

Life Savings Partnership Project

THE GUIDE TO TRAINING OF MASTER TRAINERS



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FINCA
Small Loans-Big Changes

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Introduction

This Trainer's Guide contains a series of activities that allow Master Trainers to:

- identify their own knowledge and beliefs concerning HIV and AIDS;
- understand the goal and objectives of Life Savings Partnership project;
- understand the relationship between HIV and AIDS and microfinance;
- understand principles of Adult learning;
- update their facilitation skills;
- know their roles as Master Trainers;
- understand behavior change process;
- familiarize themselves with the Peer Educators Activity Book;
- review information on HIV and AIDS issues;
- discuss knowledge and beliefs about HIV and AIDS ;
- discuss technical information regarding HIV and AIDS;
- apply facilitation skills and facilitate HIV and AIDS learning sessions;
- use ice breakers, energizers and warm-ups in their learning sessions;
- ask questions about HIV and AIDS and identify correct answers;

Roles of a Master Trainer

Master Trainers train people who will in turn train others. In Life Savings Partnership project, Master Trainers will be trained and they are expected to train HIV and AIDS Peer Educators who will in turn train a cadre of FINCA Village Bank Group members in HIV and AIDS prevention information. These Peer Educators will be looking at Master Trainers as their role models in terms of the way they facilitate learning sessions. Hence, in order to produce effective and competent Master Trainers, there is need to provide

them with special skills that will enable them to deliver and make effective Peer Educators. A good Master Trainer is one who :

- is motivated and committed to train Village Bank Groups Peer Educators;
- can effectively facilitate the training of Peer Educators;
- have technical knowledge of HIV and AIDS issues and be comfortable to discuss them with the Peer Educators learners;
- have experience in working with adult learners;
- is interested and committed to work with adult learners;
- is respectful of others.
- is enthusiastic about facilitating HIV /AIDS Peer Educators sessions.
- has good communication and group facilitation skills.
- is non-judgmental.
- is familiar in using participatory methodologies
- can plan, organize, coordinate, implement and evaluate HIV/AIDS Peer Education learning sessions in the Village Bank Groups.
- is able to work in a team;
- is able to respect privacy;
- is able to listen to people without thinking negative things about them and what they are saying;
- is caring towards and respects people affected by HIV and AIDS;
- be a good listener and speaker; and
- aware of where to get information or care in case people need more help during the training.
- also, in HIV and AIDS education, a Master Trainer should feel comfortable talking about relationships, emotions, sexuality and medication, as well as grief and death.

Importance of providing HIV and AIDS Education

Providing education regarding HIV and AIDS is not only important, it is essential. Helping people learn the skills to discuss the issues and make decisions to protect their health provides them with important options that may ultimately save their lives as individuals, families, communities and the nation as a whole. The spread of HIV and AIDS not only affects individuals, but also families and communities.

Therefore, Microcredit and HIV and AIDS Education is a curriculum designed to increase access to HIV and AIDS prevention information and to promote positive behavioural change and caring response towards those living with HIV and AIDS among FINCA Village Bank Group members. By creating better understanding, families and communities in Malawi can act together to reduce the spread of HIV infections and the suffering of individuals affected by and living with HIV and AIDS.

Conclusion

While many advances are being made to better understand HIV and AIDS, one principle still hold true which is prevention as the best strategy. HIV and AIDS Peer Education in the Village Bank Groups will enable individual members to protect themselves from HIV and hence, their families, partners and members of the community as they share knowledge and motivate each other. This will also help individuals, families and communities to care for and support those living with HIV and AIDS.

Seven Steps used for Planning any Training Workshop

When planning this Master Trainers workshop, the following factors were considered:

WHO (Participants in the Training)

- Do all the participants have technical knowledge of HIV and AIDS?
- Do all the participants have basic information about HIV and AIDS?
- Do all the participants have adult education skills that are necessary to help the Peer educators feel comfortable creating a learning environment for HIV and AIDS?
- Do all the participants have facilitation skills to train the Peer Educators effectively?

WHY (Goal)

To provide Master Trainers with an opportunity to:

- Practice speaking and listening to each other about HIV and AIDS;
- Improve Adult education skills
- Understand behavioural change process
- Understand beliefs and practices concerning HIV and AIDS
- Participate in and facilitate HIV and AIDS learning sessions and
- Understand the relationship between microfinance and HIV and AIDS

WHEN (Length and Dates of Training)

This 5-day agenda would be appropriate for Master Trainers with little adult learning and facilitation experience. Hence, it is an intensive training that includes a lot of the activities.

WHERE (Training Location)

The training location should have space where to hang large sheets of paper, posters, pictures and space for participants to move around and to work in small groups. Arrangement for field visits or Resource person, have to be made well in advance. For this Master Trainers training, arrangement for facilitating learning sessions to one of the FINCA Village Bank Groups was made before commencement of the workshop.

WHAT (Content)

Content for this Master Trainer's Workshop includes the following:

- Goal and objectives of Life Savings Partnership project;
- Relationship between HIV and AIDS and microfinance;
- Principles of Adult learning;
- Facilitation skills;
- Communication skills

- Roles as Master Trainers;
- Behavior change process;
- Practice facilitation and feedback on the Peer Educator Activity Book HIV and AIDS learning sessions.
- Ice breakers, energizers and warm-ups in their learning sessions.

WHAT FOR (Objectives of the Learning Activities)

In this training, Master Trainers will

- state the goal and objectives of Life savings Partnership project
- discuss the relationship between HIV and AIDS and microfinance;
- describe principles of adult learning;
- acquire facilitation skills;
- review communication skills
- explain their roles as Master Trainers;
- described behavior change process;
- review knowledge and beliefs about HIV and AIDS;
- acquire technical information regarding HIV and AIDS;
- facilitate HIV and AIDS learning sessions;
- use ice breakers, energizers and warm-ups in their learning sessions.

HOW (Process)

Steps are included for each activity and the process is participatory.

Activity 1: Welcome and Introductions

Learning Objectives:

By the end of this session, participants will have:

1. filled the pre-test questionnaires
2. been officially welcomed by the Guest of Honour
3. known each other and selected workshop bearers.
4. establish a code of conduct for the workshop
6. expressed their expectations and fears about the workshop.
7. learned the objectives of the workshop

Time: 60 minutes

Materials/Preparations: Pre-test questionnaires

Steps

1. Pre-Workshop Questionnaires

Handing out the pre-test questionnaires as participants register. Collect and the questionnaires as they are filled out. The questionnaires will have to be analyzed to establish each participant's entry knowledge, attitude and skills on HIV and AIDS and experience with Adult education and Peer Educators training.

2. Welcome Address

The workshop Coordinator or any other designated person welcomes everyone to the workshop.

3. Self-Introduction

- Asking participants to be in pairs and introduce themselves to each other, then, to the whole group. Demonstrate how you would like the participants to introduce to each other. For example:
 - Have the participants stand up and in pairs, let them greet each other by saying “ Hello, my name is Josephine Mkandawire and I am always joyful. I am working at Life Savings Partnership project as a Program Officer. I come from Mzimba. My hobbies are cooking delicious meals and I hate quarrelling. My favorite meal is Nsima and Nkhwanyana (bean leaves)with ground nuts flour)” and who are you?.....
- Tell the participants to sit down, then, ask each pair to come in front and introduce each other by saying “This one you see here in front is, he works at..... as..... Her hobbies are.....and he hates..... His/her favorite meal is..... When a friend is introducing a partner, the one being introduced should

be nodding, smiling and even patting the one who is introducing him/her on the shoulder if what he/she is saying is what he/she said.

- Give each participant a card board paper. Ask them to fold it and ask each one to write his/her name and put it on the tables where they are sitting so that their names can be read by everyone in the room .
- Make sure that everyone has been introduced and inform the group to feel free interacting with one another.

4. Selection of workshop bearers

- Now that participants have known each other, let them select workshop bearers such as President, Entertainment, Social welfare Officer, Time keeper, Cafeteria monitor, Logistics Officer etc

5. Code of conduct for the workshop

- Ask participants to set ground rules that will enable the workshop proceed smoothly and create a safe place for everyone at the workshop such as
 - Respecting each others views
 - Confidentiality
 - Listening with respect
 - Putting cell phones on silent
 - Being punctual for sessions

6. Expectations and Fears about the Workshop

- Give each participant a piece of paper to write down two expectations and one fear about the workshop. They can write expectations on one side and fears on the other side of the paper.
- Let them exchange the papers. Participants will be asked to read out what has been written on the paper.
- Clarify issues by addressing any fears, providing information on areas of concern and noting areas that require follow up.

7. Objectives of the workshop

- Tell participants objectives of the workshop.
- Ask participants if there is anything that is not clear and clarify as needed.

8. Training methodology-how the workshop will be run

Inform participants how the training will be run such as:

- The training will start at 8.00 a.m and end at 5.00 p.m everyday

- The starting and ending time will be strictly followed and starting late will mean ending late since we have to achieve objectives of the workshop.
- There are two tea breaks and lunch break
- Very little writing is expected of participants
- The sessions will be participatory, doing a lot of activities and reporting back. Therefore, everyone should actively participate.

ACTIVITY 2: A Brief Overview of the Life Savings Partnership and HIV Education and HIV and AIDS Program

Learning Objectives

1. Participants' can give a brief overview of Life Savings Partnership project
2. Participants' can describe the relationship between the project and HIV and AIDS

Time : 35 Minutes

Materials Needed

Flip Charts , Pen Markers

Steps

1. Large Group Discussion – 5 minutes

- Ask participants what they have heard or actually know about Life Savings Partnership project, what it does , who are the stakeholders, how do they come in as participants, what are the expectations and fears about this project. Then explain briefly about Life savings stating goal, objectives, strategies stakeholders. (*Give out handouts on the Brief description of Life Savings Partnership Project*)
- Then, explain that the organizers of this project did a survey with many FINCA Village Bank Groups around the country. They, then, created the project based on what women in FINCA groups said they wanted to learn.
- Further, explain that the owners of the project are Foundation for International Community Assistance (FINCA) who have formed a partnership to work together with Johns Hopkins University Bloomberg School of Public Health, Center for Communication Programs (JHUCCP). Center for Communications Programs (CCP) are experts in behavior change communication and have been subcontracted by FINCA to use FINCA's network of Village Banks to disseminate HIV and AIDS messages.

2. Playing the Game “Group Knot” – 5 minutes

- Direct the participants in playing the “group Knot” game. Tell the participants to stand and form a big circle facing inwards. Have all participants minus one to get close and entangle themselves in each others arms and hands , closing any loose spaces between them. Then, ask the one member who is still loose to try and break into the group, getting to the center of the circle. Afterwards , ask the loose member :

- How did it feel to try and break in when the knot was tight?
 - How does this game relate to what happens in real life?
3. Explain that we played this game to show that , in our project together , it is important to trust one another and to work together. If we trust each other and work together , we will succeed and no one can disturb us . We are going to rely on each other.

4. Relationship between HIV and AIDS and microfinance- 15 minutes

Ask: Do you any relationship between HIV and AIDS and micro finance? Why do you think FINCA should get involved in a project like this? (wait for responses)

Lead in discussing the following points

4. How does HIV and AIDS affect poor households' livelihood/financial security ?

- Households where one or more persons suffer from prolonged HIV/AIDS – related illnesses (or for that matter any chronic illness) experience a decline in income for three reasons:
 - Lost income of a sick adult as a chronically sick person can not be economically active
 - Lost economic productivity of the health adults that become caregivers
 - Dramatic increase in household expenses , especially medical care

5. How does deepening poverty increase a household's vulnerability to the HIV and AIDS pandemic?

- **Large Group Disussion:**

Divide participants into groups of five and let them have a 10 minutes discussion on how deepening poverty can increase a household's vulnerability to HIV and AIDS. Then, have a plenary to share what they have discussed. Then, add by explaining the following:

- As poverty deepens , most poor people's vulnerability to the disease increases , and their ability to protect themselves against further economic losses decreases.
- Further , households handle economic stress in different ways , depending on their initial resource base.

- Economically diversified households are usually better able to cope while other families are forced to liquidate their savings, reduce food consumption, borrow from informal and formal sources, and cut back on non-essential expenses (including school fees and non-emergency health needs), men abandoning wives and children as they migrate to urban areas in search for economic opportunities and exposing themselves to situations where they might get HIV.
- As a last resort, households may sell their assets, such as household items, tools, livestock, and land – leaving them less able to earn income in future.
- Worth noting, however, is the possibility that younger women and girls may get involved in risky behavior like prostitution or transactional sex just to fend off starvation and increasing the chances of catching the virus in the process. This sets in motion the vicious cycle of poverty and HIV/AIDS
- This deterioration of economic viability of households affected by HIV/AIDS due to loss of bread winners, extended family caring for an increasing number of orphans, resource drains on households caring for ill persons, leads to an increasing trend in risky behavior like transactional sex (especially among poor and young women and girls), exposing them to further chances of contracting the virus and creating a vicious cycle of HIV/AIDS and poverty

6. How can financial services best be used in communities grappling with HIV and AIDS?

- **Small group discussion: Ask them to discuss in pairs, share with the rest.**
Explain that financial Services can help mitigate economic impact of HIV and AIDS in several ways, namely:
 - help clients maintain or increase income
 - provide clients with an opportunity to build savings which are secure, easy to liquidate, and retain value
 - reduce clients' vulnerability to loss
 - enable clients to avoid irreversible coping strategies that destroy future income earning (i.e selling productive assets such as land or farming equipment)
- Micro finance intermediaries can thus accommodate;
 - individuals who are HIV – positive, but still productive
 - productive family members of HIV-positive individuals
 - surviving spouses, children or parents
 - households unaffected by HIV and AIDS

8.How can HIV and AIDS affect the portfolio performance/quality of microfinance program?

Explain that:

- Explicitly, targeting persons living with AIDS can
 - impair an MFI's ability to achieve sustainability and scale
 - overburden clients with debt they cannot manage
- Staff living with AIDS cannot be effective and may have to receive medical assistance with serious cost implications to the MFI
- Staff may have to be replaced and training new ones might be costly

Closing Discussion - 5 minutes

Ask participants if they have any questions? (*wait for questions and try to answer*).

ACTIVITY 3: Key Principles and Practices of Adult Learning

Learning Objectives:

1. Participants can describe characteristics of adult learners.
2. Participants understand adult learning styles and their implication to the learner and facilitator.
3. Participants can analyze key principles and practices of adult learning.

Time: 45 minutes

Materials/Preparations:

Two illustrations depicting the following scenes:

1. Adult learners session
2. Children in a classroom
3. Handouts - Key principles and practices of adult learners
 - Learning styles of adults and their implications to the learner and facilitator

Steps:

1. Large group discussing on the illustration

- Show participants two illustrations one at a time, then both of them together so that they are able to compare. One illustration showing adult learners sitting under a tree discussing in groups and a Facilitator is listening. While another illustration showing pupils in a classroom with their hands up, and a teacher is pointing to the chalkboard.

2.Small group discussion(pair work):

- Thereafter, let them in pairs discuss the similarities and differences between adult learners and students in terms of their learning styles. Have three pairs join and form a group of six participants. Tell them to share what they discussed with the whole group.

3.Role play

- Let the groups prepare for a role play, one for adult learners session and another one for school children. Finally, let them role-play facilitating a 10 minutes Life Skills for HIV and AIDS Education session. Let participants take note of the differences in facilitation and in the way the learners behave. At the end, let them share their observation.

4. Small group discussion (pair work)

- | |
|--|
| <ul style="list-style-type: none">• Individually, let each participant reflect on how he/she learned as child and then share with the sitting next. Let them think about something each one learned at school as a child by answering the following questions:<ol style="list-style-type: none">1. What did you learn? |
|--|

2. Why did you learn it or what motivated you to learn it?
3. How did you learn it?
4. Who helped you learn it?
5. How would you describe your relationship with the person who helped you to learn it?

5. Large group discussion

Let them share what they discussed with the rest of the participants.

6. How do adults learn?

Individually, let participants reflect on how each one learned when he/she was an adult and then share with the sitting next to. Let them think about something each one learned as an adult such as how to drive, repair a piece of an equipment, how to use a computer, how to use a cell phone etc and answer the following questions:

- What did you learn?
- Why did you learn it or what motivated you to learn it?
- How did you learn it?
- Who helped you learn it?
- How would you describe your relationship with the person who helped you to learn it?

7. Large group discussion

Let them share what they discussed with the rest of the participants.

8. Explain:

- Complement the discussion with additional information explaining the key principles of adult learning using the handout from the toolkit.

Closing Discussion

- Distribute the Observation checklist and together analyze it to determine the related adult learning skill.

Activity 4: Communication Skills

Learning Objectives

1. Participants can explain the meaning of communication
2. Participants can identify the key elements of effective communication
3. Participants can describe the concept of noise in the communication process
4. Participants can explain basic communication bridges

Time : 30 Minutes

Materials: Felt pen, Tape ,Flip chart

Steps

1. Playing the Game “Relay the Message”

- Explain to the participants that they are going to play a game. Ask for six volunteers. Inform the large group to keenly observe the role – playing and to note their impression of what transpired let one of the volunteers stay in the “class”, while the remaining five go out.
- Read out a message to the first volunteer (the one remaining in the classroom), such as “Tomorrow I will be going to the market. On the way , I will call on my sister to discuss many family issues which have been pending for some time”, or any complex statement , and let him or her relay it to the second volunteer who comes in a little while later. Have the second volunteer relay the message to the third volunteer and so on until the final volunteer gets the message
- Ask the last volunteer to repeat the message as he or she heard it
- . Ask the first volunteer read out the initial message
- . Ask the participants to identify in plenary those factors contributed to the distortion of the messages as it was relayed (Note participants responses)
- Ask participants if they considered the communication effective in the role – playing

2. Ask

Ask participants what they consider as effective communication.

Note their responses and lead a discussion on their definitions, paying attention to relevant points.

3. Large Group Discussion

Explain that Good Communication Means:

-Showing genuine interest

- Expressing openness and understanding
- Listening to the problem and what brought it about
- Staying quiet when talk is not needed
- Thinking through a problem carefully and sharing ideas, instead of seeking quick – fix solutions

4. Large Group Discussion

Ask participants to list the components and elements of an effective communication

Ask participants to explain the role and importance of each component

Review participants contributions and clarify as appropriate

Ask participants to describe the elements and components of effective communication using examples from educators activities. In this:

- a. the sender is the Peer Educator;
- b. the receiver is the Peer Client;
- c. the message is “condom use and prevention of STIs and HIV infection”
- d. the channel is through the use of a chart;
- e. the feedback is the return message from the client that he knows the reasons for condom ineffectiveness and understands his motivation to try condom use again

5. Summarize the session by making the following additional statements about the components and elements of effective communication:

- a. Message: The message must be clear , concise, factual , and timely
- b. Sender: Appropriate message must be sent to specific target
- c. Channel : An effective and culturally acceptable channel must be used to reach the receiver
- d. Receiver : The receiver must be able to read and understand the message sent and internalize and interpret it as intended. If this does not happen then the message has no effect on the receiver.
- e. Effect: There must be positive change in the behavior of the target or
- g. Feedback : The receiver must be able to say whether the message was appropriate, timely and effective. If this component is missing , then the cycle is not complete.

Closing Discussion

Ask participants if they have any questions or comments (wait for questions and try to answer)

ACTIVITY 5: Behavioural Change Process

Learning Objectives:

1. Participants can explain what leads an individual to change his/her behaviour
2. Participants can describe the steps to behaviour change

Time: 40 minutes

Resources:

A packet of Candy

Steps

1. Doing a medication exercise

- Take out candies from a medicine bottle and these should really look like tablets. Distribute them one tablet to each participant and simply explain that this medicine is good (awareness-I have heard about it).
- Observe participants since some will be taking the tablets while some may not.
- Ask them why they are not taking the medication (they will probably want more information).
- Provide more information by saying that this medication has been around for 4 years now, it is derived from plants discovered in Latin America, and it stimulates and energizes like vitamin. (Knowledge)
- Several participants may now take the medication after getting more information.
- Ask participants who have not yet taken the medication why they do not take it. They might answer that they are afraid of the medication (Attitude).
- The facilitator asks several participants (chosen a head of time) to give testimonials about the quality of the medication. Stops the game and introduce “Behavioural Change” process.

2. What are the steps involved in Behaviour Change process?

- Participants will reflect back and share any behaviour change in their lives and this will be done individually and then they share in pairs. Encourage them to share any experiences they went through in their life that resulted into change of their behaviour; why they changed behaviour; stating exactly what happened; how it happened. Whether it was an influence of the spouse, partner, religious beliefs, cultural beliefs, health reasons, information access, peer group, friends, family members etc When they come back, let participants volunteer to share their experiences with the rest of the participants.

3. Explain Behaviour Change/Formation process

- Explain that the process of behaviour change/formation involves the following:
 - 1. Pre-knowledge**
 - A person is unaware of the problem and has no sense of personal risk.
 - 2. Knowledge**
 - A person recalls specific messages
 - A person understands what messages mean
 - A person can name products, methods or practices and/or sources of services/supplies)
 - 3. Approval**
 - A person responds favourably to messages
 - discusses messages or issues with members of personal networks such as family and friends
 - seeks family, friends and community approve of practice
 - approval of practice is done
 - 4. Intention**
 - recognizes that specified health practices can meet a personal need
 - intends to consult a provider, intends to practice at some time
 - 5. Practice**
 - goes to a provider of information/supplies/services
 - chooses a method or practice and begins to use, continues use
 - 6. Advocacy**
 - experiences and acknowledges the benefits of practice
 - advocates the practice to others
 - supports programs in the community
- Encourage participants to be relating the steps with what happened to them when they experienced change of behaviour and what they discussed in their groups as you go through the behaviour change process.

Closing Discussion

- Ask what they think are the major reasons why some people do not change. Explain that some people do not change their behaviour because they lack knowledge; have a bad attitude and lack of use or practice. Behavior change is simple if people have the correct information and it also involves acquisition of knowledge, approval, intention, practice and advocacy.

ACTIVITY 6: Roles of a Master Trainer

Learning Objectives

1. Participants can state their roles and responsibilities as Master Trainers.

Time: 40 minutes

Materials:

Brief Description of Activity:

Steps:

1. **Playing the game “Follow the leader.”**

- One of the participants can volunteer to play the role of a leader. (*The leader should be told well in advance to perform a variety of actions so that the rest of the members follow what he/she is doing and instructions should also be made clear to the rest.*)
- Tell the participant that each one has to be very observant and ensure that he/she follows what the leader is doing.
- The leader should start the game as she moves out of the room by saying: “Follow, follow, follow...” and participants will respond “Follow the leader.” Then, the leader continues saying “I dance, I dance, I dance” and participants also responds and imitates the leader the style of the dance.
- Participants come back into the room.

Then, ask participants the following questions:

1. What were you doing?
 2. Was the learning goal, as instructed by your leader, clear to you?
 3. Were you able to reach the learning goal?
 4. What strategies did you apply to reach the goal?
 5. Were the strategies of **listening--seeing--doing** used to reach the goal?
 6. Were the strategies appropriate for you as a learner and the situation?
- **Expain** to the participants that they were following the leader in whatever he/she was doing. Tell them that Peer Educators will also follow you as Master Trainers after training them. Hence, you need to be good models in your facilitation, communication skills etc.

Peer Educators will copy how they facilitate their lessons and they too will do the same when training their fellow Village Bank members.

2. Reflection on the learning sessions done

Participants should be given 2-3 minutes to reflect on all the sessions that have been done so far during training and relate what with the game that they played. Then ask them what they think is the definition of a Master Trainer.

3.Small group discussion

In groups, let them discuss and come up with five roles and five responsibilities of a Master Trainer. The groups should pair up and let them come up with a consensus on the five roles and five responsibilities of a Master trainer. Let the groups present their work.

4. Explain:

Explain that a Master Trainer can be defined as someone who is trained to train others, that is, he/she is a Trainer of the Trainers (ToT). For example, as Master Trainers you will train Peer Educators who will in turn train Village Bank Group members.

5. Ask participants the difference between ‘Role’ and Responsibility’

Tell participants that “responsibility” is the “ability to respond” or “being able to respond.” Explain some of the roles and responsibilities of an effective Master Trainer as follows:

An effective Master Trainer should be able to perform the following roles:

<p>Facilitation</p>	<ul style="list-style-type: none"> • Facilitate the training of Peer Educators. • Have technical knowledge of HIV and AIDS issues and be comfortable to discuss them with the adult learners. • Have experience in working with adult learners. • Be interested and committed to work with adult learners. • Be respectful of others. • Be enthusiastic about facilitating HIV /AIDS Peer Educators sessions. • Have good communication and group facilitation skills. • Be non-judgmental. • Be familiar in using participatory methodologies.

Management	<ul style="list-style-type: none"> • Plan, organize, coordinate, • implement and evaluate HIV/AIDS Peer Education sessions in the Village Bank Groups.
Supervision	<ul style="list-style-type: none"> • Monitor training activities and supervise the Peer Educators during and after training.
Assessment	<ul style="list-style-type: none"> • Be able to assess HIV/AIDS Peer Education sessions in the Village Bank Groups.

Closing Discussion:

Ask each one to state how he/she will monitor the Peer Educators that he/she will train.

ACTIVITY 7: Facilitation of a Learning Session

Learning Objectives:

1. Participants can describe characteristics of a good facilitator
2. Participants can use ice-breakers, energizers and warm-ups in the right way.
3. Participants can use co-facilitating a learning session effectively
4. Participants can facilitate a learning session effectively.
5. Participants can differentiate facilitating from teaching a learning session.
6. Participants can analyze the training cycle model and apply it during facilitation of learning session.

Time: 60 minutes

Steps

1. Characteristics of a good facilitator and planning for a 10 minutes HIV and AIDS Peer Education facilitation session

Holding large group discussion whereby participants divide themselves in groups of five and let them discuss characteristics of a good facilitator; what a Facilitator is supposed to do during the beginning of the session; during the session and what to do at the end of the session. Then, plan for a 10 minutes HIV and AIDS Peer Education session.

3. HIV and AIDS Peer Education facilitation session

Let each group present their facilitate while others observe and take note of the strengths and weaknesses. Then, at the end of each session, invite comments from the participants, evaluating the session.

4. Explain :

Explain how to facilitate a learning session at the beginning, during and at the end by going through with them notes on the hand out from the toolkit with emphasis on points which the groups did not point out.

5. Large group discussion on characteristics of a good facilitator

Brainstorming qualities of a good Facilitator with reference to the Peer Education

learning sessions conducted and their own experiences. Add some of the characteristics which have not been mentioned by participants using the handout notes.

6.Small group discussion on when to use Ice-Breakers, Energizers and Warm-up exercises during a session.

Ask participants to be in pairs and discuss what ice-breakers, energizers and warm-ups are; when to use them and come up with one example of each to demonstrate to the group.

8.Presentation of an ice-breaker, energizer or warm up activity by the groups

Hold a plenary for the pairs to present what they discussed. Consolidate their discussion by presenting what is on the handout.

9.Large group discussion on how to co-facilitate a session

Ask some participants to share their experiences of co-facilitating a session and explain how this was done. Explain and then go over the short notes on the handout on how to co-facilitate a learning session. Tell them that they will also co-facilitate sessions when they will be training Peer Educators and they too will also co-facilitate when conducting their HIV/AIDS Peer Education session. Then, go through the handout on how to co-facilitate a session with the participants and clarify where they do not understand.

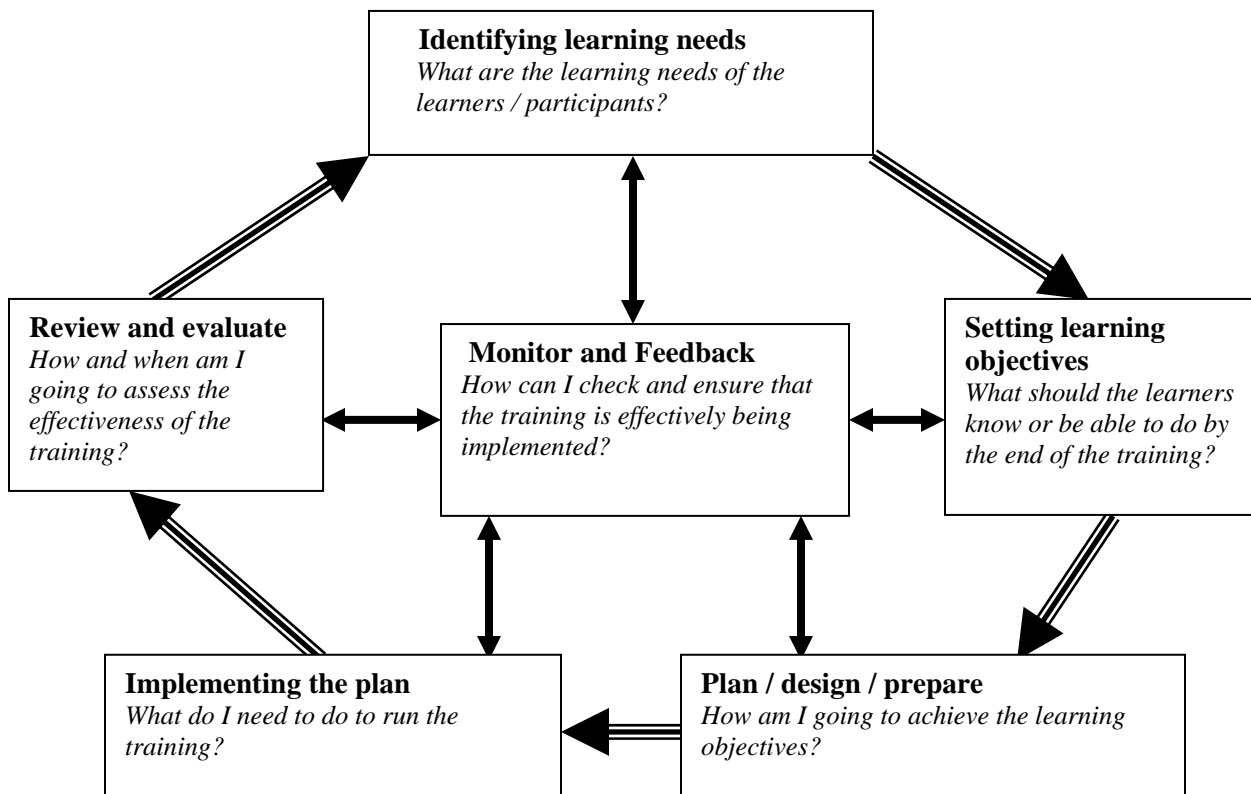
1. How can one facilitate a session - at the beginning, during the development and at the end of the session?

Discussing with the participants what a Facilitator is supposed to do at the beginning of a session; during the development of a session and at the end of a session. Summarize by going over the points on the handout emphasizing on those not mentioned.

2. How can one apply the Training Cycle model?

Going over the training cycle with the participants by telling them that to be a really good trainer, there are five other stages that needs to be considered and these are as follows:

The Training Cycle



3. Point out to the participants that the Training Cycle goes in a circle, and when you evaluate, you identify needs and start planning for the next session. Needs identified build on the next session.
 - Monitoring- at all stages of the training process, check and monitor your progress and get feedback to help you improve right away and the next session.

Closing discussion

Summarize by telling participants the following:

- Facilitation is different from teaching. A facilitator is not there to teach but to listen to what participants think, what they know, and what motivates them. He can only clarify where they do not understand.

- A good facilitator is the one who gets everybody to participate and contribute to the discussion, checks and monitors progress at all the stages of the training process.
- Monitoring is done at all stages of the training process. Check and monitor your progress and get feedback to help you improve right away and the next session.
- Ask participants how they will monitor their Peer Educators.

Activity 8: Assign and summarize the Learning Sessions

Learning Objectives:

By the end of this activity, participants will have:

1. identified the learning objectives in each learning session
2. presented a summary of the assigned learning session
3. prepared to facilitate the assigned HIV and AIDS learning sessions

Time: 90Minutes

Materials/Preparations

- Prepare a flip-chart for the assignment of the learning sessions.
- Let participants sign up for a learning session, making sure that every learning session is covered.
- Let participants first work in teams of two on a learning session, then, later they do it individually when they will be practicing on a group of FINCA Village Bank Group members.
- Prepare a flip-chart as a sample Summary of a Learning Session.
- Prepare a flip-chart of the Learning Map for Facilitation Training, specific to the HIV and AIDS learning sessions.
- Distribute copies of the Microcredit and HIV and AIDS Education Peer Educators Activity Books as references that they can use when preparing for their lessons.
- Provide markers and flip charts for those who will need them.
- Implementation information: Develop a program showing how the 12 learning sessions have been programmed.

STEPS:

1. Assignment of Learning Sessions 2 through 12 (Learning Session 1 given by the Trainer)- 10 minutes

Inform the group that everyone will have the opportunity to facilitate at least 1 learning session. This practice is important because it allows all of the participants to see how the learning session should be given and because, as master trainers, it allows an opportunity for suggestions and recommendations for improving skills.

Ask participants to sign up for learning sessions (2through 12) using the flip-chart prepared.

Flip-chart for Assignments

Assignment of Learning Sessions			
Session	Presenter	Time	Observation Checklist:
1.		Day 2	
2.		Day 2	
3.		Day 2	
4.		Day 2	
5.		Day 2	
6.		Day 2	
7.		Day 2	
8.		Day 2	
9.		Day 3	
10.		Day 3	
11.		Day 3	
12.		Day 3	
1.		Day 3	
2.		Day 3	
3.		Day 3	
4.		Day 3	
5.		Day 4	
6.		Day 4	
7.		Day 4	
8.		Day 4	
9.		Day 4	
10.		Day 4	
11.		Day 4	
12.		Day 4	
1.		Day 5	
2.		Day 5	
3.		Day 5	
4.		Day 5	
5.		Day 5	
6.		Day 5	
7.		Day 5	
8.		Day 5	

- Check on the flip-chart just to ensure that everyone signs.
- The first two days they will do it in pairs but for the fourth and fifth day, it will be individually.

2. Large group presentation on the Learning session format- (10minutes)

- Distribute copies of the Peer Educator Activity books for the participants to read through the learning sessions.
- Review the learning sessions and materials together. Point out the following aspects of the documents, showing the pages where they can be found.

Learning Session and Material/Preparation Format

Learning Session

Each learning session contains the following:

- **Title** of the learning session
- **Learning Objectives**-what participants will have achieved by the end of each learning session.
- **Time** needed to complete the learning session
- **Materials/Preparations** that will be used in the learning session
- **Steps** with instructions clearly stipulated.
 - Each step has subsections of what the Facilitator needs to ‘Say or Explain to and questions to ‘Ask’ the participants. In addition, in each and every learning session, there are stories for the participants to listen, games and role plays to be played. There is also a ‘review’ to help guide the facilitator in ensuring that participants have not forgotten the important points covered during the previous learning session.
- **Closing Discussion**-which is a consolidation of what has been covered in the learning session of the day and finally, ends with thanking the participants and telling them the title of their next learning session.

3. Read the assigned learning session and prepare a summary - (40 minutes)

Explain that in this activity, the group is going to create an overview of each of the HIV and AIDS learning sessions. Participants should read the learning session(s) they have signed-up and prepare a summary to present to the group. The task to be done as follows:

Summarize a Learning Session

Steps

1. Skim the learning session, reading the titles of the activities and the key points in the learning session.
2. Discuss this information with the one whom you have signed-up for 3 minutes to identify what you think are the key messages this session contributing to HIV and AIDS education or practices.

3. Summarize the learning session on a flip-chart, stating:
 - The title and number of the learning session.
 - What you think is the purpose of the learning session.
 - What your group thinks is the most important message or information shared in this learning session.
 - What activities will need to be facilitated in the learning session.
4. Skim the learning session, reading the titles of the activities and the key points in the learning session.
5. Discuss this information with the one whom you have signed-up for 3 minutes to identify what you think are the key messages this session contributing to HIV and AIDS education or practices.
6. Summarize the learning session on a flip-chart, stating:
 - The title and number of the learning session.
 - What you think is the purpose of the learning session.
 - What your group thinks is the most important message or information shared in this learning session.
 - What activities will need to be facilitated in the learning session.

Present and pin the following flip-chart summary for Learning Session 1 to model the activity. Then ask participants to work on their assigned learning session (s).

Flip-Chart Sample of Learning Session Summary

Sample Summary of a Learning Session
<p style="text-align: center;">Learning Session 1: <u>Introduction to HIV Education Program and HIV and AIDS in Malawi</u></p> <p>Purpose:</p> <ul style="list-style-type: none"> • To generate interest in HIV and AIDS by creating a sense of relevance and urgency to ‘own’ the problem and understand that HIV and AIDS affects the whole community and everyone is affected. • To introduce the basic facts about HIV and AIDS. <p>Most Important Message:</p> <ul style="list-style-type: none"> • AIDS is a problem for everyone in the community and not just those people infected with HIV and AIDS. Malawi as a whole is hardly hit by HIV and AIDS, hence, each one of us is affected in one way or another and have to have to work together and fight the disease. <p>Activities:</p> <ul style="list-style-type: none"> • Playing the game “Cross the Circle” and explaining the reasons • Introduction-enlightening the group on what will be discussed and how

- Discussing expectations; ground rules
- Large group presentation of the facts of HIV and AIDS
- Explanation of the difference between HIV and AIDS
- Large group discussion on the overview of HIV and AIDS in Malawi
- Soliciting questions on what they have discussed and writing them down on the reporting form.

Provide about 40 minutes for each group to read its learning session and prepare its summary. Give each group a flip-chart paper to write its summary.

7. Presentation of the Learning session summaries-(25 minutes)

Each learning session should be summarized in order. After each presentation, pin the flip-chart papers that summarizes the sessions until you have all of the learning session summaries pinned in order.

5. Overview of the Microcredit and HIV and AIDS Education Sessions – (5 minutes)

To finish this activity, remind the participants of the Learning map for the Training Session. Then, explain that a “Learning Map” shows how the topic is developed, first by starting the participants thinking about the subject and moving them through the stages of planning behaviour change to action. Hang on the wall the Learning Map for the HIV and AIDS Learning Sessions. Show participants how the learning sessions move to more-and more-difficult issues.

Flip-Chart of Learning Map for Facilitator Training for HIV and AIDS

Learning Map for Microcredit and HIV and AIDS Education			
Identifying the problem	Learning the consequences and prevention of HIV and AIDS	Committing to action	Understanding consequences
People and Communities facing HIV and AIDS Session 1	Prevention in FINCA Village Bank Group members, their husbands/partners, children and other members of the community Sessions 2-8	Spread of HIV and AIDS, FINCA Village Bank Group and their family members and HIV and AIDS, Stigma of HIV and AIDS, Sessions 1,2, 4, 5, 9-12	Protecting yourself and others, speaking to others, helping others Sessions 3, 5-12

Explain, **when** and **how** sessions 1 through 12 should be programmed into the Village Bank Group meetings:

- When should the facilitators begin to use this new material?
- How should the peer education sessions be scheduled during the group meetings?
- How should the 12 sessions be programmed over time? When will the learning sessions be completed?

Activity 9: Facilitation and Observation

Learning Session 1: Introduction to HIV Education Program and HIV and AIDS in Malawi

Learning Objectives

1. Participants provide rules for giving and receiving feedback.
2. Participants view a demonstration of the first learning session, which introduces the topic of HIV and AIDS.
3. Participants provide appropriate feedback.

Materials/Preparations

- Review and prepare to facilitate Learning Session 1.
- Review the tips of Facilitation Tips and be prepared to refer to this list of tips during Steps for Feedback discussion
- Prepare flip chart for Steps for Feedback
- Have flip-chart paper available to record participants' ideas for "Giving Feedback" and "Receiving Feedback"
- Make copies of the Observation Checklist and the Summary of Learning Sessions (from the Trainer's Toolkit)

Time: 75 minutes

Steps:

- 1. Group Discussion: the principle of giving and receiving feedback- (20 minutes)**

Tell participants to imagine that they have just finished facilitating a learning session with one of their Peer Educators for the Village Bank Groups. Their supervisor was observing. Ask the participants:

- **What kind of feedback would you like from your supervisor to help you improve?**

Write suggestions on flip-chart paper posted on the wall. Make sure the general principles listed in the box below are included.

Giving Feedback

Giver (the one giving feedback) should :

- Provide specific examples and suggestions
- Include appreciative comments for what was done well
- Allow self-evaluation first
- Immediately discuss (do not delay) the results
- Create an exchange of ideas and information (not one-way) and verification of understanding
- Consider the needs of the receiver, not the giver. Only give the quantity of information the receiver can use-not the quantity the giver wants to give.

Inform the participants that now they are the supervisors and as part of the job, they must give feedback.

- **How would you like the person receiving feedback to behave?**

Note the points on the chart. Make sure the following points are covered:

Receiving Feedback

Receiver (one receiving the feedback) should:

- Listen to the entire comment; do not interrupt
- Ask questions before responding to make there is clear understanding of the feedback
- Not get defensive about behaviour
- Help the giver be specific with the feedback
- Be thankful for the input

Leave the flip-charts posted on the wall. When feedback is provided after each learning session, refer to the flip-charts for guidelines.

2. Presentation of the feedback tasks-(5minutes)

Explain that all of the learning sessions will be practiced during the training. This is important because everyone will have the chance to see all of the learning sessions. In addition, it is an opportunity to learn from each other about how to improve facilitation skills.

The process for feedback is as follows (show the Steps for Feedback flip-chart and review the steps)

1. The Presenter goes first to provide his/her own critique.

2. Next, the assigned observers report the most important things they noticed using the Observation Checklist (found in the Trainer’s Toolkit).

Two suggestions:

- i. the Observers do not have to mention everything on the form in their report because they will give the form to the person presenting the session
- ii. It is useful if the Observers read the learning session prior to observing it because they will be able to give more relevant feedback to the presenter.

Since it would be difficult for Supervisors to remember every step of every learning session, we have developed a summary of each learning session to help during the observations. Distribute the Summary of the Learning sessions and go over the content briefly. Then, provide the following examples:

- **Technical content section:** the observation checklist asks if all of the technical material was communicated accurately. The observer can check the Summary of the Learning sessions to see what “all” the technical information should include.
- **Session Management and Organization section:** The observation checklist asks if all steps were completed in order. The summary of the Learning sessions provides a short list of steps, in order, for each learning session.

3. Finally, in the feedback, the group provides feedback, facilitation tips are reviewed, specific questions are raised, and there is an opportunity to modify the manuals where necessary to make them more acceptable

Note : When making this flip-chart, the material in parentheses is for the facilitator’s information only and should not be written on the flip-chart.

Steps for Feedback

1. For the Presenter:

Is there anything that the Presenter thinks was done well, and anything the Presenter would like to do differently to improve this learning session next time it is presented?

2. For Observers:

What did the Observers notice from their Observation Checklists and from the Summary of the Learning Sessions that they would like to share with the group?

3. For the group:

does anyone else have any feedback to share about this learning session?

What would be some good facilitation tips for this learning session? (*Review together the material that is included in the Facilitation Tips section in Introduction to the learning sessions.*)

Since we will all be using this learning session when training the Peer Educators in your area, are there any names, locations or other things that need to be changed to make it more acceptable in your community? (Agree on the changes and write the changes on the learning session).

3. Facilitate HIV and AIDS Learning Session 1 and receive feedback on the session -(50 minutes)

The facilitator of the training presents Learning Session 1: Introduction to HIV Education program and HIV and AIDS in Malawi. After the learning session, take a moment to review the technical content, steps and, methods of the session (as written in the Summary for the Learning sessions). Then follow the steps for feedback.

Session 1: Introduction to HIV Education program and HIV and AIDS in Malawi

Learning Objectives:

1. Peer Educators know the overview of the project
2. Peer Educators know the difference between HIV and AIDS
3. Peer Educators know basics of HIV and AIDS situation in Malawi

Time: 35 Minutes

Materials/ Preparation

- None

Steps

1. **“Cross the Circle” Game – 5 minutes**
 - a. Welcome the Peer Educators for coming to the workshop.
 - b. Congratulate them for being selected as Peer Educators and tell them that this means they are entrusted by their fellow Village Bank group members and have met the selection criteria..
 - c. Thank them for coming to the training for the HIV and AIDS activity and tell them to extend a vote of thanks to their husbands, parents who allowed them to come.
 - d. Explain that they are going to play a game called “Cross the Circle.” Tell the women to stand and form a big circle facing inwards. Have each woman look at and point at the person standing across the circle. When you say “Go,” the women must close their eyes, walk across the circle, and then stand in the place of the person across from them. Everyone must do this at the same time and they **MUST** keep their eyes closed! Participants will get confused and sort out themselves eventually.

After the game, **ask:**

- How did it feel to do this with your eyes shut?
- How does this game relate to what happens in real life?

Explain:

We did this game to show that, in our sessions together, it is important to trust one another and to work together. If we trust each other and work together, we can handle confusing or hard situations more easily and help each other to understand or deal with confusing or emotional information.

2. Introduction – 5 minutes

Tell participants:

And now, we are starting a series of learning sessions on HIV and AIDS. Together, through our discussions, we will learn how HIV and AIDS affects our lives.

I am sure you have been told that after this training, you are expected to lead HIV and AIDS discussions in the Village Bank Groups. Some of the subjects may be hard to talk about because they involve intimate subjects like sex and relationships. However, we still have discuss these issues.

Ask them why they feel discussing HIV and AIDS is important: (*wait for their responses*) Then, explain that HIV and AIDS is killing many people in our community, therefore, we must discuss these issues.

If we learn how to deal with this disease together we have the chance to become better people, a better community. More honesty, and compassion, talking with each other, dealing with conflict, etc.

We all have questions about HIV and AIDS. We will talk about many of them today and over the rest of the days we will be here. We will improve our knowledge, skills, and understanding on:

- Protecting ourselves and others from HIV
- What we can do if we or a partner or loved one may have HIV or if we know we have HIV
- Discussing difficult issues related to HIV and AIDS with our families and communities
- Living more positively with HIV and AIDS, and
- Interacting with and caring for people with HIV and AIDS.

Methodology of the workshop

Let them know that they will be expected to discuss, share knowledge and ideas so that they can decide how to confront HIV and AIDS in their lives.

- There are many things to learn about HIV and AIDS, just as there were many things to learn about business and borrowing money, BUT
- Each of you as individuals and Village Bank Group members, you have learned new skills and ways in your life that have made you successful business women.
- You can also become better informed to protect your families and friends from HIV and AIDS and to know what to do if someone does get infected.
- It will take work as individuals, families, communities as well as a Village Banking Group to accomplish this.
- HIV and AIDS cannot be defeated alone, we need to fight it together.

3. Discuss expectations – 5 minutes

Explain to the Peer Educators:

It is important for us all to understand what we expect we will talk about and learn in these sessions. I would like to hear from you what you expect from these sessions and what fears you may have. I will start by saying one hope and fear I have. (*State your hope and fear*).

What are your hopes and fears about these sessions? (*wait for a few responses*)

Thank you so much for sharing that with us. It is good for us to understand what you are looking for and what might be hard for you in these sessions. We must all be supportive to help each other understand and use the new information and skills we will cover. We must also help each other to handle our fears about these things. Just as we have worked together to build good businesses, we must work together to build healthy lives and communities.

If Peer Educators stated any hopes that will not be addressed during these sessions you must clarify this now. You can say, “Unfortunately, we will not have the time in our sessions together to talk about _____(insert hope that will not be discussed)_____ but I will let the program planners know that this is something they might want to talk about in other trainings.” Also refer any issues that we will not be covering to local resources.

Then, explain, that the organizers of these sessions did a survey with many FINCA groups around the country. They then created these sessions based on what women in FINCA groups said they wanted to learn.

2. Discuss ground rules – 3 minutes

Explain to the Peer Educators:

Next, we should set up some rules just you do during the first loan circle meeting . This is your time together and that in order that you can make the best of this time and make everyone feel comfortable, it is useful for everyone to agree to some group rules. Some rules we may want to agree to are respect for other people’s views, not judging what someone says or does, and letting everybody have a chance to speak.

Ask:

Do you think these are good rules for our group? (*wait for response*)

What else should we use as rules? (*wait for a few responses*)

3. HIV and AIDS – 5 minutes

Say:

Now that we have agreed on the rules for our activities together, let's try to understand some basics about HIV and AIDS. Can someone tell me what HIV is? (*allow several Peer Educators to give explanations*)

Can someone tell me what AIDS is?
(*allow several Peer Educators to give explanations*)

Explain:

There is a difference between HIV and AIDS. People can have HIV for many years and not know it. They can look and feel healthy before having any signs of AIDS.

HIV: HIV is a virus, or germ that can get in your body. When someone has this virus, he/she is called HIV-positive. HIV weakens your body's protection against sicknesses so that it is easier to get sicknesses like diarrhea and pneumonia.

AIDS: When someone with HIV gets sick with many illnesses that do not go away, then he/she has **AIDS**. This is the advanced stage of HIV infection.

HIV and AIDS are similar to termites eating a house. The house looks strong on the outside, but it is eaten away inside. When a wind or strong rain comes the house finally gets destroyed.

You may hear people say "HIV AND AIDS" but in these sessions we are going to use the words "HIV and AIDS." It is important to know the difference between the virus, HIV, and the many sicknesses, AIDS, that can result because you have HIV.

4. Overview of HIV and AIDS in Malawi – 6 minutes

Say:

Now let's try to understand the basics of the problem of HIV and AIDs here in Malawi.

Ask the following questions, wait for responses, then, give answers:

How many people do you think live in Malawi? (*Wait for several people to guess*)

Answer: About 13 million people live in Malawi.¹

How many of these people do you think have HIV or AIDS? (*Wait for several people to guess*)

¹ CIA. The World Factbook. <http://www.cia.gov/cia/publications/factbook/rankorder/2119rank.html>

Answer: About 900,000 people currently have HIV and AIDS in Malawi.² If you think of the population of the country, that is a high portion of the people that have HIV and AIDS. It means that one out of every 14 Malawians has HIV or AIDS. So if you are in a group of 14 people, at least one of them will probably have HIV or AIDS

What do you think most of these people with HIV are? Women? Or men? Or children?
(wait for several people to guess)

Answer: More women than men have HIV in Malawi. Also, about 83,000 of those with HIV are children.³

Tell them:

Now we want to spend a minute or two talking about HIV and AIDS in our communities. Ask the women:

- How common do you think HIV and AIDS is here in our communities? *(wait for responses)*
- What kinds of problems has HIV and AIDS caused in our communities? *(wait for responses)*

1. Closing Discussion

Ask:

Do you have any questions? *(wait for questions and try to answer; if you cannot answer, write down question on the reporting form and tell participants that you will give them the answer in a future session).*

Say:

We can see what a big problem HIV and AIDS is for us as Malawians. It is likely that we have friends or family members, relatives who have been affected by HIV and AIDS. We may also personally have been affected by HIV and AIDS one way or another. So it is important that we learn through our sessions together, discuss what we can do to protect ourselves and others from HIV and AIDS and what we can do if we get HIV and AIDS or if someone we know gets HIV and AIDS.

Once again, thank you for accepting to be a Peer Educator, and coming to this workshop. It is our hope that you will help in fighting this deadly disease together with your fellow Village Bank Group members and share the information with your family and other community members.

At our next session we will talk about how people get HIV

² UNAIDS Epi sheet

³ *ibid.*

ACTIVITIES 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 AND 19: PRACTICE FACILITATION AND FEEDBACK FOR LEARNING SESSIONS 2-12

Purpose

During these activities, each participant will practice either one more than one of the learning sessions. Participants will experience each learning session as presented to the group. They will also provide feedback on the learning session to improve the teaching and the facilitation skills of the presenter and to ensure that the technical information is communicated accurately. Finally, the participants will provide feedback to the trainer on how to better adapt the learning session for FINCA Village Bank Group members.

Activity 9: Practice Facilitation and Feedback for Learning Session 2:
How do People Get HIV?

Activity 10: Practice Facilitation and Feedback for Learning Session 3:
How to Protect Ourselves and Others from HIV

Activity 11: Practice Facilitation and Feedback for Learning Session 4:
Taking Risks

Activity 12: Practice Facilitation and Feedback for Learning Session 5:
Talking with Our partners and Husband

Activity 13: Practice Facilitation and Feedback for Learning Session 6:
Safer Sex

Activity 14: Practice Facilitation and Feedback for Learning Session 7:
Testing for HIV

Activity 15: Practice Facilitation and Feedback for Learning Session 8:
Treat People How You Would Like To be Treated

Activity 16: Practice Facilitation and Feedback for Learning Session 9:
Positive Living

Activity 17: Practice Facilitation and Feedback for Learning Session 10:
Caring for Someone who has HIV and AIDS

Activity 18: Practice Facilitation and Feedback for Learning Session 11:
Treating AIDS

Activity 19: Practice Facilitation and Feedback for Learning Session 12:
Finding Resources on HIV and AIDS in our Communities

Objectives

By the end of these activities, the participants will have:

1. Presented or participated in all of the HIV and AIDS learning sessions.
2. Provided or received feedback on each learning session and considered

facilitation skills for the content of each learning session.

3. Provided feedback to the trainer on what needs to be modified or changed in each learning session to adapt the session to the local context.

Materials /Preparations:

- Speak individually to each participant in the training to ensure that the participant understands the activities in the assigned learning session(s) and is preparing the materials needed to present the session(s).
- Flip-charts (3) that list the principles of and steps for feedback (“Giving feedback,” “Receiving Feedback” and “Steps for Feedback”- these were developed for activity 4) (found in the Trainer’s Toolkit)
- Copies of the Learning Sessions (distribute earlier as part of Activity 3)
- Question lists for adaptation/feedback.

Time :11 Hours (approximately 60 minutes per activity with feedback)

Steps:

1. Present the practice learning session to the group-45 minutes
2. Self-Evaluation and feedback on the practice learning session-15 minutes

Steps

1. Present the practice learning session to the group - (45 minutes)

Introduce the learning session by reminding the participants that this is a practice learning session. Ask for 2 volunteers to complete the Observation Checklist. Then remind the others that they should be writing down ideas or issues that they would also like to provide as feedback. Post on the wall the 3 flip-charts listing the principles of giving and receiving feedback and the steps for feedback (developed for activity 4).

Invite the participant to begin to present the session.

2. Self-evaluation and feedback to practice session - (15minutes)

Conduct the feedback session in accordance with the process described on the 3 flip-charts.

Make sure the key points (Refer to the summary of the Learning Sessions) and the Facilitation Tips (Refer to the Introduction to the HIV and AIDS Learning Sessions) are covered during the feedback for each learning session.

Note:

The material in parentheses in the following flip-chart is only for the facilitator's information.

Steps for Feedback

1. For the Presenter:

Is there anything that the Presenter thinks was done well, and anything the Presenter would like to do differently to improve this learning session next time it is presented?

2. For Observers:

What did the Observers notice from their Observation Checklists and from the Summary of the Learning Sessions that they would like to share with the group?

3. For the group:

does anyone else have any feedback to share about this learning session?

What would be some good facilitation tips for this learning session? (*Review together the material that is included in the Facilitation Tips section in Introduction to the learning sessions.*)

Since we will all be using this learning session when training the Peer Educators in your area, are there any names, locations or other things that need to be changed to make it more acceptable in your community? (*Agree on the changes and write the changes on the learning session.*)

Note:

If specific questions arise regarding HIV and AIDS that the trainer cannot readily answer, list them on the flip-chart paper for discussion at a later session.

ACTIVITY 19: EVALUATION

Purpose

An evaluation and an HIV and AIDS Knowledge Post-test are completed to help the trainer evaluate the effectiveness of the training.

Objectives:

1. Participants will have discussed in small groups in the evaluation of the training and presented their thoughts to the group.
2. Completed the HIV and AIDS Knowledge Post-test

Materials/Preparations:

- Make copies of the HIV and AIDS Knowledge Post-test (from the Trainer's Toolkit)-one copy for each participant
- Make copies of the Evaluation of the HIV and AIDS Training (from the Trainer's Toolkit)-one copy for each participant
- Prepare one Certificate of Completion for each participant (See sample in the Trainer's Toolkit)

Time : 60 minutes

Steps:

1. Administer the HIV and AIDS Knowledge Post-test (15 minutes)
2. Use small groups to evaluate the training and present recommendations –(30 minutes)
3. Present certificates and conclude the workshop (15minutes)

Steps

1. Administer the HIV and AIDS Knowledge Post-test (15 minutes)

Distribute the HIV and AIDS Knowledge Post-test to the participants and give them 10 minutes to complete it (the post-test is the same as the pre-test found in the Trainer's Toolkit). After the participants have finished the post-test, collect the tests

and review the correct answers with the group (see “Answers to the Pre-and Post- test” in the Trainer’s Toolkit).

2. Small-group evaluation discussion-30 minutes

Divide the participants into groups of 3 to 4 individuals and distribute the Evaluation of the HIV and AIDS Training questionnaires. Tell the participants that they have 15 minutes to discuss the questions and develop a list of recommendations for future trainings. Give each group a sheet of paper and ask for 1 volunteer to summarize the results and present the group’s recommendations.

Bring all of the participants back together in a large group and have each small group present its recommendations.

Presenting the logistics for Peer Educators training and let the master trainers comment ask questions where possible.

3. Conclude the workshop –15minutes

Thank the participants for attending the training. Give them chance to talk about the workshop. Then, hold symbolic presentation of Certificates of Attendance just because the certificates will be issued when they have trained the Peer Educators as well. Wish them a safe journey home.

