretary (Mota Lava)	Provincial Government
15	Din Ralph	Area Secretary (Mota)	Provincial Government
16	Steven Bet	Area Secretary (Sola)	Provincial Government
17	Grace Ralph	TOCC	Torba
18	Winnie Switin	TOCC	Torba

19	Setaraki	Secondary School Teacher (Arep)	Ministry of Education
20	Olivier Kieth Arep	Secondary School Teacher (Arep)	Ministry of Education
21	Dolores Nwolgen	Education Provincial Trainer	Ministry of Education
22	Hillary Edmon	Provincial Education Officer	Ministry of Education
23	Lesly Mera	Provincial Finance Officer	Ministry of Finance

Vanuatu is culturally sensitive to sexual education. Its society is driven by traditional values, concepts and taboos. Teaching FLE in schools infringe these taboos as Teachers feels threatened and insecure to teach FLE in schools. The FLE awareness is to bridge the syllabus with the community to better understand the risks that children are exposed to if FLE is not adequately addressed. The cooperation of Chiefs, Church Leaders and Community Gate Keepers is important if the program is to be successful.

Challenges Faced

- Parents / communities do not accept children being taught sexual education.
- Communities have their own cultural / customary teaching on adolescent reproductive health and sexual education

Issues raised

Issues Affecting Young People identified by Participants and suggested ways to solve.

Issues	Ways to Solve
Lack of information on family life education	More awareness, counseling & teaching
Sexual harassment & abuse	Investigation, counseling, processing of case (SCA, Police) & more awareness
Substance abuse	Awareness & counseling
Internet abuse	Awareness, counseling, set policies in place to stop and monitoring of history
Gender equality	Awareness & gender activity
Early Pregnancy	Awareness & counseling
Disobedience	- Good home teaching

Challenges faced

- Parents or communities do not accept their children to be taught in Sexual Education.
- Teenage pregnancy, stealing, no respect to elders and responsible people should be deal with relevant authorities such as health worker, chiefs and pastor
- Communities have their own traditional education on adolescent reproductive health, sexual education but the mechanism needs to improve.
- Venue of the workshop is not suitable for the group work (Penama)
- Participants arrive late in the afternoon and the beginning of the workshop till 4.30 pm.
- Secondary teachers didn't attend the FLE Consultation because the date of training clash with their mid-year examination week and PISSA Games.



Recommendations

- The FLE awareness team need to consult with relevant authorities to find suitable date of the consultation.
- Need more clarification on the purposes of this activity by FLE awareness team to Schools Principals and other relevant authorities
- A Pre-Intervention Study needs to be carried out to establish baseline data for the FLE Program in Vanuatu that can be measured against as we commence rolling out in the schools.

Evaluation

Positive comments	Tally	Negative comments	Tally
Good catering	12	Short time for training	5
Good Transport arrangement	6	Poor organization of transport	4
Accommodation perfect	8	Need allowance to disseminate FLE	3
Clear presentation in French and English	14	Handout to be developed in Bislama	3
About time Teachers to teach human anatomy	2	Mobile phones need to be off	2
Understand and appreciate the content	8		

FLE Community Awareness Expectation

Expectation	Tally
Impruvum laef we I gud long komuniti long fuja	2
Save olsem wanem blong letem komuniti blong save abaot famili laef edukesen wetem olgeta jif mo jioj lida blong wok tugeta	10
Solusen long isu we I afektem ol yangfala	2
Daonem teenage pregnancy	1
There is fund to sustained this and human resources issues because teachers issues	1
Hao blong save kat wan gud famili mo hao blong save eduketem famili ol yangfala blong yumi	1
Anderstanem wanem FLE	4
Trening blong FLE long skul	4
Mi wanten se afta long wokjop ia ol partisipen oli mas akseptem blong ol tija I oli tijim sikret blong pikinini I mas sef	3

FLE Awareness Program

Time	Workshop and Learning outcomes	Facilitator	Resources needed
Day one	Tuesday 9th August 2016		
8.00am	Prayer Welcome Opening Remarks House-keeping matters / Participant presentation Objectives of the workshop	Participant PEO Penama SG Penama J.Melteres J.Melteres	Power point / Hand-outs
8.30 am	Session 1: An introduction to the MDG Acceleration Framework and Curriculum Review	A.Théophile	Power point / Butcher papers / Markers
9.00	<ul style="list-style-type: none"> Activity 2 - Curriculum Development Unit / Education Language Policy 	J.Melteres	Power point / Hand-outs / Butcher papers / Markers
10 .00am	Morning break		
10.15am	<ul style="list-style-type: none"> FLE, Health and PE syllabus 	A.Théophile et L.Moli	Power point / Hand-outs / Butcher papers / Markers
12.00pm	Lunch break		
1.00pm	<ul style="list-style-type: none"> Continue FLE, Health and PE Syllabus 	A.Théophile et L.Moli	Power point / Hand outs
1.30 pm	<ul style="list-style-type: none"> Continue Overview of Family Life Education and Health and PE Syllabuses 	A.Théophile et L.Moli	Power point / Hand-outs / Butcher papers / Markers
2.45pm	Tea break		
3.00pm	<ul style="list-style-type: none"> Fiji family Life Education 	A.Théophile	Power point / Handouts
4:20pm	Comments and summary of day 1 Closing Prayer	J.Melteres Participant	
Time	Workshop and Learning outcomes	Facilitator	Resources needed
Day Two	Wednesday 10th August 2016		
8.00am	Prayer Remarks on Day 1 Session 2: Adolescent reproductive health, SRH and the Young People	Participant L. Moli A. Théophile	Power point / Hand-outs
9.00	<ul style="list-style-type: none"> Activity 3 (brainstorming) Issues affecting young. How to deal with them? Overview adolescent reproductive health, SRH and the Young people 	J.Melteres	Power point / Hand-outs / Butcher papers / Markers
10 .00am	Tea break		
10.15am	<ul style="list-style-type: none"> Group Presentation 	J. Melteres	Power point / Hand-outs / Butcher papers / Markers
12.00pm	Lunch break		
1.00pm	Session 3: Teenage pregnancy	L. Moli	Power point / Hand outs

1.30 pm	<ul style="list-style-type: none"> Activity 4 (Plenary session) See Task on power point / Overview teenage pregnancy	Lemuel Moli	Power point / Hand-outs / Butcher papers / Markers
2.45pm	Tea break		
3.00pm	<ul style="list-style-type: none"> Group Presentation 	A. Théophile	Power point / Handouts
4:20pm	Comments and summary of day 1 Closing Prayer	J. Melteres Participant	
Time	Workshop and Learning outcomes	Facilitator	Resources needed
Day Three	Thursday 11th August 2016		
8.00a	Prayer Remarks on Day 2	Participant J. Melteres	
8.30am	Session 4: Community response towards FLE <ul style="list-style-type: none"> Community issues towards FLE 	A. Théophile	Power point / Hand-outs
10 .00am	Tea break		
10.15am	<ul style="list-style-type: none"> Activity 5 (group activity) Community support FLE teaching in schools? 	L. Moli	Power point / Hand-outs / Butcher papers / Markers
12.00pm	Lunch break		
1.00pm	<ul style="list-style-type: none"> Group presentation / Way forward / Evaluation Closing program 	L. Moli & J. Melteres PEO Penama	Power point / Hand outs
2.45pm	Tea break		

FLE / CSE PEER EDUCATOR ORIENTATION TRAINING

Background

NZ PRSRHR through UNFPA support FLE / CSE programs and activities in the provinces. These activities are in line with the current RMNCAH joint program. In preparation for implementing the programmed activities, the IPs who have traditional roles in the FLE / CSE programs met and agreed to have a refresher training before they implement the programs.

Objective

The objective of the training is to orient and prepare Peer Educators conduct peer education awareness training & counselling in schools and provinces in Vanuatu.

Training

The training was organized by UNFPA with Course Facilitator from Vanuatu Institute of Teacher Education (VITE). The training was held for one and half days from 7-8 July 2016. The training schedule is attached at the end of this report.



Each session is a mix of lecture, role play and discussion. The training materials are attached consisting of 3 Strands. The training itself is the first of its kind and ideally would have been better organized for 5

days. The training was intense as sessions were rushed to cover the planned program.

Role Plays – Participants were given the opportunity to do role plays where they divide into groups and put on plays portraying how they would implement the program at the community. It was very successful but time was indeed a factor.

Participants

The participants were mainly the Peer Educators supported by AAA support staff and also Program Officers. They represented:

- Vanuatu Family Health Association (VFHA)
- Action-Aide Australia (AAA)
- Peer Education Advocacy Krup (PEA Krup)
- Vanuatu Institute of Teacher Education (VITE / MOET)
- Curriculum Development Unit (CDU / MOET)
- Vanuatu National Youth Council (VNYC)
- MAF / DSPPAC Representative
- UNFPA Country Office

The list of participants is provided below

	Name	Position	organization	Contact	Email
01	Wamily Masing	Peer Educator	VFHA	5395351	wamilymassing@gmail.com
02	Eddie Brownson	Peer Educator	PEA Krup	7310816	brownsoneddie@gmail.com
03	Jeffery Tulip	Peer Educator	PEA Krup	5671185	Mars.ric01@gmail.com
04	John Botleng	Peer Educator	PEA Krup	5639821	Jbong73@gmail.com
05	Josette Saute	Peer Educator	PEA Krup	5476316	deureproperty@gmail.com
06	Kenny Josiah	Peer Educator	VFHA	5725058	vfha@gmail.com
07	Larisha Csiba	Peer Educator	PEA Krup	5499330	Manuu.csiba005@gmail.com
08	Sharon Bulesali	Peer Educator	PEA Krup	7116082	Peereducatorsadvocacykrup016@gmail.com
09	Lingban Dick Abel	Peer Educator	PEA Krup	5497380	Lingban76@gmail.com
10	Eddie Calo	Peer Educator	PEA Krup	5962938	
11	Brown Jerry	Peer Educator	PEA Krup	5729105	Brownjavej1@gmail.com
12	Themoueone Selma	Gender Support Officer	AAA	7747210	theimbouconeselma@gmail.com
13	Hannah Tamata	Gender Support Officer	AAA	7305297	Hannah.Tamata@gmail.com

14	Leisel Masingiow	Senior Education Officer	CDU – MOET	23508	lmasingiow@vanuatu.gov.vu
15	Felicity Nilwo	Education Officer	CDU – MOET	23508	fnilwo@vanuatu.com.vu
16	Joe Kalo	Administrator – VNYC	VNYC	22352	joekalo@gmail.com
17	Pioni Willie	MAF Coordinator	UNDP / DSPPAC	-	Pionie.willie@undp.org
18	Bronwyn Hale	UNFPA VSA / VFHA	UNFPA	5729105	hale@unfpa.org
19	Gideons Mael	Program Officer	UNFPA	7774412	mael@unfpa.org
20	Annette Theophile	Senior Lecturer	VITE - MOET	7760513	a.theophile@dev.edu.vu

Forward Looking

- Training in the provinces will target 10 schools and 10 communities per provinces for all the six provinces. In total, the program would cover 60 communities and 60 school totaling 120. Furthermore each community or school will identify a room or space in school or community which they can use to renovate and refurbish for use as a safe space or youth clubs.
- Two programs will be piloted. Family Life Education for schools and Community Sexuality Education for communities. These two programs will be implemented in partnership with the Provincial Government Authorities, RMNCAH



Coordinator and the MOH Provincial Managers.

- Each program will develop an outline of the training program covering 5 days.
- Each program will identify IEC materials that need to be printed and used or circulated to the provinces.
- Each program will begin to make contact with focal persons in the community.

Conclusion

- Training was very successful but timing was really short for each topic or session. It is planned that at least a week training would be sufficient.
- The training does not have sufficient IEC materials as the syllabus has yet to be approved but the overhead presentation and handouts for the training is sufficient to facilitate learning.
- Participation for the 2 days training is excellent and successful.
- Certificate of Attendance was issued further reinforcing the spirit to recognize the importance UNFPA is placing on youths and their adolescent issued.

Time	Tentative Training agenda	Presenter
Day 1- Thursday 7th July, 2016 : Venue – UNFPA Office		
1:30pm – 3.00 pm	Welcome Outcomes of the training Introduction to Family Life Education Syllabus	- Theophile.A
3.00 pm – 3.15 pm	Tea Break	
3.15 pm – 4.30 pm	FLE syllabus learning outcome 1 • Human growth & development-Activity and presentation	Theophile.A
	FLE syllabus learning outcome 2 • Prevention & safety-Activity and presentation	Theophile.A
4:30pm	Closing	Theophile.A
Day 2- Friday 8th July, 2016 : MOH/WHO Conference Room		
8:30 am	Opening & recap of day one	Theophile.A
	FLE syllabus learning outcome 3 • Relationships	Theophile.A
10.00 am – 10.15 am	Tea Break	Theophile.A
10.15 am – 12.00 pm	Activity on learning outcome 3 and presentation	Theophile.A
12.00 pm – 1.00 pm	Lunch	
1.30pm – 3.00 pm	FLE syllabus learning outcome 4 • Health promotion	Theophile.A
3.00 pm – 3.15 pm	Tea Break	
3.15 pm – 4.30 pm	Activity on learning outcome 3 and presentation	Theophile.A
4.30	Closing	

Vanuatu YFHS Needs Assessment Validation Workshop, 5 September 2016

This report is compiled by Ms. Bronwyn Hale and Gideons Mael, UNFPA, Vanuatu Field Office. Vanuatu held its YFHS Needs Assessment Validation on Monday 5 September 2016 at UNJP building.

Aim – the aim of the comprehensive sexual reproductive health services needs of young people have been thoroughly discussed and covered.

Purpose - the report covered adequately the relevant government bodies and stakeholders of the reproductive health needs of the young people.



A total of 15 participants including also 2 UNFPA staff attended the session. Following the conclusion of the outcome of the workshop the outcome report was circulated to Ms. Siula Bulu, Program manager (Health) at Wan Smol Bag Theatre and Ms. Apisai Tokon, National RH Coordinator at the Ministry of Health. WSB responded and fully supported the outcome with additional input which was also inserted. The MOH input has yet to be incorporated although the outcome would seem to be sufficient given that the main UNFPA stakeholders in terms of youth participated.

Participants at YFHS Validation Workshop, Port Vila 2016

The session started with a word of welcome, followed by a presentation of the Assessment focusing on the aim and purpose of the assessment. The Facilitator explained the purpose of the validation workshop and it appeared that everyone who attended have sufficient understanding of the work of YFHS in the country. The Facilitator then spent about half an hour on the recommendations focusing on the following topics – System, Acceptability, Accessibility and Youth Involvement.

Then the participants were asked to revisit the Aim and Purpose sharing in discussion if what they have contributed address the Assessment Aim and Purpose of the workshop. They all agreed that they have covered each recommendation well. They were also asked if they had additional points to raise as part of their knowledge on YFHS in the country. The additional point on recommendation was forwarded by WSB which is also inserted.

Participants

The list of participants are in the table below.

No	Name	Organization	Contact
01	Kenny Josiah	VFHA / PEAG	7306898 / 5725058
02	Lingtan Dick Abel	PEAG	5497380
03	Walter Aru	PEAG	7106818
04	Tulip Jeffery	VFHA / PEAG	5671185
05	Wamily Masing	VFHA	5395351
06	John Botleng	PEAG	5639821
07	Ian Mano	PEAG	5734857
08	Rina Jimmy	VHW	5450228
09	Selma Theimbourine	AAA	7747210
10	Sharon Bulesali	PEAG	7116082
11	Jerry Brown	Further Arts	5729105
12	Hannah Tamata	AAA	7305297
13	Joseph Natonga	Further Arts	7119616
14	Gideons Mael	UNFPA	7774412
15	Bronwyn Hale	UNFPA	7340489
16	Siula Bulu	Wan Smol Bag	-

The outcome of the validation workshop is in the table below.

Vanuatu YFHS Validation Workshop Monday 5 September 2016, Port Vila			
#	Property	Agree/Disagree	Comments
	Systems		
1	VFHA with WSB as key service providers in Vanuatu	Agree	WSB and VFHA have the clinics and PEAG (awareness) and AAA (awareness). MOU – WSB does have an MOU with MOH for provision of SRH services. This was signed with MOH

			<i>in 1999. The MOU has not been updated until this year. WSB has a draft MOU with MOH for discussion and finalization which is hoped to be completed before end of the year.</i>
2	<i>Adopt global standards for Quality Health Care Services for Adolescents</i>	Agree	
3	<i>Develop strategic plan for YFS to expand in to rural areas</i>	Agree – how is the sustainability of this managed? Funding? People work for vatu and require this to keep services sustained. Must have replacement people/ succession plan to take the role of Peer Educators as others leave	
4	<i>Review funding allocations and mechanisms for the supply of YFS commodities</i>	Agree – important to look at other sources of supply	
5	<i>Strengthen partnerships and referral networks to the marginalised</i>	Agree – unemployed, drop-out students, people with special needs, people with 'other' gender preferences, sex-workers, some church groups that are not part of the mainstream groups, sexual abuse victims	
6	<i>Support local research to context specific features of YFS</i>	Agree – isolated islands eg: Torres where transport is challenging or culture and Kastom creates barriers, such as Tanna. Religious beliefs, land disputes, language is a barrier with the large numbers of different dialects, power systems that exist in the different communities that will challenge implementation of YFS. Challenges of talking to mixed groups about SRH topics – sometimes a need to separate groups.	
7	<i>Consider recruiting an experienced youth officer of the YFS roll-out</i>	Agree	
	Acceptability		
1	<i>Expand the number of peer educator training programs that provide annual peer educator training courses</i>	Agree – refresher for existing Peer Educators should occur annually (a maximum 1 week with a mix of theory and practical) and one planning meeting (2 days) of Peer Educators every 6 months. Trainings should be made in the language of Bislama, not English to enable good understanding of teaching.	
2	<i>Scale up of youth involvement of YFS at government clinics</i>	Agree	
3	<i>Design a mechanism to retain peer educators</i>	Agree -	
4	<i>Provide ongoing sensitivity training for health workers and nurses re: specific YFS activities</i>	Agree – important to build the relationship between peer educators and health professionals for the benefit of youth. Need to do the same thing with community leaders too.	
5	<i>Support the development of national youth guidelines for YFS</i>	Agree	
6	<i>YFS should also address other priority health</i>	Agree - contributes and affects youth problems – may need extra YFS training if these topics are included.	

	<i>needs such as substance abuse, nutrition etc.</i>	
7	<i>YFS to serve other non-health purposes such as supporting youth development and social connectedness</i>	Agree – including empowerment, equality, music festivals etc. Maybe set up another organization or network for youth needs outside of health?
8	<i>Use different approaches tailored and targeted to the marginalized groups</i>	Agree
	Accessibility	
1	<i>Strengthen partnerships with NGOs and explore innovative models to reach marginalized young people</i>	Agree – develop one directory of YFS services available for ease of referring. Strengthen partnership between NGOs - use planning meetings or establishing a network between peer educators working for different organizations
2	<i>Involve local peer educators</i>	Agree – peer educators understand what happens in the community best. Shouldn't just happen from the top down. Need for Peer Educators to have training of designing and planning
3	<i>Consider restating the Toll Free Awareness telephone service</i>	Agree – there are no other after hour possibilities. SMS through Digicel and TVL
4	<i>Support efforts to make existing public health services more youth friendly</i>	Agree
5	<i>Other approaches to provide out of facility services through outreach or school-based SRH services should be explored and evaluated.</i>	Agree - music services, campaign through walkabout, peaceful demonstrations, talk back show, drama, short movies, Facebook campaign
	Youth Involvement	
1	<i>Involve local peer educators and youth in the planning and designing and refurbishment in YFS</i>	Agree – important that the youth are part of the wider MOH planning group, Ministry of Education, Department of Women Affairs, and National Youth Council – included. Youth should not be pushed aside and work in partnership with the ministries and government departments and other organizations
2	<i>formalising the participation of young people in the design and monitoring of services</i>	Agree - representatives from the Peer Educators groups are present at the formal meetings
Additional Points for consideration Recommendations		These are good recommendations. Would it be possible for a prioritized list? It would be very expensive to implement all the recommendations and so it would be extremely helpful if there is a prioritized list of the most essential aspects that would be needed to ensure YFS services are successfully implemented in Vanuatu.



Peer Educator Refresher Training.

This training was organized by Shefa Provincial Health and was held at Port Vila from 29 to 31 August 2016. The training facilitators were Ms. Julianne Aru, Ms. Annette Theophile, Ms. Bronwyn Hale and Ms. Jesse Summers. The purpose of the training was to provide support to Peer Educators in the creation of youth health clubs in Primary, Secondary and Vocational schools.

Expected Outputs:

- Peer Educator, Shefa Province, adolescent sexual and reproductive health refresher training
- Knowledgeable Peer Educators as Mentors or Facilitators in Shefa communities and Vanuatu as a whole
- Informed up to date information's about sexual health for Peer Educators
- Peer Educators to assist school communities to create youth health clubs or youth friendly centers.

Term of Reference

This report is for RMNCAH Coordinator of Shefa Provincial Health, the Acting Manager of Shefa Provincial Health and the Ministry of Health, Vanuatu. It reports on the UNICEF/UNFPA funded RMNCAH (NZ PRSRHP) activity to provide refresher training about adolescent sexual and reproductive health for Shefa Provincial Peer Educators. The training was provided by the Program Manager, VFHA, Port Vila, the Sexual and Reproductive Health (SRH) Adviser, VSA and Ms. Annette Theophile, Senior Lecturer on FLE at Vanuatu Institute of Teacher Education.

Training Objectives

The overall objective of the training was a provision of a 3 days refresher training for up to 20 Peer Educators living in Shefa Province regarding adolescent sexual and reproductive health. This activity is in line with identified activities in the RMNCAH AWP 2016. The Peer Educators currently provide information, often via awareness raising activities to the communities they live and work in and this training was to update and support them in their work. It is envisaged in 20178 that through RMNCAH activities Peer Educators in Vanuatu will be required to train and support other Peer Educators and create youth health clubs throughout the provinces including Shefa. Therefore this training is in line with this anticipated activity.

Training Details

The training modules were chosen by the Youth Coordinator VFHA and approved by RMNCAH Coordinator Shefa Province prior to training. 12 topics were presented in total. The 3 days training timetable is at the end of this report.

A total of 14 participants attended in Day 1 and 16 in Days 2 and 3. One participant arrived on the second day and left by lunch time that day and is not included as attendees. Noteworthy is the fact that apart from this 1 person, all participants maintained their attendance for the duration of the training as per the table below:

No	Name	Organization	Contact
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01	Kenny Josiah	VFHA / PEAG	7306898 / 5725058
02	Wamily Masing	VFHA	5395351
03	Josette Saute	PEAG	5476316
04	Lingtan Dick Abel	PEAG	5497380
05	Ian Aru	PEAG	5734857
06	Jerry Brown	Further Arts	5729105
07	Rina Jimmy	Aid Post Worker	5450228
08	John Botleng	PEAG	5639821
09	Walter Aru	PEAG	7106818
10	Robson Samson	PEAG	5961252
11	Sharon Bulesali	PEAG	7116082
12	Selma Theimboueone	AAA	7747210
13	Joseph Natonga	PEAG	5729105
14	Tulip Jeffery	VFHA / PEAG	5671185
15	Rossie Firiam	PEAG	549259
16	Pelagie Maho	PEAG	5377632

The training timetable was developed to build each day in a logical fashion on the knowledge of the participants commencing with male and female adolescent anatomy and physiology and finishing on the final day with a presentation about healthy relationships.

Pre and post training questionnaires were completed by 100% of 14 or 16 participants respectively. The following was noted from the questionnaires.

- 4 of the 16 participants had never received any Peer Educator training
- None of the participant could answer in the pre-training questionnaire that gonorrhea and chlamydia are often associated sexually transmitted infections. However 11/16 participants correctly identified this in the post training questionnaire.
- 4 of the 16 participants were able to identify 3 possible negative impacts to a young woman with teenage pregnancy. However 12/16 participants were able to identify 3 impacts of teenage pregnancy in the post questionnaire
- Only 1 participant was able to identify 3 social or psychological features of a healthy relationship on the pre-training questionnaire but 12/16 participants were able to identify such features of post training.

It is important in their role as community Educators that they have access to and provide correct information when they are making awareness. The above points illustrate there were learning for the participants during this training that will serve them as better adolescent sexual and reproductive health educators in their communities.

Training Highlights

Training highlights included the retention of all participants for the training, the new learnings for them each day and the variety or range of overall activities associated with the training that the participants enthusiastically engaged with such as group work and role play.

Training Constraints

Training constraints included not being able to cover every relevant topic during the 3 days training. The number of topics is endless. However the greatest constraint (acknowledged by both participants and facilitators) was that 50% of the presentation were in English which provided some challenges at times to participants understanding topic contents. At all times however, there was a Facilitator present able to translate information into Bislama for participants.

Perhaps the last word about training is best left to the participants from their post-training questionnaire comments in the table...

"Sipos ikat eni moa trenings plis mekem lo bislama from plante words we ikam long English ihad tumas blo mifala iundastanem..giving out handouts for each session was well done...very good coordinators, plenty activities and group work as well done...I loved it and learned new things..in this training I learnt how to create an environment so people can open up...I learnt about sexual and reproductive rights, values and attitudes..it is my first time to attend a training like this and it is very instructive, helpful and informative for me. I enjoy it and looking forward for more to come and put into practice what I learn...liked the presentation of the topics and working in groups..plis sapos ol handouts isave stap long bislama,,,the refresher training was great.."

Training Recommendations

Overall the training was a success for all 16 participants. However the following recommendations can be made following the training:

- Presentations and facilitators should be presenting in Bislama as such trainings. If handouts are provided they should also be in Bislama.
- Participants should have input in to what topics are included in Peer Educator training.
- Follow up training within the next year for the same participants to ensure consistency of people and to build on their learning is recommended.

Peer Educator Refresher Training Program

Timetable for VFHA led Peer Educator refresher training Shefa Province

Monday 29 – Wednesday 31 August, Alliance Francaise, Port Vila

Date & day	Time	Theory topic	Presenter
Monday 29-08- 2016 Day One	8.30 - 9.30 am	Opening remarks, introductions and icebreaker	All
	9.30-10.30 am	Revision adolescent anatomy and physiology	J. Aru
	10.30-11.00 am	Morning Tea	
	11.00-12.00 pm	Adolescent development – what are the needs of young people?	J. Aru
	12.00 to 1.00 pm	Lunch	
	1.30-1.45 pm	Icebreaker	B. Hale
	1.45-2.45 pm	Puberty	J. Aru
	2.45 -3.00 pm	Afternoon Tea	
	3.00-4.00 pm	Teenage Pregnancy	B. Hale
	4.00 - 4.30 pm	Reflection and close	J. Aru
	8.30-8.45 am	Icebreaker	B. Hale

Tuesday 30-08- 2016 Day Two	8.45 – 9.45 am	Adolescent values and attitudes	A.Theophile
	9.45 – 10.30 am	Sexually transmitted infections	B.Hale
	10.30 –11.00 am	Morning Tea	
	11.00- 12.00pm	Sexual and reproductive rights – why have them and what are they?	B.Hale
	12.00 to 1.00 pm	Lunch	
	1.00 to 2.30 pm	Safe sex – sexual decision making	Br.Hale
	2.30 pm	Afternoon tea	
	2.30 to 3.30 pm	Gender issues	B.Hale
Wednes day 31-08- 2016 Day Three	3.30 to 4.00 pm	Reflection and close	Hale / Aru
	8.30 to 10.00 am	Icebreaker and Roles and responsibilities of peer educators	A.Theophile
	10.00 to 10.30 am	Morning Tea	
	10.30 to 12.30 pm	How to open a successful youth friendly centre and youth club	A.Theophile
	12.30 to 1 pm	Lunch	
	1.00 – 2.30 pm	Healthy Relationships	J.Summers
	2.20 – 3.00 pm	Reflection and close	J.Aru

2. LEADERS PROVINCIAL TRAINING

Leaders Training on Adolescent and Sexual Reproductive Health

This training is done by Mr. Oscar Matheson Joseph, Joseph Lagoiala, Ms. Larisha Csiba and Mr. Joseph L. The training was done in the following locations: 15 – 21 August, Lamap, Malekula – Malampa Province; 23 – 26 August, Liro, Paama – Malampa Province; 30 August – 2 September, Bangi, South Pentecost – Penama Province; 6 – 9 September 2016, Banban, Santo – Sanma Province; 13 – 16 September 2016, Kole, East Santo – Sanma Province; 11 – 14 and 17 – 21 October 2016 at Burumba, Epi – Shefa Province.

Goals / Impact and objectives (Expected impact/ end of program outcomes):

- At the end of the 3 days training, community leaders will be able to know some basic information on Adolescent and Sexual Reproductive Health especially on Teenage pregnancy, family planning, STI & HIV their causes and how we can prevent them.
- Leaders be able to do awareness on reproductive health in their community as well as nearby communities with support from the area Nurse and area Police officer.
- Young people after being informed make better decisions for their future in order to bring up a healthy community and nation as a whole.

Activity Reports

The program delivered Adolescent and Reproductive Health training to Leaders of 8 communities in 4 province of Vanuatu listed above. The logistical arrangement was done by Staff Nurse in areas located for training. The RAMNACAH Coordinators were also informed to help in coordination as well as support the staff nurse to ensure that arrangement are done before training dates. The MOH Finance Section assisted in ensuring that funds are made available for the activity to be carried out. In addition a training schedule (attached) was also developed and used to guide Leaders training.

The training selected 2 provinces per the 4 provinces to do the Leaders training. Each training took three days and topics presented was structured mainly around Adolescent Reproductive Health as there are a lot to talk about and discuss with the leaders to make sure that they have some information to help educate people in their community especially concerning Teenage pregnancy, STI and HIV. However there are other related topics that are presented that are in line with reproductive health.

The training includes lectures, group presentation and discussion. It was mostly interesting to hear from the Community Leaders their view on Reproductive Health and how the community can change to adapting changes that affect young people in terms of teenage pregnancies, rape, violence, equality issues, maternal deaths, neo-natal deaths, Family Planning measures and sexuality education in schools. While the topics are not new to many, it is their first time to be involved in an open discussion and welcome very much the training as it helps them to adapt their decision making versus the cultural values of the society.

Participants

It was initially planned for each training to have about 20 participants at each training site. Unfortunately with considerable interest in the topics more community leaders attended the training. A total of 169 leaders from the 6 communities attended the three days leaders training. The statistics are as follows:

- Lamap in South Malekula has a total of – 43 participants.
- Paama in Malampa has a total of – 18 participants
- Bangi in South Pentecost (PENAMA) has a total of – 24 participants
- Banban in Santo (SANMA Province) has a total of – 23 participants
- Cole in Santo (SANMA Province) has a total of – 20 participants
- Paunangisu on Efate in SHEFA Province has a total of – 21 participants.
- Burumba on Epi in Shefa Province has a total of – 20 participants

Of these participants males less than 25 years was 16, males over 25 years old was 86, females less than 25 years was 26, female over 25 years old was 41, females with disability was nil and males with disability nil all adding up to 169



Leaders Training Workshop, Lamap, South Malekula



Liro, Paama – Malampa Province 2016



Short term immediate outcomes (CHANGE) (quantitative and qualitative):

These were noted from the training:

- The training was a very sensitive training as we talked a lot about Reproductive Health issues that is increasing a lot of Teenage pregnancies, HI as well a very high increase of Sexual Transmitted Infection throughout Vanuatu.

- The leaders have seen the statistics given of people affected with HIV, STI and high number of Teenage pregnancy and have express their concern over the issue.
- The outcome of the training shows that they are now taking initiative to draw up plan of raising awareness within their communities to talk to the youth about the increase of STIs and Teenage pregnancy.
- The total of 43 participants from Lamap were from 9 different Villages but the information are now passed on to 18 other villages around the South West part of Malekula.
- In Paama 18 leaders have attended the leaders training and with the work plan they have produce, all villages around Paama are now being informed of the reproductive issue.
- In Bangi South Pentecost we have trained a total of 24 different leaders 14 Villages. With their action plan awareness are now taking places around all other villages and churches in the whole southern part of Pentecost.
- In Santo two trainings were conducted in two different location. Banban Community with a total of 18 participants and Cole with a total of 21 participants. The reproductive health information is now disseminated to other areas in the eastern side of Santo as well as Banban main land area as far as Tutuba Island.

All the leaders have understood and have some basic knowledge on Reproductive Health as well as having a draft plan on how they will be implementing awareness in their communities.

Exciting highlights, lessons learned, challenges

What worked well:

- The outcome of the training ended up with participants drafting their community implementation plan on how and when to make awareness in their respective community and other communities nearby.
- Nearly all 144 leaders who have attended the training, 75 % of them have never attend a reproductive health training. They all have learn a lot about the information they need to deliver them in their communities.
- Each leaders have drawn up an awareness schedule for his own community as well as other community nearby to talk about reproductive health in their community.
- They will be carrying out awareness in their communities with support from the police officers to help in teenage and drug abuse legal side and the nurse to help in Family planning side.
- The participants received certificated of attendance to certify that's they have attended and have gain some basic knowledge on Reproductive health to help them disseminate the same information to people in their communities.
- The Reproductive health topics that were presented were all given out but would have taken more time as the leaders are new to such topics with its information

What didn't work well:

- We didn't support them in the awareness as some areas they need to make awareness on are quite far and this could end up with no awareness made and of course we will still be facing difficulties in teenage.
- The three days training is too short to insert all SRH information to
- Reproductive health topics has a lot of other related topics that could be present along with Teenage pregnancy, STI and HIV but we couldn't complete them due to limited number of days for the training.
- Presentation are more interesting and the participants are more clear with information's provided as they see the teen age statistics and pictures of people living with HIV to convince them to be able to give strong awareness to the community. Most presentation are done without PowerPoint as some areas were remote and we didn't have power point to use.
- A lot of photos are affected by virus especially photos from Bangi at Pentecost as some of the laptops we borrow to use have virus and our flash drive were destroy by virus.
- Training at Maewo and Emau as being planned haven't been carried out due to difficulty in logistic arrangement and community have had other community activity plan on the same date that they didn't inform us earlier. This result to a lot of changes such as other training location has to be adjust and this also of course makes it difficult to adjust our budget.

Recommendation:

- We need to support them maybe financially especially transport cost so that they continue to provide awareness to people. The more we continue to provide information the better people will become good in wise decision making.
- Future Reproductive Health training should take about one week exactly in order to cover up all SRH related topics.
- The next training should be projected using power point to help the facilitators and the participants to be clearer of topics and what they need to know along with their hand-outs.
- The best recommendation is for the next training Power point projector, laptops and flash drive must be available in order to have a very good outcome of the training.
- Ensure that communities have community plan so that future training arrangement can be well arranged.

Lessons Learned:

- The training was supposed to be a one to two weeks but due to fund it was held only for three to four days:



Leaders Training Workshop at Banban Santo – Sanma and Kole, East Santo – Sanma Province 2016

1. Most significant Change (MSC) Story

We didn't managed to record any significant story as all participants most of them have never attend a reproductive health training before according to the pre- Test and all we can observed how they were amazed to hear and see the teenage data and pictures of people affected with STI and HIV. When looking through the presentation I can tell that it is like a turning page to almost all of them after they have heard and seen the real information. They therefore do not hesitate to draft their awareness plan which most of them are now doing awareness about what they have heard.

The only MSC we have was from George in Santo tell us about how he has convinced some of his customers. Refer to the file MSC George from Santo

2. Conclusion/general comments (Any comment or observation during the training which that should be considered as importance) MSC

Reproductive Health training is a very sensitive training that a lot of people do not want to involve themselves with, As a result they seems to be disseminating wrong information which ends up in putting other people's life in a risk.

Parents sometimes do not informed their children of the changes and the challenges they will be coming across and so it always ends up with a lot of young girls having teenage pregnancy as well as contracting STI and even HIV.

To make changes to people's life everyone has to be informed as well as raising awareness and providing positive information and this will involve everyone from national level to grass root people in the community. The statistics continue to increase every year and this may be because people didn't care or even if they were informed, they are still making decision based on Chance not Choices. Reproductive awareness is something that has to be given out every day and everywhere and the more people are informed, then the more people can make some changes in life towards a better health.



Leaders Training Workshop at Paunangisu, Efate and Burumba, Epi – Shefa Province 2016

Training Program

Time	Topics	Presenter
Day 1		
8 - 9am	Official opening	Nurse
9:00 – 9:15am	Housekeeping and Pre Test	Larisa S.
9:15 – 9:30am	Workshop Introduction	Oscar
9:30 – 9:35am	Training rules	Larisa S.
9:35 – 10:00am	Needs and expectations	Joseph L
10:00 – 10:30am	<i>Morning Break! Morning Break!</i>	
10:30 – 11:00am	Statistics	Oscar
11:00 – 12:00pm	Sexual and Reproductive Health	Joseph L
12:00 – 1:00pm	<i>Lunch! Lunch! Lunch! Lunch!</i>	Joseph L
1:00 – 1:30pm	SRH Continue	Joseph L
1:30 – 3:00pm	ASRH	Joseph L
3:00 – 3:30pm	<i>Afternoon Break! Afternoon Break!</i>	
3:30 – 4:30pm	Anatomy and Physiology	Joseph L
4:30 – 5:00pm	<i>Reflection! Reflection! Reflection!</i>	
Day 2		
8:00 – 9:00am	<i>Reflection! Reflection! Reflection!</i>	
9:00 – 9:15am	Relationship	Joseph L
9:15 – 9:30am	Family Planning	Joseph L
9:30 – 9:35am	F/P Methods	Nurse
9:35 – 10:00am	F/P Methods	Nurse
10:00 – 10:30am	<i>Morning Break! Morning Break!</i>	
10:30 – 11:00am	Teenage pregnancy	Oscar
11:00 – 12:00pm	Legal impact of sexual practices	Police Officer
12:00 – 1:00pm	<i>Lunch! Lunch! Lunch! Lunch!</i>	
1:00 – 1:30pm	STIs	Oscar
1:30 – 3:00pm	Drugs abuses	Oscar
3:00 – 3:30pm	<i>Afternoon Break! Afternoon Break!</i>	
3:30 – 4:30pm	Legal impact of Drug Abuses	Police Officer
4:30 – 5:00pm	<i>Reflection! Reflection! Reflection!</i>	
Day 3		
8:00 – 9:00am	<i>Reflection! Reflection! Reflection!</i>	
9:00 – 9:15am	HIV Introduction	Joseph L
9:15 – 9:30am	HIV/AIDS	Joseph L
9:30 – 9:35am	HIV/AIDS	Joseph L
9:35 – 10:00am	HIV/AIDS	Joseph L
10:00 – 10:30am	<i>Morning Break! Morning Break!</i>	
10:30 – 11:00am	Stigma and discrimination	Oscar J
11:00 – 12:00pm	Stigma and discrimination	Oscar J
12:00 – 1:00pm	<i>Lunch! Lunch! Lunch! Lunch!</i>	
1:00 – 1:30pm	Post Test	Oscar
1:30 – 3:00pm	Evaluation	Larisa S.
3:00 – 3:30pm	Closing	
3:30 – 4:30pm		
4:30 – 5:00pm		

Training Data (attached separately)

End of Report, Port Vila

November 2016.