PARTNER TRAINING GUIDE

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# Acknowledgement

This Partner Training Guide is based on previously prepared manuals by other organizations for projects, such as the Health Communication Partnership's Peer Education Guide for Ethiopian Sex Workers. It has been adapted and adjusted to the T-MARC Project context, working with grantees who work directly with women engaged in sex work and transactional sex.

We would also like to thank The US President's Emergency Plan for AIDS Relief (PEPFAR) for its financial assistance and contributions through the United States Agency for International Development (USAID).

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## Preface

This manual was developed for the Tanzania Marketing and Communications for AIDS, Reproductive Health, Child Survival and Infectious Diseases (T-MARC) project, a five-year USAID Private Sector Program (PSP) initiative managed by AED. The objective of this manual is to provide information and lessons to educate women engaging in transactional sex in order to promote health lives and behaviours.

This manual is part of a comprehensive package of risk reduction services which includes: peer outreach and education (e.g., correct and consistent condom use, sexual health, and empowerment); mass media; condom distribution; counselling and testing; referrals and treatment for sexually transmitted infections (STI); and linkages with care and treatment facilities to be implemented by local partner grantees.

## About AED/T-MARC

T-MARC project is a five-year initiative with a mission to contribute to improvements in the health status of Tanzanian families and reduce the transmission and impact of HIV/AIDS managed by AED. T-MARC is forming public-private partnerships in order to develop and expand consumer markets for a broad range of health products (e.g., condoms, contraceptives, diarrheal treatment products, malaria prevention and treatment products, etc.) and promote behavior change that will improve public health. On April 1, 2007, the independent Tanzanian-led and controlled T-MARC Company Ltd (Tanzania Marketing and Communications) took over implementation of the T-MARC project under the supervision of AED. T-MARC Company Ltd. is an independent, Tanzanian-owned and run organization registered in Tanzania as a not-for-profit business.

AED is a non-profit organization working globally to improve education, health, civil society and economic development--the foundation of thriving societies. In collaboration with local and national partners, AED fosters sustainable results through practical, comprehensive approaches to social and economic challenges. AED implements more than 250 programs serving people in all 50 U.S. states and more than 150 countries.

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# Introduction

## WHO - The People for Whom We Created This Guide

This *Partners' Training Guide* is for lead trainers who are health educators/ trainers and Program Directors that work with partner organizations of the T-MARC Grants Program.

There are many organizations in Tanzania doing HIV and AIDS prevention work and T-MARC has made an initial selection of organizations with whom to share materials and approaches. T-MARC will train 24 participants (so that they can work in 6 groups of 4 each when doing practice teachings with the Peer Learning Guide) from grantee partner organizations, each sending three lead trainers including key peer educators identified by the program and program staff from the organization.

Some of these organizations have extensive experience in community development, but not in HIV prevention or the sex work; others have extensive experience in HIV prevention but not in the sex work; and finally, some have solid ties to sex work but little experience working directly in HIV prevention. Some have more experience but they are interested in the new materials and a different approach because they see an opportunity to improve their effectiveness and efficiency. According to results from the Formative Assessment of HIV Prevention Programs for sex workers and women engaged in transactional sex (WETS), WETS do not consider or identity themselves as sex workers and therefore a more creative approach must be used to reach them, possibly at salons, education centers or markets with relevant information about HIV prevention.

Each organization is expected to send at least three lead trainers to this training. The lead trainers are responsible for identifying and selecting peer leaders who are sex workers or ex-sex workers or women engaged in transactional sex. They will be using the Peer *Learning Guide* to facilitate the learning of selected peer leaders who will carry out sessions with CSW at specific sites such as bars or brothels. In the case of women engaged in transactional sex, they will be bar maids, salon attendants, college students, roadside food vendors, and others who have expressed interest in addressing peers needs to access HIV prevention information. The lead trainers will also be the ones following up with site visits to the peer learning sessions in both interventions.

This workshop prepares the lead trainers to use the recently designed *Peer Learning Guide,* part of a large project to coordinate quality and effective HIV and AIDS education in Tanzania.

When the participants are invited to attend this workshop (at least 15 days prior to the workshop), they will receive a copy of this manual and the *Peer Learning Guide* for their examination and review.

The T-MARC staff has experience working with high risk populations including sex workers and training different groups of people, including adults. Their level of confidence in facilitation is very high as a result of doing several trainings and facilitation.

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## WHY – The Reason This Guide Was Created

T-MARC is eager to broaden the field test of their new materials and approach with sex workers by working with partner organizations so that they can all share what they are learning. HIV among sex workers, women engaging in transactional sex and their clients/partners has been an ongoing issue of concern in Tanzania and the international development community for many years. There is no simple fix. These new materials and approach will not achieve the desired result unless there is a concerted effort to use them to their maximum effectiveness and all organizations exchange their insights as they are gained over time.

Although study data varies widely, there is no doubt that the risk of HIV and other sexually transmitted infections (STIs) is extremely high among young female sex workers in Tanzania, as in many places around the world. The causes of this risk are complex and go well beyond the personal knowledge or choices of the sex workers or women engaging in transactional sex themselves. Experience shows that women engaged in sex work or transactional can indeed live healthier and longer lives if they come together to build their knowledge of risks, exchange strategies for protection, support each other to make changes, and encourage others to support them too.

Experience from other countries also shows that sex workers want, and need, to pay attention to other issues that they face such as the need for food, shelter and personal safety. While this program doesn't address these issues directly, it does intentionally create a solid foundation for the women to begin to address those important aspects of their lives as well. Transactional sex exacerbates risk of HIV transmission because it reduces women's ability to negotiate for safer sex with their consistent partners.

Any work with venue-based sex workers must be accompanied by work directly with establishment owners and clients. T-MARC has developed several interventions within bars and brothels, and will build on this experience to implement this program. This *Partners' Training Guide* will focus only on effectively working with peer leaders for reaching sex workers and women engaging in transactional sex. However, it is designed to be integrated with efforts at reaching venue owners and clients as well. For partners who are not working with establishment-based sex workers, they will have an opportunity to use an adapted version of the Peer Learning Guide tailored for women engaged in transactional sex, who are harder to reach as they do not always have recognizable venues where they congregate.

We encourage trainers to always use these learning materials with an experimental spirit, learning from the sex workers and women engaging in transactional sex as they go along. This training for partner organizations will also offer ideas on how they can simplify the *Peer Learning Guide* and field-test it in their own area, so that their experience adds to that of T-MARC, improves the quality of the program and training materials, and builds a stronger community of practice.

T-MARC believes strongly in partnership and capacity-building, and hopes to strengthen both of these through this training and the other components of this project. This *Partners' Training Guide* will give partner organizations the skills and knowledge they need to support and continue the valuable HIV and AIDS work started. This training will help partners work with T-MARC to make more lasting and widespread change in the area of HIV and AIDS. The partners have asked for an approach that is more engaging and less technical for peer education.

## WHERE – The Location for the Training

This workshop will be held at a convenient location that includes good lighting, plenty of room for group work at tables, a circle of chairs, wall space for putting up poster sheets, and the possibility of breakout rooms.

### Materials

Based on 24 participants, it is recommended that there be a supply of the following for each day to be used as needed:

- 1 pen per participant
- 1 notebook per participant
- 1 basket of dark coloured markers for each working group
- 1 basket of dark coloured markers for the centre table of the circle of chairs
- 2 rolls of tape
- 3 pads of flip chart paper
- 2 flip chart stands
- 1 ream of blank white photocopy paper
- 1 pair of scissors
- clock
- all handouts (with Kiswahili translation)
- camera (*optional* but nice to have photos for your newsletter, website, etc)
- music (*optional* but nice for during break and work times)
- flowers (*optional* but nice for making the workshop space more comfortable)
- beautiful table cloth for centre table and display tables (*optional* – this is not recommended for the working group tables because of marker leakage)

### Food and Drink

**Five day course** - Food and drinks for lunch and break time will be determined by budget, location and participants needs.

**Practice teaching sessions** - It is also recommended to offer soft drinks, coffee, tea and a small snack to the sex workers involved both practice teaching sessions.

## WHEN – The Time and Timing

This training contains five days worth of information. It is designed to be held from Monday to Friday, beginning at 9:00am and going until 5:00pm however, this time frame may change based on the participants needs. Time may vary during field visits for practice teaching days as well.

Total learning hours: 30 (6 full working hours x 5 days); this includes the workshop and 2 field trips to practice teach with sex workers.

There will be a break in the morning and the afternoon, with 1 hour for lunch in the middle of the day. Food will be provided, where possible.

*Full and active participation is expected to assure learning and cohesion of the group.*

## Notes for the facilitators

**The methodology of the sessions**

The learning modules in this curriculum are designed according to the principles and practices of Dialogue Education, an approach to adult learning that was developed by Dr. Jane Vella. The approach synthesizes many of the key insights of adult learning theory as developed by Paulo Freire, Malcolm Knowles, Benjamin Bloom and others into a methodology that has been used around the world to teach a variety of topics.

**Dialogue Education**

Dialogue Education combines the best of formal and non-formal education methods to optimize everyone's participation, while promoting accountability to achieve specific learning objectives.

All adults learn in specific ways, and is different from children. By knowing how adults learn and working to make sure trainers can maximize learning will increase effectiveness of the leaning experience. .

Effective learning focuses on having adults do the skills they are learning, instead of just reading about them or hearing about them or observing them as well as focusing on the following principles:

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- **RESPECT:** Not judging others, always respecting personal values.
- **RELEVANCE:** Adults are interested in anything that is important and closely connected to their daily life.
- **IMMEDIACY**: Adults need to see the usefulness of new learning.

### Facilitator Tips

1. **Meeting with your co-facilitator** well in advance of the course. Together you need to discuss the following:

   a. how you works best

   b. how you understand the different parts of the course

   c. how you will manage time and use each other to do this

   d. who will teach which section of the course.

*Note: It is advisable to change facilitators for each task or after a long part of a task. Changing facilitators will help keep energy up for the learners and facilitators.*

2. Pay attention and explain to the participants how one day in this workshop prepares for the next, and each day builds on the experience of the previous one. Likewise, each learning activity prepares for the next and builds on the previous one. **Look back and look forward** into the workshop design to weave the various learning activities together, and remember to point out to the participants where they've been and where they are going.

3. Many of the learning activities offer opportunities for the learners to share what they already know, examine new information, apply or practice using the new information, then name how they intend to use the information in the future. Be aware of this underlying structure of the learning activities, and remember that **learning is in the doing and the deciding** of the learners themselves, not in your telling or demonstrating. Keep the focus on the learners and the learning.

4. There are two practice sessions because this opportunity to reinforce new learning is likely to sharply increase the level of confidence of the participants. There is, however, no final standard for "how it should be done". Each participant will bring their own personality and unique experiences to the sessions each set of learners will bring a new set of challenges and experiences that allow the facilitators to grow in their understanding of how to facilitate learning. Rather than a focus on the

technique, **connect the feedback and sharing to new applications of learning principles** such as safety, engagement, respect, sequence, or accountability for example.

5. **Take time to allow each learning activity to come to completion**. Some learning activities require a short amount of time, for example "draw a picture" or "select a module that interests you most". The short time frame encourages quick thinking, synthesis and decision-making. Other learning activities require a longer amount of time so take care not to rush the learning, for example "review and prepare your learning design for your first practice teaching". Avoid setting tight deadlines. Instead, pay attention and listen to the learning process, gently encouraging individuals or groups to make decisions and bring their work to a conclusion in the time that you have available. Finally, avoid trying to include too many topics in too short a time frame… *it takes more than presenting information for learning to occur.* Learners need time to work with and question the new content to learn it.

6. **Be prepared**. Before you begin each day, decide who will be responsible for leading each learning activity, calculate how much time you have available for each step, have your materials ready, and read through the learning objectives carefully so you know what the learners need to accomplish.

7. **Listen**, be confident in what you know, be humble about what you don't know, and it will be a fun learning experience for each and all.

8. Plan to get feedback every day from the learners and each other. It is a good idea to **meet with your co-facilitator at the end of each day** to talk about what went well, what you should do differently next time, and what needs to change in the design for the next day.

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## Co-facilitating Tips

1. **Before the course, discussion how you will co-facilitate**. Share what you appreciate in a co-facilitator. Decide on guidelines for yourselves and how you will support each other in time management.

2. **Before the course, decide who will facilitate which tasks.** Although this may change throughout the week, it is recommended that 1 person

facilitates 1 task and then passes it to the other facilitator. Changing the facilitator between tasks will help energize the group and the facilitators.

3. **After each day, meet together to discuss the day.** Share what went well, what you want to work on the next day, what changes need to be made in the learning design and what you have been noticing through-out the day that will effect the workshop. Keeping communication open like this will strengthen the co-facilitating and, assure relevant and meaningful learning.

4. **After the course,** meet together as soon as possible. Discuss what went well, what you want to change next time you teach this course, what follow-up work needs to be done, and what reporting needs to be done and for whom.

## OVERVIEW OF THE WEEK

| Sessions | Summary statement |
|---|---|
| **1. Coming Together for a Purpose** | This first session is adapted from the *Peer Learning Guide* (PLG). The purpose is for partners to experience the approach of the PLG and to begin to dialogue about HIV prevention among sex work communities in Tanzania. |
| **2. The T-MARC Program** | This session is an opportunity for partners to draft the main features of their new or existing HIV program with sex workers so that we can see the ways programs will complement each other and, perhaps, use the materials in different ways. |
| **3. How Adults Learn** | This session is an abbreviated course in basic principles and practices of how adults learn. The goal is for partners to be comfortable and effective as trainers, both with these new materials from T-MARC and with other materials they use when teaching adults. |
| **4. Getting Ready to Use the Materials** | This session focuses on preparation for practice teaching with the *Peer Learning Guide* (PLG). We will follow a similar process used with peer leaders when we train them to use the PLG effectively. |
| **5. Final Preparation** | This session focuses on some final details that are important for good facilitation and learning: time management and planning the details. There is plenty of time in this morning session to answers questions, prepare last minute details and get everything ready for the first practice teaching in the afternoon. |
| **6. <u>First</u> Practice Using the Peer Learning Guide** | In this session each person gets a chance to take one activity/ subtopic of the *Peer Learning Guide* (PLG) and teach it to a group of sex workers so that you can model it well for peer learning and discover your own questions about the approach or content in the PLG. This practice with the current version of the guide will help us all to see what kinds of adaptations you want to try when you introduce the *Peer Learning Guide* (PLG) into your own programs. |

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| **7. <u>First</u> Practice Teaching (continued)** | This session will be used to offer extensive self-evaluation, peer-evaluation, T MARC -evaluation as well as read feedback from the participants. The idea is to use the time for learning how to improve teaching and facilitation. This feedback session will be facilitated is a safe and respectful way. A large part of this session will be used to plan the second practice teaching for the next day. |
| **8. <u>Second</u> Practice Using the Peer Learning Guide** | This session gives each person a second chance to teach a section of the *Peer Learning Guide* (PLG). Having received extensive feedback from colleagues, T-MARC, and participants, trainers get to apply the learning immediately to improve their facilitation and teaching skills. |
| **9. <u>Second</u> Practice Teaching (continued)** | This session will be used to give a second round of feedback. Although there will not be another practice teaching session, what is learned from the feedback will be recorded and applied to future teaching. There will also be an in-depth self-assessment period. |
| **10. Building a Community of Practice and Celebration** | This last session will be a time to reflect on the content that was learning this week as well as name the challenges, opportunities and ideas for the future. We will look at how we can support each other in this important work and assure impact of our learning. This session is also a time for personal reflection on the week. Everyone will create a personal learning map to show the growth and learning that occurred in the five days. There will also be time to offer feedback to the facilitators and workshop organizers. Certificates will be given to everyone. |

**NOTE**: *It is recommended that the T-MARC trainers keep this overview on a separate colored sheet so that you can go back to it when transitioning between sessions. This will be an easy and clear way to introduce the purpose of the next session and short sequence and overall plan.*

# Sessions

## Session 1 – Monday Morning

### Coming Together for a Purpose

### Welcome!

**Subtopics:**

- Getting to Know Each Other
- A Network of Women around the World
- The Reality of HIV in Tanzania
- A New Way of Doing Business
- An Opportunity for Ourselves and for Others

**Objectives:** *By the end of this* ***3-hour session,*** *we will have:*

- Discovered what is happening among sex workers around the world
- Compared our needs and interests to those of female sex workers around the world
- Described our vision for a new and safer way of doing business in Tanzania
- Suggested ways for partner organizations, clients, owners and sex workers to support each other in this new effort
- Made a plan for our gathering and learning together

**Materials:** *Prepare these in advance:*

Map of the world, naming 5 countries
<u>Handout</u>: Cards "Places Where Women Have Come Together to Protect Themselves" (1 per person)
<u>Chart</u>: "Six Facts about HIV Infection"
<u>Chart</u>: "A New Way of Doing Business"
<u>Handout</u>: "A New Way of Doing Business"
Markers and flip chart paper (if you decide to write the ideas down for "A New Way of Doing Business"
<u>Chart</u>: "Our Topics" (Monday, Tuesday, etc. - can also be a <u>handout)</u>
<u>Chart</u>: "Our Guidelines" (blank)
<u>Chart</u>: "Key Messages: Coming Together for a Common Purpose"
Tape

## Getting to Know Each Other

**Subtopic – 30 min**

### Step 1

Ask: In pairs, think of two things that people might say when describing you.
For example, they might say, “I’m tall”, or “You’re friendly”, or ____________.
Tell each other those two things.

### Step 2

Think of two things that you’d say about yourself that other people might NOT know.
For example, you might say, “I like being a mother.” or “I believe in God.” or ____________.
Tell each other those two things about yourself.

### Step 3

Now, in full group, sit in a circle so everyone can see each other.

Explain to the participants:
We don’t need to go in any set order around the circle. This isn’t like school! Whenever you are ready, introduce yourself to the whole group.

Tell the participants:
- *one thing people might say about you,* and;
- *one thing you would say about yourself that others might not know.*

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## A Network of Women around the World

**Subtopic – 20 min**

### Step 1

Have everyone sit in a circle so they can see the partial map of the world, showing Tanzania and a few other countries.

### Step 2

Tell participants:
You are part of a new program by and for sex workers that we expect will grow throughout Tanzania. The program is built on the successes and life lessons of women around the world.

**Step 3**

Read out loud the cards with short descriptions of where sex workers have come together to protect themselves and each other (HANDOUT in Appendix).

You can use your own words to describe each project. Point on the map where each country is located in the world.

**Places Where Women Have Come Together to Protect Themselves**

**Cameroon**

Sex workers met in groups, once a week, at bars, brothels, and other places. The women (and their clients) agreed to use condoms consistently and correctly, and could buy the condoms at very low cost. Some of the women also performed dramas to educate clients, and other sex workers, about ways to have "safer sex."

**Dominican Republic**

Establishment owners encourage sex workers to use condoms consistently and correctly with all clients. Sex workers go every month to a government clinic for a check-up. In some cities, the government charges people and establishments for not using condoms.

**India**

Sex workers have become very active for their human rights. They formed a cooperative to help them save money. They worked to get new clinics built. Women travel around to talk with others about how to take care of themselves and protect their families.

**USA**

In the capitol city, a van travels around the city at night, stopping in places were sex workers meet clients. The van distributes condoms and information to help women protect themselves from infections. It also provides matchbooks and small cards with a free hotline number for women to call for counseling and support.

### Step 4

Ask participants:

- *If you could visit any of these programs to see what they are doing, which one would you visit? Why?*

## The Reality of HIV in Tanzania

**Subtopic – 15 min**



### Step 1

Tell participants:

- In all these countries around the world, and right here in Tanzania, sex workers and WETS are not all the same. They are all unique individuals – as mothers, daughters, and friends.
- One thing sex workers all have in common is that they face risky situations in their work.
- One risk that faces all WETS and sex workers around the world is the risk of an infection called HIV.
- In these sessions, we will learn and teach each other about HIV and effective ways of facilitating learning about HIV prevention.

| **SIX Facts about HIV Infection** *Sources of HIV data are listed in the reference section of the Peer Leading Guide (PLG).* |
|---|
| 1. HIV can infect anybody – men, women, young, old, rich, poor. Once you have HIV, you can't get rid of it. |
| 2. Right now, among women, the most common ages of getting HIV are 30-39. But, people of all ages can have HIV. |
| 3. Sex workers can be at very high risk. |
| 4. A lot of people still don't understand fully about the infection and how it is spread. But, when people know more, they are often more careful when having sex. |
| 5. HIV infects people with a lot of schooling, just like it affects people with little schooling. It doesn't matter how "educated" or "rich" you are. |
| 6. Sex workers can protect themselves against HIV by consistently and correctly using condoms. |

### Step 2

Discuss in a large group:

- *What do you think about these "facts" on the current situation?*

### Step 3

Tell participants:

- We have an opportunity to change this situation!
- Like the women in all these countries around the world, we can lower the risk of anyone getting infected with HIV, or passing it on to others.
- Next, we'll think about the kinds of things that can be done to improve this situation here in Tanzania.

## A New Way of Doing Business

**Subtopic – 1 hr**

### Step 1

Divide participants into 4 groups.

Tell each group to think of TWO things that they think they could do to really help CHANGE the situation of HIV in Tanzania.

Group 1:
What could **establishment owners** do to change this situation?
Group 2:
What could **clients/partners** do to change the situation?
Group 3:
What could **sex workers/WETS** do to change the situation?
Group 4:
What could **partner organizations** do to change the situation?

### Step 2

Invite each group to name the things they said are important to make a CHANGE. Let the groups talk about their ideas. (These ideas can be written down by each group or just spoken. It will depend on their fluency in writing.)

**Step 3**

Invite them to describe in their own words more ideas for "A New Way of Doing Business" (HANDOUT in Appendix).

Remind the participants that these ideas come from experience all over the world about what has helped to make a POSITIVE CHANGE in the protection of sex workers against the HIV infection and AIDS illness.

**A NEW WAY OF DOING BUSINESS: IDEAS**

**Establishment owners**

- Supply condoms for free or low cost.
- Find ways to encourage clients to always use condoms at their site.
- Support women to use condoms safely with all clients.
- Encourage sex workers to visit health clinics.
- Report violence.

**Clients**

- Carry condoms when they're buying services.
- Use a condom – or at least try one.
- Come to establishments that are "safe" so that they don't take an infection home with them.

**Sex workers**

- Negotiate different ways to have safe sex with different clients.
- Use condoms **ALL** the time so that they don't get HIV or any other infections we can prevent.
- Pay attention to signs of infections and go to clinics for check-ups.

**Partner organizations**

- Practice listening rather than telling.
- Take time to follow-up and change based on new learning.
- Start with what the sex workers know.

*What other ideas sound good to you?*

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### Step 4

Explain that the new way of doing business will mean everyone needs to work together: owners and managers, clients, and sex workers, supporting organizations.

You can also ask the following questions:

- *What excites you about this?*
- *What concerns do you have about this?*
- *What questions arise for you?*

## An Opportunity for Others and Ourselves

**Subtopic – 45 min**

### Step 1

Tell participants:

For the learning sessions, we suggest you come together regularly for self-guided sessions to make these changes happen.

We'd like for the sessions to be very honest and supportive. You can:

- Hear each other's stories;
- Listen to each others' challenges;
- Celebrate each others' successes in life and work;
- Give each other some honest (and loving) feedback;
- Encourage each other to make changes, even if they're hard;
- Make sure we are always watching out for our own safety;
- Get creative about how we can keep establishment owners and clients working with us – not against us.

### Step 2

Ask participants: *How does this sound?*

Tell participants:

- Here's the suggested sessions we'll do together this week.
- Each session is scheduled for a half day. But, we can spend more or less time depending on your interests and needs. Every day we will touch base to see how the agenda is going.

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## Sessions

| | |
|---|---|
| **Monday morning** | Coming Together for a Purpose |
| **Monday afternoon** | The T-MARC Program |
| **Tuesday morning** | How Adults Learn |
| **Tuesday afternoon** | Getting Ready to Use the Materials |
| **Wednesday morning** | Final Preparation |
| **Wednesday afternoon** | FIRST Practice Using the Peer Learning Guide |
| **Thursday morning** | Peer Learning Guide (continued) |
| **Thursday afternoon** | SECOND Practice Using the Peer Learning Guide |
| **Friday morning** | Peer Learning Guide (continued) |
| **Friday afternoon** | Building a Community of Practice and Celebration |

### Step 3

Ask participants:

*Which of these sessions will really interest you? Why?*

### Step 4

Before moving, decide on:

- Starting and ending times, lunch, morning and afternoon breaks.
- The necessity of being present and active for all the sessions.
- Other guidelines…

***Tip***: *It may be helpful to write these guidelines out and keep them posted in a visible place for the entire week. They also may need to be revised or re-read from time-to-time with the group.*

### Step 5

Complete the morning by reading this box:

**Key Messages: Coming Together for a Common Purpose**

We can learn from the success of other projects and from experiences of sex workers around the world.

We face a reality of HIV in our country that demands our attention.

We can work together and with establishment owners, clients, and other women to make a big change.

We can get together as we wish to learn, support each other, and become leaders in ways to protect the health of sex workers.

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## Session 2 - Monday Afternoon

### The T-MARC Program

**Subtopics:**

- T-MARC Program Orientation
- Who Are We Working With?
- Why Do We Need This Program; What Difference Do We Want to Make?
- The Learning Materials: *Peer Learning Guide*

**Objectives:** *By the end of this* ***3-hour session,*** *we will have:*

- Listened to an overview of the T-MARC program and had an opportunity to ask questions about it
- Reviewed WHO we are working with and named our organization's specific target groups
- Reviewed WHY we need this program and articulated what difference we want to make
- Reviewed and personalized the content in the *Peer Learning Guide* in light of WHO and WHY we are involved in this project. Go through the Table of Contents and each of the topics covered in the Peer Learning Guide.
- Chosen 2-3 topics from the *Peer Learning Guide* that are of interest us

**Materials:** *Prepare these in advance:*

Chart: List of criteria for how to identify and select peer leaders
Markers (1 per person)
Chart: "Why we have chosen to work with sex workers"
Chart: "Who We Will Be Working With" (blank)
Chart paper (1 per Partner organization)
Chart: "Reasons sex workers want to participate"
Chart: A sample T-Chart on chart paper with the titles: *The Reasons Why We Are Implementing This Program* and *What Differences We Want to See* (blank)
*Peer Learning Guide* (1 per person)
Chart: "Feedback of the day" (T-chart)
Handout: "Giving and Receiving Feedback" (homework)
Tape

## T-MARC Program Orientation

**Subtopic – 50 min**

### Step 1

Present a short overview of T-MARC's work making sure you have visuals to show your main points.

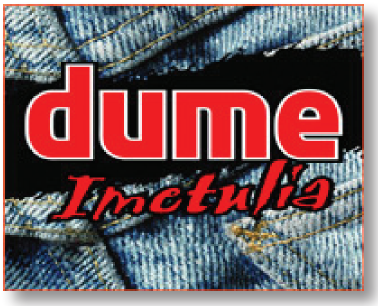
**Ask** the learners to listen for information that they find especially interesting or new for them. (this will help focus their listening)

**T-MARC Program Overview**

T-MARC has developed several HIV preventions programs that are aimed at increasing access of quality products at affordable prices and developing behavior change communication programs that are aimed at promoting use of T-MARC's health products as well as the adoption of healthy behaviors. In HIV prevention, T-MARC's Product Marketing Team socially markets two condom brands targeted at most-at-risk individuals, *Dume* male condoms, and *Lady Pepeta* female condoms, while the communications team has developed several behavior change communication programs including *Sikia Kengele* (Hear the bell), a generic communications campaign that promotes faithfulness, *Vaa Kondom* (Put it on), a generic communications campaign that promotes correct and consistent condom use. T-MARC is also currently developing a communications campaign that links alcohol to sexual risk taking behaviors.

***Dume male condoms***

Dume's vision is to be the most recognized, preferred and accessible condom brand in Tanzania to all vulnerable men and women with high risk sexual behaviours. Dume's target audience is clients of sex workers, miners, truck drivers, plantation workers, fishermen, mobile businessmen and Men in Uniform. It offers quality protection to the 'real men" at an affordable price (Tsh 100 for a packet of three pieces) and it is widely available.

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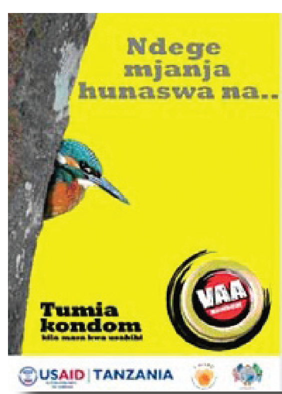
***Lady Pepeta Female Condom***


Lady Pepeta's vision is to improve the accessibility of a product that empowers women to protect themselves during all high-risk sexual encounters. The target audience is sex workers, bar maids, women engaging in transactional sex and their male partners. Lady Pepeta offers dual reliability and safe protection against STIs and pregnancy. It is affordably priced at Tsh 100 for a packet of two units.

***Sikia Kengele (Hear the Bell)***


T-MARC is one of the few organizations that is currently embarking on communications promoting faithfulness and partner reduction for sexually active adults in Tanzania through the *Sikia Kengele* (Listen to the Bell) initiative. *Sikia Kengele* borrows from the experience of other countries such as Uganda and Thailand, where a strong emphasis on partner reduction contributed to a statistically significant reduction in HIV incidence. T-MARC continues to grow the *Sikia Kengele* initiative, focusing on individuals and families in communities known to be at high risk, but also expanding to reach a broader population that will benefit from using faithfulness as an HIV prevention strategy.

***Vaa Kondom (Put it On)***




*Vaa Kondom* is T-MARC's generic condom initiative that promotes consistent and correct use of both male and female condoms and ensures the availability of these products at private outlets and public facilities. *Vaa Kondom* is primarily implemented in communities along the major transportation corridors, mining, plantation, boarder towns/check points, and other business centers with mobile populations who engage in high risk sex. This is intended to complement and leverage on other condom communications by respective organizations and the government.

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Several channels are used to engage communities including mass media, community outreach and targeted interventions.

T-MARC's HIV prevention activities are implemented in collaboration with a wide variety of partners including local, district and regional government, other social marketing partners, faith based organizations, and CBOs.

## Commercial Sex Workers Program

The program is designed to encourage sex workers to practice safe sex with both clients and boyfriends. The major components of the program are: peer education, condom distribution and referral to clinics for STI check up. The program targets establishment-based sex workers mainly working in local drinking places and in big bars. Some street-based sex workers have been reached in small establishments where they rent rooms only.

**Joint training:** Joint training is conducted for establishment owners, security/police, Health clinic staff, staff of our other partners and peer educators. The main objective is to inform participants about the program and show them the importance of the program for their work. T-MARC hopes to see these gatekeepers take the responsibility to sustain the program.

**Peer education:** Peer educators receive peer education trainings to conduct peer sessions using the Peer Learning Guide. Peer educators will also be given refresher trainings to strengthen their peer session management skills and add more knowledge on the different issues. Refresher trainings will focus on empowering peer educators to handle difficult situations during peer sessions including handling sensitive information and technical questions. Celebration and recognition session will be conducted when peer educators finish their first and second round. Peer educators, establishments and participants will be given certificates recognizing their participation in the program and their efforts to make the program work.

**Condom promotion:** Condoms will be distributed to sex workers during peer sessions. T-MARC will distribute its male and female branded condoms, Dume and Lady Pepeta to CSWs.

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**Referral to Health Clinics for STI Check Up:** Sex workers participating in the program will be referred to clinics every month for STI check ups by PEs. T-MARC will work with the grantees to work closely with the STI clinics to offer checkups and STI screening to the sex workers at reduced or no cost. The referral includes the cost of treatment for the first two months and after that sex workers are expected to pay for their own treatment. Peer educators will be empowered to motivate sex workers to visit the clinic monthly so that sex workers can get into the habit of going to the clinic even if the T-MARC grantees are not paying.

**Site Visit:** T-MARC and partner staff will do recurring site visits to establishments when peer sessions are being conducted. The main purpose of the site visits is to ensure that peer education is being implemented properly and to provide peer educators with technical assistance. Through site visits, T-MARC will be able to assist peer educators to conduct better peer sessions and empower them to manage the program better. We want to continue to build the skills of peer educators to manage time well and coordinate the work that they are doing for better results in the program.

### Step 2

When you are finished, ask the large group:

- *What was especially interesting or new for you?*
- *What was not clear for you?*
- *What other questions do you have?*

## WHO are we working with?

Subtopic – 20 min

### Step 1

Read out this brief description of the peer leaders we have in mind:

The program is designed especially for **sex workers who work in establishments (small bars, hotels, local drink houses)** and offer other services – such as music, food, drink -- in addition to sex work and **women engaging in transactional sex**. We will work with sex workers directly as well as the **owners/managers of the establishments and past, current, and potential clients.** From among the sex workers, ex-sex workers, WETS, and ex-WETS T-MARC works with, they have identified **peer leaders** who use the *Peer Learning Guide*.

Ask the participants:

- *How is this different from whom you usually work with?*
- *What special challenges do you imagine you will have?*

### Step 2

Post this list of criteria for how to identify and select peer leaders and explain it to them:

**FLIP CHART**

**The program is for women who previously, or currently, engage in sex work or transactional sex.** These women will have shown:

- An interest in being a peer leader on the topics of HIV prevention and personal health
- A natural ability to gather women in the establishments where they work, and encourage them to support each other
- Confidence using these draft materials and giving honest and creative feedback for their revision, overtime
- Ability to read and write: to be able to read the manual and facilitate activities easily.

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*What criteria would you like to add to this list?*

**Step 3**

Read this list of reasons why we have chosen to work with peer leaders (later you will ask them to add *more ideas*):

> Past experience in Tanzania, as well as successful programs worldwide, put great value on the role of peer leaders. For example, they can be:
>
> - Credible sources of practical information for other sex workers
> - Inspiring and realistic role models for personal care while doing sex work
> - Reliable leaders in the direction of the overall program and in strategies to reach establishment owners as well as clients
> - Peer to peer education is more reliable and engaging for sex workers

Our goal is for one ex-sex worker or WETS to team with one current sex worker or WETS to implement the sessions of the *Peer Learning Guide*. They will gather groups of women in Large Establishments (est. 10 women per group) and Small Establishments (est. 3 women per group).

Ask:

*What other reasons can you add to our list explaining WHY peer leaders can help facilitate positive change? List them.*

**Step 4**

Have them work with others from their organization and identify the sex workers, WETS, owners, and clients they imagine their organization will be working with.

Then, they should list as many details as they can of who their organization will be working with: their addresses, the establishments they work in, their names (if they know), any other details they can name that will be useful for them to know including age, what languages they work in, their religious or cultural traditions; how peer leaders will be identified. Have them write out their answers on a poster sheet, with the title: *Who We Will Be Working With.*

### Step 5

Explain to the participants that this is the first step in designing a learning program: getting a clear and specific description of WHO they will be working with.

Ask:

- *What is the benefits do you see in knowing WHO you are working with ahead of time?*
- *What questions do you have at this point?*

## WHY do we need this program, what difference do we want to make?

**Subtopic – 20 min**

### Step 1

Ask the participants to share why their organization decided to join this program now.

### Step 2

Show the participants the paragraph below and ask them what they like about the words. Then ask them to list other reasons why sex workers might want to participate in this program.

**Why Sex Workers Want to Participate**

Experience shows that sex workers can indeed live healthier and longer lives if they come together to build their knowledge of risks, exchange strategies for protection, support each other to make changes, and encourage others to support them too.

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**Step 3**

Explain:

Naming why a learning program is being proposed and sharing that with all involved is very important because learners need to know what they are to learn, and all need to know why, amid all of life's priorities, this program is necessary now. It is also helpful to name what differences we hope to see in the future (in the way you work, your work with SW and clients, and your situation with HIV and AIDS in Tanzania).

**Step 4**

Invite the learners, again as an organization, to write out on a poster sheet why they are deciding to implement this program now. They can use a T-chart with the titles *The Reasons Why We Are Implementing This Program* and *What Differences We Want To See*:

| *Reasons Why We Are Implementing This Program* | *The Differences We Want To See in the Future* |
|---|---|
| | |

Post these on a wall and have the group stand in front of them (this will help the energy level). Some debriefing questions may include:

- *What excites you about what you see?*
- *What concerns you?*
- *What questions arise for you?*

**Step 5**

Ask:

*From the perspective of sex workers, what would you add to your lists?*

## The learning materials: *Peer Learning Guide*

**Subtopic – 80 min**

### Step 1

Invite the learners to take out their copy of the *Peer Learning Guide.*
Then, ask each participant to find a partner to work with from a **different** organization.
Have them turn to the Table of Contents and read together:

1. The People for Whom we Created this Guide
2. The Reason we Created this Guide

Ask

- *How do these two sections relate to your work in the previous two subtopics (the WHO and WHY)?*
- *What would you add or change to this Table of Contents to fit your situation?*

### Step 2

Now ask the participants to look at the Topics and Subtopics for each of the sessions. Ask them to underline or highlight 2-3 subtopics they are particularly interested in.

After they have read through the topics and subtopics, and selected the ones they are interested in, ask them to call out in the large group which ones they chose. Which ones got the most attention?

### Step 3

Explain that the *Peer Learning Guide* is a resource they will use when working with their peers. It is important that they get to know all the topics covered in the *Peer Learning Guide.*

Invite the learners to look at the Table of Contents and focus on Topic One. Ask them to review the contents and sub topics. Give them a few minutes and ask them what they notice about the content. During the morning session, they have already covered the same sub topics.

### Step 4

Explain that it is very important that they get to know the content of the entire *Peer Learning Guide* manual so this will be a good chance to review the topics and objectives of each of the sessions. Ask them to open their *Peer Learning Guide* to Topic Two: Challenges and Opportunities of our work. Ask

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a volunteer to read the subtopics and objectives of the session and also the steps that will be followed to achieve the learning objectives. Explain that all sessions follow similar guidelines.

Repeat the steps until all the topics of the *Peer Learning Guide* and all objectives and steps have been covered for all the topics.

**Step 5**

Explain that on Tuesday and Wednesday they will have an opportunity to prepare and teach one of the subtopics. Ask them which one they think they will choose, and why they chose that subtopic.

**Closing Activity**

Close with a song or blessing or poem or any activity that you all will enjoy.

## Review today, preview tomorrow

**Subtopic – 10 min**

**Step 1**

Review the agenda for Day Two, inviting any questions or concerns.

**Step 2**

To assess how the day worked for the group's learning and to see what you need to make better tomorrow, ask:

- What was useful to you today? (content *and* how it was taught)
- Name your suggestions for changes for tomorrow.

You may want to have a T-chart like the one below. You can also just record it for your self to review later.

| What was useful? | What could be changed? |
|---|---|
| | |

**Homework**

For tomorrow, please **read** *Giving and Receiving Feedback*

(HANDOUT in Appendix)

# Session 3 - Tuesday Morning

## How Adults Learn

**Subtopics:**
- HIV and AIDS and Us
- Effective Adults Learning
- Dialogue and Monologue
- Participation and Engagement
- Learning Styles

**Objectives:** *By the end of this **3-hour session,** we will have:*

- Shared how we see HIV and AIDS in relation to our lives and work
- Examined basic principles for how adults learn and named ways to use these facilitating a workshop or other learning event
- Role-played facilitating "with respect" in a workshop
- Differentiated between "dialogue" and "monologue" using a T-chart
- Reviewed "participation" and "engagement"
- Named our own learning styles and ways to include all learning styles in a workshop and when teaching the *Peer Learning Guide*

**Materials:** *Prepare these in advance:*

½ size sheets of chart paper (1 per person)
Colored markers (for all)
Script for "Safety" lecture
Chart paper (1 for each T-chart group)
<u>Chart</u>: T-chart (blank - you can model 1 example)
<u>Handout</u>: "Three Distinct Learning Preferences"
<u>Handout</u>: "Facilitating with 3 Learning Styles"
Learning styles cards (for sticking on wall)
*Peer Learning Guide* (1 per person)
Tape

## HIV and AIDS and Us

**Subtopic – 30 min**

### Step 1

Before the start of this learning activity, invite the learners to: Draw your own picture of how you see your own life and work in relation to the experience of HIV and AIDS and preventing its spread. The picture should be colorful, meaningful (maybe a garden, maybe a landscape of ideas, maybe a diagram linking different experiences and ways of working), and easy to read and see.

### Step 2

The group should be sitting in a large circle. Explain that this is a learning activity that will allow each and all of the participants to share more deeply some of their experiences with HIV and AIDS, and how to prevent the spread of the virus. Distribute colorful markers and half-size poster sheets to each of the participants. You might want to set a time limit of 5-10 minutes for drawing their experience.

### Step 3

Ask the participants to form groups of three, preferably with people they do not know very well and are not from the same organization. Invite them to share (using their pictures) their own life experience with HIV and AIDS and its prevention. Once each of the persons in the groups of three have finished sharing, ask them to name some of the key learning they have gained so far in their life regarding how to prevent the spread of HIV and AIDS. This should also be about 5-10 minutes long.

### Step 4

Ask the groups to post their work on the wall and invite them to first do a gallery walk.
After they have looked at the drawings for a few minutes, invite each group to describe their work. You will want to invite questions *of clarification* that arise.

After all the work has been shared and while you are still standing by a drawing, ask some **debriefing** questions:

- *What was common in most of the drawings?*
- *What surprised you in what you saw?*
- *What questions arise for you?*

**Step 5**

Ask the group to name the key words they have heard repeated frequently during the large group sharing as a summary and closing for this learning activity.

## Effective Adults Learning

**Subtopic – 1 hr**

**Step 1**

Explain:

All adults learn in specific ways, and is different from children. By knowing how adults learn and working to make sure trainers can maximize learning we .

Effective learning focuses on having adults do the skills they are learning, instead of just reading about them or hearing about them or observing them as well as focusing on following the following principles:.

**RESPECT:** Not judging others, always respecting personal values.
i.e SW/WETS will not listen or learn if they feel you talk down to them , when you are condescending.

**RELEVANCE:** Adults are interested in anything that is important and closely connected to their daily lives.
i.e. You should link the context to the real lives and concerns of SW/WETS as much as possible so they see the importance of the learning.

**IMMEDIACY**: Adults need to see the usefulness of new learning.
i.e. It is important that sex workers/WETS role play in a training how to negotiate a condom with a client who isn't interested, so they try out the new learning

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### Step 2

Ask the groups to think of a time when they saw one of these principles at work (or not at work) in a session with sex workers or clients. What was the result and how could it have had different results if the principle was more fully understood?
Invite 2-3 stories in the large group on how they experienced these principles at work.

### Step 3

Now, invite everyone to decide and describe three practical ways they want to more intentionally model one of these principles in their training. They should write these in the box on the handout. You can hear some of what was written down.

### Step 4

Explain to the group that you want to have a closer look at the principle of **Respect**. Ask everyone to discuss in groups:

- *What shows respect in a diverse group?*
- *How can you show respect when working with sex worker/WETS and client/ partners?*

Invite the groups to prepare a very *simple role-play* showing respect to a group. At the same time list all the ideas that were demonstrated on how to show respect.

Post the charts on the wall and stand in front of them to debrief them. You can ask some of the following questions to help the learning:

- *What have you never thought of before?*
- *What rings true for you in your experience?*
- *What do you find especially difficult?*
- *What questions do you have?*

### Step 5

Announce that there will be a "guest speaker". You or another trainer should do a role-play of a lecture about **Sexually Transmitted Illnesses (STIs)**. The idea is to make it look as "traditional" as possible: you are standing, everyone else should sit in rows, you should make/use a podium to rest your notes, etc. You are working to contrast this with the learning through dialogue you modeled earlier. You can use the below text as your "lecture":

***Note**: The chairs should be set up just before this task or you can ask the learners help set them up in row to "prepare for the guest speaker." You want to feeling of traditional teaching session.*

**Sexually Transmitted Illnesses (STIs)**

Sexually transmitted infection (STIs) include not only the common classical STIs (gonorrhea, syphilis, and cacroid) but also about 20 infections often referred to as "second generation" sexually transmitted infections caused by bacterial, viral, parasitic and fungal agents. STIs can be recognized as ulcerative and non-ulcerative or can be classified as curable and incurable. The common curable STIs are gonorrhea, Chlamydia, infection, syphilis, cancroids and trichomoniasis. The STIs that are preventable but not curable are the viral STIs which includes human immunodeficiency virus (HIV), human papiloma virus, hepatitis B virus and herpes simplex virus.

The World Health Organization recommends that the term "sexually transmitted *disease*" (STDs) be replaced by the term "sexually transmitted *infections*" (STIs). The term STIs has been adopted as it better incorporates asymptomatic infection and better relates to the concept of reproductive tract infection (RTIs). In addition, the term has been adopted by a wide range of scientific societies and publication. Therefore, we used the term STI.

STIs are a major public health problem in all countries where access to adequate diagnostic and treatment facilities is very limited or non-existent. In late 1999 the World Health Organization (WHO) estimated that globally as many as 34 million new cases of curable STIs (gonorrhea, Chlamydia infection, syphilis and trichomoniasis) occurred in 1999, of which 151 million occurred in South and South-East Asia and 69 million in sub-Saharan African countries (WHO2001). Thus, on average an estimated 931,500 people are infected every day with STIs. WHO produces these global STI estimates every five years.

The ecology of STIs in Tanzania has become more complex in recent years and revels many characteristics of risk behaviors and STI transition reported from other endemic areas in developing countries. Not only has prostitutions become more open and widespread but incising poverty and resulting postponement of mirage, Urbanization,

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socio-cultural change resulting in sexual behaviors, and increasing unemployment and streetism of youth has contributed to earlier and often unprotected sex (8-12 years of age).

Failure to diagnose and treat STIs at an early stage may result in serious complications. The most serious health consequences of STIs, other than HIV and AIDS, tend to occur in women and newborn children. Complications in women include cervical cancer, pelvic inflammatory disease resulting infertility, choric abdominal pain, entopic pregnancy and related maternal mortality. Complications in newborns include congenital syphilis, infection of the conjunctiva, Chlamydia pneumonia and prenatal hepatitis-B infection. Further more, STIs also have social and economic consequences. For example, when a husband learns that his wife has an STI, the result can sometimes include beating or divorce. Husbands may also abandon infertile wives. Treatment using STI drugs also places a heavy financial burden on families, communities and the country at large.

***Note***: *It will be boring to read this box but that is the idea: lectures are boring!*

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## Dialogue and Monologue

**Subtopic – 30 min**

### Step 1

Take time to describe the difference between dialogue and monologue, since this is a critical principle in effective teaching and learning. In groups, invite people to contrast how the principle of Respect was taught (role play, list and discussion) and how Immediacy was taught (with a lecture).
Ask the groups to use a "T-chart" to name the differences.

| **1st Approach: Dialogue**<br>Preparing a role play and list | **2nd Approach: Monologue**<br>Listening to a speaker |
|---|---|
| | |

Post the charts and stand in front of them to debrief them. You can ask some of the following questions:

- *What surprises you?*
- *What have you never thought of before?*
- *What is troubling to you?*
- *What does this tell you about your own teaching or learning?*
- *What questions do you have?*

## Participation and Engagement

**Subtopic – 15 min**

### Step 1

Ask the group to remember the lecture and think about their participation during the lecture.

- *How did it feel?*
- *What happened that made the participants feel disempowered?*
- *Which principles of effective adult learning were **not** modeled?*

### Step 2

Read the text box on engagement to the group and ask them to remember words or phrases that were particularly meaningful to them. (This can also be a handout if this is helpful. They could then circle key works or phrases.)

Invite people shout out the words or phrases they remember.

**Engagement**

Learners must be engaged in the learning activity – physically, mentally, and emotionally – or they will not learn what the teacher is trying to teach.

Often when people are engaged, you will hear a "buzz" in the room and it is difficult to draw them away from what they are doing. Engagement will be heightened when people feel respected, safe, know what they are involved in is meaningful, and know they will need to use what they are learning immediately.

Respond to any questions that arise.

JIPENDE !

## Three Learning Styles

**Subtopic – 45 min**

### Step 1

Ask everyone in groups of three to discuss how they learn best. What type of situation work well for them.

### Step 2

Present the 3 learning styles using the 3 explanations on the next page (HANDOUT in Appendix). Ask the group:

- *What was new for you?*
- *What part of this presentation explains something to you, about how you or someone you know, learns?*
- *How should knowledge of this influence your teaching?*
- *What questions do you have?*

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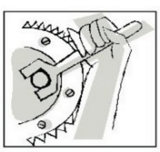
**Three Distinct Learning Preferences!**

| | |
|---|---|
|  | **VISUAL:** Learning through seeing. Likes to see pictures or diagrams. Likes demonstrations and watching videos. |
| | Enjoys reading, watching television, going to movies. Would rather read than be read to. Remembers people by sight, does not forget faces. Reveals emotions through facial expressions. Plans ahead, likes to see overall big picture. Good eye contact, recall, prefers to be shown rather than told. Often a good speller. Needs verbal directions written down. Usually sits in the middle. Takes and uses notes. *I SEE what you mean.* |
|  | **AUDITORY**: Learning through hearing. Likes to listen to debates, audiotapes, lectures, discussion and verbal instructions. |
| | Enjoys listening to radio, music, debates, remembers names, recalls facts, has big vocabulary. Gives verbal directions: "*go one block and turn left*". Reveals emotions verbally through change in tone. Responds better when hearing information rather than reading. Talks out loud to themselves to help themselves think. Would rather tell it than write it. A good speaker. Loves discussion. Usually sits in the front. Often does not take notes – it interferes with listening. Likes to learn by listening to tapes. *I HEAR what you mean.* |
|  | **HANDS ON:** Learns through physical activities and through direct involvement. Likes to "practice," moving, touching, and experiencing first hand. |
| | Enjoys active pursuits such as hiking, dancing, biking. Remembers things that happen. Gives street directions by leading the way. Reveals emotions through body language. Learns well by manipulating objects. Feels if something is right, relies on a lot of gut feelings. Hard to sit still for more than a few minutes. Taps pen or foot while listening. Will often sit in the back to fidget or escape. Takes notes to be doing something, may or may not use them. Sensitive to the furniture, clothes, how it all feels. *I can FEEL what you mean.* |

(Adapted from several sources, including *Accelerated Learning for the 21st Century.)*

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JIPENDE!

**Step 3**

Ask people to work in pairs to examine the workshop on page ____ in the *Peer Leaders Guide*. They should find places in this workshop that are addressing the 3 learning styles and label them with a picture of an ear, eye, or hand.

- *How well did we do? What do you notice about this workshop?*
- *What questions do you have?*

**Step 4**

Ask the partners to examine the workshop again. This time they should name things they could do when they are teaching this workshop to better address all 3 learning styles? Ask them to write their ideas in the box on the back of the learning styles sheet (HANDOUT in Appendix) below and share them with the group.

| **How I can facilitate a workshop for all 3 learning styles:** |
|---|
| a. |
| b. |
| c. |
| d. |

With the large group:

- *What are your ideas?*
- *What else could we do?*
- *What other questions do you have about this?*

# Session 4 – Tuesday Afternoon

## Getting Ready to Use the Materials

**Subtopics**:
- Steps of Design
- Sequence of Learning Activities
- Learning Needs and Resource Assessment (LNRA)

**Objectives:** *By the end of this **3-hour session,** we will have:*
- Analyzed how to use the steps of design and used it to plan for 1 topic of choice
- Written learning activities for the practice teaching workshop and decided who will teach, what they will teach and for how long
- Written information about the group of learning they will teach tomorrow, based on their own knowledge and knowledge from the group

**Materials:** *Prepare these in advance:*

Blank paper or pads (for planning)
Handout: Steps of design worksheet (1 per person)
Marker

## Steps of Design

**Subtopic – 1 hr**

### Step 1
Have the group divide into smaller "Teacher Support Groups", ideally 6 groups of 4 (2 groups of 2). Explain that they will be working in these Teacher Support Groups for much of the next two days. Each group should have participants from organizations that work in a similar way, or in a similar region.

### Step 2
Explain to the group that we will walk through the steps of design/planning for six topics in the *Peer Learning Guide* that they will teach on Wednesday morning during the practice teaching sessions. So ask each group to choose one of the workshop topics (preferably Topic 2, 3, 4, 5, 6 or 7) from the *Peer Learning Guide* that they want to teach or facilitate.
***Note****: You might also choose to have everyone teach the same topic.*

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### Step 3

Now highlight the Steps of Design Worksheet on the next page (HANDOUT in Appendix). Share as much as you know about each of the 8 steps there, and where you know they can find out the information they need to complete the worksheet.

Answer any questions they may have, especially about what is meant in the description of each step.

### Step 4

Practice: Ask each "Teacher Support Group" to complete a worksheet together for their specific topic.

### Step 5

Once they have completed the worksheet, ask them to share:

1. *How is this planning process different from what you currently use in workshop planning?*
2. *What do they like about this planning worksheet? What would they add to make it more useful?*
3. *How do they see the importance of matching each step in the planning process with the other, for example: is there enough time (when) to complete the learning activities (how)?*
4. *What other comments or questions do you have?*

## Steps of Design Worksheet

Peer Learning Guide Topic: ___________________________________

- **Who** will be attending your workshop session? Be as specific as you can: How many? What are their names? What neighborhood do they work in? What experience do they have so far? What special strengths or challenges do they have?
- **Why** do the participants in the session that you described above want or need to learn the topic you are proposing to teach them? List as many specific reasons as you can.
- **When** is the workshop taking place, and for how long? Name break times and anything else that will influence timing.
- **Where** will the workshop take place, and what specific concerns may you need to address i.e. privacy, chairs, room layout, and noise level?
- **What**, specifically, are you teaching? You can find most of what you need from the list of topics, or the table of contents, in the *Peer Learning Guide*.
- **What** are the specific **learning objectives** for your topic? You can find these too in the cover page for each session in the *Peer Learning Guide*. Write them out here.
- **How** will the learning activities teach the content and meet the learning objectives? List here the basics for each step of the learning activities in the *Peer Learning Guide*.

  Step 1:

  Step 2:

  Step 3:

  Step 4:
- Finally, **so what** difference will these learning activities make? What new information or skills or practices do you want the participants in the workshop to use differently after the workshop is over?

JIPENDE!

## Sequence of Learning Activities

**Subtopic – 1 hr**

### Step 1

Explain that now we want to focus on the learning activities that will happen during the workshop, in other words, Step 7 in the worksheet on the previous page. We want to spend a little time to understand better the sequence of the learning activities, and how each step builds on the previous one.

### Step 2

Here are some criteria for evaluating learning activities:

- They should give the participants an opportunity to tell something about their own lives and experiences related to the topic.
- They should offer new information or skills that are relevant and that the participants can immediately use.
- They should offer the participants an opportunity to "learn by doing", to experiment, apply, or try out the new information or skills that are being taught.
- They should invite the participants to imagine how they might use what they are learning, what they might do differently, or what resources they might need to overcome difficulties they may face.
- They should include different ways of learning that appeal to different learning styles.
- The time is spent on the learning, listening and the doing, not the teaching and the telling.

### Step 3

Ask the participants: How do the learning activities in your topic measure up? Ask them to evaluate the learning activities for their topic using these criteria. Then, ask them to share what they found with the large group. Ask, how does this help you to prepare to teach your topic?

### Step 4

Ask each Teacher Support Group to rehearse their topic. As they walk through, step-by-step, their topic, make sure they note:

- *Who in their group will be leading each step in the learning process.*
- *How many minutes each step will take (realistically… not to tell but to listen, learn and do).*
- *What materials they will need to prepare in advance: charts, markers, room setup, chairs.*

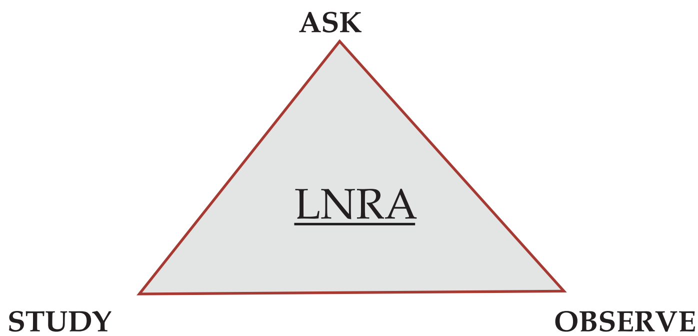
JIPENDE !

## Learning Needs and Resource Assessment

**Subtopic – 45 min**

### Step 1

Explain to the group that when planning for a workshop or course, it is **critical** to find out as much as possible about your audience (the WHO). Present the following information using a triangle.




We can **ASK** the learners or others:

i. who these people are
ii. why these people are coming to the workshop
iii. what they know about the topic
iv. what they want/need to learn
v. how they prefer to learn
vi. *… what else?*

We need to **STUDY**:

vii. reports
viii. past feedback on the similar workshops or with similar groups
ix. articles in newspapers and magazines on the topic
x. *… what else?*

We need to **OBSERVE**:

xi. how the learners interact and act during the course
xii. what they seem to enjoy (and not enjoy) the course
xiii. how they react to the topic, new content, group work, question sessions, etc.
xiv. *… what else?*

**Step 2**

Ask:

With your design group, take a walk or sit together somewhere quiet. Discuss what you know about the audience you are going to teach tomorrow that is important to know now. Write this information down on a piece of paper, with any questions you want to ask the group about the people you will teach. This is a time to try to understand who is coming tomorrow, *so we can prepare well*.

**Step 3**

In the large group, hear what everyone wrote down. Also, give time to hear and answer their questions. Together you might want to make a list of things about the learners tomorrow that will help each group prepare and teach well.

Jipende!

# Session 5 – Wednesday Morning

## Final Preparations

**Subtopics**:
- Airing our Fears and Excitement
- Time Management
- Preparing Your Session

**Objectives:** *By the end of this **3-hour session,** we will have:*
- Timed out our learning activities and checked time management
- Prepared fully for the practice teaching session tomorrow

**Materials:** *Prepare these in advance:*
Blank paper or pads (for planning)
Chart: "Time Management"
Marker

## Airing our Fears and Excitement – A warm-up

**Subtopic – 30 min**

### Step 1
Ask the group to take a minute to think about how they are feeling. Then ask the group to share 1-2 words that expresses how they feel right now. Let people shout these out loud, with no one commenting. It's important to air fears and excitement first think in the morning.

### Step 2
Take time to review the day and plan at this time. Also, give time to answer any questions that are pressing. People will need these answered before moving forward.

## Time Management

**Subtopic – 1 hour**

### Step 1
Explain that time management can be one of the most challenging things when facilitating learning through listening and doing. Ask:

- *What have you learned over the years about how best to manage your use of time during a workshop?*
- *How can you use a co-facilitator to help you manage time?*

### Step 2

Ask each group to total the number of minutes they set aside for each step of their learning activities for their topic. Now, compare that total with the number of minutes they wrote down on their Steps of Planning Worksheet, with #4 When. Are they the same? If not, what adjustments can you make? Will you change the amount available on the worksheet? Or adjust the time needed for each step of the learning activity? Or perhaps drop a step? Which one will you drop?

### Step 3

Share with the group this list of hints about time management:

**Time Management**

- Getting a good match between what needs to be learned and the time available to learn it is one of the greatest arts of facilitation and teaching.
- When time is short, avoid the temptation to tell: share the new information *briefly*, and then give more time for questions, dialogue, decision-making and listening.
- When time is short, save at least two minutes for a closing question to end the session: What did you learn? What did you find especially challenging? What will you do differently? What more do you need to learn about this topic?
- The more learners in the group, the more time you will need to listen and respond to questions: Keep the groups small! Less than 10 if possible!
- Good preparation helps with time management: you know exactly how much time you need to follow each step, and can move the conversation to the next stage when the time is ripe.

Ask the group:

*What else do they know about managing time well that they could add to this list?*

## Preparing Your Session

**Subtopic – 1 hour**

### Step 1

Invite each Teacher Support Group to take time now to review all their planning for tomorrow's field trip and practice teaching. They can:

- Review and edit their Steps of Planning Worksheet
- Review and clarify their teaching responsibilities and time allocation for each learning step in their topic.
- Ask questions of T-MARC trainers regarding their experience teaching their topic.
- Prepare all the materials they will need to teach their topic.

(By the way, this preparation process is also how we prepare peer leaders to teach their topic.)

### Step 2

Ask:

*What more do you need to know to be ready for tomorrow's practice teaching?*

Be sure to review logistics and travel arrangements for the next morning.

# Session 6 – Wednesday Afternoon

## First Practice Using the Peer Learning Guide

**Subtopics**:
- First Practice Teaching

**Objectives:** *By the end of this* ***3-hour session,*** *we will have:*
- Taught 1 module from the *Peer Learning Guide* in groups of 2
- Observed our Support Group partners teach ½ the morning thinking about feedback to give them n the afternoon

**Materials:** *Prepare these in advance:*
Chart: Plan for next 2 days
Marker (to fill in module #s on chart)
***All the materials needed for your practice teaching session**

## Field Trip and Practice Teaching

**Subtopic – 3 hrs**

### Step 1

Here's how the practice teachings will be structured:

1. This T-MARC partner's group of 24 will be divided into 12 groups of 2; each group will plan and teach together.
2. Each establishment will have 2 groups of 2 (plus one *guest* T-MARC trainer/staff) = 6 groups of 5 to 6 establishments.
3. Each group of 4 (2 pairs) works as a "Teaching Support Group", with a guest T-MARC trainer/staff = 5 in each group.
4. Each group of 4 will decide which pair teaches the first half of the morning and which teaches the second half of the morning.
5. Each Teacher Support Group must decide which module to teach for both days. Sequence is important so it is advised that the 2 modules taught on the 2 days be back-to-back in the *Peer Leader Guide*.
6. Each Support Group will have 2 roles: facilitator and observer. When 1 group of 2 is facilitating the group the other group of 2 will be sitting at the back and observing. There will be an opportunity to share feedback in the afternoon.

Each establishment

2:00-3:15 first pair (with second pair observing and writing feedback)

*3:15-3:45* *BREAK* (30 minutes)

3:45-5:00 second pair (with first pair observing and writing feedback)

| Establishment | Support Group (2 groups of 2, plus one T-MARC staff) | Module Taught (decided by each Support Group) | Day | Time |
|---|---|---|---|---|
| 1 | A | | Wednesday | 2:00-5:00 |
| 2 | B | | Wednesday | 2:00-5:00 |
| 3 | C | | Wednesday | 2:00-5:00 |
| 4 | D | | Wednesday | 2:00-5:00 |
| 5 | E | | Wednesday | 2:00-5:00 |
| 6 | F | | Wednesday | 2:00-5:00 |
| 1 | A | | Thursday | 2:00-5:00 |
| 2 | B | | Thursday | 2:00-5:00 |
| 3 | C | | Thursday | 2:00-5:00 |
| 4 | D | | Thursday | 2:00-5:00 |
| 5 | E | | Thursday | 2:00-5:00 |
| 6 | F | | Thursday | 2:00-5:00 |

This will require:

- 6 groups of approximately 6-8 sex workers per group/establishment
- A commitment from each establishment to run a workshop from 9:00-12:00 a.m. on Wednesday and Thursday with the same group of women. (The time can be adjusted according to need.)
- A commitment from each workshop SW participant to attend both days in full.
- 6 guest T-MARC trainers or staff persons to participate in observing 2 morning sessions and giving feedback to the groups in the afternoon.

***Note***: *To lessen intimidation and increase safety for the learner and facilitators, it is recommended that observers not take notes during the workshop.*

*Jipende!*

# Session 7 – Thursday Morning

## Peer Learning Guide (continued)

**Subtopics**

- How to Give and Receive Feedback
- Synthesis: What Did We Learn
- Essential Facilitation Skills
- Preparing Your Second Practice Teaching Session

**Objectives:** *By the end of this **3-hour session,** we will have:*

- Given and received respectful feedback about the morning practice teaching sessions
- Incorporated the feedback in the planning of the second practice teaching session
- Synthesized what we learned during the morning practice teaching sessions
- Analyzed our skills at using Waiting, Weaving, Affirming (3 facilitation skills) during our practice teaching session
- Prepared the second practice teaching sessions

**Materials:** *Prepare these in advance:*

Chart: "Tips on Giving Feedback"

Handout: "Workshop Feedback"

Handout: "What I Learned So Far" (1 per person)

Chart: "What We Have Learned So Far" (blank)

Flip chart paper (x3) for "3 Facilitation Skills" on wall

Handout: "Three Facilitation Skills"

3 markers (for writing on "3 Facilitation Skills" charts

*Peer Learning Guide* (for all)

Handout: "Steps of Design Worksheet"

## How to Give and Receive Feedback

**Subtopic – 30-60 min**

### Step 1

Ask the participants if they've had time to read through the homework reading on giving and receiving feedback. For those who had time to read it, ask: What points did you find especially helpful?

Explain that we will take time now to offer feedback to one another on this morning's field trip and practice teaching. (This may also be done simultaneously in breakout rooms, one for each establishment where the practice teaching occurred.)

Share the following suggestions for keeping the feedback process safe and productive:

**Tips on Giving Feedback**

- Address your comments to the teaching team, not the feedback facilitator.
- State your suggestions positively: "I liked…"
- For suggested improvements, try starting your suggestion with "How about…"
- Try to add what others have not already said.
- Keep your comments (likes and how about's) brief, productive, and specific.
- If the comments are directed at you, respond to them simply, i.e. "thank you," nod, or "please explain that", without becoming defensive.

### Step 2

For each Teacher Support Group, take time to collect feedback (HANDOUT in Appendix) on what went well and what might be improved using this 4-step process. (The group receiving feedback can record the comments on the Workshop Feedback sheet, or someone else can scribe for the group.):

**What we liked**

- Start with the first facilitator, asking what went well and what they like about their facilitating and the workshop.

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- Then ask the other pair and the guest observer what they thought worked well in their teaching.

**Suggestions for next time**
- Ask the first facilitator what they would do differently to improve their preparation and teaching.
- Then ask the other pair and the guest observer to add their suggestions for improvements.

**Step 3**
You should facilitate the above process again, reversing the roles of the two pairs in the Teach Support Group.

***Note***: *If you choose to divide into 6 groups for the feedback session, you can let the HCP guest observer facilitate the feedback and record each group. If this is possible, it is recommended.*

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## Synthesis: What Did We Learn?

**Subtopic – 30 min**

**Step 1**
Invite the learners to turn to the next sheet of this manual, entitled *What I learned so far* (HANDOUT in Appendix). Ask them to take time in silence to journal responses to the questions on the sheet.

**Step 2**
After about 15 minutes, or when nearly everyone has stopped writing, ask them to circle or underline one thing they wrote under each topic that they would like to share with a partner.

**Step 3**
Ask them to choose someone they haven't worked with so far, and to share with that person what they circled or underlined under each subtopic.

**Step 4 (optional)**
On a large poster sheet, write down examples of what the participants have learned so far in this training under the title: *What We Have Learned So Far*.

**What I Learned So Far**

1. What I learned about the T-MARC Program, the Peer Learning Guide, and the Training Manual:

2. What I learned about how adults learn:

3. What I learned about working with sex workers to prevent HIV:

4. Other things I have learned:

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## Essential Facilitation Skills

**Subtopic – 30 min**

### Step 1

Divide the group into 3 groups by inviting 8 people to (2 Support Groups) stand under a sign titled **Waiting**, 8 people (2 Support Groups) to stand under a sign titled **Weaving**, and the other 8 (2 Support Groups) to stand under a sign titled **Affirming**.

### Step 2

Ask each group to read their corresponding text from the selections on the following page (HANDOUT in Appendix), then prepare to share with the others what they have learned about that facilitation skill.

### Step 3

Take turns inviting each group to teach the others what they have learned about their corresponding facilitation skill.

### Step 4

In their Support Groups, ask them to **review** their own facilitation skills during the first practice teaching.

**Ask them to make notes** in a chart like this. You may ask a few of the participants to share some examples.

| **3 Facilitation Skills** | | |
|---|---|---|
| | **Examples in your practice teaching** | **Ways you want to improve** |
| **Waiting**<br>Good things come to those who *wait…"* | | |
| **Affirming**<br>Without immediate and positive *affirmation*, voices will fall silent | | |
| **Weaving**<br>By *weaving* it all together, you help your learners make the connections! | | |

**Waiting**

Teach yourself to *WAIT* at least five seconds for responses to open questions. Waiting accomplishes a couple of things:

1) It gives people time to *THINK* before they talk; and

2) it creates a great deal of safety … learners come to know that you will wait for them and it is okay!

Then teach yourself to wait for at least three learners to offer comments before you interject something yourself *(3 Before Me)*. Why? Because our tendency is to explain and elaborate and not listen. We want our learners to become engaged with and teach each other – and not rely on a "back and forth" with us!

Good things come to facilitators who wait. "Listen" rearranged spells "silent".

**Affirming: Getting Off to a Good Start**

Voices are like oxygen to a dialogue approach to learning. They are required for survival! As facilitators, we want to affirm every voice immediately and consistently. Learners will be keenly aware of how the first voice to arise in front of the whole group is received.

Say "thank you." Say "thank you, Joan." Give voice to your affirmations, not just eye contact and nods. Give voice to names.

Steer away from the constant use of "good!" "great!" and "excellent!" Instead, connect comments to specific reasons or points. "Thank you, Steve, you've pointed out something very important, and let me tell everyone why."

**Weaving Your Way Through a Dialogue Approach**

Weaving refers to the use of language – both verbal and nonverbal – that allows facilitators to tie concepts together, to reinforce and affirm, to keep the session on pace, to maintain the flow and to sustain learner voices.

EXAMPLES:

- Thanking someone for stating an observation that moves the group to the next task.
- Harking back to what someone said earlier, linking it with a new comment or question.
- Asking clarifying questions: "Tell us more about that…"
- Tying together what has been said in a summary statement.
- Moving from the summary into the future: "Now that you've reached those conclusions, what's next?" Or letting them know what is next in the design.

Think of weaving as running a thread through the learning, connecting the parts, holding them together, and recognizing the patterns they make.

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## Preparing Your Second Practice Teaching Session

**Subtopic – 1 hr**

### Step 1

Ask the Teacher Support Groups to select a different topic (be sure, once again, that each group chooses a different topic from topics 2-7. Also, ensure that topics are not repeated in the establishments and follow well with the workshop that was just taught.)

### Step 2

Ask them to complete the Steps of Design Worksheet (HANDOUT in Appendix), this time using additional details they've learned from their first practice teaching and the feedback session.

**Step 3**

Ask each Teacher Support Group to evaluate the activities using our criteria, then rehearse their topic. As they walk through, step-by-step, their topic, make sure they note:

- Who in their group will be leading each step in the learningprocess?
- How many minutes each step will take (realistically… not to tell but to listen, learn and do).
- What materials they will need to prepare in advance: charts, markers, room setup, chairs.

**Step 4**

Confirm that each Teacher Support Group is ready. They have:

- Prepared and edited their Steps of Planning Worksheet
- Clarified their teaching responsibilities and time allocation for each learning step in their topic.
- Asked questions of T-MARC trainers regarding their experience teaching their topic.
- Prepared all the materials they will need to teach their topic.

Ask:

*What more do you need to know to be ready for tomorrow's practice teaching?*

Be sure to review logistics and travel arrangements for the next morning.

## Steps of Design Worksheet

Peer Learning Guide Topic: ____________________________________

- **Who** will be attending your workshop session? Be as specific as you can: How many? What are their names? What neighborhood do they work in? What experience do they have so far? What special strengths or challenges do they have?

- **Why** do the participants in the session that you described above want or need to learn the topic you are proposing to teach them? List as many specific reasons as you can.

- **When** is the workshop taking place, and for how long? Name break times and anything else that will influence timing.

- **Where** will the workshop take place, and what specific concerns may you need to address i.e. privacy, chairs, room layout, and noise level?

- **What**, specifically, are you teaching? You can find most of what you need from the list of topics, or the table of contents, in the *Peer Learning Guide*.

- **What** are the specific **learning objectives** for your topic? You can find these too in the cover page for each session in the *Peer Learning Guide*. Write them out here.

- **How** will the learning activities teach the content and meet the learning objectives? List here the basics for each step of the learning activities in the *Peer Learning Guide*.

  Step 1:

  Step 2:

  Step 3:

  Step 4:

- Finally, **so what** difference will these learning activities make? What new information or skills or practices do you want the participants in the workshop to use differently after the workshop is over?

# Session 8 – Thursday Afternoon

## Second Practice Using the Peer Learning Guide

**Subtopics**:
- Second Practice Teaching

**Objectives:** *By the end of this **3-hour session,** we will have:*
- Taught 1 module from the *Peer Learning Guide* in 2 groups of 2
- Observed our Support Group partners thinking about feedback to give in the afternoon

**Materials:** *Prepare these in advance:*
***All the materials needed for your practice teaching sessions**

## Second Field Trip and Practice Teaching

**Subtopic – 3 hr**

Here is a revision of how the practice teaching will flow:

### Step 1
Here's how the practice teachings will be structured:
1. This T-MARC partner's group of 24 will be divided into 12 groups of 2, each group will plan and teach together.
2. Each establishment will have 2 groups of 2 (plus one *guest* T-MARC trainer/staff) = 6 groups of 5 to 6 establishments.
3. Each group of 4 (2 pairs) works as a "Teaching Support Group", with a guest T-MARC trainer/staff = 5 in each group.
4. Each group of 4 will decide which pair teaches the first half of the morning and which teaches the second half of the morning.
5. Each Teacher Support Group must decide which module to teach for both days. Sequence is important so it is advised that the 2 modules taught on the 2 days be back-to-back in the *Peer Leader Guide*.
6. Each Support Group will have 2 roles: facilitator and observer. When 1 group of 2 is facilitating the group the other group of 2 will be sitting at the back and observing. There will be an opportunity to share feedback in the afternoon.

**Each establishment**

2:00-3:15 first pair (with second pair observing and writing feedback)
*3:15-3:45* *BREAK* (30 minutes)
3:45-5:00 second pair (with first pair observing and writing feedback)

| Establishment | Support Group (2 groups of 2, plus one T-MARC staff) | Module Taught (decided by each Support Group) | Day | Time |
|---|---|---|---|---|
| 1 | A | | Wednesday | 2:00-5:00 |
| 2 | B | | Wednesday | 2:00-5:00 |
| 3 | C | | Wednesday | 2:00-5:00 |
| 4 | D | | Wednesday | 2:00-5:00 |
| 5 | E | | Wednesday | 2:00-5:00 |
| 6 | F | | Wednesday | 2:00-5:00 |
| 1 | A | | Thursday | 2:00-5:00 |
| 2 | B | | Thursday | 2:00-5:00 |
| 3 | C | | Thursday | 2:00-5:00 |
| 4 | D | | Thursday | 2:00-5:00 |
| 5 | E | | Thursday | 2:00-5:00 |
| 6 | F | | Thursday | 2:00-5:00 |

This will require:

- 6 groups of approximately 6-8 sex workers per group/establishment
- A commitment from each establishment to run a workshop from 9:00-12:00 a.m. on Wednesday and Thursday with the same group of women. (The time can be adjusted according to need.)
- A commitment from each workshop SW participant to attend both days in full.
- 6 guest T-MARC trainers or staff persons to participate in observing 2 morning sessions and giving feedback to the groups in the afternoon.

*Note: To lessen intimidation and increase safety for the learner and facilitators, it is recommended that observers not take notes during the workshop.*

# Session 9 – Friday Morning

## Second Practice Teaching (continued)

**Subtopics**:
- Feedback and Synthesis: What Did We Learn?
- Self-Assessment: Personal Progress
- Change Starting Today

**Objectives:** *By the end of this* ***3-hour session,*** *we will have:*
- Given and received feedback on the second practice teaching sessions
- Named the things we have personally learned so far
- Shared unanswered questions
- Named the content we learn this week and its value to our work and lives

**Materials:** *Prepare these in advance:*
Chart paper
Markers
Handout: "Workshop Feedback" (1 per person)
Handout: "What I Have Learned So Far" (1 per person)
Blank white paper (1 per person)

## Feedback and Synthesis: What Did We Learn?

**Subtopic – 1 hr**

### Step 1

Explain that we will take time now to offer feedback to one another on the second field trip and practice teaching (again, it is recommended that this may be done simultaneously in 6 breakout rooms/spaces, one for each Teacher Support Group).

Remind them of the following suggestions for keeping the feedback process safe and productive:

**Tips on Giving Feedback**

- Address your comments to the teaching team, not the feedback facilitator.
- State your suggestions positively: "I liked…"
- For suggested improvements, try starting your suggestion with "How about…"
- Try to add what others have not already said.
- Keep your comments (likes and how about's) brief, productive, and specific.
- If the comments are directed at you, respond to them simply, i.e. "thank you," nod, or "please explain that", without becoming defensive.

## Step 2

For each Teacher Support Group, take time to collect feedback (HANDOUT in Appendix) on what went well and what might be improved using this 4-step process. (The group receiving feedback can record the comments on the Workshop Feedback sheet, or someone else can scribe for the group.):

What we liked:

- Start with the first facilitator, asking what went well and what they like about their facilitating and the workshop.
- Then ask the other pair and the guest observer what they thought worked well in their teaching.

Suggestions for next time:

- Ask the first facilitator what they would do differently to improve their preparation and teaching.
- Then ask the other pair and the guest observer to add their suggestions for improvements.

## Step 3

On a large poster sheet, write a few examples of what the participants have learned during the second practice teaching under the title: *What We Have Learned So Far* and comment on these from what you have seen and heard this week.

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**Step 4**

Invite the learners to turn to the next sheet of this manual, entitled *Day Four: What I Learned So Far* (HANDOUT in Appendix).

Ask them to take time in silence to journal responses to the questions on the sheet. These responses are personal and do not need to be shared with the large group! You may ask for a few highlights…

**Day Four: What I Learned So Far**

1. What I learned about the T-MARC Program, the Peer Learning Guide, and the Training Manual:

2. What I learned about how adults learn:

3. What I learned about working with sex workers to prevent HIV:

4. Other things I have learned:

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## Self-Assessment: Personal Progress

**Subtopic – 45 min**

### Step 1
The participants should be sitting in groups of four to six, preferably at round working tables for this task. Explain to the participants that this activity offers an opportunity assess both our personal progress and our progress as a group. This will be the occasion when important remaining questions can be documented and we can make a plan to address them during the afternoon and tomorrow, Day Five.

### Step 2
Make sure each participant has notebook paper or a sheet of paper to write on. Then ask them, at their tables, to make an inventory of all the questions they had about this peer learning program as they arrived on Monday morning, even if by now they know the answers to those questions. Then ask them to add in all the other questions that have arisen since the beginning of the workshop about how to implement this program in their own organization. We could call this, "making an inventory of our questions".

### Step 3
Now ask them, as a group, to circle all the questions they know have already been answered. Then, for the remaining questions, ask them to select their three most important questions that remain unanswered at this point.

### Step 4
Invite each table group to call out their three unanswered questions. As these questions are shared with the group, you will want to document these on chart paper, noting which questions arise more than once. Once all the top three questions have been documented, ask which questions have not yet been documented but need to be on the list. (**Note**: Try to have the list of questions on one sheet of chart paper, or if there are many, then place the charts side by side, clearly visible to all.)

### Step 5
At this point, you will want to organize the questions. Take a moment, as a group, to identify which questions form a common topic. You might want to make a new list of the topics for each group of questions. (**Note**: This can be a difficult task…ask for suggestions from the group and, together with your co-facilitator, be ready to suggest a list of topics arising from the questions that still need attention).

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**Step 6**

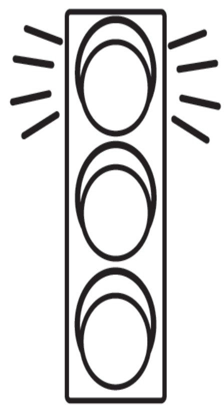
Explain that the next learning activity will offer an opportunity for T-MARC to share some of their lessons learned, and that some questions may be answered in that session. Any remaining topics that need attention can be added to the next morning's workshop session. (**Note**: Some topics may apply to only one or a few of the organizations present. In that case, you may want to set up a time to address those separately).

**Step 7**

Finally, invite the participants at their tables to assess their personal and group progress so far. Ask: How ready are you to implement this peer learning program in your organization? What more do you need now to be ready? After a few minutes of table conversation, ask them to share some of their responses. You might also ask: how do you feel? In a word or a phrase, call out how you are feeling!

## Change Starting Today: Stop Light Exercise

**Subtopic – 30 min**



**Step 1**

Ask:

*On your own, think of 1 thing you want to stop doing (the red light), be cautious of doing (the yellow light), start doing (the green light).*

Then ask the group to shout out some of each for all to hear. (You don't need to hear from the entire group.)

Tell them to paste their ideas on the front of their binder as a reminder of what they want to stop, be cautious of, and start doing.

**Step 2**

Ask the group:

*What has been the value of taking time to think about how you will change your behavior after this course?*

**Step 3**

Ask:

*How might they use this Stop Light activity in their own learning programs?*

# Session 10 – Friday Afternoon

## Building a Community of Practice and Celebration

**Subtopics**:
- Challenges, Opportunities, and Ideas for the Future
- Getting Support
- Personal Learning Map
- Learning, Transfer and Impact
- Final Feedback
- Closing and Certificates

**Objectives:** *By the end of this* ***3-hour session,*** *we will have:*
- Written or designed a personal learning map
- Completed the Learning, Transfer and Impact Form *and* the Final Feedback Form
- Received a certificate from T-MARC for the course
- Named the challenges, opportunities and ideas for the future about HIV and AIDS and how these excite us
- Committed to each other ways of keeping the momentum going for this project
- Written a personal action plan

**Materials:** *Prepare these in advance:*
Colourful paper and decorations (for personal learning map)
Coloured markers
Chart: "Learning, Transfer, Impact'
Handout: "Learning, Transfer and Impact Form"
Handout: "Final Feedback Form"
Certificate from T-MARC for the course (1 per person)
Tape
Handout: "Action Planning"

## Challenges, Opportunities, and Ideas for the Future

**Subtopic – 1 hr**

***Note***: *If there are additional topics that arose during the previous afternoon that need attention, this is the place they could be included. You might want to respond to specific questions that have arisen here too. Extra time is available for this.*

### Step 1

Invite the participants to work with the other representative(s) from their own organization during this activity.

Invite them to make a chart for their own organization, listing: the challenges, opportunities and ideas for the future that they have. Give the groups plenty of time for this task, and invite them to post their chart once they are finished.

| Challenges | Opportunities | Ideas for the future |
|---|---|---|
| | | |

### Step 2

Invite the groups to do a "gallery walk", to review the work of their colleagues as it is presented on the charts. To limit the use of time, and to focus their review, you might ask them to choose just two or three groups to visit in addition to their own.

### Step 3

Back in the large group, you may want to address any additional questions, suggestions or ideas that have been shared and documented.

### Step 4

Ask: *What excites you about the challenges, opportunities and ideas that you see?*

### Step 5

Explain that this is a new opportunity for partnership and collaboration, and that together you hope to be modeling "a new way of doing business", and that sustaining this new model will require a commitment to building a community of practice, making a commitment to one another to help facilitate sustainable change. Ask the group to review this list of commitments that will help to maintain the momentum:

1. Sharing experiences of success and failure
2. Sharing best practices
3. Sharing and providing feedback on new resources as they are developed
4. Meeting regularly as a group
5. Telling stories

Ask the group to add to the list the ideas they have for how to build a new community of practice to prevent the spread of HIV and AIDS in Ethiopia.

## Getting Support

**Subtopic – 1 ½ hr**

### Step 1

Finally, ask the group to prepare an action plan for the next steps they need to take on how to implement the new program in their own organization. This is also an opportunity for each group to name what support they need.

### Step 2

Share the grid below as a tool for documenting the action items they need to take, and the support they need to be successful (HANDOUT in Appendix).

| Who | Does What | When |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

### Step 3

Invite each organization to complete its own grid. Explain that the more detailed and specific each action item and support needed is, the more useful the chart will be toward realizing their goal.

Explain that this work does not need to be shared with the entire group; it is for their own use. However, you may want to get a copy of each organization's list of action items so that T-MARC can follow-up.

**Step 4**
Collect copies of the action plans for T-MARC, where appropriate.

**Step 5 (*optional*)**
You may also need to complete together the same grid as the whole group. Who needs to do what when, so that the entire group builds its own identity and "community of practice"?

JIPENDE !

## Personal Learning Map

**Subtopic – 30 min**

**Step 1**
This is an opportunity to consider all that has been learned during this workshop. Invite the learners to flip through the workshop manual, their notes, journals and the poster sheets around the room.

**Step 2**
Pass out paper and markers to each of the participants and invite them to design their own learning map describing in words, symbols or pictures what they actually learned over the last five days.

**Step 3**
After about 5-7 minutes, ask them to pair with one other person and tell their partner about their learning map.

**Step 4**
Encourage each participant to take their learning map home or to the office with them, as a personal, creative memory of the workshop.

> ***Note:*** *A learning map is an example of a closing that reviews material, ties things together, motivates and celebrates. There is no special way it should look… whatever comes from the learner is right.*

## Name your learning, transfer and impact

**Subtopic – 50 min**

### Step 1

Explain that is not only important to have learned this week but to plan how we will use this learning and how it will impact lives and communities. Read this description of Learning, Transfer, and Impact as a simple framework for naming learning and predicting transfer and impact.

**Learning, Transfer and Impact**

**Learning** is the degree to which participants practiced new skills, knowledge or attitudes (SKAs) during the workshop.

**Transfer** has to do with identifying how participants apply their learning after the workshop.

**Impact** focuses on what happens in an organization or to a person over time as a result of a particular educational event.

*Each of these is an independent level that reveals different information. While separate, these levels are also congruent; that is, without learning there will be no transfer, and without transfer there will be no impact.*

### Step 2

To help move the learning into everyone's work, invite the group to take as much time as they need to complete the Learning, Transfer and Impact sheet (HANDOUT in Appendix).

### Step 3

When people are ready, invite them to also complete the feedback sheet (HANDOUT in Appendix). Both sheets should be collected in some way for HCP to read and report on after the course.

### Step 4

Tell the group that you will wait for everyone in the large circle of chairs. There you will close the day and have the certificate ceremony when they are finished.

JIPENDE!

## Closing Ceremony and Certificates

**Subtopic – 30 min**

### Step 1

Invite everyone to return to the large circle of chairs for the final closing and celebration!

### Step 2

Thank the group for the week – the stories shared, the difficult questions asked, the hard work and the learning. Invite the group to tell one thing (if they wish) to someone or the group that they are moved to say before you end the week.

### Step 3 (optional)

Present the T-MARC certificates and close the week.

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# Appendix

1. Places Where Women Have Come Together to Protect Themselves
2. A New Way of Doing Business
3. Giving and Receiving Feedback (*homework*)
4. Effective Adult Learning and Engagement
5. Three Distinct Learning Preferences
6. Facilitating with 3 Learning Styles
7. Steps of Design Worksheet (x2)
8. Workshop Feedback (x2)
9. What I Learned So Far (x2)
10. Three Facilitation Skills
11. Action Planning
12. Learning, Transfer and Impact Form
13. Final Feedback Form

## PLACES WHERE WOMEN HAVE COME TOGETHER TO PROTECT THEMSELVES

**Cameroon**

Sex workers met in groups, once a week, at bars, brothels, and other places. The women (and their clients) agreed to use condoms consistently and correctly, and could buy the condoms at very low cost. Some of the women also performed dramas to educate clients, and other sex workers, about ways to have "safer sex."

**Dominican Republic**

Establishment owners encourage sex workers to use condoms consistently and correctly with all clients. Sex workers go every month to a government clinic for a check-up. In some cities, the government charges people and establishments for not using condoms.

**India**

Sex workers have become very active for their human rights. They formed a cooperative to help them save money. They worked to get new clinics built. Women travel around to talk with others about how to take care of themselves and protect their families.

**USA**

In the capitol city, a van travels around the city at night, stopping in places were sex workers meet clients. The van distributes condoms and information to help women protect themselves from infections. It also provides matchbooks and small cards with a free hotline number for women to call for counseling and support.

## A NEW WAY OF DOING BUSINESS: IDEAS

**Establishment owners**

A. Supply condoms for free or low cost.
B. Find ways to encourage clients to always use condoms at their site.
C. Support women to use condoms safely with all clients.
D. Encourage sex workers to visit health clinics.
E. Report violence.

**Clients**

- Carry condoms when they're buying services.
- Use a condom – or at least try one.
- Come to establishments that are "safe" so that they don't take an infection home with them.

**Sex workers**

- Negotiate different ways to have safe sex with different clients.
- Use condoms **ALL** the time so that they don't get HIV or any other infections we can prevent.
- Pay attention to signs of infections and go to clinics for check-ups.

**Partner organizations**

- Practice listening rather than telling.
- Take time to follow-up and change based on new learning.
- Start with what the sex workers know.

## GIVING AND RECEIVING FEEDBACK

**Giving Feedback**

Feedback conveys information that helps a person (or group) understand the impact of her or his behavior on others. Feedback helps individuals keep their behavior "on target" and can thus enable more successful achievement of personal and group goals.

Feedback is more effective when:

- It is specific rather than general. To be told that one is talkative will probably not be as useful as to be told that "just when we were deciding the issue, you talked so much I stopped listening."
- It is descriptive rather than judgmental. By describing one's own reaction to another person's behavior, it leaves the individual free to use it or not to use it as he or she sees fit. By avoiding judgmental language, it reduces the need for the individual to respond defensively.
- It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.
- It is directed toward behavior that the receiver can do something about. Frustration is only increased when a person is reminded of shortcomings over which he or she has not control.
- It is solicited rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which those observing can answer.
- It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior depending, of course, on the person's readiness to hear it, support available from others, etc.
- It is checked to ensure clear communication. One way of doing this is to have the receiver try to rephrase the feedback in order to see if it corresponds to what the sender had in mind.
- It is checked with others to ensure accuracy. Both the giver and receiver should check with others in the group as to the accuracy of the feedback. Is this one person's impression or an impression shared by others?

## RECEIVING FEEDBACK

Feedback from another person is one important source of data which helps tell you how your actions are affecting others. Even if you disagree with the feedback, it is important for you to hear it clearly and understand it.

Feedback tells you how another person sees your actions and gives you the choice of changing your behavior. People act on their perceptions of your actions and you may be coming across in unintended ways.

Giving someone feedback is sometimes difficult; if you keep the following in mind, you will make it easier for someone else to give you feedback that you can use.

- Ask clarifying questions in order to understand the feedback.
- Wait until the feedback has been given, then paraphrase the major points. Make it your goal to understand the feedback --- asking clarifying questions and paraphrasing are two ways to do this.
- Help the giver use the criteria for giving useful feedback. (For example, if the feedback is too general -- "...could you give me a specific example of what you mean?").
- Avoid making it more difficult for the giver of feedback than it already is (by reacting defensively or angrily, arguing, etc.).
- Avoid explanations of "why I did that," unless asked.
- Remember feedback is one person's perceptions of your actions, not universal truth. Be active in checking out feedback with others --- if two or three people give you similar feedback, there may be a pattern reflected which you might want to consider.

*[Used with permission of James McCaffrey of TRG (Training Resources Group) Washington, D.C.]*

JIPENDE !

# EFFECTIVE ADULT LEARNING

Three Ways I Can Model the Principle of ___________________

1.

2.

3.

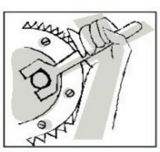
**Engagement**
Learners must be engaged in the learning activity – physically, mentally, and emotionally – or they will not learn what the teacher is trying to teach.
Participants will be engaged when, with necessary resources and clear instructions, they are given meaningful, relevant tasks to do.

Often when people are engaged, you will hear a "buzz" in the room and it is difficult to draw them away from what they are doing.

Engagement will be heightened when people feel respected, safe, know what they are involved in is meaningful, and know they will need to use what they are learning immediately.

JIPENDE !

## THREE DISTINCT LEARNING PREFERENCES!

| | |
|---|---|
|  | **VISUAL:** Learning through seeing. Likes to see pictures or diagrams. Likes demonstrations and watching videos. |
| | Enjoys reading, watching television, going to movies. Would rather read than be read to. Remembers people by sight, does not forget faces. Reveals emotions through facial expressions. Plans ahead, likes to see overall big picture. Good eye contact, recall, prefers to be shown rather than told. Often a good speller. Needs verbal directions written down. Usually sits in the middle. Takes and uses notes. *I SEE what you mean.* |
|  | **AUDITORY**: Learning through hearing. Likes to listen to debates, audiotapes, lectures, discussion and verbal instructions. |
| | Enjoys listening to radio, music, debates, remembers names, recalls facts, has big vocabulary. Gives verbal directions: "*go one block and turn left*". Reveals emotions verbally through change in tone. Responds better when hearing information rather than reading. Talks out loud to themselves to help themselves think. Would rather tell it than write it. A good speaker. Loves discussion. Usually sits in the front. Often does not take notes – it interferes with listening. Likes to learn by listening to tapes. *I HEAR what you mean.* |
|  | **HANDS-ON:** Learns through physical activities and through direct involvement. Likes to "practice" moving, touching, and experiencing first hand. |
| | Enjoys active pursuits such as hiking, dancing, biking. Remembers things that happen. Gives street directions by leading the way. Reveals emotions through body language. Learns well by manipulating objects. Feels if something is right, relies on a lot of gut feelings. Hard to sit still for more than a few minutes. Taps pen or foot while listening. Will often sit in the back to fidget or escape. Takes notes to be doing something, may or may not use them. Sensitive to the furniture, clothes, how it all feels. *I can FEEL what you mean.* |

(Adapted from several sources, including *Accelerated Learning for the 21st Century.*)

JIPENDE !

## HOW I CAN FACILITATE A WORKSHOP FOR ALL 3 LEARNING STYLES:

1. ........................................................................................................................................................................................................................................................................................................................

2. ........................................................................................................................................................................................................................................................................................................................

3. ........................................................................................................................................................................................................................................................................................................................

4. ........................................................................................................................................................................................................................................................................................................................

5. ........................................................................................................................................................................................................................................

6. ........................................................................................................................................................................................................................................................................................................................................................

## STEPS OF DESIGN WORKSHEET

| Peer Learning Guide Topic: ____________________________________ |
|---|
| • **Who** will be attending your workshop session? Be as specific as you can: How many? What are their names? What neighborhood do they work in? What experience do they have so far? What special strengths or challenges do they have? |
| • **Why** do the participants in the session that you described above want or need to learn the topic you are proposing to teach them? List as many specific reasons as you can. |
| • **When** is the workshop taking place, and for how long? Name break times and anything else that will influence timing. |
| • **Where** will the workshop take place, and what specific concerns may you need to address i.e. privacy, chairs, room layout, noise level? |
| • **What**, specifically, are you teaching? You can find most of what you need from the list of topics, or the table of contents, in the *Peer Learning Guide*. |
| • **What** are the specific **learning objectives** for your topic? You can find these too in the cover page for each session in the *Peer Learning Guide*. Write them out here. |
| • **How** will the learning activities teach the content and meet the learning objectives? List here the basics for each step of the learning activities in the *Peer Learning Guide*.<br>Step 1:<br><br>Step 2:<br><br>Step 3:<br><br>Step 4: |
| • Finally, **so what** difference will these learning activities make? What new information or skills or practices do you want the participants in the workshop to use differently after the workshop is over? |

—JIPENDE!—

JIPENDE !

## STEPS OF DESIGN WORKSHEET

| |
|---|
| Peer Learning Guide Topic: ___________________________________ |
| • **Who** will be attending your workshop session? Be as specific as you can: How many? What are their names? What neighborhood do they work in? What experience do they have so far? What special strengths or challenges do they have? |
| • **Why** do the participants in the session that you described above want or need to learn the topic you are proposing to teach them? List as many specific reasons as you can. |
| • **When** is the workshop taking place, and for how long? Name break times and anything else that will influence timing. |
| • **Where** will the workshop take place, and what specific concerns may you need to address i.e. privacy, chairs, room layout, noise level? |
| • **What**, specifically, are you teaching? You can find most of what you need from the list of topics, or the table of contents, in the *Peer Learning Guide*. |
| • **What** are the specific **learning objectives** for your topic? You can find these too in the cover page for each session in the *Peer Learning Guide*. Write them out here. |
| • **How** will the learning activities teach the content and meet the learning objectives? List here the basics for each step of the learning activities in the *Peer Learning Guide*.<br><br>Step 1:<br><br>Step 2:<br><br>Step 3:<br><br>Step 4: |
| • Finally, **so what** difference will these learning activities make? What new information or skills or practices do you want the participants in the workshop to use differently after the workshop is over? |

## WORKSHOP FEEDBACK

**Module taught:**

**Time taught:**

1. What did you, the participants, and your observers like about this workshop? Be as specific as possible.

2. What suggestions for changes do you, your participants, and your observers have for the next time you plan for a workshop or facilitate? Be as specific as possible.

## WORKSHOP FEEDBACK

**Module taught:**

**Time taught:**

1. What did you, the participants, and your observers like about this workshop? Be as specific as possible.

2. What suggestions for changes do you, your participants, and your observers have for the next time you plan for a workshop or facilitate? Be as specific as possible.

## WHAT I LEARNED SO FAR

1. What I learned about the T-MARC Program, the Peer Learning Guide, and the Training Manual:

2. What I learned about how adults learn:

3. What I learned about working with sex workers to prevent HIV:

4. Other things I have learned:

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## WHAT I LEARNED SO FAR

- What I learned about the T-MARC Program, the Peer Learning Guide, and the Training Manual:

- What I learned about how adults learn:

- What I learned about working with sex workers to prevent HIV:

- Other things I have learned:

JIPENDE !

## THREE FACILITATION SKILLS

**Waiting**

Teach yourself to *WAIT* at least five seconds for responses to open questions. Waiting accomplishes a couple of things:

1) It gives people time to *THINK* before they talk; and

2) it creates a great deal of safety … learners come to know that you will wait for them and it is okay!

Then teach yourself to wait for at least three learners to offer comments before you interject something yourself *(3 Before Me).* Why? Because our tendency is to explain and elaborate and not listen. We want our learners to become engaged with and teach each other – and not rely on a "back and forth" with us!

Good things come to facilitators who wait. "Listen" rearranged spells "silent".

**Affirming: Getting Off to a Good Start**

Voices are like oxygen to a dialogue approach to learning. They are required for survival! As facilitators, we want to affirm every voice immediately and consistently. Learners will be keenly aware of how the first voice to arise in front of the whole group is received.

Say "thank you." Say "thank you, Joan." Give voice to your affirmations, not just eye contact and nods. Give voice to names.

Steer away from the constant use of "good!" "great!" and "excellent!" Instead, connect comments to specific reasons or points. "Thank you, Steve, you've pointed out something very important, and let me tell everyone why."

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**Weaving Your Way Through a Dialogue Approach**

Weaving refers to the use of language – both verbal and nonverbal – that allows facilitators to tie concepts together, to reinforce and affirm, to keep the session on pace, to maintain the flow and to sustain learner voices.

EXAMPLES:

- Thanking someone for stating an observation that moves the group to the next task.
- Harking back to what someone said earlier, linking it with a new comment or question.
- Asking clarifying questions: "Tell us more about that…"
- Tying together what has been said in a summary statement.
- Moving from the summary into the future: "Now that you've reached those conclusions, what's next?"  Or letting them know what is next in the design.

Think of weaving as running a thread through the learning, connecting the parts, holding them together, and recognizing the patterns they make.

## MY ACTION PLAN

| Who | Does What | When |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

JIPENDE !

JIPENDE !

## LEARNING TRANSFER FORM

***Learning Transfer***

1. How do you see yourself using what you learned here this week?

***Support to Transfer***

- What kinds of support would help you in transferring your learning into your work?

***Impact on Participants and Organization***

- What might the impact be on the Sex Workers you teach, your organization or the areas where you work if you do what you hope to when you return to work?

Signed: ________________________________________(*optional*)

## FINAL FEEDBACK FORM

*Course Feedback*

1. What was the highlight of this course for you? Why?

2. What are your suggestions for changes in this course the next time that it is offered?

Additional comments?

Signed: ______________________________________________(*optional*)

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