

Consultation meeting 4 summary – Narconon, South Africa

The group of 10 people were welcomed to the meeting and were briefly reminded of the purpose of this consultation group.

The learning report from Narconon, South Africa was presented to the group and then they were split into three sub-groups to discuss what they have heard and learnt from the report based on different topics. The groups then reconvened to discuss their thoughts with the rest of the group.

Drug Education: Drug education can be done both in schools and out on the streets to help to stop children from starting to get into drugs in the first place.

What are the most important messages or pieces of information we should be focussing our drug education about?

Dangers of taking drugs: Particularly Mafuta, Marijuana, Cigarettes, White spirits, Shisha as these are the most commonly used in Uganda.

Preventive measures on drugs: For example, how to avoid drugs and impact of drugs and how to ignore peer pressure.

Counselling about drugs and ways you can help people who are addicted.

What kind of resources will we need to successfully educate children on the streets?

Books on drug lessons.

Special diagrams for non-literates to learn from

Using former drug users as peer educators.

Newspapers, magazines, radio/TV announcements/programmes, brochures.

What kind of resources would we need to successfully educate children in schools?

Using a projector to if we want to use powerpoint pictures and diagrams.

Using drama to teach the children.

Starting with a football match and later educating the children about the dangers of drugs so they are in a positive mood.

Newspapers, radios/TV announcements/ programmes.

Using posters and teachers being well educated with the right resources.

Life skills: Narconon recommended the most important life skills to focus on were around relationships with others, environments around you and how to make up for wrong behaviours in your past.

Do you think the skills recommended by Narconon are also areas we should be teaching about? Why/ why not?

Yes, because the skills recommended by Narconon offers students support and ways of coping with real world situations that they may find themselves in after leaving the rehabilitation programme.

It also enables people to identify the need of admitting their wrong behaviour for a positive change.

Are there any other life skills that should be core skills learnt through our programme?

Teaching them literacy and numeracy education while undergoing rehabilitation is also good.

Skills in farming are useful too.

Sports and keeping the body healthy long term.

What kind of resources would we need to teach these life skills programmes?

Books having topics on the dangers on drugs, how to communicate well and how to be a good citizen.

Playing indoor games to keep them busy in positive thoughts.

Watching educative film scenes on drugs and how to make different choices.

Playing football and physical sports.

Teaching children to be busy other than being idle.

Teaching children good discipline.

Encouraging children to lead meaningful lives.

Twinning: Some drug rehab programmes suggest twinning the participants to help them to better achieve success together and focus on helping another person rather than themselves.

Should twinning be done between participants of the same level (like Narconon do) or between a more advanced participant in the programme and someone who has recently joined (like San Patrignano does?)

Members suggested that twinning should be between a more advanced participant in the programme and someone who has just joined like they do at San Patrignano.

However, others thought that they believe that older children can be twinned with the young children addicted to sniffing drugs even if they are at the same point in the programme.

What kind of activities could we suggest that twins do together to try to help each other to succeed?

Share their experiences of taking drugs with each other.

Doing activities such as housework, sports and games like ludo, chess or snakes and ladders together.

Farming – they could be given a section of land to farm in their twins.

Dance and drama performances.

Leading workshops with others who have been successful in completing the programme.