



International
Labour
Office



Facilitators' guide



**On the right track
A training toolkit
on HIV/AIDS
for the railway sector**



On the right track

A training toolkit on HIV/AIDS for the railway sector

Facilitators' guide

This toolkit has been produced as a joint initiative of the International Union of Railways (UIC), the International Transport Workers' Federation (ITF) and the International Labour Organization (ILO).

It is intended for policy-makers, managers, and workers in the railway industry. It can be used by governments (ministries of railways), railway enterprises in the public and private sector, workers' organizations, railway medical services and their partners to help them develop HIV/AIDS policies and programmes in the railway sector.

It can be used by all those who are involved in dealing with HIV/AIDS – employers, trade unions, training institutions (formal and informal) and government agencies.

Together we can fight HIV/AIDS.

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First published 2010

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International Labour Office
On the right track: A training toolkit on HIV/AIDS for the railway sector
Facilitators' guide
Geneva, ILO, 2010

978-92-2-123076-2 (print)
978-92-2-123077-9 (web pdf)

trainers manual/HIV/AIDS/occupational health/ railway worker/ railway transport/ training of
trainers/teaching method 15.04.2

ILO Cataloguing in Publication Data

These materials were produced by Mr. Stirling Smith in the framework of the Tripartite HIV/AIDS Project between the International Labour Organization (ILO), the International Transport Workers' Federation (ITF) and the International Union of Railways (UIC).

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Printed in Italy
Photocomposed by the International Training Centre of the ILO, Turin, Italy



Why this toolkit?

There is already a huge amount of literature about HIV/AIDS. Do we need more?

Yes. As long as workers in the railway industry are at risk of being infected with the HIV virus, as long as they cannot get advice, care or treatment, as long as railway companies are at risk of losing skilled drivers and helpers, we all need to find ways of spreading the key messages about HIV and AIDS. There are no training materials dealing with the issue aimed specifically at the railway industry, so the toolkit fills an important gap.

What is in the toolkit?

The toolkit contains four booklets together with other materials:

■ **Fact sheets about HIV/AIDS**

There are many myths and misconceptions about HIV/AIDS. The set of eight factsheets explains the facts.

■ **HIV/AIDS: A resource book**

This booklet looks at the impact of HIV/AIDS – how it is a threat to railway enterprises and how railway workers are particularly vulnerable to the infection.

It also explains about the social partners in the railway industry, namely workers and employers who have come together to develop the toolkit with the International Labour Organization (ILO).

The booklet also provides suggestions on how railway enterprises and railway trade unions can work together on the issue of HIV/AIDS. This involves a comprehensive response at the workplace, and also a recognition of the importance of railway systems for the prevention and treatment of HIV/AIDS as well as care and support for many sections of the population.

The booklet includes a glossary with definitions and abbreviations used in the toolkit.

■ **Learning materials**

This booklet contains learning activities, games and role plays for use in education and awareness-raising programmes.

■ **Facilitators' guide**

This booklet provides a guide to the education methods that should be used with the toolkit. It will help you to run training programmes aimed at changing behaviour in the railway industry so that risky practices can be reduced. It explains the methods that can create successful adult learning.

- ***ILO code of practice on HIV/AIDS and the world of work***
- ***Using the ILO code of practice on HIV/AIDS and the world of work: Guidelines for the transport sector***
- A CD-ROM containing:
 - PowerPoint presentations
 - An electronic version of *An ILO code of practice on HIV/AIDS and the world of work*
 - An electronic version of *Using the ILO code of practice on HIV/AIDS and the world of work: Guidelines for the transport sector*
- **Condoms (male and female)**



Foreword

This toolkit on HIV/AIDS for the railway sector follows on from the successful similar toolkit developed for the road transport sector. HIV/AIDS can have a serious impact on railway enterprises, since railway workers are particularly at risk because of the nature of their work. But railways can also make a significant contribution to the overall response to HIV/AIDS, and a railway-specific response can attract support from government, managers, trade unions, employees and the public who use the railway.

It is for this reason that the social partners in the global railway industry – the International Union of Railways (UIC), representing railway enterprises, and the International Transport Workers' Federation (ITF), representing workers – have come together with the International Labour Organization (ILO), an agency of the United Nations, to prepare this toolkit.

The ILO's focus on different economic sectors is achieved through its Sectoral Activities Department. The Department has cooperated with the ILO Programme on HIV/AIDS and the World of Work (ILO/AIDS) to create policies and networks that guide and support the actions of ILO constituents on HIV/AIDS, and also to sensitize and mobilize leaders in the transport sector. Much remains to be done in addressing the fundamental factors and risks, including trans-boundary risks, to railway workers and the communities with which they interact.

It is hoped that the toolkit will strengthen the capacity of ILO constituents to respond to and manage the impact of HIV/AIDS in the railways sector. It will assist in the implementation of the *ILO code of practice on HIV/AIDS in the world of work* and the *Guidelines for the transport sector* developed by the Sectoral Activities Department together with ILO/AIDS. It is designed to enable railway workers, operators and managers to respond to the epidemic in their workplace.

The toolkit is based on the principle of joint collaboration and action between workers and employers, and their organizations, as a basis for an effective response to HIV/AIDS by the railways sector – a sector that can have a far-reaching influence on the local and national community in general.

Elizabeth Tinoco
Director
Sectoral Activities Department

Sophia Kisting
Director
ILO/AIDS

About this booklet

This part of the toolkit contains:

- *Training the trainers*
A programme for a 2.5-day training programme, to introduce the toolkit to trainers and facilitators
- *Resources on training methods for adults on HIV/AIDS*
Guidance notes, including active learning methods and checklists for trainers and facilitators



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Introduction

Few issues are as important in the world today as HIV/AIDS, and those of us who work in the railway industry cannot afford to ignore it.

The profits of some railway enterprises have been severely affected by HIV and AIDS. Absenteeism on the part of workers who are unwell can have a severe impact on operations, yet it is costly for railway enterprises to provide comprehensive medical support. But providing HIV and AIDS training, prevention and treatment through well-planned policies and programmes is a good investment.

HIV/AIDS can have a devastating effect on individual workers, their families and railway enterprises. In some situations it would be difficult to provide services if skilled railway workers were absent through sickness. When large numbers of workers are ill, medical services and the finances of benefit schemes provided by railway enterprises will be placed under pressure. The impact on individual workers and their families is no less serious. There are now millions of “AIDS orphans” and the families of those who are unable to work can suffer considerable financial hardship.

HIV/AIDS is not something that affects only those who are ill, or their families. It can have a serious impact on a railway enterprise as well as on the national economy of a country.

One key lesson from three decades of HIV/AIDS programmes is that the response cannot be left to a Ministry of Health alone. As HIV affects different sectors, a sectoral response is called for. A railway-specific response can attract support from government, managers, trade unions, employees and the public who use the railway.

At the same time, it is important to recognize that we now know how to respond to HIV/AIDS. With proper care, support and treatment, those who are infected are able to continue in work for many years.

Railway enterprises have a special role to play in preventing the transmission of HIV. They reach millions of people who travel, and in some countries imaginative and ground-breaking education initiatives in the industry are playing a vital role in national campaigns about HIV/AIDS.

This is why the social partners in the global railway industry – the International Union of Railways (UIC) representing railway enterprises, and the International Transport Workers’ Federation (ITF) representing workers – have come together with the International Labour Organization, a United Nations agency, to prepare this toolkit. Its aim is to help educate and inform all those involved in the industry about the threat from HIV/AIDS and what we can do about it.

We hope you will find the toolkit useful – and spread the message that HIV/AIDS is a serious problem, but it is also a problem we can do something about.

HIV/AIDS is a threat to our industry. We can beat it – working together.

UIC

Ms. Meryem Belhaj

Senior Advisor

International Training &
Human Factors

Safety Unit

Union Internationale des
Chemins de Fer (UIC)

ITF

Mr. Mac Urata

Section Secretary

Inland Transport Sections
International Transport
Workers’ Federation (ITF)

ILO SECTOR

Mr. Marios Meletiou

Transport Sector Specialist
Sectoral Activities
Department
International Labour
Organization (ILO)



Training the trainers

Programme for briefing facilitators on using the toolkit.

Aims

After completing this workshop, participants will:

- understand the background to the preparation of the toolkit for railway enterprises and railway workers on HIV/AIDS;
- be able to use the toolkit to run a range of programmes from informal awareness sessions to formal training programmes as appropriate;
- not feel embarrassed about discussing issues of sex and sexuality relevant to AIDS; and
- be able to design their own customized activities and training materials.

Programme

Day 1

- Opening session
- Activity: Introductions in pairs
- Activity: Discussion on ground rules for the workshop
- Coffee break*
- Presentation: Background to the toolkit (PowerPoint Presentation)
- Activity: Fact sheets – Don't die of embarrassment
- Lunch break*
- Energizer: Game
- Break into groups to review toolkit and give feedback on any questions
- Plenary session: Discussion
- Coffee break*
- Activity: Who is learning? The learning profile
- Plenary report back
- Wrap-up session and evaluation

Day 2

- Activity: The learning experience
- Plenary report back

Coffee break

- Practice sessions by participants

Lunch break

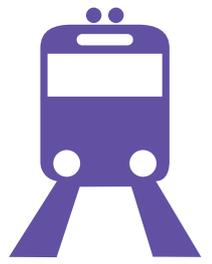
- Energizer: Game
- Practice sessions by participants (continued)

Coffee break

- Activity: Evaluating and improving sessions
- Wrap-up session and evaluation

Day 3 (morning only)

- Activity: Creating your own activity
 - Plenary report back
- Coffee break*
- Plenary: Where and when you will use the toolkit
 - Evaluation
 - Closing session



ACTIVITY

Introductions

Aims

To help you to:

- find out who is in the workshop
- practise interviewing skills and present information in a structured way

Task

Interview for a few minutes another member of the workshop whom you do not already know. Find out the points below. Your partner will then interview you. Make notes so that you can introduce each other to the rest of the workshop participants:

- your name
- your organization
- your position in that organization
- training experience
- your experience, if any, of dealing with HIV/AIDS
- what you hope to get out of the workshop

ACTIVITY

Working together

Aims

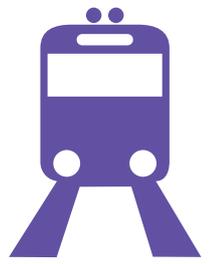
To help us agree some guidelines for the workshop

Task

The subject of this workshop may raise difficult issues and strong personal feelings. We need to agree some guidelines for behaviour. In your group, look at the suggested guidelines below. Think about any additions and amendments you would suggest, and how we can deal with differences in opinions and views that may occur in the workshop.

Guidelines for the workshop

- This workshop belongs to YOU and its success rests largely with you.
- Please contribute your ideas and experiences.
- Listen attentively to other people.
- Treat other members of the workshop with respect.
- Stick to the subject.
- Do not interrupt each other.
- Do not smoke.
- Do not make any sexist or sex-related jokes.
- Be prompt and regular in attendance.
- Please switch off your mobile phone.



ACTIVITY

Who is learning? The learning profile

Aims

This activity should help you to:

- Reflect on the diversity of the learners you will encounter
- Reflect on the experiences your learners are likely to have

Task

We would like you to work in pairs and to draw a picture on a large flip chart of how you think the learners will “look” like.

We would like you to map onto your drawing some comments/ideas (represented graphically!) on:

- Who your learner might be (male/female, etc.)
- How they might be feeling about learning
- How they might be feeling about their learning environment
- How they might be feeling about their HIV status
- What they consider to be risky or risk-free behaviour

 **Timing: 45 minutes in groups, 30 minutes for reporting back**

Report back

You will be asked to report back briefly on your learners’ profile at the end of the activity to the rest of the group.

ACTIVITY

The learning experience

Aims

This activity should help you to:

- Reflect on how people learn
- Reflect on the barriers adult learners can face
- Think about what might constitute “good” and “bad” learning experiences
- Think about what motivates people to learn

Task

In a small group, consider the following questions – with particular reference to delivering programmes about HIV/AIDS:

- What problems/issues can hinder people from learning?
- What helps people to learn?
- What might be good or bad learning experiences?
- What might they have heard about HIV/AIDS?
- What sources of information do they have about HIV/AIDS?

 **Timing: 45 minutes in groups, 10 minutes per group to report back**

Report back

Choose one of your group to write up your views and ideas on a flipchart and to then report back to the larger group.



ACTIVITY

Using the toolkit

Aims

This activity should help you to:

- Plan and deliver a short session using the materials in the toolkit
- Practise active teaching and learning
- Familiarize yourself with the toolkit

Task

Working in pairs, you will plan and then deliver a session from the toolkit. Other training programme participants will be your “learners”.

First, you should familiarize yourself with the materials. Then put together a plan for the whole session.

You will then deliver your session. There will be a short review after each session.

ACTIVITY

Evaluating and improving sessions

Aims

- To assist us to evaluate our sessions.
- To help you to improve future teaching sessions.

Task

Work in a group or in pairs. Looking back over all the sessions delivered, please draw up a checklist of do's and don'ts in a poster format that you and other tutors could use when preparing for future sessions. What important lessons have you learned?

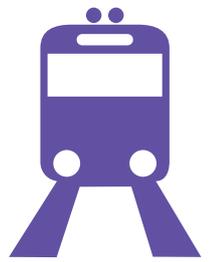
Report back

Prepare to present your list to the full group.

- 🕒 **Timing: 60 minutes to prepare your checklist, 10 minutes to report back, followed by 15 minutes of plenary discussion.**

To run a successful training session on HIV/AIDS

DO	DON'T



ACTIVITY

Creating your own activity

Aims

To assist you in developing your own ideas about training on HIV/AIDS

Task

Work in pairs. Develop your own talk, demonstration session or learning activity about HIV/AIDS for railway enterprises and railway workers.

You will need to take the following into account:

- Whom is your session aimed at?
- What will the session be about?
- What do you want people to get out of the session?
- How will you organize the session?

Report

Present your proposal to the rest of the group.

 **Timing: 60 minutes, followed by plenary presentation of 10 minutes per pair/group.**

ACTIVITY

Workshop review

Aims

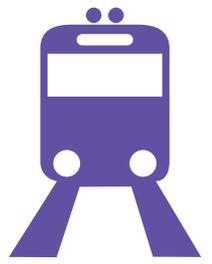
To get YOUR feedback on this workshop, so we can improve it for next time

Task

We will have a short feedback session on what you think about this workshop. Please think about these issues:

- Did the workshop meet the aims?
- What was the most useful part?
- What was the least useful part?
- What improvements would you suggest?
- What are the next steps for you personally? How will you be implementing what we have covered in this training programme?

 **Timing: 10 minutes to think about your own reaction to the training programme, followed by 30 minutes of plenary discussion.**



ACTIVITY

Evaluation form

This form enables you to provide anonymous feedback.

1. Did the workshop meet the aims?
Please score from 1–5, with 1 = not much, 5 = completely
2. What was the most useful part?
And why?
3. What was the least useful part?
And why?
4. Was the trainer enthusiastic?
Please score from 1–5, with 1 = not much, 5 = very much
5. Was the trainer knowledgeable about the subject?
Please score from 1–5, with 1 = not much, 5 = completely
6. Were the materials/handouts sufficient and useful?
Please score from 1–5, with 1 = not much, 5 = completely
7. What improvements would you suggest?
8. How useful was the programme for YOU in your role?
Please score from 1–5, with 1 = not much, 5 = completely
9. What are the next steps for you personally? How will you be implementing what we have covered in this training programme?

Thank you.

Resources on training methods for adults on HIV/AIDS

Active learning

When we are trying to communicate with adults in informal settings, we need to use active learning, which presumes that the participants already have experience, skills and knowledge acquired from life and work. Active learning recognizes and uses these skills, experience and knowledge.

Active learning uses active methods such as group discussion and role play to unlock learners' own learning, and because participants will be more likely to remember and do what they have been involved in.

Active learning is the most effective way to learn and to reinforce learning.

This guide to training methods may seem very long, but don't worry: it does not use much jargon, and you can skip the bits that are less useful to you.

Parts of this section are designed as **checklists** – these are summaries of experience from many years of training adults.

Active learning methods

The main active learning methods used in this training package are:

- group work
- case studies
- role plays

Group work

Participants are divided into small groups (four to five members), which allows much greater participation. Many activities can be undertaken by the groups, which then report back to the whole workshop. Groups can be set a wide range of questions and tasks. They can then report back using flip charts, photocopied reports, posters, or a sketch/role play.

Learning activities are NOT tests, and usually involve a role play or group discussions; they should take between 30 and 90 minutes. Small groups should be no more than four or five people, and can sometimes be even smaller as some activities can be done in pairs. Groups should elect a reporter to feed the group's views back to plenary sessions. Make sure that this task is rotated.



Case studies

A situation or scenario is presented and possible solutions are suggested by participants and then discussed. Case studies can be drawn from workshop members' own experience, from press reports, and so on.

Training programme members should be allowed to look carefully at the known facts, suggest priorities and propose solutions. The groups can all look at the same case study and the plenary can then discuss each group's proposals. Alternatively, each group can select a different case study and report back to the plenary. In any case, the group report can be displayed on a flip chart.

Role play

A role play requires an individual or small group to act out a situation. The group selects who will play each part, and a short brief is available for each "actor". Sometimes a role play can be of a union team negotiating with employers, or it may be of individuals. Observers record the action and report on what they have seen. As role plays should be fairly short in duration, everyone can take part and play different characters. Each group then reports back to the plenary on strong and weak arguments used by each character or team.

Some trainers worry about role plays. They may have seen very complicated role plays. Some people are hesitant to take part, thinking it will be embarrassing. They may come up with excuses to avoid role playing. You need to show your participants that you are confident it will work. Role play works well in most countries, especially where there are strong traditions of story-telling and folk-acting.

Try to save role plays for the afternoon when participants are more likely to feel sleepy.

Tips for using role plays

- You, the facilitator, remain in charge of the process at all times. You can stop the role play at any time, ask the role players to start again from any given point or to "freeze" at any point.
- Begin by setting the climate: explain the objectives and provide the rationale for the role play.
- Distribute the roles (including observers) and give participants time to plan.
- Begin the role play.
- End the role play – explain that participants can come out of their role; appreciate their work while in role.
- Give observers a few minutes to prepare their feedback.
- Ask a generalizing question to facilitate brief discussion.
- Make a connection to the aims of the activity.

Effective role-play sessions have the following characteristics

- Issues addressed in the role play should have an obvious connection to the participant's real world.
- The role play should be open-ended, not scripted.
- It should not be too complex or involve too many characters – two or three are about right for most situations.
- The characters must not be too remote from participants' experience.

Some common mistakes that trainers make when using role plays include

- Creating a situation that is too complex, involving too many role players.
- Creating a situation and/or characters that are not believable.
- Giving too many instructions at once.
- Letting the role play go on for too long.



CHECKLIST

Different teaching and training methods

Lecture

This is usually a “talk”, which can be factual but can also inspire. A lecture tends to involve the logical development of ideas and arguments.

Demonstration

This might involve verbal or non-verbal role-play and simulation.

Discussion

This is a tutor- or group-led exchange. It can be structured or unstructured and based on small group or plenary sessions.

Small group work

Groups of 4–5 people consider a topic or work on a task or activity.

Fishbowl

A small group discussion observed by another (probably larger) group which does not participate in the discussion. The process is then discussed by the group as a whole and repeated with roles reversed.

Brainstorming

The leader compiles, without modifying them, a list of the ideas put forward by participants on a given topic.

Expert panel

Input by a group of people with expert knowledge of the subject.

Role play

A topic or problem is examined through discussion and participants are then assigned roles within which they act.

Simulation

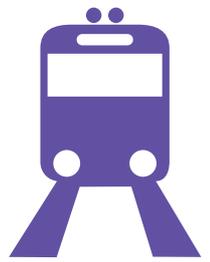
The creation of a situation where the real thing for some reason is not accessible.

Games

An extended simulation usually involving role playing with the addition of objectives, rules, rewards or scores.

Practice

- Carrying out a task
- Learning by doing



CHECKLIST

Working together

It is a good idea to propose some guidelines for a meeting or training programme. Here are some suggestions. They can be put on a flip chart as a reminder.

Guidelines

- This meeting belongs to YOU and its success rests largely with you.
- Listen attentively to other people.
- Treat other members of the seminar with respect.
- Do not interrupt each other.
- Stick to the subject.
- Do not smoke.
- Do not make any inappropriate or offensive remarks.
- Switch off your mobile phone.

Understanding your learners

Reflect on who your learners might be. This is important because we know that if a trainer is able to “start from where the student is at” (that is, have some understanding of the adult learner), this will make for an effective teaching and learning relationship.

Try drawing a picture of how you think your learners will “look”.

Map onto your drawing some comments on:

- Who your learner might be (male/female, etc.)
- How they might be feeling about learning
- How they might be feeling about their learning environment
- How they might be feeling about their tutor
- How they might be feeling about the subject of HIV/AIDS

Who is learning?

One of the things that you will have realized is that the participants you will be working with could be anyone. In other words, they might be:

- Young, middle-aged or elderly
- From a diverse range of cultural and ethnic backgrounds
- Of either gender
- Someone with no, a little or a lot of educational experience
- Someone with bad, indifferent or good experiences of education
- Worried about their HIV status – they might be HIV-positive and know it, and have told others, or not told others, or they might NOT know their status



CHECKLIST

How adults learn

1. Adults enjoy self-directed as well as structured learning

Adults like well-structured, clearly signposted learning but they also appreciate the freedom to direct their own learning when they have the opportunity. Self-guided learning can really capture their interest.

2. Adults have experience of life and this should be respected

Adults have a great deal of life experience and knowledge which is based on a combination of work-related activities, family and community responsibilities and previous education and learning. Adult learners should be encouraged to connect their new learning to this knowledge and experience base. To help them to do this, trainers need to draw out any experience and knowledge relevant to the topic being taught, because learning is most effective when new ideas are tied to or built upon past experiences. Adult learners should always be treated as trainers' equals in experience and knowledge.

3. Adults need relevant learning and goals

Adult learners need to see a reason for learning something. In the case of HIV/AIDS, this should be obvious. Adults are often motivated to learn by changes in their personal or work situation, so learning that simulates real situations and meets particular interests or needs can be very effective.

4. Adults are practical

Learning is enhanced when adults use their new information and skills in a practical way soon after acquiring them. Immediate use enables the participant to transfer the knowledge or skills to new situations and then practise (or reinforce) the information.

5. Adults need diversity

There is no one right method for teaching adults because we learn in different ways. However, adults learn most effectively when they are actively involved and allowed ample opportunity to “learn by doing” and through different (and creative) teaching methods.

6. Adults need to feel confident

The adult learner will have many worries and fears and this can be a barrier to learning. Humour, games and role play in a comfortable physical environment enhance an adult's ability to learn.

7. Adults need feedback

Adults need immediate feedback to help them to assess their own learning and feel comfortable with it. They often need reassurance to understand that they are on the right track. Feedback reinforces new learning and helps to keep learners motivated and focused.



CHECKLIST

The first meeting – getting started

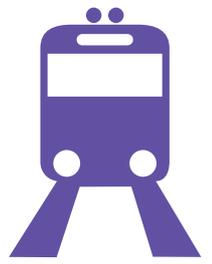
The first meeting can be an anxious one for both trainer and student. Here are some tips that should prove useful:

- Make sure you arrive well in advance of your learners. This will help to set a standard of punctuality and allow you to welcome learners individually as they arrive. It will also give you plenty of time to get organized.
- Arrange any seating to ensure that it is conducive to good communication. It helps if people are able to see each other as they speak, so a circle formation is ideal. If there are tables and chairs, you may wish to arrange them so that they will be useful for group work. Try not to have a “teacher’s desk”, but sit amongst participants.
- Keep some tables free for resources or materials that participants can look through. Make sure you have plenty of free wall space for posters and any work produced by learners.
- Begin by giving a very brief introduction to the aims of the day (course) and say what you are going to cover in this first (introductory) session.
- Provide “housekeeping” information (Where are the toilets? When will breaks be? When will you start and finish?)
- Ask learners to introduce themselves. Remember that this is not just for your benefit – it should be done in such a way that the learners are introducing themselves to each other. This is why an activity such as “Introductions” is so useful.
- Introduce yourself to the group by saying something about your background and how you have become involved in the subject of HIV and AIDS. You might invite learners to say why they have come along.
- Make sure that ground rules about acceptable behaviour are clear (or set). This will create a safe and comfortable atmosphere for all learners and will mean that the tutor, with the help of the learners, can ensure that as far as possible any discriminatory attitudes are challenged during the course.
- Make a start on the course. It is important that learners feel they have achieved something by the end of the first session. Perhaps you should prepare a short “taster” session, choosing a topic and an approach that will really catch their interest.
- Make sure everyone knows what he or she has to do at all times.
- Conclude sessions properly and summarize any discussion.

- Find out if the practical arrangements for the course suit everyone. Circumstances such as children's school holidays or train timetables can have a major bearing on the life of a group. Be flexible.

Remember the following:

- Face your class when talking
- Talk clearly and simply
- Be enthusiastic
- Give sufficient time for discussion
- Encourage everyone to participate – get people involved in discussions with each other as soon as you can
- Don't make assumptions
- Be flexible
- Don't dominate
- Think carefully about how you group people together
- Keep to the subject
- Explain to participants why you are splitting them up into groups



CHECKLIST

Active learning

Follow these points to plan an active learning session:

1. Introduce the subject.
2. Explain the task (as well as aims and learning outcomes).
3. Divide participants into groups (3 or 4 people per group is best).
4. Tell groups how to report back (e.g. on a flip chart, verbally, as a play).
5. Tell them how much time is available for group work.
6. Tell groups to appoint a spokesperson.
7. Start the groups.
8. Do not join the groups – you can help them, but do not interfere too much.
9. Check whether groups are ready – give them more time if they need it.
10. Ask for reports and thank the groups.
11. After receiving all reports, ask for and encourage general discussion.
12. Summarize the reports and discussion,
13. Synthesize and give feedback.
14. Some decisions and action points may emerge from sessions. Explain where these “outputs”, if any, will go, and how you will try to feed the result back to training programme members.

Team teaching

Working in a team or as a pair is a good strategy, especially for new or less experienced trainers.

The key to doing this successfully is planning. Go through the material together very carefully. You need to decide how to arrange the division of labour. Ways of doing this include:

“Passing the baton”

One trainer starts an active learning session – setting the context, and assigning participants the task. The other then works with the groups and organizes the report back. The first trainer then summarizes the session.

“One at a time”

Here, one of the trainers runs the whole session. However, the other trainer does not sit idly by and read the paper. S/he can observe, check group dynamics and think about ways of improving the activity.

You should use both methods. A trainer who is more experienced or knowledgeable could lead more at the start of a training programme, with the other gradually increasing his or her role.

Review

Working in a team also requires careful review at the end of the day.

Visual aids

Visual aids (cartoons, pictures, diagrams, etc.) are certainly useful in helping learners to grasp concepts.

The best visual aids are those developed by participants themselves. Ask learners to report back by drawing a picture or developing a short “sketch” or “drama” – the exact word may vary from country to country. This has worked well in India, Eastern Europe and Southern Africa. Of course, you need to stress that you are not expecting a polished performance and product.

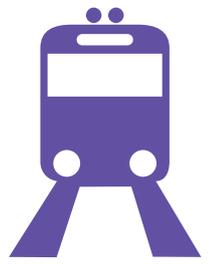
Using questions

We use questions every day. Most of our daily conversation involves either asking or answering questions.

In learning, questions can have different functions, and can be destructive if not used carefully. Learners can feel that they are being “tested” in some way if you ask questions. On the other hand, questions can help establish a rapport with a group and build confidence.

We can distinguish three types of questions:

- Open questions
- Closed questions
- Leading questions



Closed questions call for a yes/no response, or a very short reply. Such questions often start with words or phrases such as:

Do...

Is...

Can...

Could

Will...

Would...

Shall...

Should...

Open questions can have lengthy answers. Such questions often start with words or phrases such as:

How...

Why...

When...

Where...

What...

Who...

Which...

Try asking a question that starts with one of these words: you can see how unlikely it is that you'll get "Yes" or "No" in reply!

Essentially, closed questions restrict what the other person says, whereas open questions encourage the other person to give an expansive answer.

Leading questions are those designed to produce a particular answer.

There are also **sarcastic** questions – these can be very damaging and hurtful and should be avoided.

Planning a programme

You are now ready to plan a programme, which could be a whole day of training or a short event of a few hours in a canteen at the workplace. If you use the methods described in this part of the toolkit it should not be difficult. Structure the programme around the learning activities described in the *Learning materials* booklet in the toolkit.

You also need to think about the flow of a programme. One good way is to think

PROBLEM – INFORMATION – PLAN.

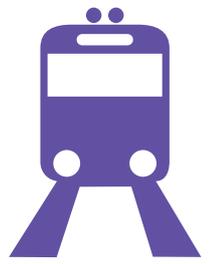
For example:

A course for dairy farmers needs to discuss ways of increasing milk production.

The first activity would ask farmers WHY they think production is low or has decreased – the problem or issue is reviewed and clarified.

The second activity would present information – what factors affect milk production. This could include examples of what other farmers have done to improve milk production.

The third activity would be an opportunity for the cooperative to draw up plans to increase production.



ACTIVITY

Planning a course

Aims

- To help you to:
- develop your planning skills
- prepare your training sessions
- familiarize yourself with the materials you are going to use

Task

In your group use the attached planning form to prepare a plan for a *one-day* programme aimed at trade union members or activists, or a group of workers.

Use the planning form for detailed notes. The first row of the planning form has been used as an example.

Programme planning form for one day

Topic:

Target group (e.g. members, shop stewards, male/female/youth):

If part of a longer course, what day of the course is this?

Subject covered	Learning objectives	Activity (specify the task that learners will do)	Supporting resources/ materials – if any	Timing
Using a condom	To remove anxiety/fears about using condoms	Condomize!	A hat or box	15 minutes

Checklist

Is there a clear logic/flow to the day?

Do the tasks in the activities relate to the learning objectives?

Are they suitable for the target audience?



A final word

You have now finished this section of the toolkit. We hope that you will now go out and join the fight against HIV/AIDS in the railway industry.

Do please remember that the purpose of this toolkit is *to bring about change*.

To fight HIV/AIDS, we need to change what individuals think, even what they feel about things like the relations between men and women and what constitutes “good sex”.

We also need to change what we do and talk about in the workplace – which means employers and trade unions changing too. You can be enormously influential in changing how employers and trade unions think.

A result of your work needs to be change. For example, are there workplace policies or agreements? Condom distribution facilities? Have workers come forward voluntarily and asked for counselling and testing? Do women workers feel they can report sexual harassment?

If these types of change have occurred you will have every reason to be pleased, as these steps will be an important contribution to reversing the challenge of HIV and AIDS.

Good luck!



ISBN: 978-92-2-123076-2

