PANCAP
SCALING UP THE CARIBBEAN'S RESPONSE TO HIV AND AIDS
PAN CARIBBEAN PARTNERSHIP AGAINST HIV AND AIDS

THE WORLD BANK

HIV Anti-Stigma Toolkit for

PEOPLE LIVING WITH HIV

Facilitator's Guide

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This toolkit was developed for use by Persons living with (PLHIV) industry 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 partcipated 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.

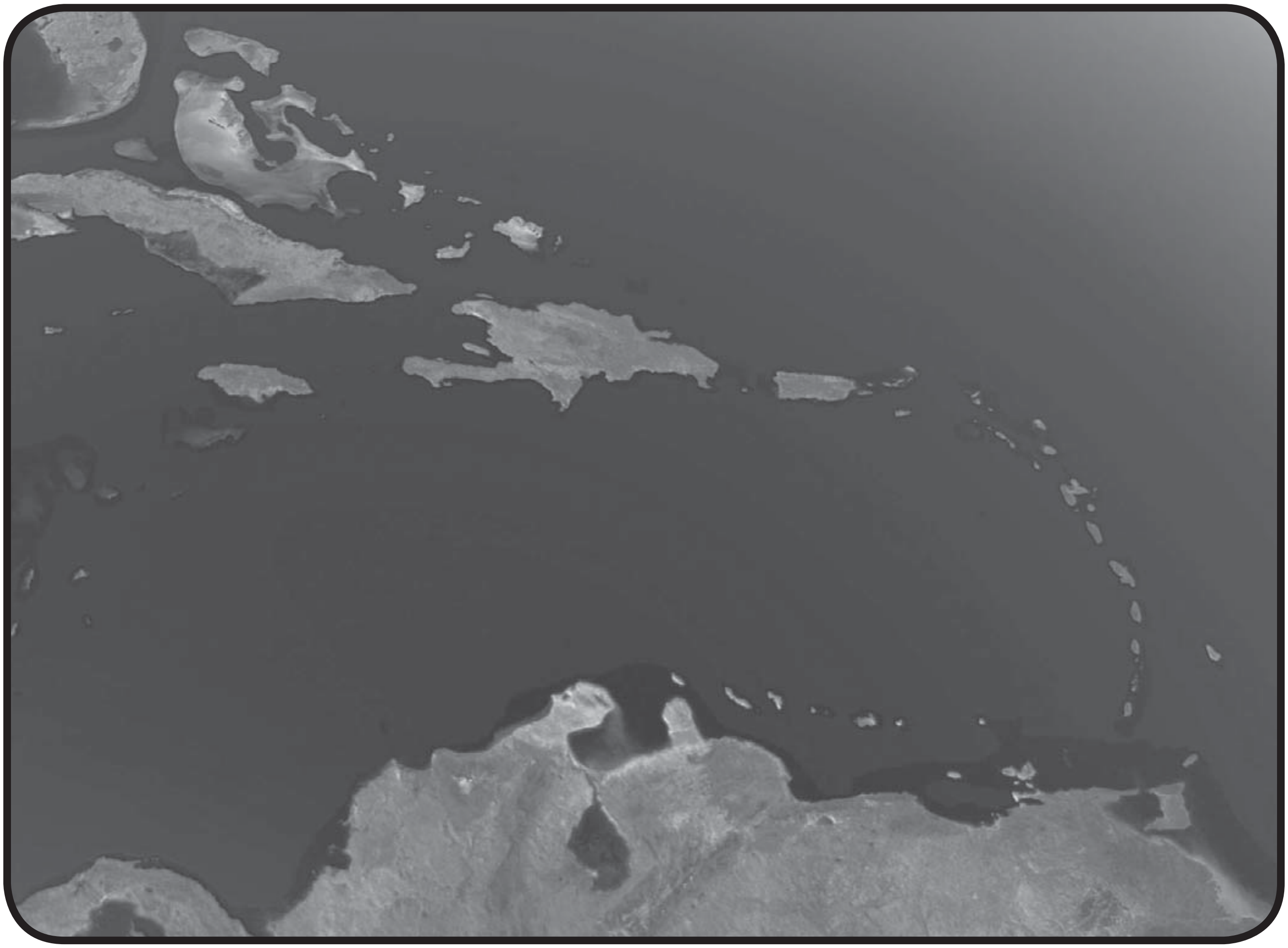
EDWARD GREENE
ASSISTANT SECRETARY GENERAL
CARICOM SECRETARIAT

Background

The HIV and AIDS epidemic is a major health crisis for the Caribbean. According to the latest indicators, outside of Sub-Saharan Africa, the Caribbean has the highest HIV rate globally. Approximately 440,000 people are living with HIV in the region. In the Caribbean Community (CARICOM) countries specifically, 240,000 people are currently living with HIV. Stigma is one of the key barriers to addressing HIV and AIDS. It manifests itself through denial, ostracism and rejection and often results in discrimination and human rights abuses against People Living with HIV.

The fifteen member countries of CARICOM and the Dominican Republic are undertaking comprehensive national programmes to halt and reverse the spread of HIV and AIDS through a variety of interventions including advocacy, education and legal reforms around stigma and discrimination. In line with these efforts, CARICOM and the Pan Caribbean Partnership against HIV/AIDS (PANCAP), through International HIV/AIDS Alliance with a grant from the World Bank, produced a series of anti-stigma toolkits aimed at six specific target groups namely, 1) the Private Sector, 2) Tourism, 3) Health Workers, 4) PLHIV, 5) Educators and 6) Faith-Based Organisations.

Who is the Guide for?



This guide was designed to help facilitators to conduct training using the HIV Anti-stigma Toolkit for People Living with HIV in Caribbean countries.

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Purpose of the Guide

The purpose of the document is to guide facilitators in the use of the toolkit in recognition that effective facilitators play a critical role in establishing the productive, face-to-face dialogue that is the hallmark of successful presentations and 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 to engage with each other and the issues and enabling participants to work together effectively.

Facilitators will be expected to follow the step-by-step instructions provided for each activity in the toolkit, as well as the facilitator's notes that give guidance in relation to the preparatory work required for each activity and where to locate the background reading materials.

When conducting training, please be aware that the toolkit is only 50 per cent of the facilitation; 25 per cent is personal style and the other 25 per cent is playing it by ear, depending on the dynamics of the group.

The toolkit only serves as a guide and some sections should be updated on a regular basis, like any other working document.

Purpose of the Guide (continued)

This toolkit is produced for adaptation by countries to their own cultural context. It is hoped that indigenous people will be reached. Since activities build upon each other, it is recommended that, as much as possible, facilitators maintain the sequence. The acronym PLHIV was used throughout the toolkit, nonetheless facilitators are encouraged to use 'People Living with HIV' when facilitating the activities.

The toolkit will enable participants to explore client-centred care. Activities will lead participants to examine their attitudes towards differences in relation to PLHIV, Men who have Sex with Men, Sex Workers, drug users and street people/children and how these impact the quality of care delivered. Activities will enable participants to identify their unmet needs for maintaining health and wellness and avoiding burnout. Participants will also be provided with the tools needed to advocate for changes in their working environment and the inclusion of anti-stigma and discrimination information in the pre-service curricula and in-service HIV/AIDS training programmes.

Each activity consists of:

- Objective(s)
- Materials needed
- Suggested timeframe
- Facilitator's instructions
- Facilitator's notes

Activities are designed to guide the facilitator on how to stimulate critical thinking and encourage interaction among the participants as they explore personal values and diversity, apply life skills and use emotional intelligence to examine their deeply-held beliefs with respect to stigma and discrimination and how these impact the lives of people living with and affected by HIV.

This toolkit should not be viewed as a solution to overcoming the challenges associated with encouraging behaviour change with respect to stigma and discrimination. Instead, it should be seen as a useful component of a wider framework on stigma and discrimination reduction and behaviour modification within the Caribbean.

The Facilitator

The successful conduct of the activities in the toolkit and the achievement of the objective(s) of each activity largely depend on the effectiveness of the facilitator. This section will therefore focus on examining the characteristics and responsibilities of an effective facilitator.

Facilitator's Profile

The facilitator(s) who will conduct these training sessions should be:

- Able to handle the specific topics being presented
- Able to handle potential tension among 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 between facilitator(s) 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 during discussions
- Able to gently arouse the interest of passive participants
- Prepared and informed, as well as flexible to unexpected changes
- 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
- Approachable and sociable

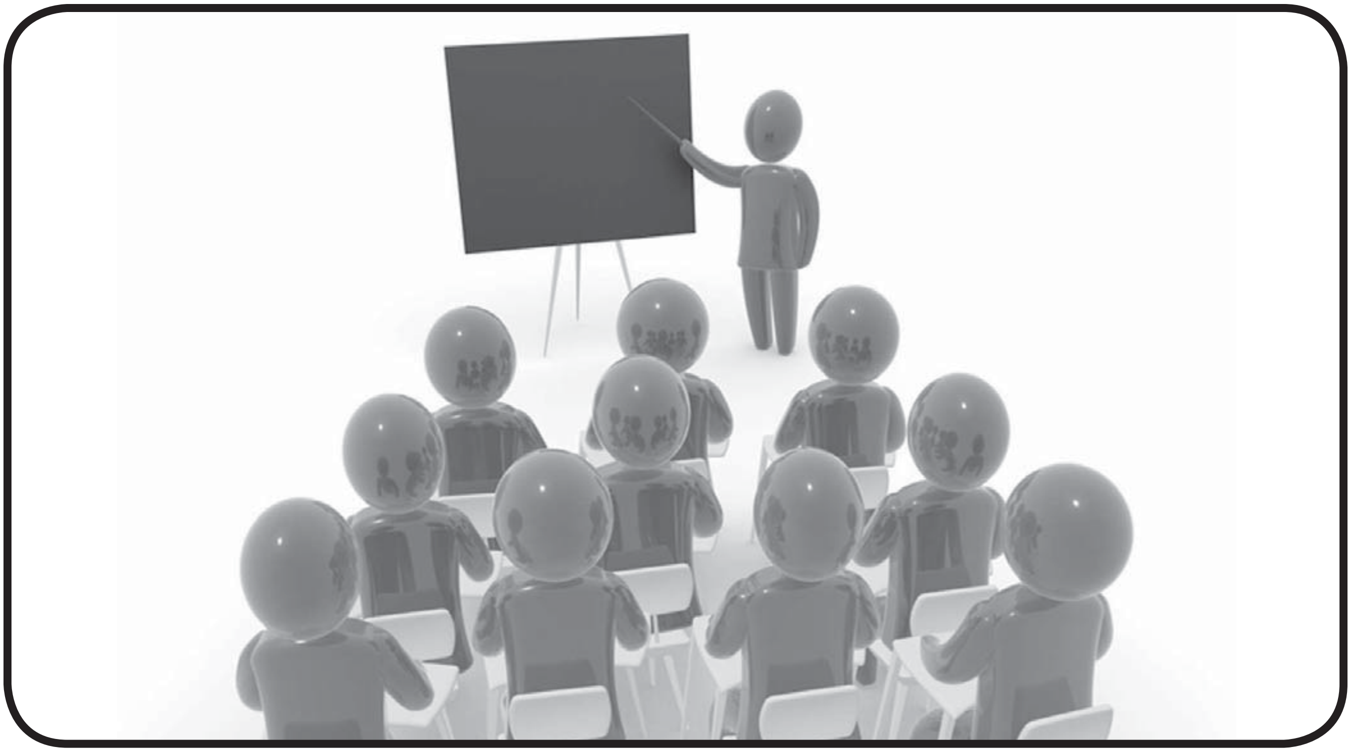
If possible, consider having two facilitators to co-facilitate, particularly for long training sessions or a large group. Two facilitators can model co-operative ways of working together, demonstrate different facilitation styles and provide more attention during small group work.

Characteristics of an Effective Facilitator

Every facilitator will bring his/her own set of unique qualities to the session. However, certain characteristics will make a facilitator much more effective and the group more successful.

- 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. He/she is open and sensitive to the feelings of others and can make others feel at ease
- An effective facilitator carefully observes the group to improve the working relationship of the group. Skill in depersonalising anger and negative comments helps the effective facilitator guide a group through the process of reaching the desired outcome
- 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, the facilitator does not impose his/her will on the group or advance his/her own agenda. The group must reach its own conclusions

The Facilitator (continued)



- An effective facilitator has the ability to look at the big picture in relation to the work the group is engaged in performing
- The facilitator has a clear understanding of the tasks the group is to complete, can divide them into manageable segments and can successfully articulate the work to the participants
- A facilitator serves the needs of his/her group by allowing the participants to do most of the talking, setting up the conditions for success and creating a safe and open environment for discussion
- There are three primary goals of the facilitator: facilitating task accomplishment, the development of group processes and the overall development of a group

Responsibilities of the Facilitator

- Providing a safe but stimulating workshop climate
- Providing a global view of the group and its processes
- Serving the group in whichever ways are needed to help it be successful in its assignment
- 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

Conducting Training Needs Assessment

Before carrying out training, it is important to assess the needs of the participants by asking the following questions:

- Who has requested this training?
- Why is training felt to be necessary?
- What are the training needs of the participants?
- 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?

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, this can be decided during the first session of the training.

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 large group sessions with the group seated in a circle is better for discussion dynamics than row-style seating.

Planning the Training Sessions (continued)

Physical Space

The following are some important considerations when planning and facilitating a professional development workshop/ session.

1. Be cognisant of the arrangement of the furniture. Different arrangements facilitate different types of activities. Create an arrangement that promotes group interaction – circle, horseshoe, small groups.
2. Make sure all participants can see the facilitator and any visual aids. If participants are seated in circles and some have their backs to the speaker, make sure there is enough space to turn chairs around.
3. Be aware of the lighting in the room. If the lights must be dimmed for digital presentations, make sure the switch is in an accessible place and you do not waste time moving back and forth to turn on the lights.
4. Make sure participants can easily find the workshop venue. Give directions ahead of time and post signs at the meeting site. A few days before the workshop, send a reminder notice to participants with date, time and directions, if possible.
5. Place the refreshments in an accessible area, but where they will not be a distraction. For a full-day session, provide refreshments for the beginning of the session, a morning break and an afternoon break.
6. Consider the use of music to set the tone for your workshop. Have music playing in the background as participants enter the room, play music during reflective writing time, or use music to signal a transition.
7. Make sure you have a few extra handouts; people often lose them or want to take a clean copy. Materials should be organised for each activity and easily accessible for participants. Double-check the technological tools you will be using (computer, overhead projector, slides, television sets, etc.). Have a back-up plan if one should stop working during the session.

Tips for the Facilitator

As you prepare for the workshop, there are several tasks you will need to complete.

1. Prepare an agenda using the topics and objectives stated for each activity. Make any adjustments to the suggested time for the activities based upon the number of participants or the learning gained from facilitating the activities previously.
2. Inform the participants of the time, place, purpose, required materials and required reading for the meeting. It is helpful to send participants a reminder a few days prior to the meeting.
3. Make sure that you are at least half an hour early at the venue of training to ensure that all necessary arrangements are made. Some persons may come early to the training sessions.
4. Make sure you secure an acceptable location for an adequate amount of time and prepare the room for the session/ workshop. Have furniture, technological devices and materials accessible and in working order.
5. Organise refreshments for the session and place them in a convenient location, if necessary. You can solicit the help of other participants or groups (such as parent/student groups, community volunteers, or caterers) to organise the refreshments.

Ground Rules

At the start of a training course, it is important to establish ground rules among the participants and the facilitators. This can be done through an open forum; participants suggest the rules and the facilitator seeks concurrence before recording on flip chart paper.

Ensure that confidentiality is agreed to as part of the ground rules. Remind persons of the song, "What happens in the party, stays in the party." Emphasise that information shared during the session must not be discussed outside of the room.

Once this exercise is completed, the flip chart paper can be placed in a visible location in the training venue.

Pre-training Considerations

Facilitation Techniques

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

In an interactive session, participants are able to:

- Seek clarification
- Raise questions
- Think actively
- Practise what they learn

During such a session, the facilitator:

- Feels challenged
- Develops relationships with the participants
- Begins to understand the participants' needs, limitations and strengths
- Starts responding to the participants' needs
- Starts learning himself/herself
- Adds to his/her own knowledge

Plenaries

- "Plenaries" is a method used for bringing all the participants back together after they have worked in small groups or on individual and sub-group activities or assignments. Plenaries 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

- The facilitator should be able to manage feedback and be prepared to ask the contributor for further clarification on points

Pre-training Considerations (continued)

Small group work (buzz groups)

Within a training session, a small group would usually 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.

The facilitator should ensure that:

- Groups know and understand the task assigned to them
- The facilitator is available for further clarification while the task is in progress
- Feedback from small groups is properly managed and group rules established so that each group knows how long their presentation will last
- Decisions are taken on how to handle inter-group questions and comments
- Discussions do not go off track

Role plays

Role plays are a valuable tool in training. They have two main uses:

- To illustrate experiences of the participants that are relevant to the training, e.g. dealing with breach of confidentiality
- To provide participants with the opportunity to rehearse situations that they anticipate could take place, e.g. negotiating condom use with a partner. Participants may volunteer for different roles or may be selected by the facilitator
- Role plays normally last three to five 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 and an exercise to help participants to get out of the roles

Pre-training Considerations (continued)

Using Audio-visuals

Blackboards

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 blackboard, 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.

Pictures and other graphics can be included, which make for more attractive presentations.

Pre-training Considerations (continued)

Introducing the Training

As training in 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 privacy – participants should not feel pressured to reveal personal information if they do not want to
- Providing adequate time for the debriefing of each activity, so that any strong feelings that may have been raised 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 your opinions or values

Energisers

Energisers can be inserted at any point during training to "liven up" a session and enhance participants' learning. If the facilitator does not have any energisers planned, participants may be asked to take charge of these activities, which can include songs and short games.

Some facilitators prefer to use energisers that are linked closely to the topic of the sessions.

Expectations

At the start of the training, participants may be uncertain about what they will be asked to do and whether the training will prove useful for them.

One way to address this is to ask participants to note the following on two coloured cards (using a different colour for each):

(a) What do I hope to get out of the course? (Expectations)

(b) What do I want to avoid during the training? (Fears)

The cards can then be placed anonymously in a pile. When all the cards are in, the participants return to the pile and each draws one card.

Pre-Training Considerations (continued)

Each participant reads one card to the rest of the group. A brief discussion can follow, in which people's hopes and expectations are acknowledged.

The facilitator can write down some of the expectations and fears as expressed by the participants and post them on the wall somewhere in the room so that they can be referred to easily during the course of the training sessions.

It is important to ensure that all expectations and fears are validated and deemed as important and relevant.

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. Make it clear that this workshop is important work and in order to meet the objectives, all participants must behave in a professional manner.
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. When you need participants to remember something, get them to see it in as many forms as possible.
5. Be aware of your position in the room as you facilitate the activities. If you stand in the front of the group for the entire activity it implies you command all the attention. If you remain seated at the back of the room throughout the session, it implies you are not in control of the group.
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 and deflect negative energy from its intended target.
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. Prepare an "attention-getting" signal and articulate it to the participants. Use the signal to bring the large group back together or calm a chaotic moment. For example, raising your two hands.
9. Don't give incorrect information. If you are uncertain about a question or issue, refer the person to a possible source of information.
10. Be firm in steering discussions and dealing with difficult participants.

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. Resume the meeting with positive statements.
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 activity 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 activity.
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.

Communication (continued)

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 participants bring knowledge and experience to the new learning environment. It is important for adult participants 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 methods – auditory, visual, kinesthetic (learn through moving, doing, practising and touching)
- Adult learning is more effective when it "addresses the concerns and issues faced daily" by the participant. In addition, adults are more comfortable when learning takes place in a collaborative environment
- Adult participants need time to reflect on new knowledge and implementation of new skills
- Adult participants need ongoing support to apply and sustain what has been learnt

Children and Adolescent Participants

- Their attention span is a lot shorter than that of adults
- Audio-visual aids are very helpful to keep children and adolescents interested
- Use pictures and graphics they can identify with, e.g. cartoon characters or movie stars or musicians
- Use simple language

Guidance for Dealing with Clients Who Become Emotional During Activities

Step 1: If a participant begins to cry or becomes distressed during an activity, do not intervene immediately. Wait to see whether a fellow participant would reach out to him/her.

Step 2: If another participant reaches out, step back and observe the interaction.

Step 3: Should other participants also try to reach out, gesture to them to stand back. They need to avoid crowding the participant.

Step 4: Ask the emotional participant what he/she would like you to do. Stop the session and wait until he/she composes himself/herself or continue the session. Remember that you are facilitating empowerment of participants. They must choose whether to have an intervention or not.

Step 5: If the individual requests that you stop the activity to allow him/her to compose himself/herself you could intervene as follows:

- Acknowledge the pain the individual is feeling: "It seems that this activity has brought back painful memories for you. Would you like to share how you are feeling now?"
- Acknowledge the feeling(s) shared. "It is alright for you to feel this way."
- If the participant does not continue, you may ask, "If you are comfortable doing so, would you like to share your reasons for feeling as you do?"
- If the individual is not clear or you did not understand what was shared, you may ask open-ended questions to clarify
- After the individual has finished sharing, other participants may wish to interject and to share similar experiences and how they dealt with them. You may allow them to do so but encourage them to be brief. Remember that the guidance or support needed may reside in the workshop with the participants who may have walked that walk before

How to Conduct the Evaluation

Evaluation

Evaluation is a crucial process in any training activity. 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. Ongoing participatory evaluation during training can also help engage participants and provide them with ownership of the training process.

Evaluation During the Training

At the end of most of the activities in the toolkit, participants are asked to share their learning in relation to a particular activity. This is an opportunity for the facilitator to note how the activity impacted each participant.

When conducting workshops over several days, one technique is to provide daily evaluation sheets that are collected at the end of each day (see Appendix). These should be analysed 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 each group allocated a day (during the training) to report to the facilitating team after the sessions.

Evaluation at the End of the Training

Evaluation can be incorporated into 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.

The participant then throws the cabbage to another participant and the process is repeated. At the end of a training session, a final evaluation form can be circulated for each participant to comment more extensively on the training experience.

An evaluation questionnaire can also be prepared and participants can be asked to share their feelings and thoughts on the training session and provide recommendations for future training sessions.

Appendix:
Anti-stigma Toolkit Training Daily Evaluation Form

1. What did you enjoy most about today?

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

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

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

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