



**PANCAP**

PAN CARIBBEAN PARTNERSHIP AGAINST HIV AND AIDS

SCALING UP THE CARIBBEAN'S RESPONSE TO HIV AND AIDS



THE WORLD BANK

# HIV Anti-Stigma Toolkit for EDUCATORS



## Facilitator's Guide

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Pan Caribbean Partnership Against HIV/AIDS  
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# Acknowledgements

CARICOM/PANCAP takes this opportunity to thank the World Bank for funding this series of HIV and AIDS Anti stigma toolkits which have been developed for use by People Living with HIV (PLHIV), Health Workers, Private Sector, Tourism, Educators and Faith Based Organisations, respectively. Materials for two of the activities in Unit Four, Books 1 and 2 of this series were adapted from Bodywork II Positive Living, Care and Support: A Guide for Trainers of HIV Peer Educators written by Bonita Harris with funding from USAID. Texts were also taken from UNICEF, UNAIDS, UNDP, US Centers for Disease Control and Prevention, Human Rights Watch, and Family Health International websites, The University of the West Indies publication 'Guidelines on Law, Ethics, and Human Rights', Dr. Joseph Petraglia's Behaviour Change Model, and Eckhart Tolle's book 'A New Earth: Awakening to Your Life's Purpose.

***This toolkit was developed for use by persons working as Educators and seeks to promote a better understanding of HIV related stigma and discrimination in this sector.***

The CARICOM Secretariat wishes to thank all the persons and institutions in the study countries - Suriname, Guyana, Barbados, Jamaica, the Bahamas, Antigua and Barbuda, Haiti and the Dominican Republic - who participated as key informants in interviews and as focus groups members.

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May the fruits of your labour be reflected in the improved quality of life of all stigmatised and discriminated populations in the Caribbean.



# Foreword

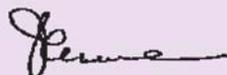
Stigma and discrimination are pervasive features of society. In the context of HIV and AIDS, stigma and the consequent discrimination remain major barriers for People Living with HIV and AIDS - including being able to access treatment and care. These remain impediments in the Caribbean's response to reverse the spread of the epidemic.

PANCAP sought to address these impediments through the Champions for Change initiative. Champions for Change was conceived as a "brand" or approach for promoting the reduction of stigma and discrimination and was intended to complement other approaches.

The Champions for Change initiative, launched at the first conference in November 2004, in St. Kitts and Nevis, brought together a cross-section of stakeholders including parliamentarians, policy makers and practitioners in the fields of education and health, representatives of youth organisations, Faith-Based Organisations, the Private Sector and civil society, sport and cultural icons and People Living with HIV and AIDS (PLHIV) to address issues of stigma and discrimination. It is therefore appropriate that the first comprehensive set of HIV and AIDS anti-stigma and discrimination toolkits for the region has been developed specifically to assist these population groups to address stigma and discrimination in their respective spheres.

The toolkits in this series have been developed for Educators, Health Workers, PLHIV, Faith-Based Organisations, the Private Sector and the Tourism Sector: key population groups in critical sectors of the society influencing and impacting on development. These groups can, by their own attitudes, help to reduce AIDS-related stigma and discrimination as well as play a major role in advocating for the rights and entitlements of People Living with HIV and AIDS.

We trust that the spirit of hope, understanding, acceptance and expectation for a better world for people living with and affected by HIV and AIDS that permeated the workshops convened and other activities undertaken in the development of the toolkits, will live on and come alive each time the toolkits are used.



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# Purpose of the Guide



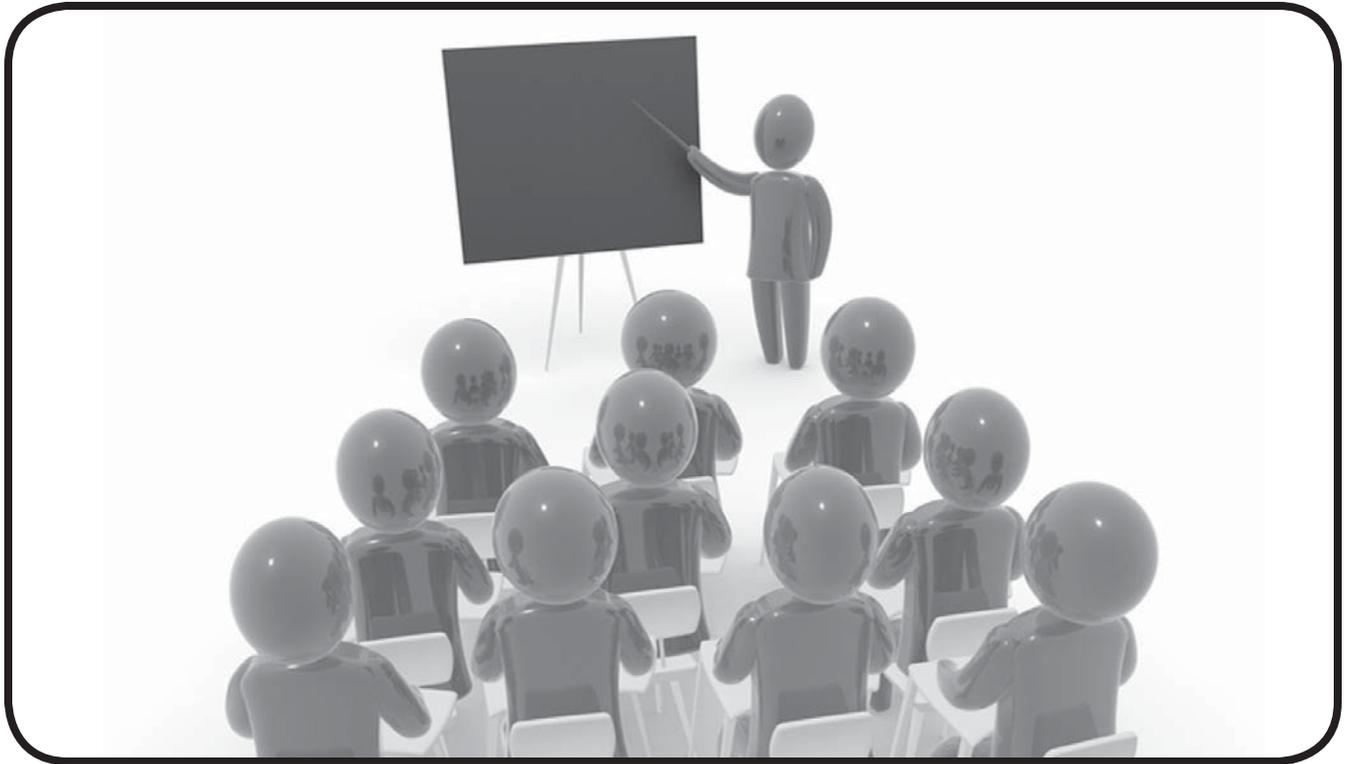
This guide is designed to help facilitators to conduct training using the HIV Anti-stigma Toolkit for Educators.

This resource serves as a guide to assist the facilitator in accomplishing the objectives of the training sessions which are designed to be informative; educational; highly participatory and provide settings for deliberation; for working through social and political issues; for coming up with action strategies and for connecting to policy-making.

Facilitators play a critical role in establishing the productive, face-to-face dialogue that is the hallmark of successful workshops. They ensure that what happens inside each group is consistent with the overall goals and objectives of the specific training session. The facilitator is key to making the group dialogue work, by helping the members engage with each other and the issues, and enabling them to work together effectively.

This guide has been developed by CARICOM/PANCAP to enhance facilitation skills and to serve as a complement to the HIV Anti-stigma Toolkit for Educators.

# The Facilitator



## Facilitator's Profile

The facilitator conducting these sessions should be:

- Familiar and comfortable with the specific topics being presented
- Able to handle potential tension between group members, excessively dominant or passive participants and the expression of strong emotions
- Familiar with the culture of the participants and sensitive to cultural differences either among group members, or among facilitator and participants
- Aware of gender, age and ability differences and how these affect the dynamics of the group within specific cultural contexts
- Able to remain objective/neutral during discussions
- Able to gently arouse the interest of passive participants
- Punctual and should ensure that the agenda is completed satisfactorily
- Able to guide the group to successfully accomplish the objectives set for the training session

If possible, consider having two facilitators to co-facilitate, particularly for a long training or a large group. Two facilitators can model co-operative ways of working together, demonstrate different facilitation styles and provide more attention during small group work.

# The Facilitator (continued)

## Characteristics of an Effective Facilitator

Facilitators bring their own set of unique qualities to the sessions. However, certain characteristics will make a facilitator much more effective:

- An effective facilitator forms a mutual trust relationship with the group. The group trusts the facilitator to foster a safe environment while the facilitator trusts the group to engage in meaningful learning. In addition, the facilitator possesses strong interpersonal skills and has the ability to build rapport with people quickly
- An effective facilitator carefully observes the group to find out how well the group is working together. Based on those observations, the facilitator makes changes and uses different strategies to improve the working relationship of the group. Skill in dealing with anger and negative comments helps the facilitator to guide a group through a successful process
- An effective facilitator listens actively to participants but remains neutral and non-defensive. While guiding the group through different perspectives and helping them engage in constructive dialogue, facilitators do not impose their will on the group
- An effective facilitator has the ability to look at the big picture in relation to the work that the group is engaged in. The facilitator has a good understanding of the tasks which the group is to complete, can break them into manageable segments and can successfully articulate the work to the participants

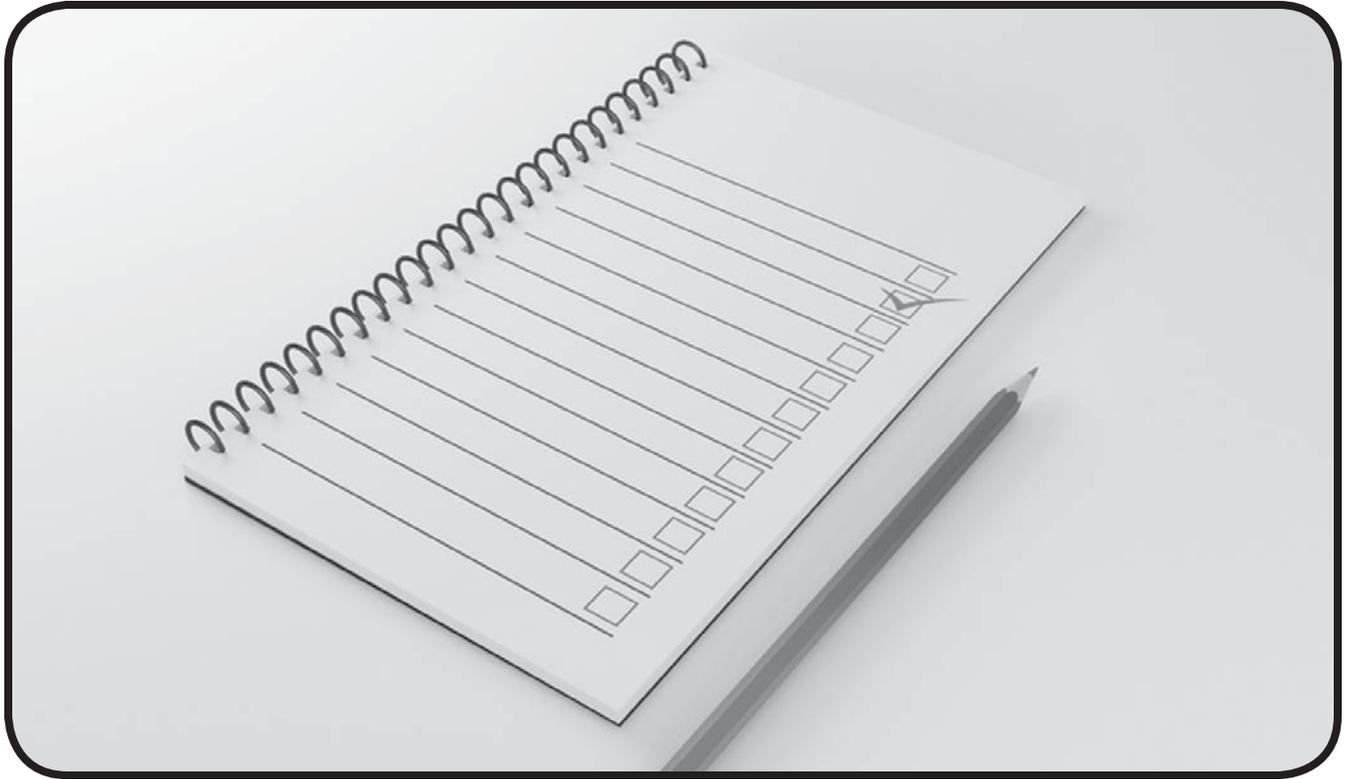
## Responsibilities of the Facilitator

The facilitator plays a key role in the group process and should perform his/her responsibilities carefully to ensure a successful process. This can be accomplished by:

- Providing a safe but stimulating meeting climate
- Providing a global view of the group and its processes
- Serving the group in whatever ways are needed to help it be successful in its assignment; if some participants are not able to write or read, the facilitator should provide additional support to these persons
- Taking in group energy and emotions and re-channelling these to help the group stay productive
- Tracking conversations; bringing the group back into focus when the conversation strays too far off topic
- Providing information needed by the group to complete its assignment
- Encouraging participants to share knowledge with others outside of the session



# Planning the Training Sessions



Before carrying out training, it is important for the facilitator to assess the needs of the participants by asking himself/herself the following questions:

- Who has requested this training?
- Why is training felt to be necessary?
- What are the important social and political conditions in the community in which the training will take place?
- Have the participants been personally affected by HIV, AIDS or any of the other topics being discussed? If so, how?
- Who are the participants? What is their cultural background? Does it differ from that of the facilitator?
- What is their age group? Does it differ from that of the facilitator?
- What is the educational background of the participants?
- What experience do the participants have with training on the specific topic being covered?
- What do participants see as major issues to be considered in the discussions?

# Pre-training Considerations

As some of the subject areas may be sensitive and involve expressing emotions and opinions, the facilitator is responsible for being aware of the following:

- Making clear to participants the objectives of the training
- Maintaining equal participation and minimising tendencies of certain individuals to dominate or monopolise discussion
- Making clear to participants that they have the freedom not to participate in an activity if they feel uncomfortable
- Ensuring confidentiality on personal matters discussed during the training
- Providing adequate time for the debriefing of each activity, so that any strong feelings can be aired
- Being aware of any emotional distress in a participant and making provisions for that person to be appropriately supported
- Seeking feedback and evaluation from participants and taking it into serious consideration in planning the sessions that follow
- Remaining objective in discussions and not imposing opinions or values

# Facilitation Techniques

## Practical Considerations

The facilitator will need to make sure that the space for training is large enough for both full group and small group work. Having cozy “break-out” areas for small group work can be helpful.

Furniture should be easy to move to allow for flexible groupings. Conducting sessions with the group seated in a circle is better for discussion dynamics than row-style seating.

## Agenda-setting

The agenda should be finalised in advance of the training, specifying clearly the rules and responsibilities of each facilitator (if there is more than one).

The agenda can be confirmed with the participants in the setting of ground rules, including the time to be allocated for lunch and tea/coffee breaks. If any adjustments need to be made, these can be decided at this time.

## Introducing the Training

Icebreakers are useful at the start of training to:

- Help participants to get to know each other
- Create a stimulating learning environment
- Use icebreakers that are age and culture appropriate

The toolkit is designed using a mixture of interactive facilitation techniques, including plenary sessions, small group work (buzz groups) and role plays.

### Plenary

Plenary is a method used for bringing all the participants back together after they have worked in small groups or on individual activities or assignments. A plenary can take the form of short reports presented to the rest of the group by nominated spokespersons or informal but structured group discussions.

Plenaries need to be controlled, as they can either become rushed and ineffective, or slow and time-consuming. The facilitator should set strict time limits for each spokesperson and work out beforehand the time allocated for each presentation in a plenary session.

### Small group work (buzz groups)

Within a training session, a small group can have four or five members. Small groups work on tasks identified in the whole group (plenary). Small groups may work in parallel or on different parts of the same task.

Small group work can be used in many situations, for example, whenever participants need to exchange experiences, make decisions or tackle problem-solving tasks. Some management is necessary to ensure the effectiveness of small group work.

# Facilitation Techniques (continued)

**Role plays are a valuable tool in training. They have two main objectives.**

- To illustrate experiences of the participants that are relevant to the training, e.g. a dispute between a couple in a workshop on stigma and discrimination
- To provide participants with the opportunity to rehearse situations that they anticipate could take place, for example, providing support to a Person Living with HIV. Participants may volunteer for different roles or may be selected by the facilitator. Role plays normally last only a few minutes

Role plays may be conducted by the whole group or by smaller groups. They may be presented in turn by the smaller groups to the whole group or done as a “fishbowl” exercise where only a few actually take part while the others observe.

Every role play needs to be followed by a debriefing session for participants to discuss how they felt, to share new insights and for clarification.

Some persons are not comfortable participating as actors in a role play. They can still be encouraged to participate by assisting with scriptwriting or directing the others.

## Using Audio-Visuals

**Audio-visuals are effective facilitation tools.**

**Chalkboards:** A blackboard is used to list key points, to illustrate (such as a plan or diagram) or to record ideas and information from the group. **Blackboards** are good for exercises such as brainstorming, where the facilitator needs to write a lot of ideas quickly. However, when using the **whiteboard**, only write down key issues or ideas and allow participants enough time to take down or think about the ideas for themselves.

**Flip charts:** Flip charts are useful when points made or ideas shared are referred to in subsequent sessions. These can be displayed around the room. They can also be kept for future reference or for use in further training exercises.

**Overhead projector:** The overhead projector (OHP) is an effective and convenient way of displaying information and emphasising points. It also has an important advantage over boards and flip charts, in that in using it, the facilitator does not turn his/her back on the group. When you are preparing transparencies, avoid putting too much information on each sheet. Text has to be large enough to be read by everyone.

**LCD PowerPoint projector:** The LCD PowerPoint projector is an effective and convenient way of displaying information and emphasising points. As with the overhead projector, the facilitator does not turn his/her back on the group.

# Communication

## Communicating with Participants

1. Practise reflective listening. Listen carefully to what all participants have to say, then paraphrase and give it back.
2. Use specific language and a distinct tone to steer discussions where you want them to go. Use positive prompts that initiate thinking in the right direction. For example, “What can we do together to . . .”, or “As we move forward, what are the next steps in . . .”
3. Respect adult behaviour but expect professional courtesy.
4. Use visuals effectively. Visuals can reinforce information, deflect negative attention from the facilitator, synthesise data, demonstrate knowledge, present a concrete image of a concept and validate insights.
5. Be aware of your position in the room as you facilitate the meeting. If you stand in the front of the group for the entire meeting it implies you command all the attention.
6. Use natural gestures to emphasise your intentions or meaning. Gestures and other forms of non-verbal communication can also help maintain control of the group.
7. When giving directions, keep in mind the task and the audience. Remember that your participants are adults but the directions must still be clear and easy to follow.
8. Don't give incorrect information. If you are uncertain about a question or issue, refer the person to a possible source of information.

## Dealing with Difficult People and Situations

1. Place controversial information on a handout, chart, or project onto a screen. This takes the focus away from you or the speaker as the source of the information.
2. Use reflection techniques and gestures when arguments get heated. Restate what people have said in a calm, neutral tone, or use hand gestures to indicate your intentions. If necessary, take a break and give participants a chance to cool down.
3. Involve the participants in establishing ground rules for behaviour. Remind people of these rules if they interrupt, use personal attacks, or promote negativity.
4. If the group seems disinterested in the task, try dividing the meeting into parts or engaging the participants in conversation about how to accomplish the task. If a single participant seems disengaged, use proximity, eye contact, and questioning techniques to bring him/her into the meeting.
5. When dealing with difficult people and situations, it is important to remember that it is not a personal reflection on the facilitator. However, it is the facilitator's responsibility to identify the difficult people and situations and take an active role in resolving the issue as quickly and as tactfully as possible.

## Adult Participants

- Adults and children learn in different ways, therefore, educational strategies must be modified when working with adult learners
- Adults should have input into what they will be learning and how they will be learning it. The participants should be involved in choosing the content and developing the plan to reach desired outcomes
- Adult learners bring knowledge and experience to the new learning environment. It is important for adult learners to connect what they already know to the new learning experience
- Adults receive information and learn in many ways, just as children do. Adults also have preferred learning modalities – auditory, kinesthetic, tactile and visual
- Adult learning is more effective when it “addresses the concerns and issues faced daily” by the learner. In addition, adults are more comfortable when learning takes place in a collaborative environment
- Adult learners need time to reflect on new knowledge and implementation of new skills
- Adult learners need ongoing support to apply and sustain what has been learnt

# How to Conduct the Evaluation

Evaluation is a crucial process in any training module. Evaluation can be done both during the training and at the end, in order to further improve the planning and facilitation of sessions of that particular training or for future training workshops.

## Evaluation During the Training

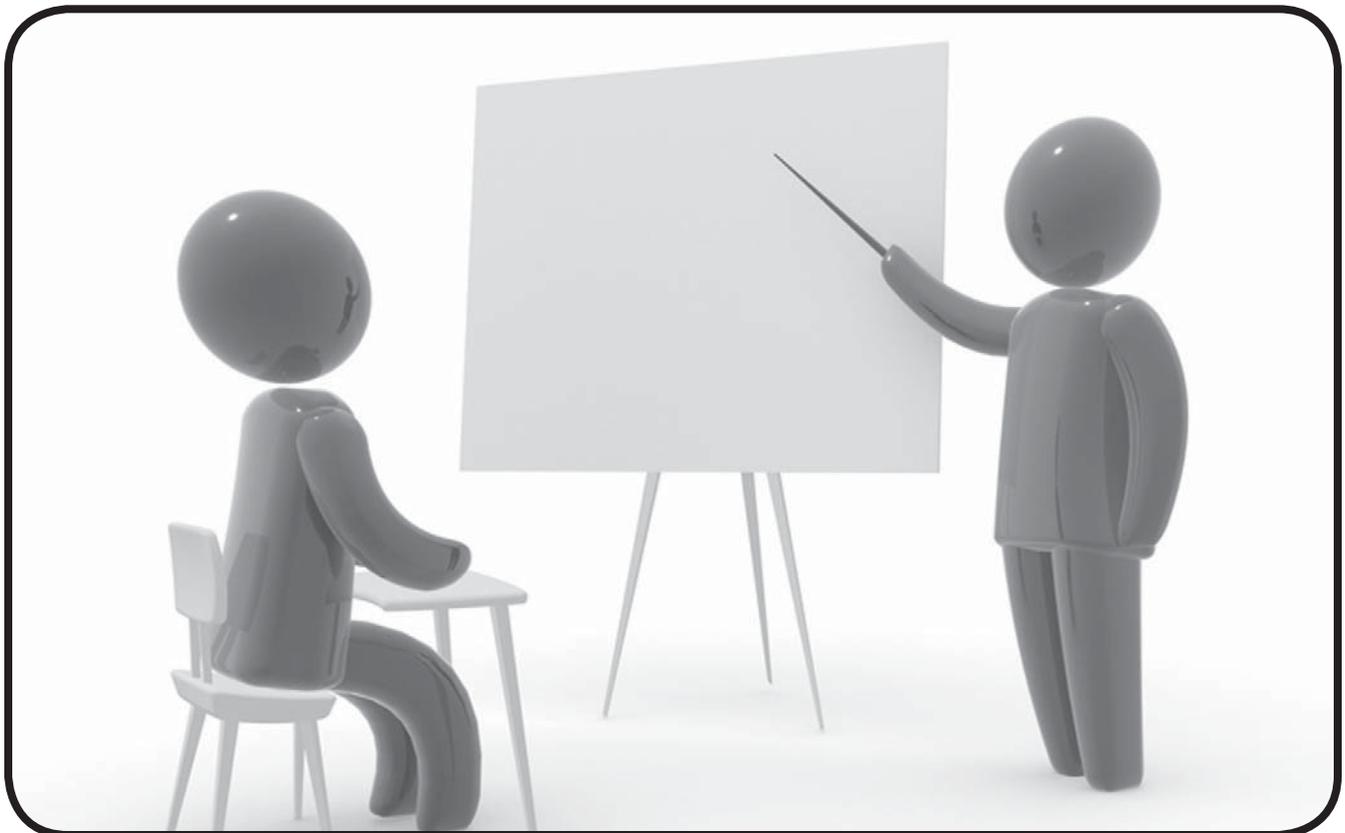
One technique is to provide daily evaluation sheets, which are collected at the end of each day. These should be reviewed in the evening and reported at the plenary the next morning to decide on possible changes, if needed.

Small groups can also be formed during the start of the training (when setting the ground rules), with the groups allocated a day each to report to the facilitating team after the sessions.

## Evaluation at the End of the Training

Evaluation can be incorporated in the summary session of the training. One technique is to use the “cabbage game”, whereby a series of questions to evaluate the course are written on sheets of (green) paper. These sheets are then crumpled together to symbolise leaves of a cabbage.

The facilitator starts the game by asking participants to sit in a circle. The facilitator then throws the cabbage to the participants. The participant who catches the cabbage gets to open the first “leaf”, reads the evaluation questions aloud and responds to them in plenary.



# Ideas for Icebreakers and Energisers

## **Rhythm Clap: Introduction**

Start off a rhythmic clap by clapping your hands, slapping your thighs, snapping your fingers, etc., in time to an introductory statement, such as: "My name is (clap, clap) Michael (snap, snap). I live (clap, clap) in Belize (slap, slap)." Go around the circle in this way until all participants have introduced themselves.

## **Human Web: Leadership, Commitment, Teamwork**

Participants stand close to each other in small circles about five or six people. The participants take the hands of the people in the circle. They cannot take the hand of the person next to them and they must be sure to have the hands of two different people. They then try to untangle themselves to return to a continuous circle again without letting go of anyone's hands. After all groups have successfully untangled, process the exercise. Did any leaders direct the rest of the group? Did anyone give up? Why? What made the group finally succeed?

## **Who's the Leader?: Leadership or Thinking Skills**

Ask the group to stand in a circle. Ask for one volunteer and send that person out of the room. The people in the circle secretly choose a person to be the leader. The leader should start an action such as clapping hands, dancing, or stomping feet. The action should change every fifteen seconds. The other members of the circle should follow the leader's movements, without looking directly at the leader and giving him/her away. The volunteer is brought back into the room while these actions are taking place. The volunteer has three chances to guess who the leader is.

## **Pass the Picture: Communication Skills or Perceptions**

Ask for five volunteers to leave the training area for a few minutes. Bring out a piece of flip chart paper (or plain paper) and ask the remaining people to agree on a picture and two or three people to draw it. The picture could include, for example, a house, animals, a tree and so forth. They should not make it too complicated. Then hide the picture and ask someone to call the five volunteers back to the group. One volunteer is then shown the picture for about a minute. This volunteer must then describe the picture in words to the second volunteer, who in turn describes it to the third volunteer and so on.

When the fifth volunteer has heard a description of the picture, he/she should be handed a new piece of paper and some markers. He/she should then try to draw the picture as he/she understands it to look. He/she should receive no help from the rest of the group! When he/she has finished, compare it with the original picture. There should be some interesting differences. Point out that it is often much harder than we suppose for all of us to understand things in the same way.

## **Hand in Hand: Closing or Evaluation Exercise**

Everyone stands in a tight circle. Ask the first person to your left to put his/her right outstretched arm into the middle of the circle and to say what he/she has found difficult about the session; then, add something he/she has found good about the session. Ask him/her to use these phrases: "I didn't like it when..." followed by, "I did like it when..." Ask the person to your left to repeat this, placing his/her hand on top of the hand already in the middle, also saying one difficult and one good thing about the session. Continue around until all of the participants have their right hands placed in a tower on top of one another in the circle. Finish by saying that this tower of hands can represent your strength together as a group.

# Appendix:

## Anti-stigma Toolkit Training Daily Evaluation Form

**1. What did you enjoy most about today?**

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**2. What did you learn during today's sessions that you will use in your personal or work life?**

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**3. What did you not understand during today's sessions? Please provide specific examples.**

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**4. What other comments do you have? Please be specific.**

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