



AfriComNet
HCP/CCP

Training of Trainers
on
Strategic Communication
and
HIV and AIDS

Facilitator's Guide

November 2006

ACKNOWLEDGMENTS

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TENTATIVE TIMETABLE FOR TRAINING

	8:30-10:00	10:00-10:15	10:15-1:00	1:00-2:00	2:00-4:00	4:00-4:15	4:15-5:30
Day 1	Word of Welcome Session 1 Introductions Session 2 Overview of the Workshop Session 3 Workshop Expectations and Objectives Session 4 Administrative Issues	Nutrition Break	Session 5 Basic Facts about HIV and AIDS, Modes of Transmission, and Life Cycle of HIV Session 6 Status of the Global Epidemic Session 7 Demographic, Health and Socio-economic Effects	Lunch	Session 8 Abstinence and Being Faithful Session 9 Condom Use	Nutrition Break	Session 10 Voluntary Counselling and Testing
Day 2	Recap Day 1 Session 11 Magnitude of MTCT and Routes of Transmission Session 12 Strategies for PMTCT and Use of ARVs	Nutrition Break	Session 13 Principles and Practices of Treatment, Care, and support for PLHA Session 14 Home based care and nutrition for PLHA	Lunch	Session 15 Theories and models of communication for behaviour and social change Session 16 Developing a communication strategy	Nutrition Break	Session 17 Overview of The P Process in Health Communication
Day 3	Recap Day 2 Session 18 The P Process: Analysis Session 19 Strategic Design	Nutrition Break	The P Process: Session 20 Development and Pre-Testing	Lunch	The P Process: Session 21 Monitoring Communication Interventions Session 22 Indicators Session 23 Steps in Monitoring	Nutrition Break	The P Process: Session 24 Evaluating Communication Interventions Session 25 Types of Evaluation Session 26 Steps in Evaluating
Day 4	Recap Day 3 Session 27 Principles and Practices of Adult Education Session 28 Participatory methods of facilitation	Nutrition Break	Session 29 Principles and Practices of Curriculum Development Session 30 Materials Development	Lunch	Group work and practical sessions on curriculum development	Nutrition Break	Group work and practical sessions on materials development
Day 5	Recap Day 4 Session 31 Facilitation Techniques	Nutrition Break	Group work and practical sessions on facilitation techniques	Lunch	Group work and practical sessions on facilitation techniques	Nutrition Break	Session 32 Workshop Evaluation and Closing

INTRODUCTION

IMPORTANT INFORMATION FOR THE FACILITATOR

Welcome to *A Training of Trainer's Facilitation Guide* on Strategic Communication and HIV and AIDS. This guide is designed to assist AfriComNet members and their partners to facilitate a five-day training on:

- the basics of strategic health communication;
- the basics of HIV and AIDS;
- the principles and practices adult education and
- facilitation skills;

The guide should be used together with the presentations, handouts and further readings that have been developed for the staff at the centers of excellence. The five day training of trainers has been designed as follows:

- Day 1-3 Strategic Communication and Basics of HIV and AIDS
- Day 4 Adult Education
- Day 5 Facilitation Skills

It should be noted however, that Days 4 and 5 can be interchanged depending on the knowledge and skills of the participants who are being trained.

The goal of this training is to foster continuous learning so that participants continually improve the way they facilitate their learners to analyze, design, develop, implement and evaluate health communication interventions and programmes. This training has five premises:

- Participants are responsible for learning.
- A close and professional relationship among and between participants and facilitators is crucial.
- Feedback is necessary for the effective conduct of the workshop.
- People differ in their learning styles and what they need to learn.
- This training is just the beginning and not the end.

This workshop seeks five characteristics in its facilitators. Every facilitator must be an excellent:

- Learner—to change others, we need to change ourselves first;
- Model—what we do is more important than what we say;
- Leader—we need to inspire and motivate our participants;
- Coach—we should raise the standard of performance of our participants;

- Healer—we should be sensitive to the problems and challenges our participants face.

While we may consider effective facilitation as an art, we can draw several insights and principles from our experience. The following are not fixed as rules, but rather simple guidelines in our search for excellence in facilitation.

- A facilitator's openness and caring increase participants' learning opportunities;
- Effective discussion requires the classroom to become a learning space;
- Material learned in-depth with heart and head stays. A broad-based list of facts, techniques and theories tend to fade; thoroughness and depth compensate for sacrifice of breadth.
- Facilitators' patience promotes students' learning;
- Participants learn best when they are having fun;
- Evaluation of participants does not concern separating the gifted from the ordinary, but to find the gifts of the ordinary;
- Learning by doing promotes long term change;
- Participants have unlimited potential;
- Learning is a team activity;
- The best learning happens when people are not aware they are learning.

SETTING THE WORKSHOP TONE

As all good facilitators know, setting the appropriate workshop tone is one of the most important tasks in creating an effective learning environment. In an effort to make this the best possible training experience, we would like to share with you some of our lessons learned.

Participant-Centered Learning: This training has been designed with a participant-centered orientation. Our experience shows that when participants feel their needs and concerns are being addressed, they are more interested and engaged in learning. The participant will always be asking "What's in it for me?" or "How does this help me?" We, as trainers, must always be looking at the workshop from the perspective of the participants and how it benefits them. As you prepare each session, keep in mind that new skills and knowledge will not be gained unless it helps, or benefits our participants from their perspective. Also, make sure you are open to their needs and make adjustments to help them as the training unfolds. You are advised to use your participants' work or professional experience in developing relevant and realistic materials during group work experiences and exchanges. (For example, if a participant is working on a

commercial sex worker intervention, you should help that participant to develop a step by step approach using the P Process).

Eyes and Ears: It is good to start each day with something fun that reviews what happened the day before. We call this *Eyes and Ears*. Participants will work in pairs to begin each day with a 5-minute fun review of the previous day. We encourage everyone to be creative, involve the audience (the other participants), make it active, and have fun. We want to start the day with a laugh and a smile. Some suggestions are doing an exercise with everyone, a role play, a song, a poem, or whatever is creative. Please emphasize that they should NOT read a report of what happened the previous day. The facilitators should model the *eyes/ears* on the morning of the second day. At the end of their reflections, ask for 3-4 participants to volunteer for the next morning. It is important that everyone be and *eye/ear* at least once. Encourage having fun!

Status: Probably the most important element of setting the workshop tone is helping participants leave their 'status' at the door. What do we mean? Every participant, from the youngest to the oldest, the men and the women, the shy and the outgoing, have something to contribute to the workshop. We want to encourage participants to enter the workshop as people, ready to learn from each other, ready to gain new insights, and to take away new ideas. It is difficult to achieve this openness and sharing if participants are worried about status, rank and hierarchy. It is up to the facilitators to model that everyone is here to share and there is no place for status in a true learning environment.

Participatory learning is furthered strengthened when there are energizers, exercises, warm-ups and breaks during the learning. Here are examples of some of these. Some have been used throughout the training. Feel free to add or try others.