

Peer Educators and Peer Coordinators Training Manual
Project Kavach
TCIF

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Introduction

This page would contain information about the KAVACH project of TCIF

Its activities

Achievements so far

Need for this manual

Purpose of this manual

Description of what the manual contains

Abbreviations

AIDS Acquired Immune Deficiency Syndrome

HIV Human Immunodeficiency Virus

TSL Trans-shipment Locations

BTS Behavior Tracking Survey

STI Sexually Transmitted Infection

IPC Inter Personal Communication

NACO National AIDS Control Organization

ORW Out Reach Worker

BMGF Bill and Melinda Gates Foundation

Guide Map to the Manual

Overview of the entire training

This training manual is meant for aiding the training of the outreach workers working as a part of the KAVACH intervention. The entire training program covers two days and approximately 16 hours. All key training areas have been covered through the eight sessions. Symbols have been used throughout the manual to make the delivery of training easier and more effective.

A guide to the symbols used-

Duration

Learning Objectives

Material Required

Module Summary

Facilitation Content

Directions for Facilitator

Facilitation Tips

Activity Instructions for Participants

Stop Activity

Layout of the sessions

Each session has been divided into modules so that individual elements of each information area are covered in detail. The general format of each module is as follows:

1. Title of Module
2. Duration
3. Module Summary
4. Learning Objectives
5. Material Required
6. Facilitation Content

The modules are linked to each other so that the flow of thought and conversation is maintained. At the end of each session there is a recap exercise

General Facilitation Tips

- Introduce yourself in the beginning of the session and tell participants about what you do.
- Begin the session with easy language and make statements that participants can relate to.
- Praise the participants for their decision to be a part of the intervention.
- Clarify terms that are not clear or need more interpretation.
- While conducting the sessions, keep asking questions from participants to ensure their understanding.
- Ask open ended questions that allow for different responses from different participants.
- Encourage participatory learning. Ask participants to comment on what they have learned on the topic and to share any personal experiences. Open the session to questions, comments and discussion.
- During group exercises, move around to help the groups in the exercises. Try to identify weak participants and provide more attention to them and ensure equal participation from all the participants.
- Maximize the number of responses from participants.
- Show your sincere interest and understanding and give your full attention when a participant is speaking or enacting a role play.
- Periodically repeat what you have heard, confirming that you and the other participants have understood.
- If one or two participants are dominating the discussion, it may affect the readiness of others to participate. Try and tell participants to give opportunity to others to speak as well.
- When there is a need for a lot of discussion or clarification involving everyone, use small groups to increase participation.
- During group formation, allow participants to self select.
- When the discussion is drifting off the topic or becoming trivial, point it out to the participants.

- Change the topic when repetition occurs or when people become weary. Tell participants that you would come back to the point later.
- Keep track of time and remind the group before time is up.
- Seek for a decision that everybody is comfortable with.
- Summarize the most relevant information communicated by the participants, at the end of a topic or session.
- Do not speak very fast or very slow.
- Do not give the participants an overdose of information.
- Do not be in a hurry to finish the topic.
- Do not interrupt the participant when she is speaking.
- Avoid judgmental responses of body or spoken language.

DAY 1

Session 1 Introduction

Module 1 Welcome and Introduction	30 mins.
Module 2 Purpose of Training	30 mins.
Total Duration: 60 mins.	

Module 1

Title of Module: Welcome and Introduction

Duration: 30 mins.

Module Summary: In this module the facilitator shall welcome the participants. This shall be followed by an ice breaker group exercise.

Learning Objectives: At the end of the module the participants will get adjusted to the new environment and will get familiar with other members of the group as well as the facilitator.

Material Required: Pens and papers

Facilitation content:

Directions for Facilitator

- Greet and welcome the participants to the training session
- Introduce yourself
- Appreciate trainees' decision to be a part of the intervention

Facilitation Tips

- Maintain eye contact with the group
- Adjust seating if required, so that all participants are within audible range

Directions for Facilitator

- Inform participants that they will have to work together for various activities and games and therefore it is very important to get familiar with each other
- Inform participants that you would be leading a group exercise for the purpose
- Divide participants into teams with four members each
- Distribute pens and papers to each group

Activity Instructions for Participants

- Interact with your team members and get to know their names and their background
- Compose a song of introduction for your team that includes the names of all your team members

- You shall be given 10 mins. for preparation and 2 mins. each for presentation of the song

Directions for Facilitator

- Ensure that all team members are participating

Stop Activity

- After 10 mins.

Directions for Facilitator

- Ask one volunteer from each team to present the song, while the other members have to greet the audience and come forward when their name appears in the song

Module 2

Title of Module: Purpose of Training

Duration: 30 mins.

Module Summary: This module shall start with sharing of fears, expectations and apprehensions of the group. This would set the context for giving a brief overview of the training through an interactive lecture.

Learning Objectives: At the end of the module the participants will know-

The purpose of the training

The outline of the training

The ground rules

Material Required: White Board and Markers

Facilitation content:

Directions for Facilitator

- Randomly ask a few participants what they expect from the training
- Discuss the purpose of training- to train peer coordinators and peer educators so that they can spread awareness about STI and HIV/AIDS through various activities in the trucking population
- Inform participants about-
 - Duration of training- 6days
 - Enlist the training areas- sensitization to the issue, introduction to the programme, introduction to HIV/AIDS, STI, IPC framework, importance of peer education, situation reactions, IPC tools, facilitation skills, adult education, roles and responsibilities, condom and its usage, peer formats, etc
 - Ground Rules to be followed during the training period

- Ask for any clarifications
- Encourage participants to share any apprehensions/fears regarding the training or their subsequent roles

-----**END OF SESSION 1**-----

Session 2 Sensitization to the issue

Module 1 Pre existing Knowledge, attitude, perception (KAP) about STIs/HIV AIDS	20 mins.
Module 2 Scenario Description	20 mins.
Module 3 Key Population context	30 mins.
Recap	10 mins.
Total Duration: 80 mins.	

Module 1

Title of Module: Pre existing Knowledge, attitude, perception (KAP)
about STIs/HIV AIDS

Duration: 20 mins.

Module Summary: In this module the facilitator shall check pre existing knowledge, attitude and perceptions about HIV/AIDS and STIs through a group exercise using KAP cards. A copy of the KAP cards is attached as an appendix.

Learning Objectives: At the end of the module the participants would have become conscious of their KAP about HIV/AIDS and STIs

Material Required: KAP cards, pens

Facilitation content:

Directions for Facilitator

- Inform participants that you would lead a group exercise
- Divide participants into teams with four members each
- Ask participants to stay in their respective teams till the end of this session

Activity Instructions for Participants

- Each team shall be given three cards- red, yellow, green
- There are 5 questions written on each card
- Discuss amongst yourselves and answer the questions in 'yes' or 'no'
- Please express your knowledge/feelings honestly
- You shall be given 10 mins. for filling up the cards

Facilitation Tip

- Reassure participants that since they would already know many facts about STIs and HIV/AIDS. The purpose of this exercise is only to make the training task easy for the facilitator. There are no right and wrong answers

Directions for Facilitator

- Distribute the KAP cards and pens to each team
- Announce commencement of activity

Facilitation Tip

- Ensure that the answers are being written after discussion within the team and is not an individual effort

Stop Activity

- After 10 mins. collect the cards of each team

Directions for Facilitator

- Discuss whether the activity was interesting
- Ask participants whether the activity made them think and realize certain things

Module 2

Title of Module: Scenario Description

Duration: 20 mins.

Module Summary: In this module the facilitator shall describe the gravity of the situation, citing fatality rate, effect on productivity and disease burden

Learning Objectives: At the end of the module the participants would be able to-

- Describe status of the STI and HIV/AIDS epidemic in India
- Explain impact of the situation on the health of people

Material Required: White board, markers

Facilitation content:

Directions for Facilitator

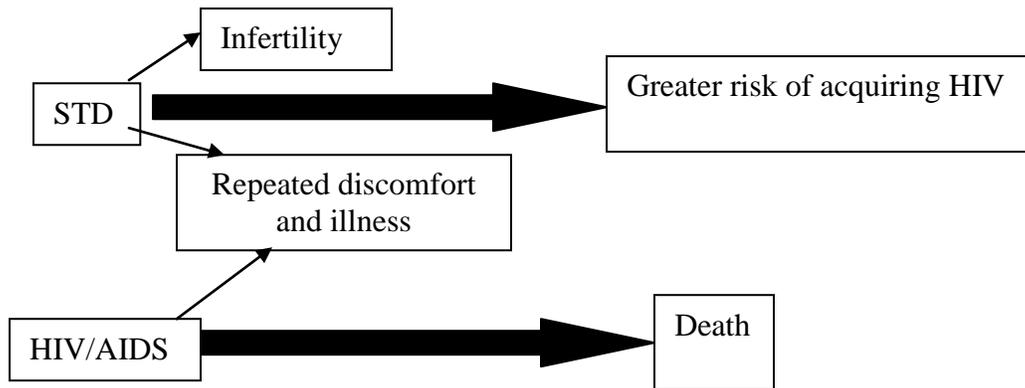
- Ask participants do they know why so much of propaganda is being done nowadays for HIV/AIDS and STI
- Record relevant points on the white board
- Ensure most of the participants answer this question

Facilitation Tip

- Most probable answers would be-that the incidence is rising, HIV/AIDS is a fatal illness and so on

Directions for Facilitator

- When participants answer that the incidence is rising ask them do they know how common is the illness
- Inform participants that-
 - 330,000 new AIDS cases occur in India each year
 - STD cases in the population
- Ask what STD leads to
- Ask what HIV/AIDS leads to
- Draw the following on the white board



- Describe the drawing and emphasize the need to-
 - Identify and treat cases of STI/HIV
 - Curb transmission of STIs and HIV

Module 3

Title of Module: Key Population Context

Duration: 30 mins.

Module Summary: In this module the facilitator shall ask participants to ideate and propose solutions for the issues discussed till now and then introduce the concept of key population context through a group discussion

Learning Objectives: At the end of the module the participants would be able to-

- Describe the concept of key population context
- Understand the need for targeted interventions in the key population

Material Required: White board, markers

Facilitation content:

Directions for Facilitator

- Distribute an orange solution card to all teams
- Ask participants to ideate internally and propose solutions for two problems-
 - How to facilitate early diagnosis and treatment of STIs and HIV in the community?
 - How to curb the high rates of transmission of STI and HIV
- Inform participants that 10 mins. have been allotted for the activity

Stop Activity

- Collect the solution cards after 10 mins.
- Discuss the various solutions proposed
- Link to key population where prevalence is especially high-
 - Long distance truckers
 - Commercial sex workers
 - Needle drug users
- Ask participants about the daily routine of truckers and their health concerns
- Link their daily routine to the activities from which STIs may be contracted
- Inform participants that the truckers are an important vulnerable group because-
 - Most of them visit commercial sex workers
 - Very high prevalence of STIs and HIV
 - They are a mobile population and therefore can spread STIs and HIV easily to various locations
- Lead a group discussion on the daily routine of truckers and their health concerns and the reason for a high prevalence of STIs and HIV amongst long distance truckers

Recap

Duration: 10 mins.

Directions for Facilitator

- Inform participants that as a recap exercise you would ask one question to each team
- Ask participants:
 - What is the prevalence of STIs and HIV in India?
 - What does HIV lead to?
 - What does STI lead to?
 - Which are most vulnerable groups in the community?

-----**END OF SESSION 2**-----

Energiser: Tongue Twister Game

Duration: 10 mins.

Directions for Facilitator

- Request participants to volunteer for tongue twister game
- Ask the volunteers to say “Oonth ooncha, peeth oonchi oonth ki, oonchi oonth ki poonch”
- Request participants to clap for the volunteer/s

-----**END OF ENERGISER**-----

Session 3 Introduction to the program

Module 1 Program Objectives, structure and activities	20 mins.
Putting the participants' role in context	20 mins.
Recap	5 mins.
Total Duration	45 mins.

Module 1

Title of Module: Program objectives, structure and activities

Duration: 40 mins.

Module Summary: In this module the facilitator shall introduce the program through an interactive lecture.

Learning Objectives: At the end of the module the participants will be able to-

- Describe the key objectives and activities of the program
- Describe the structure of the program-who does what?

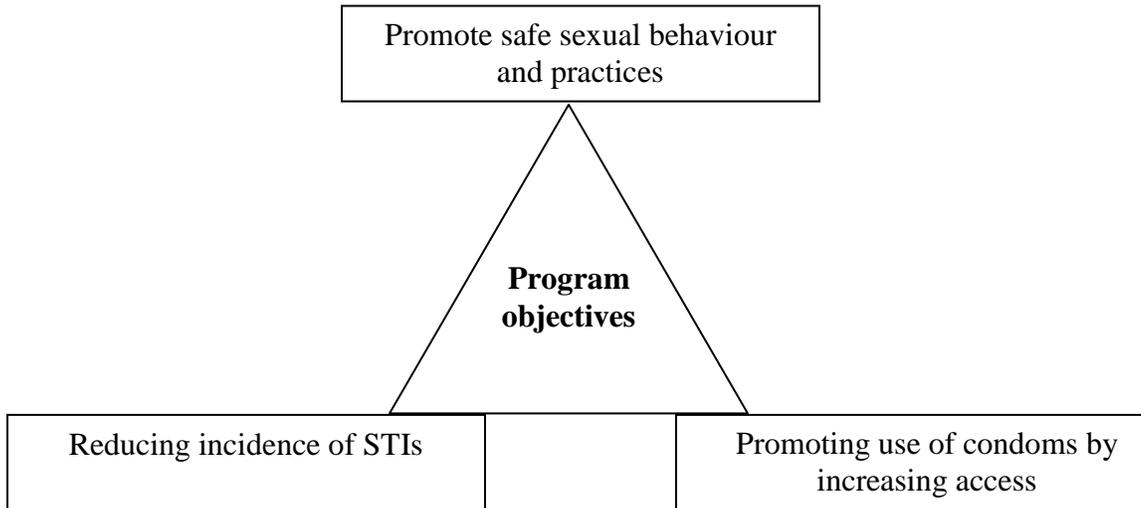
Material Required: White Board and markers

Facilitation content:

Directions for facilitator

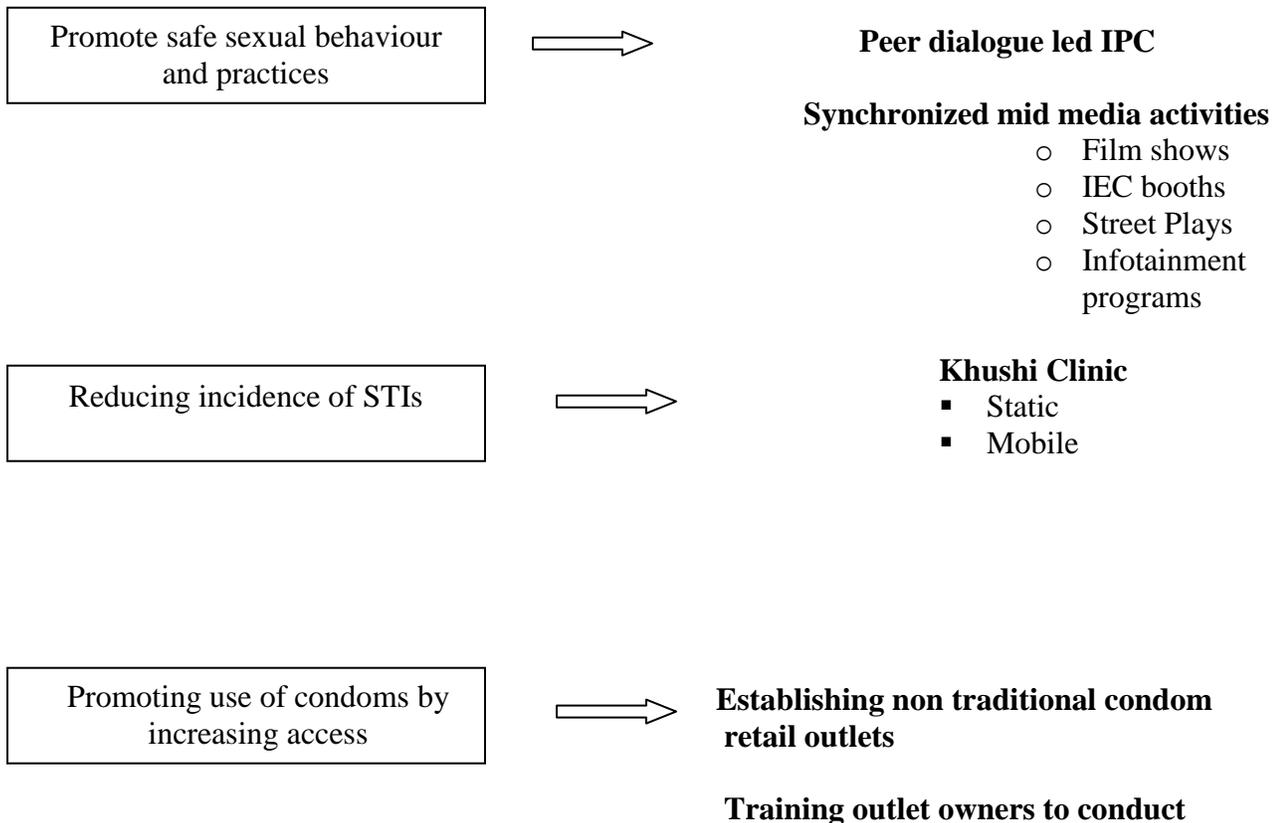
- Link the conversation on STI and HIV/AIDS to the program for prevention and treatment of STIs and HIV/AIDS called 'KAVACH'
- Ask participants what they understand by the term Kavach
- Inform participants about -
 - The target audience-The long distance trucker (Truckers (drivers & helpers) who travel a distance of more than 800 kilometers (one way) in a trip)
 - Location- 17 trans-shipment locations spread all over the country
- Write down the program goal on the white board-
 - To arrest the spread of HIV amongst long distance truckers in India
- Give background information about-
 - TCIF
 - NACO
 - Avahan
 - BMGF

- Draw the following on the white board:



Directions for facilitator

- Explain the three fold objectives
- Explain how these objectives are being met -

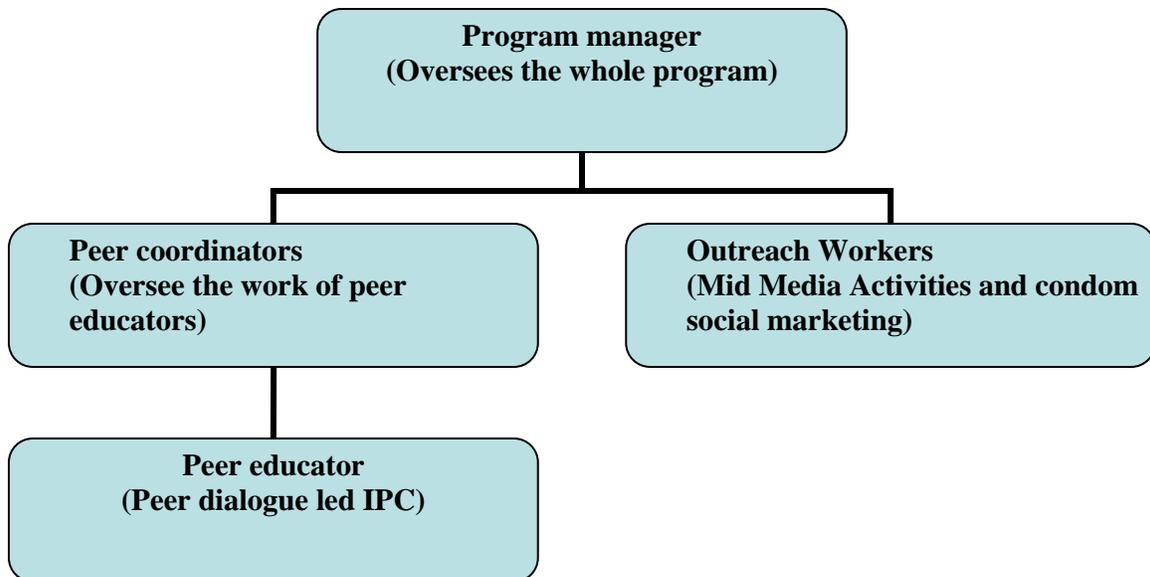


condom demonstration

Distribution of IEC material through condom outlets

Directions for facilitator

- Ask participants whether they feel these activities can help reduce transmission of STIs and HIV/AIDS
- Ask participants if they have any suggestions for improving the program
- Draw the following diagram for the various functionaries involved in the program with their specific roles



Module 2

Title of Module: Putting the participants' role in context

Duration: 20 mins.

Module Summary: In this module first a group exercise would be done to compare different formats of message delivery. This would be followed by an interactive lecture to explain the role of participants in achieving program objectives

Learning Objectives: At the end of the module the participants will be able to-

- Understand the importance of their role in the program

Material Required: White Board, Markers, Chart papers, plain papers, sketch pens, pens

Facilitation content:

Directions for facilitator

- Inform participants that you are going to lead a group exercise
- Request participants to form groups of five members each
- Each group is assigned one KP
- Give names in the local setting for five KP characters
- KP characters to be described as below:

S. No.	Description	Task
1	Is not aware of where he can gather information on safe sex techniques	Inform him of sources of information
2	Does not know of safe sex techniques, does not see a benefit in knowing	Inform him of safe sex techniques, build his interest in seeking information
3	Is not sure, has concerns, needs clarification and needs support for seeking further information and using safe sex techniques	Clarify his concerns, reassure him and demonstrate utilisation
4	Has heard, is aware but often does not use safe sex techniques	Remind him
5	Has heard of it, does not know much, is planning to find out	Remind him to find out and provide relevant information

- Ask group to identify relevant media to address the task for each character.
- Request groups to present and share the media as below:

S. No.	Media	Task
1	Poster	Inform him of sources of information
2	Poster => audio cassettes	Inform him of safe sex techniques, build his interest in seeking information
3	KP interaction	Clarify his concerns, reassure him(in presence of his peers) and demonstrate utilisation
4	Poster	Remind him
5	Poster => audio cassettes => KP interaction	Remind him to find out and provide relevant information

Facilitation Tips

- The roles of different media are:
 - To inform
 - To build interest
 - To encourage action
 - To clarify
 - To remind
- Any media can be used for any purpose BUT the decision to select media is based on ease of using media for the purpose and the cost. For example, a poster is cheaper and easier to use for informing people instead of organizing a meeting. BUT, unlike a meeting, even if some doubt is clarified on a poster, it does not give a chance for the KP to ask questions that maybe vary for each individual
- Another example is, audio cassettes could be used to inform but there is a higher chance of a poster being seen in comparison to a message being heard on audio. BUT, an audio cassette can play a dialogue between KPs that illustrates their concerns that a poster may not do effectively

Directions for facilitator

- Ask participants to share some experiences of messages that they heard on various media and how it influenced
- Highlight the importance of their role in helping to select the right media to influence behaviour of KPs

Recap

Duration: 5 mins.

- Ask the following questions:
 - Who is the target audience for the Kavach program?
 - What are the main objectives of the program?
 - Name the main program functionaries.
 - Where does this program run?
 - Who is responsible for conducting games and street plays?

-----**END OF SESSION 3**-----

Lunch

Duration: 30 mins.

Session 4 Introduction to STI and HIV

Module 1 Introduction to STI	20 mins.
Module 2 Introduction to HIV/AIDS	20 mins.
Module 3 Prevention and Treatment	10 mins.
Recap	10 mins.
Total Duration: 60 mins.	

Module 1

Title of Module: Introduction to STI

Duration: 20 mins.

Module Summary: In this module the facilitator shall impart scientific knowledge on STIs. It will be an interactive session with questions and answers

Learning Objectives: At the end of the module the participants will be able to-

- Describe what are STIs
- Describe the common signs and symptoms of STIs
- Explain how are they transmitted
- Enlist risk factors for acquiring STIs

Material Required: White Board and Markers

Facilitation content:

Directions for Facilitator

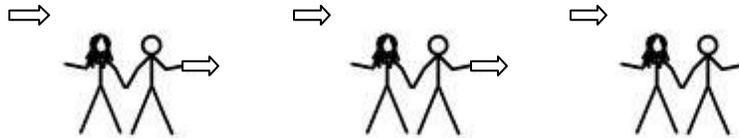
- Define STIs: diseases that spread through sexual contact. Talk about different vernacular names of the disease

Facilitation Tips

- Reassure that it is like other everyday illnesses so as to make the participants comfortable about discussing it. Inform them that due to hesitation people do not get it treated early and therefore it causes major health risks

Directions for Facilitator

- Discuss the types of sexual contact - vaginal, anal, oral or skin-to-skin contact
- Draw the following picture on the white board to illustrate how an organism is transmitted from one person to the other through sexual contact:



Directions for Facilitator

- Ask for any questions and answer them

Facilitation Tips

- Encourage participants to ask questions
- If there are no questions from participants' end, ask questions to recapitulate information given
- Probable questions-
 - Does it spread by touching/kissing?
 - Can both men and women get it?
 - Can it cause death?
 - Does it cause impotency?
 - Can it spread by masturbation?
- Ask for the common signs and symptoms of STIs that the participants are aware of

Directions for Facilitator

- Note the points discussed by participants on the white board. Add more to the list.
- Describe the common signs and symptoms-
 - Signs (Things you can see)
 - Urethral discharge (green/yellow/ whitish/colorless discharge)
 - Genital ulcers (painless or painful)
 - Blisters in the genital area
 - Warts in the genital area
 - Swelling in the groin
 - Scrotal swelling
 - Vaginal discharge
 - Symptoms (Things you experience)
 - Lower abdominal pain
 - Itching around the vagina for women
 - Pain during urination or intercourse
 - Sore throat in people who have oral sex
 - Pain in and around the anus who have anal sex
 - Fever and Body aches
 - Unexplained fatigue, night sweats and weight loss

Directions for Facilitator

- Draw a picture of the groin and male genital system on the white board to illustrate the above mentioned symptoms

- Discuss whether the participants have ever experienced such symptoms or heard somebody suffer from these symptoms.

Facilitation Tip

- Empower participants by telling participants that since they are aware of the signs and symptoms, it is their responsibility to counsel people who have these symptoms to seek medical advice and treatment. Inform that this will be one of their main duties

Directions for Facilitator

- Ask participants about the kind of people who are at greater risk for getting STIs
- Note the points discussed on the white board. Add more to the list-
 - People who have multiple sex partners
 - People who have had sex with someone who has multiple sex partners
 - People engaging in casual sex without using condoms
- Discuss what kind of people in the society are common sufferers

Module 2

Title of Module: Introduction to HIV/AIDS

Duration: 20 mins.

Module Summary: In this module the facilitator shall impart scientific knowledge on HIV/AIDS. To start with, there will be thought sharing individual exercise followed by an interactive session with questions and answers

Learning Objectives: At the end of the module the participants will be able to-

- Describe what HIV and AIDS are
- Explain how they are transmitted
- Describe the common signs and symptoms of HIV infection
- Link to other STIs

Material Required: White Board and Markers, Pens and papers

Facilitation content:

Directions for Facilitator

- While talking about common sufferers ask participants do such people also suffer from HIV/AIDS?
- Listen to answers carefully
- Distribute papers and pens

- Inform participants that you are going to lead a small exercise

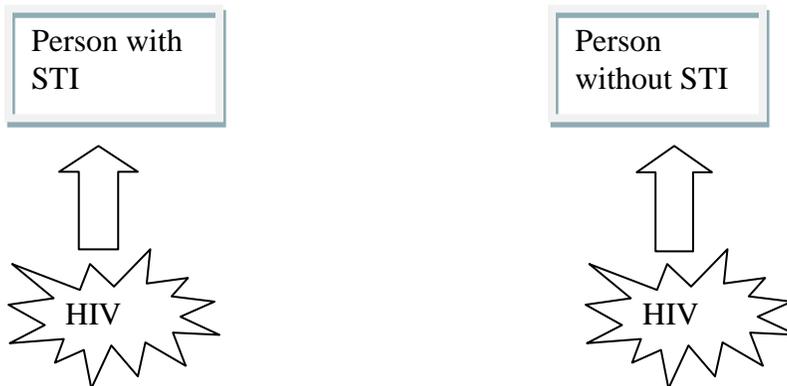
Activity Instructions for Participants

- On the given paper–
 - Write down one word that comes to your mind when you hear the word HIV/AIDS.
 - Draw a picture that best describes HIV/AIDS. For example if I have to draw a picture related to diarrhea I would draw a droopy flower
 - You will be given 5 mins. for the exercise

Directions for Facilitator

- Collect sheets after 5 mins.
- Note on the white board the words written by participants
- Describe the drawings of the participants
- Define HIV- HIV is the name of an organism that causes a type of infection called ‘HIV infection’
- Define AIDS: AIDS is a disease that develops later on due to HIV infection
- Define HIV positive- people who have been infected with the HIV virus are called HIV positive. This does not mean that they are suffering from AIDS.
- Ask questions to ensure the participants have clearly understood the difference between HIV and AIDS
- Talk about modes of transmission-
 - Having unprotected sex (sex without a condom) with someone who has HIV
 - Sharing a needle to inject drugs or sharing drug works with someone who has HIV
 - Having a mother who was infected with HIV when you were born
 - From a blood transfusion
- Discuss with participants whether they have seen/ heard of an HIV positive patient
- Ask participants about the common symptoms that they are aware of
- Encourage participants to share stories and anecdotes
- Inform participants that HIV infection itself does not have any signs and symptoms
- HIV infection weakens the immune symptoms so the patient becomes vulnerable to many other common infections
- Inform participants that the common infections in an HIV positive patient do not get treated easily
- Inform participants that the most common symptoms of HIV infections are-
 - Breathing problems
 - Mouth problems, such as thrush (white spots), sores, change in taste, dryness, trouble swallowing, or loose teeth
 - Fever for more than 2 days
 - Weight loss
 - Change in vision or floaters (moving lines or spots in your vision)

- Diarrhoea
- Skin rashes or itching
- Seek participants' views on whether HIV and AIDS are the examples of STIs
- Inform participants that HIV and AIDS are examples of STIs but they are transmitted through other routes
- Inform participants that there is a very strong link between other STIs and HIV infection that is further clarified by the following points:
 - A person suffering from STI has greater risk of acquiring HIV infection
 - A person suffering from both STI and HIV has greater chance of transmitting the infection
- Draw the following on the white board:



- Discuss that there is a need to seek treatment of STIs as soon as possible

Module 3

Title of Module: Prevention and Treatment

Duration: 10 mins.

Module Summary: In this module the facilitator shall discuss prevention and treatment options for STIs and HIV/AIDS

Learning Objectives: At the end of the module the participants will be able to-

- Enlist prevention strategies for STIs and HIV
- Describe what are the treatments and where they are available

Material Required: White Board and Markers, Pens and papers

Facilitation content:

Directions for facilitator

- Enlist prevention strategies-
 - Using barrier method i.e. using condoms with a water-based lubricant
 - Don't have sex while you're drunk or on drugs

- Mutually faithful relationship with the sexual partner
- Use sterilized needles and syringes
- Use certified “HIV free” blood
- Visiting the clinics

Facilitation Tip

- Encourage participants to discuss about condoms, and use the word ‘condom’ without hesitation

Directions for facilitator

- Emphasise the effectiveness of condoms for the prevention of infection and unintended pregnancy
- Explain the correct way of wearing and handling condoms
- Inform that it protects both partners during vaginal, anal, oral intercourse
- Ask why people don’t use condoms
-
- Discuss barriers to condom use-
 - Condom reduce sexual pleasure
 - Condoms break and are not reliable
 - Too shy to buy a condom
 - Partner does not like it
 - Not having a condom at hand at the time of sex
- Ask whether STIs and HIV are treatable?

Directions for facilitator

- Inform participants that-
 - Treatment of STIs is by using simple medicines which can be prescribed by any doctor (GP or STD specialist)
 - Medicines are available within hospitals/clinics and also chemist shops
 - There is no complete cure for HIV/AIDS. However treatment can delay the progression of HIV to AIDS
 - Prevention is the best option

Recap

Duration: 10 mins.

Directions for facilitator

- Ask the following questions-
 - Unsafe sexual practices can lead to development of ----- and -----
 - Name any 5 signs and symptoms of STIs
 - How are STIs transmitted
 - What is the best way to prevent transmission of STI and HIV/ AIDS
 - How are STIs and HIV linked

----- **END OF SESSION 4**-----

Session 5 IPC framework

Module 1 Introduction to IPC	10 mins.
Module 2 Introduction to Eye Diagram	20 mins.
Module 3 Tools of Eye Diagram	50 mins.
Recap	10 mins.
Total Duration	90 mins.

Module 1

Title of Module: Introduction to IPC

Duration: 10 mins.

Module Summary: In this module the facilitator shall introduce the concept of interpersonal communication and its purpose through an interactive lecture

Learning Objectives: At the end of the module the participants will be able to-

- Understand the relevance and purpose of IPC

Material Required: Pens and papers, White Board, markers

Facilitation content:

Directions for facilitator

- Explain the term IPC- spoken communication that takes place between two or more individuals on a personal, face-to-face level. For e.g. the current training session is a form of IPC
- Explain the purpose of IPC in the program context-

- STI/HIV are sensitive topics
- People have many questions about them
- Hence to provide answers there has to be a mechanism of one to one interaction
- which promotes dialogue and critical reflection
- Hence IPC is the best way to enable key populations to-
 - Discuss and identify barriers to STI/HIV risk reduction
 - Analyze these barriers and
 - Plan ways to address them and
 - Act
- Ask participants, why, according to them, IPC is better than other forms of message delivery like- TV, radio, newspapers, hoardings etc

Module 2

Title of Module: Introduction to eye Diagram

Duration: 20 mins.

Module Summary: In this module the facilitator shall introduce the eye diagram and name its various components through an interactive lecture

Learning Objectives: At the end of the module the participants will be able to-

- Identify the eye diagram and its various components

Material Required: Print outs of the eye diagram, White Board, markers

Facilitation content:

Directions for facilitator

- Distribute print outs of the eye diagram
- Inform participants that-
 - This is known as the PATH IPC framework or the EYE diagram on which this program is based
 - It includes four IPC components and two essential aspects of creating successful IPC programs
 - The four IPC components are- HIV content, methods, facilitation skills, and values and attitudes
 - The two program factors are- IPC project design and ongoing monitoring and documentation)

Module 3

Title of Module: Tools of Eye Diagram

Duration: 50 mins.

Module Summary: In this module the facilitator shall explain the tools of the eye diagram through an interactive lecture

Learning Objectives: At the end of the module the participants will be able to-

- Understand all tools of the eye diagram

Material Required: Print outs of the eye diagram, White Board, markers

Facilitation content:

Directions for facilitator

- Explain that the entire program is based on IPC sessions that increase awareness of STI/HIV.
- The eye diagram explains the various components of these IPC sessions
- Explain these components-
 - HIV/STI content covers information about HIV/STI
 - Epidemiological data on HIV/STI
 - What is the risk?
 - How it can be reduced?
 - Barriers to risk reduction for Key Populations
 - Methods are interactive aids used to stimulate IPC
 - There are 9 IPC methods that are used in the field
 - Facilitation skills are skill sets required to conduct the IPC sessions.
 - These promote real dialogue, discussion and debate rather than merely giving messages during the IPC sessions.
 - Attitudes and values deal with the appropriate attitudes and values for working with Key Populations.
 - Project design looks at how the project is organised to be both efficient and effective.
 - Monitoring and documentation are used to improve project processes and to share learning within and beyond the IPC project
- Follow this explanation with a session to check whether the participants have grasped the framework.
- Seek out and clear any misconceptions

Recap

Duration: 10 mins

Ask the following questions

- How is IPC better than other forms of communication

- What are the components of the eye diagram
- What is the role of facilitation skills in the program

-----END OF SESSION 5-----

Tea Break
Duration: 20 mins

Session 6 Importance of Peer Education

Module 1 Importance of peer education	30 mins.
Module 2 Qualities required to be an effective peer educator	40 mins.
Recap	10 mins.
Total Duration	80 mins.

Module 1

Title of Module: Importance of peer education

Duration: 30 mins.

Module Summary: In this module the facilitator shall introduce the concept of peer education and lead a small individual exercise so that participants understand the importance of peer education.

Learning Objectives: At the end of the module the participants will be able to-

- Understand the importance of peer education

Material Required: Pens and papers, White Board, markers

Facilitation content:

Directions for facilitator

- Inform participants that you are going to lead a small group exercise
- Divide the participants into groups with 4/5 members each
- Distribute pens and papers to each group
- Ask them to write down as many things as possible in 2 mins. that they have learnt from their friends/ colleagues. For e.g. I had learnt driving a bicycle from a friend
- Announce beginning of activity
- After 2 mins. stop the activity
- Request participants to draw

Group	Number of things enlisted
Group 1	X
Group 2	X
Group 3	Y
Group 4	N

Directions for facilitator

- In this activity you would have realized that friends/peer play such an important role in our lives
- Therefore this method –‘peer education’ is also used to create awareness about HIV/AIDS and STI
- Ask group to ideate and enlist the advantages of peer education.

Facilitation tip

- Ensure the following points have been covered-
 - People relate well to people similar to them in age, background, and interests
 - They best understand the feelings, concerns, priorities, problems and fears of their peer group
 - There is an implicit faith in people of similar backgrounds
 - The language and messages are the most easily understood when they come from a peer
 - Peer programs often reach not only the peer group but also the peer promoters' relatives and neighbors.
 - Peer educators themselves benefit- improved knowledge and self esteem, gainful employment and leadership training
 - People are already accustomed to being taught by peers
 - No cultural or other communication barriers between peers

Module 2

Title of Module: Qualities required to be an effective peer educator

Duration: 40 mins.

Module Summary: In this module the facilitator shall ask the participants to brainstorm and enlist the qualities required to be an effective peer educator

Learning Objectives: At the end of the module the participants will be able to-

- Understand the qualities required to be an effective peer educator

Material Required: Pens and papers, white board and markers

Facilitation content:

Directions for facilitator

- Ask participants who can become a peer educator
- As participants answer, ask them to enlist the qualities required to become an effective peer educator
- Ensure the following points are covered-
 - Most important quality is to be a peer
 - Should have good overall knowledge of the subject

- Should be acceptable to the community
- Should be a good listener and communicator
- Must possess leadership and motivational skills
- Should be non judgmental
- Should be keen to teach and promote
- Should know how to create rapport with group members
- Should know how to encourage people to talk and participate

Directions for facilitator

- Ask participants if they feel peer education is a better strategy to create awareness about STIs and HIV/AIDS vis- a- vis traditional methods like mass media and counseling
- Moderate the discussion and note down all positives and negatives of peer education
- Conclude that peer education is indeed a better strategy and a combination of strategies would be the best approach

Recap

Duration: 10 mins.

Ask the following questions-

- What is peer education?
- Which is the most important criterion for becoming a peer educator?
- Name 5 qualities of a good peer educator?

-----**END OF SESSION 6**-----

Recap of the day

Duration: 15 mins.

Directions for facilitator

- Request a few participants to discuss what was discussed during the day
- Request for a session wise recap
- Recapitulate the topics dealt with in one session
- Request a volunteer to discuss the points in the session
- Request other participants to add to the recap
- Add to the discussion by summing up what the participants said
- Repeat the process for all sessions
- Inform participants about the topics to be covered on the next day

-----**END OF DAY 1**-----

DAY 2

Recap of previous day's sessions

Duration: 30 mins.

Material Required: Visual aids, white board and markers, pens and papers

Facilitation content:

Directions for facilitator

- Show one visual aid at a time and request participants to volunteer for discussing what they remember about the visual from the discussion done in the previous day
- Once a participant responds, request other participants to add to the points
- Summarise the points discussed for one session
- Repeat the process for all sessions done in the previous day

----- **END OF RECAP OF THE PREVIOUS DAY** -----

Session 7 Situation Reactions

Module 1 Communication Barriers and Strategies to overcome them	80 mins.
Recap	10 mins.
Total Duration	90 mins.

Module 1

Title of Module: Situation Reactions

Duration: 80 mins.

Module Summary: In this module participants shall brainstorm to identify the various situations that might arise on field and then work in groups to propose solutions for the same.

Learning Objectives: At the end of the module the participants will be able to-

- Describe what could be the probable barriers to communication about STI and HIV/AIDS.
- Overcome their own personal barriers to communication

Material Required: White Board, Markers

Facilitation content

Directions for facilitator

- Initiate session by discussing about the activities of peer educators and peer coordinators
- Inform the participants that in all the activities discussed so far the most critical underlying element is effective communication with the target population
- Ask participants to brainstorm and identify what could be the probable barriers to communication in the field

Facilitation Tip

- As participants name the barriers note them on the board. Add more to the list if required
- Ensure that the following barriers are discussed-
 - Fear of being stigmatized- People will think I only talk about STIs and HIV all the time
 - Incomplete Knowledge- May not know answers to questions posed by audience
 - Embarrassment- I have never talked about these things
 - Unsure of my efficacy- will people actually listen to me?
- Ask participants to imagine themselves on the field conducting the various mid media activities and then ask them to think o barriers to communication

Directions for facilitator

- Appreciate participants for producing an exhaustive list
- Divide participants into groups of 2 or 3
- Allot 1 or 2 communication barriers to each group
- Ask them to ideate internally and propose a strategy for overcoming that particular communication barrier
- Time given for the activity is 10 mins. ideation and 2 mins. presentation
- As all groups present, note relevant points on the white board
- After all groups present, seek feedback on proposed solutions
- Add more to the list if required
- Ensure that the following points have been covered-
- Body language-
 - Habitual rhythmic movements of hands or feet can be distracting for the audience
 - Stand erect- that gives an impression of being in control
 - Maintain eye contact with the entire group- that ensures everybody is cued in
- Verbal Language-
 - Use vernacular terms to explain concepts
 - Use simple language, minimize jargon
 - Don't use authoritative language
 - Listen to audience's response and react conformingly
 - Give new information in steps to avoid overload
- Overcoming environmental barriers-
 - Focus on the issue and the people listening intently
 - Don't react to unproductive remarks and comments
 - Don't argue , be firm, clear and consistent
- Overcoming internal barriers-
 - Practice speaking in front of a mirror
 - Imagine all possible questions that might arise and prepare answers before hand
 - Practice by discussing with peers
 - Reassure yourself that your job is for a great cause
 - Don't imagine that you are being analysed/criticized while you are talking
 - People who disagree or make fun will slowly start agreeing if you continue exhibiting positive attitude towards them

Recap

Duration: 10 mins.

Ask the following questions-

- How can you overcome the internal barriers to communication?
- Name a few barriers to communication

-----**END OF SESSION 7**-----

Session 8 IPC Tool: Body Mapping

Title of Session: IPC Tool – Body Mapping

Duration: 135 minutes

Session Summary: In this session the facilitator shall introduce the body mapping tool to the participants and show them how to use it through discussion

Learning Objectives: At the end of the session the participants would:

- Learn how to use the IPC Tool: Body Mapping
- Explore HIV/ STI vulnerability factors relating to the body

Material Required: Chart papers, markers, chalk

Facilitation Content:

Directions for facilitator

- Inform participants that they are going to learn about an interesting tool called – body mapping
- Request participants to form groups of five members each
- Inform participants that one volunteer from each of the group should lie on the ground and another person of the same group will trace the outline of that person’s body on the ground or chart paper
- Treat the outline as a naked body and draw in the details
- Ask participants about the places on the body that feel good when touched
- Discuss the answers to the above question to arrive at a final list
- Seek answers to the following questions:
 - Which parts of the body are vulnerable to HIV?
 - How can the virus enter the body?
 - What makes it easier for the virus to enter the body?

Facilitation tips

- Ensure participation of each team
- Correct any misconceptions

Directions for facilitator

- Ask participants about the options available for safer sex, particularly non-penetrative sex
- Ask the group to reflect on what they had shared and learned during the session which would be useful for them
- Seek views on the following questions:

- Will the target population like to discuss about sex and STIs through this tool?
- What can you do to make the tool more effective?
- What will be the possible barriers to the use of this tool?
- Recap the key leanings that emerged from the discussion
- Also request a participant to summarise the steps of doing a body mapping exercise

----- **END OF SESSION 8** -----

Lunch
Duration: 30 mins.

Session 9 IPC Tool: Service Mapping

Title of Session: IPC Tool: Service Mapping

Duration: 135 mins.

Session Summary: In this session the facilitator shall introduce the services map tool to the participants and show them how to use it through discussion

Learning Objectives: At the end of the session the participants would:

- Learn how to use the IPC Tool: Services Map
- Explore ways to access formal and informal HIV? STI services available to KPs in the project site

Material Required: Chart papers and coloured markers

Facilitation Content:

Directions for facilitator

- Request participants to form groups of five members each
- Inform participants that every group has to draw a map of the site including a few main landmarks
- Participants should include in the map any places or people that their KP group could go to get support for HIV/STI prevention and treatment.
- Participants should put against each intervention:
 - What each service provides
 - How each service helps reduce risk of HIV/STI infection
 - A symbol for if the service is very important in HIV/STI prevention
- Participants should identify factors that make a particular service attractive to them (such as distance, cost, behavior of service providers, confidentiality, effectiveness of services provided, availability and timing, and so on)
- Request participants to rank the services marked as important in terms of how accessible they are to KPs like themselves (high, medium, low)
- Moderate a discussion on the services ranked with 'low' accessibility
- Ask participants what could be done to make these important services more accessible to KPs
- Discuss what participants have shared and learned during the session which would be useful for them
- Seek views on whether the exercise be useful to the KPs in getting knowledge of services in available in the site in a better way

Facilitation Tips

- Ensure participation from all groups
- Recapitulate services available and popular in particular sites

----- **END OF SESSION 9** -----

Recap of the day

Duration: 30 mins.

Directions for facilitator

- Discuss in brief all the activities conducted
- Ask the participants about their learning from the overall session
- Add to the discussion
- Ask the participants if they understood the significance of conducting the session
- Take up queries and confusions
- Discuss plan of next sessions to be conducted
- Inform participants about the activities involved in next session

----- **END OF DAY 2** -----

DAY 3

Recap of the previous day

Duration: 30 mins.

Directions for facilitator

- Show visual aids to the participants
- Ask participants what comes to their mind upon seeing the visuals
- Facilitator to add on those points to discussion which participants missed out
- Inform participants what all will be discussed in the session that day

Session 10 Facilitation Skills

Module 1 Introduction to facilitation skills	20 mins.
Module 2 Handling various situations	90 mins.
Recap	10 mins.
Total Duration	120 mins.

Module 1

Title of Module: Introduction to facilitation skills

Duration: 20 mins.

Module Summary: In this module the facilitator shall introduce the concept of facilitation and describe the task of a facilitator

Learning Objectives: At the end of the module the participants will be able to understand the task of facilitation

Material Required: Pens and papers, white board and markers

Facilitation content:

Directions for facilitator

- Draw a traffic policeman and a road with cars and trucks on it
- Ask participants what the traffic policeman is doing.
- Then draw a man with a stick herding cows
- Ask participants what the shepherd is doing.
- Inform participants that the task of a facilitator is similar in nature
- As peer educators you will be facilitating IPC sessions
- A facilitator guides the discussion in a group so that all participants benefit from new knowledge being shared and discussed

Facilitation Tip

- Enlist the tasks of a facilitator with the help of examples wherever needed-
 - Initiating a discussion
 - Providing information in a manner that initiates discussion
 - Asking relevant questions at the right points and in the right manner
 - Probing deeper into issues
 - Listening/Understanding the group members point of view
 - Rephrasing or simplifying facts being discussed so that the whole group understands
 - Repeating/Highlighting the important points
 - Encouraging group members to speak

- Ensuring that the right messages are being registered by the group members
- Keeping the group intact
- Avoiding/managing conflict between group members

Module 2

Title of Module: Handling various situations

Duration: 90 mins.

Module Summary: In this module the facilitator shall present various hypothetical situations and participants would give suggestions on how the facilitator should handle these situations

Learning Objectives: At the end of the module the participants will know how to handle various situations arising in a facilitated discussion

Material Required: Pens and papers, white board and markers

Facilitation content:

Directions for facilitator

- Divide participants into teams of 3 or 4 members.
- Inform the teams that you would give them various hypothetical scenarios and the team members would have to ideate internally and propose a solution to the same

Facilitation Tip

- There could be multiple solutions.
- The facilitator would choose based on the group he is interacting with and its level of understanding

S No	Scenario	Solutions
1	Side Conversations	Request them to pay attention Ask them a question or two to drive them back into the discussion Seek their views on the topic being discussed
2	Aggressive speaker	Request to allow other members also to speak Exclude that member Request him to join another group
3	End less discussion	Highlight important

		conclusions and stop the discussion Link to another topic
4	Discussion shifting to some other topic	Remind the topic being discussed Link the other topic again to the topic being discussed
5	Surrounding distraction	Change the site of discussion Raise voice
6	Disagreement or total negation of the new info	Understand the groups reservations and tackle these one by one Patiently hear out their point of view, agree to their point of view and then table your reservations
7	Group members ridiculing the facilitator	Request to focus on the discussion Ignore such people
8	Group non reactive/non responsive	Try various tricks- games, contests, stories, visual aids

Recap

Duration: 10 mins.

- Ask the following questions-
 - Why is facilitation required?
 - What are the tasks of a facilitator?

-----**END OF SESSION 10**-----

Lunch

Duration: 30 mins.

Session 11 IPC Tool: Why Is It So?

Title of Session: IPC method: Why is it so?

Duration: 135 minutes

Session Summary: In this session the facilitator shall introduce the Why Is It So tool to the participants and show them how to use it through discussion

Learning Objectives: At the end of the session the participants would:

- Learn how to use the IPC Tool: Why is it so?
- Analyse why risk behaviour occurs and what can be done to reduce it

Material Required: Chart papers and coloured markers

Facilitation Content

Directions for facilitator

- Request participants to form groups of five members each
- Pick one of the risk behaviours.

Activity Instruction for Participants

- Name the different kinds of behaviours that put people at risk of HIV/STI infection
- Draw the symbol this risk behaviour in the centre of the flipchart inside a circle.
- Draw and/or write the reasons for the risk behavior in balloons

Facilitation Tips

- Correct any misconceptions
- Ensure maximum participation so as to get a comprehensive list of reasons

Directions for facilitator

- Keep asking “why is it so” adding further reasons in connecting balloons until they can think no more.
- Discuss the diagram drawn and the reasons for risk behavior
- Seek views on the following questions:
 - What are the most important reasons (vulnerability factors) for risk behaviour
 - What are the ways that the KP group already try and reduce risk behaviour
 - What would further help the KP group avoid the risk behaviour in the diagram
- Recapitulate by asking groups about what they had shared
- Discuss the learning during the session and how it will be useful to them

----- **END OF SESSION 11** -----

Session 12 IPC Tool: Graffiti

Title of Session: IPC method: Graffiti

Duration: 135 minutes

Session Summary: In this session the facilitator shall introduce the Graffiti tool to the participants and show them how to use it through discussion

Learning Objectives: At the end of the session the participants would:

- Learn how to use the IPC Tool: Graffiti
- Explore the different kinds of sex acts that the KPs usually engage in with their sexual partners (whether intimate partners and paying or paid ones)
- Learn about the HIV/STI risks associated with the sex acts

Material Required: Chart papers and coloured markers

Facilitation Content:

Directions for Facilitator

- Request participants to form groups of five members each
- Inform participants about significance of the session and make them feel at ease so that they participate and discuss without hesitation

Activity Instructions for Participants

- Draw the different sex acts they usually engage with their sexual partners on chart papers.
- Put symbols (ticks, numbers, or any other) against drawings of each sexual act to denote the degree of risk (high, low or no risk)

Directions for Facilitator

- Discuss the degree of risk associated with the participants and the degree of risk of HIV/STI transmission that each sex act entails

Facilitation Tips:

- Give examples of safe sex practices that are not mentioned by participants
- Throughout the session ensure that participants are not feeling inhibited or uncomfortable
- Seek views on safer ways of having sex

----- **END OF SESSION 12** -----

Recap of the Day

Duration: 30 mins.

Directions for facilitator

- Review all the activities conducted
- Ask the participants what was their learning from the overall session
- Tell the participants the usefulness of the session
- Ask the participants if they understood the significance of conducting the session
- Take up queries and confusions
- Discuss plan of next sessions to be conducted
- Name the activities involved in next session

DAY 4

Recap of the previous day

Duration : 30 mins.

Directions for facilitator

- Show visual aids to the participants
- Ask them what comes to their mind upon seeing the visuals
- Facilitator to add on those points to discussion which participants left
- Tell participants what all will be discussed in the session that day

Session 13 Adult education

Principles of adult Education	50 mins.
Recap	10 mins.
Total Duration	60 mins.

Module 1

Title of Module: Principles of adult Education

Duration: 50 mins.

Module Summary: In this module the facilitator shall introduce the concept of adult education and explain its relevance through an interactive lecture. Followed by an explanation of adult learning principles with examples

Learning Objectives: At the end of the module the participants will be able to-

- Use adult learning principles during IPC sessions

Material Required: Pens and papers, white board and markers

Facilitation content:

Directions for facilitator

- Ask participants whether the learning process of adults and children is the same
- Inform participants that-
- Adults learn in a different way than children
- Understanding of the adult learning process will make the task of disseminating information to them easier
- Describe the principles of adult learning and how they can be used for peer education
 - Adults are self directed- They seek freedom to make choices and pace their own learning
 - Application: During IPC sessions instead of presenting facts, seek information from the group and build on that information so that the group feels in control of its learning process
 - Also ask them what are the areas in which they need information and talk about those areas first
 - Adults connect knowledge to experience
 - Application: Ask participants to share their experiences and knowledge about a given topic. Any new information that is provided after this is more readily retained
 - Adults are goal oriented- They should know exactly how will the training benefit them or help them attain their goals
- Application: At the outset of a session let the participants know how they will benefit from the session

- Adults are experiential learners
- Application: Involve the group in some or the other activity in order to impart learning
- Ask if there any more ways/principles of adult learning that can enhance the effectiveness of the IPC sessions

Recap

- Ask the participants to develop a program to teach truck driving to a group of men. How will they use adult learning principles therein?

-----**END OF SESSION 13**-----

Session 14 IPC Tool: Tableaux

Title of Session: IPC tool: Tableaux

Duration: 120 minutes

Session Summary: In this session the facilitator shall introduce the Tableaux tool to the participants and show them how to use it through discussion

Learning Objectives: At the end of the session the participants would:

- Learn how to use the IPC Tool: Tableaux
- Identify barriers to HIV/STI risk reduction.

Material Required: Polaroid camera's can be used to snap the tableaux

Facilitation Content:

Directions for Facilitator

- Request participants to form groups of four members each

Activity Instructions for Participants

- Brainstorm the ways in which you can get HIV.
- Each group should decide on a 'freeze frame' or 'tableau' (arranging themselves in a particular way then standing as still as statues, not saying anything) showing one way to reduce the risk of HIV.
- Each group in turn shows their tableau

Facilitation Tips

- Correct any misconceptions challenge any prejudices
- Go round the groups if necessary to clarify what you want them to do
- If there are suggestions for change, if everyone agrees let the group amend their tableau arrangement accordingly

Directions for Facilitator

- Discuss about each tableau.
- Ask the following questions:
 - What does the tableau show?
 - Will this reduce the risk of HIV?
 - If so, how easy would their suggestion be to put into practice in real life?
 - Are there any changes that could be made to the tableau to make their risk reduction suggestion more effective?
- Recap the information shared in the discussion and the useful learning during the session.

----- END OF SESSION 14 -----

Lunch
Duration: 30 mins.

Session 15 IPC Tool: Story with a gap

Title of Session: IPC tool: Story with a gap

Duration: 120 minutes

Session Summary: In this session the facilitator shall introduce the Story With a Gap tool to the participants and show them how to use it through discussion

Learning Objectives: At the end of the session the participants would:

- Learn how to use the IPC Tool: Story with a gap
- Learn about ways to address barriers to HIV/ STI risk reduction

Material Required: Markers and chart papers

Facilitation Content:

Directions for Facilitator

- Inform participants that they are going to learn about reducing HIV/STI risk
- Request participants to form groups of five members each

Activity Instructions for Participants

- Draw 2 different pictures of 'someone like themselves'.

Directions for Facilitator

- After the groups have finished these drawings, the group is told that one drawing represents someone who has risk behaviours and is vulnerable to HIV
- Participants are told that the other drawing is of someone who does not have any risk behaviour and who is not very vulnerable to HIV

Facilitation Tips

- If necessary explain what is meant by risk behaviour
- Ask participants to choose which drawing this will be

Directions for Facilitator

- Discuss the details about the imaginary person in the drawing
- Help participants to build up a story around the drawing based on the following questions:
 - What is the name of the imaginary person?
 - Where do they live?
 - What is their life like?
 - Why are they vulnerable to HIV?
 - Why the person in the second drawing is not very vulnerable to HIV?
 - What are the things that would help the person in the first drawing become more like the person in the second drawing?

- After some discussion, ask participants to settle on one (or more, depending on the time available) change that would really help the person to reduce their HIV risk
- Ask similar questions to participants and help them to build a separate story around the imaginary person in the second drawing
- Request groups to make a series of brief drawings outlining the steps necessary for the change to happen
- Recapitulate the information shared in the group and the useful learning during the session

----- **END OF SESSION 15** -----

Session 16 Roles and Responsibilities of a Peer Educator

Module 1 Introduction to Peer educators roles and responsibilities	10 mins.
Module 2 Planning and execution of sessions	30 mins.
Module 3 Evaluation	10 mins
Recap	10 mins.
Total Duration	60 mins.

Module 1

Title of Module: Introduction to peer educator's roles and responsibilities

Duration: 10 mins.

Module Summary: In this module the facilitator shall introduce the roles and responsibilities of a peer educator

Learning Objectives: At the end of the module the participants will be able to-

- Enlist the roles and responsibilities of a peer educator

Material Required: White Board, markers

Facilitation content

Directions for facilitator

- Inform participants that the peer educator plays one of the key roles in the program
- His roles and responsibilities include-
- Planning for and conducting IPC sessions with truckers
- During sessions he has to disseminate information about STIs and HIV
- Promote safe sex practices
- He has to specially seek out and clarify any myths and misconceptions
- Identify people needing more extensive counseling
- Follow them with more intensive counseling
- Refer suspected patients to Khushi Clinic
- Ask questions to check whether the participants have understood the facilitation content so far

Module 2

Title of Module: Planning and Execution of IPC sessions

Duration: 30 mins.

Module Summary: In this module the facilitator shall discuss in detail how IPC sessions are conducted

Learning Objectives: At the end of the module the participants will be able to-

- Understand how IPC sessions are conducted

Material Required: White Board, markers

Facilitation content

Directions for facilitator

- Inform participants about the planning cycle-
 - Before the IPC session
 - Identify local areas where a crowd of truckers could be gathered
 - Walk up to the area, interact with the local population and develop a rapport
 - Take along chart paper and markers, IEC material if any
 - During the IPC session
 - Initiate the discussion using an IPC tool
 - Involve as many people as possible in the discussion
 - Use IPC themes
 - Ask them questions to get them interested in the activity
 - Seek out and clarify any myths and misconceptions
 - Identify people needing more intensive counseling
 - After the IPC session
 - Fill in the IPC reporting formats- qualitative and quantitative
 - Refer high risk individuals to Khushi clinic
 - Refer people for counseling at Khushi clinics

Module 3

Title of Module: evaluation

Duration: 10 mins.

Module Summary: In this module the facilitator shall discuss how a peer educator's work is evaluated

Learning Objectives: At the end of the module the participants will be able to-

- Understand how a peer educators work is evaluated

Material Required: White Board, markers

Facilitation content

Directions for facilitator

- Inform participants that-
 - There is a duty roster for peer educators and duties are allocated for a month in
 - Advance
 - The program staff monitors the activities of peer educators
 - Timing, location and frequency are synchronized with other program activities
 - Peer educators are evaluated on the basis of certain benchmarks set by program staff

Recap

Duration: 10 mins.

- Ask the following questions-
 - How many IPC tools does a peer educator use?
 - What activities are done after the sessions?
 - Who monitors the activities of a peer educator?

-----END OF SESSION 16-----

Recap of the day

Duration: 30 mins.

Directions for Facilitator

- Review all the activities conducted
- Ask the participants what was their learning from the overall sessions
- Tell the participants the usefulness of the session
- Ask the participants if they understood the significance of conducting the session
- Take up queries and confusions
- Discuss plan of next sessions to be conducted
- Name the activities involved in next session

DAY 5

Recap of the previous day

Duration: 30 mins.

Directions for Facilitator

- Show visual aids to the participants
- Ask them what comes to their mind upon seeing the visuals
- Facilitator to add on those points to discussion which participants left
- Tell participants what all will be discussed in the session that day

Session 17 Condom and its usage

Module 1 The right ways of using Condoms	20 mins.
Module 2 Condom promotion	30 mins.
Recap	10 mins.
Total duration	60 mins.

Module 1

Title of Module: The right ways of using Condoms

Duration: 20 mins.

Module Summary: In this module the facilitator shall emphasize the importance of condoms to curb the transmission of STI/HIV and will demonstrate the right ways of using condoms.

Learning Objectives: At the end of the module the participants will be able-
To train others on proper usage of condoms and their importance

Material Required: Pens and papers, Condoms

Facilitation content:

Directions for Facilitator

- Inform participants that-
- The most important tool to curb transmission of HIV and STIs is a condom
- It protects both partners during vaginal, anal, oral intercourse
- Draw the three fold advantages of condoms



Unwanted pregnancies X
HIV/AIDS X
STIs X

- Demonstrate it using the finger as a prop demonstrate the right way of using a condom
- Request two volunteers from the group to re demonstrate

Facilitation Tip

- Inform them that latex condoms are most effective and only water based lubricants should be used

Module 2

Title of Module: Condom Promotion

Duration: 30 mins.

Module Summary: In this module the facilitator shall inform participants about condom promotion activities within the program

Learning Objectives: At the end of the module the participants will know the various condom promotion activities within the program

Material Required: Pens and papers, Condom Vending machine dummy

Facilitation content:

Directions for Facilitator

- Inform participants that-
 - At halt centers of truckers there are both manned central vending machines and non traditional outlets for selling condoms
 - The non traditional outlets are paan shops, dhabas etc.
 - They are 25 to 30 in number and spread across the halt centre
 - They have regular timings and are central in location
 - The manned CVM are lesser in number and in not very crowded places to ensure privacy
 - Care takers manage the CVMs
 - Participants of IPC sessions can be directed to these outlets
 - Inform participants about Khushi clinic-
 - Services of a qualified doctor available
 - Comprehensive treatment of STIs and HIV
 - Counseling services available
 - Participants of IPC sessions can be referred to Khushi clinics

Recap

Duration: 10 mins.

Ask the following questions-

- What are the kinds of condom outlets?
- Condoms offer protection from...?
- Which kinds of lubrication should be preferred with a latex condom

-----**END OF SESSION 17**-----

Session 18 IPC Tool: KP Story Telling

Title of Session: IPC Tool: KP Story Telling

Duration: 135 minutes

Session Summary: In this session the facilitator shall introduce the KP Story Telling tool to the participants and show them how to use it through discussion

Learning Objectives: At the end of the session the participants would:

- Learn how to use the IPC Tool: KP Story Telling
- Reflect on options and choices in particular situations that may reduce the risk of HIV/ STI infection

Material Required: Any prop that can act as a trigger for the story (shoe, watch, book, bottle, etc.)

Facilitation Content:

Directions for facilitator

- Request participants to form groups of five members each
- Use the trigger, saying that the object (book, watch, shoe, etc.) belonged to someone who was in the potentially risky situation chosen (i.e. having group sex, measuring out drugs, etc.)
- Request participants to list situations in their daily lives that might lead to behavior that puts them at risk of HIV/STI infection
- Request participants to come up with a short story about a person in the potentially risky situation they have chosen. They should give the story characters names, describe them, and explain events leading up to the potentially risky situation
- Request participants to volunteer to role play the story. Just before the risk behaviour occurs, ask them to 'freeze' the action.
- Ask the following questions:
 - Do you know of anyone who has been in a similar situation and what happened next?
 - What options do the people in the story have at freeze point to avert or reduce the risk of HIV/STI infection?
- Once the group agrees on some realistic options, ask different volunteers to role play them to see how they might work in practice

Facilitation tips

- Make sure the volunteers are frozen in a comfortable situation
- Ensure participants do not hesitate and are comfortable in telling the story

Directions for facilitator

- Ask participants whether the options help to reduce risk of HIV/STI and probe participants for the reasons for the answer
- Moderate discussion on whether there is anything different people could have done to avoid the potentially risky situation
- The options for acceptability and for how realistic they might be for KPs to put into practice.
- Seek views on what participants have shared and learned during the session
- Probe participants on what would be useful for them in realistic context
- Recapitulate the session

-----END OF SESSION 18-----

Lunch

Duration: 30 mins.

Session 19 IPC Tool: KP Drawings

Title of Session: IPC method: KP Drawings

Duration: 135 minutes

Session Summary: In this session the facilitator shall introduce the KP Drawings tool to the participants and show them how to use it through discussion

Learning Objectives: At the end of the session the participants would:

- Learn how to use the IPC Tool: Story with a gap
- Learn ways to enable KPs to discuss how HIV/STI risk can be reduced in the context of their everyday lives

Material Required: Chart papers and markers

Facilitation Content:

Directions for Facilitator

- Request participants to form groups of five members each
- Give each group paper and markers

Activity Instructions for Participants

- Draw a scene from the lives of their KP group/subgroup. It can be anything you want to portray from the time of waking up to going to bed. It can be part of work or personal lives
- Look at the drawings and pick out aspects of KP lives that might make them vulnerable to HIV
- Present the drawing to the other groups
- Pick out aspects of KP lives that might make them vulnerable to HIV
- Take back your drawings and make one change to the drawing that would lessen the risk of HIV/STI

Facilitation Tips

- Correct any misconceptions, challenge any prejudices
- Ensure participation from all groups

Directions for Facilitator

- Discuss the changes to assess them for how realistic and acceptable they are to the KP group/subgroup
- Recapitulate the information shared in the group and the useful learning during the session

----- **END OF SESSION 19** -----

Recap of the day

Duration: 30 mins.

Directions for Facilitator

- Discuss in brief all the activities conducted.
- Ask the participants what was their learning from the overall sessions.
- Tell the participants the usefulness of the session.
- Ask the participants if they understood the significance of conducting the session.
- Take up queries and confusions.
- Discuss plan of next sessions to be conducted.
- Name the activities involved in next session.

DAY 6

(For Peer Coordinators)

Recap of the previous day

Duration: 30 mins.

Directions for Facilitator

- Show visual aids to the participants
- Ask them what comes to their mind upon seeing the visuals
- Facilitator to add on those points to discussion which participants left
- Tell participants what all will be discussed in the session that day

Session 20: Counselling Format

Title of Session: Counselling Format

Duration: 60 mins.

Module Summary: In this module the facilitator shall explain the contents of the Counseling Format

Learning Objectives: At the end of the module the participants will be able to-

- Fill in the reporting formats

Material Required: Copies of reporting formats, pens and papers, white board, markers

Facilitation content:

Directions for facilitator

- Distribute the format among the participants
- Ask participants who fills up the format
- Ask participants whether they have been using the formats in their jobs
- Request participants to form groups of five members each
- Request each group to fill in the format, taking hypothetical names and data
- Inform the groups that they would get 10 mins. to discuss and fill in the formats
- At the end of 10 mins., request volunteers from each group to present their formats
- Ask groups whether they face problems in getting the format filled
- Show the groups a specimen of the format that you are carrying
- Request participants to discuss the utility of the format
- Add to the discussion by underlining the relevance of the format

----- **END OF SESSION 20** -----

Session 21: Daily Reporting Format: KPF Status Format

Title of Session: Daily Reporting Form: KPF Status Format

Duration: 60 mins.

Module Summary: In this module the facilitator shall explain the contents of the Daily Reporting Form: KPF Status Format

Learning Objectives: At the end of the module the participants will be able to fill in the reporting formats

Material Required: Copies of reporting formats, pens and papers, white board, markers

Facilitation content:

Directions for facilitator

- Distribute the format among the participants
- Ask participants who fills up the format
- Ask participants whether they have been using the formats in their jobs
- Request participants to form groups of five members each
- Request each group to fill in the format, taking hypothetical names and data
- Inform the groups that they would get 10 mins. to discuss and fill in the formats
- At the end of 10 mins., request volunteers from each group to present their formats
- Ask groups whether they face problems in getting the format filled
- Show the groups a specimen of the format that you are carrying
- Request participants to discuss the utility of the format
- Add to the discussion by underlining the relevance of the format

----- **END OF SESSION 21** -----

Session 22: Monthly Reporting Format: IPC Tool Spread Format

Title of Session: Monthly Reporting Form: IPC Tool Spread Format

Duration: 60 mins.

Module Summary: In this module the facilitator shall explain the contents of the Monthly Reporting Form: IPC Tool Spread Format

Learning Objectives: At the end of the module the participants will be able to fill in the reporting formats

Material Required: Copies of reporting formats, pens and papers, white board, markers

Facilitation content:

Directions for facilitator

- Distribute the format among the participants
- Ask participants who fills up the format
- Ask participants whether they have been using the formats in their jobs
- Request participants to form groups of five members each
- Request each group to fill in the format, taking hypothetical names and data
- Inform the groups that they would get 10 mins. to discuss and fill in the formats
- At the end of 10 mins., request volunteers from each group to present their formats
- Ask groups whether they face problems in getting the format filled
- Show the groups a specimen of the format that you are carrying
- Request participants to discuss the utility of the format
- Add to the discussion by underlining the relevance of the format

----- **END OF SESSION 22** -----

Lunch
Duration: 30 mins.

Session 23: KPF Monthly Planning Format

Title of Session: KPF Monthly Planning Format

Duration: 60 mins.

Module Summary: In this module the facilitator shall explain the contents of the KPF Monthly Planning Format

Learning Objectives: At the end of the module the participants will be able to-

- Fill in the reporting formats

Material Required: Copies of reporting formats, pens and papers, white board, markers

Facilitation content:

Directions for facilitator

- Distribute the format among the participants
- Ask participants who fills up the format
- Ask participants whether they have been using the formats in their jobs
- Request participants to form groups of five members each
- Request each group to fill in the format, taking hypothetical names and data
- Inform the groups that they would get 10 mins. to discuss and fill in the formats
- At the end of 10 mins., request volunteers from each group to present their formats
- Ask groups whether they face problems in getting the format filled
- Show the groups a specimen of the format that you are carrying
- Request participants to discuss the utility of the format
- Add to the discussion by underlining the relevance of the format

----- **END OF SESSION 23** -----

Session 24: Daily IPC Qualitative Report Format

Title of Session: Daily IPC Qualitative Report Format

Duration: 60 mins.

Module Summary: In this module the facilitator shall explain the contents of the Daily IPC Qualitative Report Format

Learning Objectives: At the end of the module the participants will be able to-

- Fill in the reporting formats

Material Required: Copies of reporting formats, pens and papers, white board, markers

Facilitation content:

Directions for facilitator

- Distribute the format among the participants
- Ask participants who fills up the format
- Ask participants whether they have been using the formats in their jobs
- Request participants to form groups of five members each
- Request each group to fill in the format, taking hypothetical names and data
- Inform the groups that they would get 10 mins. to discuss and fill in the formats
- At the end of 10 mins., request volunteers from each group to present their formats
- Ask groups whether they face problems in getting the format filled
- Show the groups a specimen of the format that you are carrying
- Request participants to discuss the utility of the format
- Lead group discussion on the common myths and misconceptions and the solutions to dispel the myths and misconceptions
- Add to the discussion by underlining the relevance of the format

----- **END OF SESSION 24** -----

Tea Break
Duration: 15 mins.

Session 25 Developing soft skills

Module 1 Interpersonal skills	30 mins.
Module 2 Problem Solving skills	30 mins.
Total Duration: 60 mins.	

Module 1

Title of Module: Interpersonal skills

Duration: 30 mins.

Module Summary: In this module team work skills shall be discussed. Followed by a role play and discussion on counseling skills.

Learning Objectives: At the end of the module the participants will be able to-

- Develop and practice team work and counseling skills

Material Required: White Board, Markers

Facilitation content

Directions for facilitator

- Remind the participants that through out the training they have been doing group exercises
- These group exercises were enjoyable only because of good team work
- An peer coordinator has to always works in a team
- Ask participants what are the Dos and Don'ts of good team work
- Note on the white board

Facilitation tip

- Ensure these are discussed-

Dos

- Seek opinions and feedbacks from all members
- Listen and acknowledge others' ideas and suggestions
- Believe that everyone has something to offer.
- Be as clear and straight forward as possible in talking to team members
- Ensure that the team meets and discusses important issues
- Clearly distribute work and accountability

Don'ts

- Aggressively refute others' ideas and opinions.
- Snub other team members

- Talk in terms of I, me , mine while talking about the team and its accomplishments
- Expect others to change
- Blame an individual for team failure

Directions for facilitator

- After team work has been discussed move on to counseling skills
- Inform participants that peer coordinators may have to counsel peer educators about their work related problems
- Explain that the purpose of counseling is to provide an empathetic, safe and secure environment so that an individual can easily discuss his problems and seek solutions
- While counseling the important points to remember are-
- Listen attentively
- Show empathy
- Don't exhibit disagreement/disapproval verbally or even through gestures
- Help the person clear up his thoughts and express himself
- The counselor may summarize or paraphrase to show interest
- The counselor should provide the answers that he is sure of and direct the person to another health care worker or doctor for more information
- Request a volunteer to come for the role play
- Ask him to act discuss any hypothetical problem with the facilitator.
- The facilitator acts as a counselor and demonstrates the right way of doing counseling

Module 2

Title of Module: Problem solving skills

Duration: 30 mins.

Module Summary: In this module problem solving skills shall be various interpersonal skills which are relevant to a peer coordinators work will be discussed. Role plays will be used to demonstrate the relevant skills

Learning Objectives: At the end of the module the participants will be able to-

- Identify the interpersonal skills required for effectiveness

Material Required: White Board, Markers

Facilitation content

Directions for facilitator

- Inform participants that when they start working in the field they will be confronted by various types of problems- For e.g.
- Interpersonal- Disagreement/non cooperation by team members/superiors/truckers
- Constraints- resources/time

- Ineffectiveness of activities etc
- As site managers they will have to individually tackle the problems and develop a solution for the same
- Hence the importance of learning problem solving skills
- Ask participants how they tackle problems in their daily life.
- Take 1 example-
- I take a bus to office everyday. However the bus timings are erratic because of which most of the time I reach office late. What should I do to ensure that I reach on time?

Directions for facilitator

- Explain to the participants that in a situation like this many people would continue in the same manner, blaming and cursing the bus driver/the transport system/the traffic jams etc
- Hence the first step in solving a problem is accepting that a problem exists
- The next step is problem definition. –What exactly is the problem? Is it that-
 - I am late at office and therefore miss out on my attendance
 - I miss my bus and therefore I am late
 - I never know the exact timings of the bus hence I am late
 - There are no issues in the office about reaching late, it is just that I feel guilty when I reach late

Facilitation Tips

- In each of the above scenarios the problem is different and hence the solution is different
- Therefore the relevance of the second step- problem definition

Directions for facilitator

- Ask participants to pick any one of the problems above and suggest alternative options for overcoming the problem
- Explain that the next step is searching for alternative solutions
- Ask participants to analyse the options in terms of do ability, costs, time consumption etc
- Choose the option that seems most appropriate in the given context
- Next step is implementation of the solution
- However problem solving does not end at that. It is important to verify whether by adopting one option is the problem actually being solved and to what extent
- Sometimes after verification one might decide to chose another option
- This completes the cycle of problem solving
- Take another example and ask the group to implement the steps of problem solving to develop a solution for the same.

Recap

Ask the following questions-

- Should a counselor argue with a person who is seeking counseling?

- Detail the steps of problem solving
- Name 5 dos and don'ts of team work

----- **END OF SESSION 25** -----

Recap of Training

Duration: 60 mins.

Facilitation Content:

Directions for Facilitator

- Request few participants to discuss what they have learnt about HIV, AIDS and STI transmission, avoidance and treatment
- Review the barriers discussed: Fear of being stigmatized (People will think I only talk about STIs and HIV all the time); Incomplete Knowledge (May not know answers to questions posed by Audience); Embarrassment (I have never talked about these things), Unsure of my efficacy- will people actually listen to me?
- Ask participants if they are more confident of handling barriers after the training
- Ask some volunteers of how they are going to handle the barriers
- Discuss the IPC framework and its components
- Show the KAP cards (used in session 2) to participants
- Put the questions on the cards one at a time to the participants and seek their responses
- Inform participants that the questions could be categorized into three categories: knowledge, attitude and practice
- Compare the responses given now to the responses marked in session 2
- Underline the difference that the training has brought to the knowledge, attitude and practices of the participants
- Request volunteers to discuss about the importance of peer education
- Discuss the IPC tools one-by-one
- Request participants to discuss what they remember of the various tools
- Discuss about facilitation skills discussed in the training
- Ask questions about how the education of the KPs was different from a classroom education of children
- Take the participants through the roles and responsibilities that they handle
- Discuss about the various aspects of condom and its usage
- Request for volunteers to discuss about the formats discussed during the training

Facilitation Tips

- Cover all the necessary points that were left by participants
- As participants are responding to your questions, keep noting the points on the white board
- Seek views on any topic/s that was not clear to participants
- Clarify the unclear topics
- Encourage maximum participation from participants
- Ensure that all the myths and prejudices are cleared

----- **END OF TRAINING** -----