



SECTION 3

**WORKSHOP FOR
MANAGERS AND
SUPERVISORS
(ONE-DAY)**

Section 3: Managers and Supervisors

The goals of this workshop are to:

- Motivate managers, supervisors, and contractors to fully engage in HIV education efforts,
- Develop an understanding of the impact of HIV on individuals and on the workplace,
- Provide country-specific information on HIV prevalence, routes of transmission, and available services,
- Raise awareness about how infrastructure projects may increase vulnerability to HIV in local communities, among workers, among commercial sex workers, and among managers, supervisors, and contractors,
- Clarify the roles of managers, supervisors, and contractors in effectively managing the implementation of HIV education in all infrastructure projects,
- Reduce the stigma associated with living with HIV.

Most sessions utilize a “prepared wall space” where note cards can be displayed as needed. Options include:

- A wall surface
- Large sheets of paper attached to the wall
- Portable “walls” made of cardboard or other material
- A “sticky wall” (see Section 1: Trainer’s Guide).
- Review Section 1: Trainer’s Guide before you start.

TRAINER TIP

The words “trainer” and “facilitator” are both used to describe the person leading the session. We suggest more than one trainer.

Handouts and extra materials are found at the back of this section.

TRAINING- AT-A-GLANCE

The following pages give an overview of the Workshop and Curricula described in detail in Sections 3 through 6 of *The Road to Good Health*.

Session times (⊕) are approximate.

Recommended workshop participants are indicated by the following icons:



Men only



Men and women mixed








Women only



Men and women separate

TRAINING AT-A-GLANCE:
WORKSHOP FOR MANAGERS AND SUPERVISORS (SECTION 3)

SESSION NAME	SUMMARY OF OBJECTIVES
<p>Introduction to The Road to Good Health</p> <p>🕒 1½ hours </p>	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Discuss the link between infrastructure projects and vulnerability to HIV • Describe the state of HIV in the country and the region • Identify the resources available in the group • State expectations for this workshop
<p>The Impact of HIV</p> <p>🕒 2 hours </p>	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the impact of HIV on the individual, the family, the local community, and the workplace • Explore particular factors that may make particular groups vulnerable to HIV • Describe the kinds of support HIV-infected and affected workers might need from supervisors and co-workers
<p>Understanding Vulnerability to HIV in Infrastructure Projects</p> <p>🕒 1 hours </p>	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the potential impact of an infrastructure project on a local community • Identify those most at risk of HIV infection in an infrastructure project • Review and offer feedback on the curricula for construction workers, commercial sex workers, and community residents
<p>Effective IEC Materials</p> <p>🕒 20–30 mins </p>	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Review several effective IEC materials being used in local HIV education campaigns • List the characteristics of effective IEC materials
<p>My Role in Our HIV Education Projects</p> <p>🕒 1¼ hours </p>	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Identify their specific roles and responsibilities in managing, implementing and measuring HIV education in infrastructure projects • Access resources for effectively managing, implementing, and supporting HIV education in their projects
<p>Closing</p>	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Affirm our time together

Session A: Welcome and Introduction

TRAINER TIP

This exercise is intended to help everyone get to know each other, to help participants to see themselves and each other as resources, and to emphasize from the beginning that the workshop will be participatory.

OBJECTIVES

By the end of this activity, participants will be able to:

- Discuss the link between infrastructure projects and vulnerability to HIV
- Discuss the impact of infrastructure projects on local communities
- Describe the state of HIV in the country and the region, including the routes of transmission, prevalence, and most vulnerable populations
- Identify the resources available in the group;
- State expectations for this workshop.

TIME

Approximately 1 hour, 30 minutes

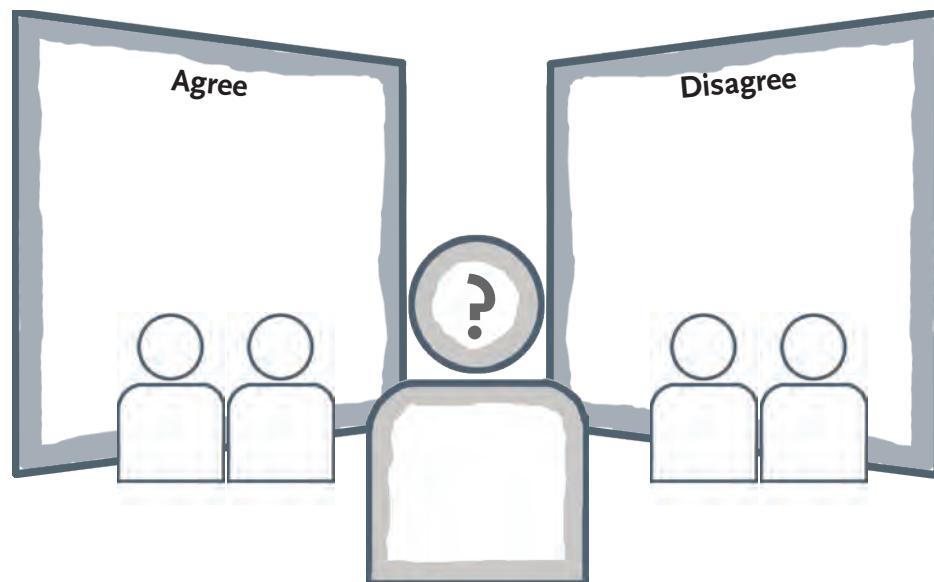
MATERIALS

- Prepared large cards: Agree, Disagree
- Prepared Agree/Disagree statements
- Markers, flipcharts, masking tape
- Prepared wall spaces (2): *What We Bring, What We Take Away*
- Cards for *What We Bring* exercise—2 colors, 5" x 8"
- Prepared PowerPoint presentation—Part I

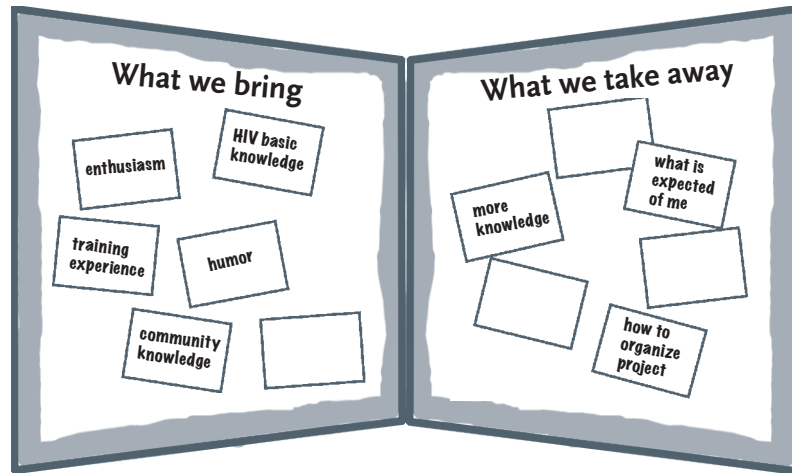
PREPARATION

For the *Agree/Disagree* exercise, the facilitators should develop and agree on the statements before the session begins.

Post the “Agree” sign on one wall, and the “Disagree” sign on the opposite wall—leaving a gap big enough for all of the participants to stand in between.



Post the *What We Bring*, *What We Take Away* wall spaces on one side of the training room. Place two different colors of 5" x 8" cards at the center of each table, along with enough markers for all participants.



Set up and test the PowerPoint presentation and the videotape before the session. Adapt the PowerPoint for your country context. Country or regional UNAIDS can provide information.

Activities

Activity I. Welcome, Introductions, and Expectations—*What We Bring, What We Take Away* (Approximately 20-30 minutes)

1. WELCOME the group, and briefly introduce yourself and any fellow facilitators. INDICATE that we are eager to get started in discussing the impact of HIV on infrastructure projects and the importance of HIV education in mitigating that impact. We would first like to begin with brief introductions so we can be aware of the resources and expertise we have in the room with us today.
2. PROVIDE instructions for the *What We Bring, What We Take Away* activity.
 - Instruct participants to take a yellow card and a marker from the center of the table.
 - Ask participants to think about the many skills, talents, knowledge, and experience that they bring to our time together. Perhaps they have worked in the field for many years and bring



a strong understanding of construction workers. Or perhaps a participant has a good sense of humor, or good organizational skills to keep us on track. Perhaps someone knows a person living with HIV and can share that perspective. Ask them to identify the most important gift that they bring to the group, and to write that gift on the yellow card—one idea per card.

Participants should write their names on this card.



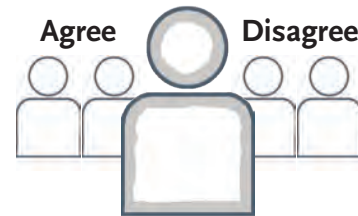
- Show one example of a completed yellow card—with a special gift written prominently on the card.
- Check for participants’ understanding of the instructions, and then indicate that you will give them a few minutes to think of their special gifts and write them on the cards.
- When participants appear to be finished with this part of the task, ask them to take one of the orange cards from the center of the table. Ask them to consider “what they want to take away” from this workshop. What new skills, experiences, knowledge, and so on do they want to be sure they have acquired by the end of today? What are their expectations for the workshop?
- Ask participants to think about the one most important thing they “want to take away” from the workshop, and to write these expectations on the orange cards—one idea per card.
- PROVIDE the final instructions for the introductions activity.
- In turn, participants will come up to the wall spaces and briefly introduce themselves. After stating their names and where they work, participants should state “what they bring” to the workshop, and post that card under the “What We Bring” side of the wall. Then, participants will state their expectations for the workshop, and post that card under the “What We Take Away” card.
- Participants will continue in this way until all have spoken.
- Check for participants’ understanding of the instructions.

3. BEGIN the introductions activity and guide participants through the exercise.
4. INTRODUCE yourself last, and indicate what you bring and what you hope to take away today.
5. When all presenters have finished, SUMMARIZE the wealth of experience in the room. Briefly review the expectations against the day’s sessions, as you quickly present the objectives of the workshop and provide an overview of the sessions. Explain that this should be a safe space, and that all questions are welcome.
6. Before moving to the next part of the session, take a few minutes to DISCUSS the importance of respectful language when talking about HIV or other potentially-sensitive issues. Indicate that those of us living with HIV often must deal with stigma and discrimination associated with the disease, and it is a major goal of HIV education projects to reduce this stigma. Suggest that the way we talk about HIV is important in reducing stigma and creating a more respectful, supportive environment for all of us living and dealing with HIV. One way that

we can be respectful and inclusive is to change the way we talk about those of us living with HIV. When you want to refer to people living with HIV, say instead “those of us living with HIV.” This is more inclusive and does not separate those living with HIV from the rest of the group. It is also far better than other phrases used to describe those living with HIV such as “AIDS victims” (which implies that those of us living with HIV are weak) or “people dying of AIDS” (which is not accurate, as people can live long and relatively healthy lives with HIV infection). Indicate that in this workshop, we will use the phrase: “those of us living with HIV.”

Activity II. The Link between HIV and Infrastructure Projects—an Introduction (Approximately 20-30 minutes)

1. INDICATE that we would like to have a short exercise to begin our thinking about the links between HIV and infrastructure projects. INDICATE that the exercise is only meant as a preview, to raise some of the issues we will address more specifically throughout the day.



2. INVITE participants to stand in the center of the room or area, between the “Agree/Disagree” signs.
3. PROVIDE instructions for the activity.
 - Tell the group that you will read out a statement.
 - Explain: If you agree with the statement, you should go over and stand by the “Agree” sign. If you disagree with the statement, you should walk over and stand by the “Disagree” sign. (You do not need to indicate that if people are not sure, they can remain in the center—participants figure that out quickly and it is more challenging to have them try to take a stand at first.)
 - We will briefly ask one or two people to explain their choices and then we will move on to the next statement. Everyone will return to the center and we will do the same exercise with the next statement.
 - Check for participants’ understanding of the instructions.
4. BEGIN the exercise. Be sure to make note of where people are standing for every statement. For each statement, choose one or two people from each side to explain their perspectives. In some cases, you may have a debate. Allow and even encourage this, and be sure that it remains respectful.
5. CONCLUDE the exercise when all statements are finished or when participants appear to be losing interest in the activity. INVITE participants to take a seat.

Activity III. “HIV in (Country Name): Prevalence, Risk and Vulnerability, Facts” (Remainder of time)

1. INDICATE that we will spend the remaining time before the break presenting the current state of HIV in the country and the region.
2. PRESENT the PowerPoint, taking time for questions and brief discussion between slides.
3. SUMMARIZE the PowerPoint presentation.
4. INVITE the participants to take a fifteen-minute break, and indicate that we will spend the rest of the morning exploring the impact of HIV on the individual, the family, and the workplace.

Agree/Disagree Sample Statements

SAMPLE STATEMENTS	KEY POINTS TO RAISE
HIV is a health issue and has nothing to do with construction work.	HIV impacts all sectors, including construction projects. In today’s sessions, we will discuss the links between HIV and our work.
Construction workers who are separated from their families for long periods of time may take up with sex workers or girlfriends to ease their homesickness.	Many workers who are away from their families or partners begin relationships with others or with sex workers. This makes workers and their partners vulnerable to HIV infection, unless these workers are well educated in prevention and skilled in the use of condoms.
Sex workers are often offered more money for sex without a condom.	Sex workers are often offered more money for sex without a condom. Due to financial burdens or unequal power dynamics, some sex workers may agree to accept more money and not use a condom. For this reason, it is as important to educate construction workers as it is to educate sex workers.
Infrastructure projects bring only good things to communities.	While infrastructure projects may bring opportunities and access to services to communities, they may also expose these communities to changes in norms, to drugs, to commercial sex work, and to unwanted pregnancy.

TRAINER TIP

Other statements can be created to fit the country context.

Although some of the statements may be proven or disproved, it is important to note that **there are no right or wrong answers** for this exercise. Rather, each statement provides an opportunity for participants to explore their beliefs and for the facilitators to gauge participants' perceptions of the issues raised. A secondary goal of the exercise is to raise new questions or issues in the minds of participants, which sparks more interest in the sessions to come.

<p>Most people know the facts about HIV so there is no need to provide training about it.</p>	<p>Although the facts about HIV are more widely known today than in the past, many people are still not clear on how HIV is transmitted, how to prevent HIV, how to use a condom, where to get access to counseling and testing, and other HIV-related information. It is therefore important to continually offer information, education, and communication opportunities so that people are reminded of the facts about HIV.</p>
<p>Most people will change their behavior if they know the facts about HIV.</p>	<p>Although information is an important starting point, it is not enough to change behavior. Individuals are influenced by a number of factors, including gender dynamics, religious, cultural, and social beliefs, and even the availability of products and services. Behavior change is therefore a complex process, and any attempt to change behavior must involve all aspects of a community.</p>
<p>Construction workers visit sex workers more often than contractor managers.</p>	<p>Because they are also away from home a good deal, some contract managers visit sex workers and as such, place themselves and their partners at risk of HIV infection.</p>
<p>World Bank and Ministry of Transport staff are at low risk for HIV infection.</p>	<p>Because they are also away from home a good deal, some contract managers visit sex workers and as such, place themselves and their partners at risk of HIV infection.</p>

Session B: The Impact of HIV

- OBJECTIVES** By the end of this session, participants will be able to:
- Describe the impact of HIV on the individual, the family, the local community, and the workplace
 - Explore particular factors that may make particular groups vulnerable to HIV
 - Describe the kinds of support HIV-infected and affected workers might need from supervisors and co-workers
- TIME** Up to 2 hours
- MATERIALS**
- Multiple sets of cardboard cutout silhouette figures of men, women, children of different age groups
 - Flipcharts, markers, masking tape
- PREPARATION** Place red dots on the backs of some of the silhouettes, but ensure that these dots are placed face down on the tables so that they will not be immediately seen by participants.
- Place one set of silhouettes in the middle of each table. Place a flipchart stand at the front of the room.

Activities

Activity I. Introduction (Approximately 10 minutes)

1. WELCOME the group back from the break. Refer to the last discussion about the impact of HIV. Suggest that the greatest impact of HIV is felt in very intimate, personal ways by individuals, families, and communities all over the world.
2. INDICATE that we would like to spend the rest of the morning exploring the impact of HIV on the individual, the family, and the workplace.

Activity II. Silhouette Activity—Imagining the Family and the Workplace (Approximately 1 hour)

1. GUIDE participants through the Silhouette Activity:

- Each group should look at the silhouettes in the center of the table and choose a set of individuals to constitute an imaginary family. (Do not influence or restrict these choices by



TRAINER TIP

Trainer Tip: It is important to keep this exercise moving, so be sure to only allow about three to five minutes for each group to tell us about its family.

giving examples—allow participants to choose whatever makes up a family for them.)

- Invite each group to create roles and identities for their imaginary families. They should think about which individual in the family works for an infrastructure project and in what role(s). They should make up a job for that family member, and imagine a typical day for him or her. What is their interaction with their co-workers? What project(s) are they working on? They should also think about the roles of the partner, the children, and any other family members—what role do they have in the family? What services do they perform for other family members? What are expectations for them?
- Allow participant groups about ten minutes to create identities and roles for their families.
- Invite each group to briefly explain their silhouette families to the rest of us. They should specifically focus on telling us about the work of the infrastructure worker.
- After all groups have shared their families, instruct table groups to spend about 5 minutes together imagining a future for each member of their family. The table should discuss what would be happening within the family 10 years from now. What will each individual be doing? How will their lives change?



- Allow about five minutes for the creation of these futures.
- Invite each group to briefly tell the story of their family's future to the larger group.
- After all groups have shared their families, invite everyone to turn the silhouettes over. Instruct the group that we are still in the present day (not 10 years into the future), and any silhouette with a red dot has just tested positive for HIV. Allow a few moments for participants to absorb this news.

KEY POINTS:

- Be sure to highlight the differences between the imagined futures of these families and the future they can expect when HIV enters their lives.
- Emphasize that the person living with HIV is much more likely to seek health care, to get support, and to live healthier longer if he or she is able to disclose his or her status to family, friends, and even in the workplace without fear of stigma and discrimination. Point out that many people do not receive the health care and treatment that can save their lives simply because they fear the stigma and harassment that comes with disclosing their status.

- Ask participant groups to briefly discuss the impact that HIV infection will have on their silhouette family. Will the person(s) who tested positive disclose their results to others in the family? At work (or school)? Why or why not? What will the family's reaction be? What support(s) will be available to those who tested positive? How does this new future differ from the one they suggested a few minutes ago? Allow another 5-10 minutes for this small group discussion.



- Invite each group to share their new stories in plenary. Guide the discussion a bit, being sure to raise issues of stigma and discrimination where appropriate, and the impact of refusing to disclose on the health of the person living with HIV, the family, and the workplace.

2. Next, invite the large group to turn its attention to the silhouette representing the person working in the infrastructure sector. Guide the group through a discussion, perhaps using some of the following questions:

- How might HIV infection (either his/her own, or that of family members) impact this employee at work? Try to be specific.
- What impact might this employee's HIV infection (or that of his/her family member) have on his/her immediate co-workers? His/Her supervisor?
- If the HIV infection develops into AIDS, how might this impact the employee at work? His/Her co-workers? His/Her supervisor?

Activity III. Silhouette Activity—The Impact of HIV (Approximately 30 minutes)

1. GUIDE a discussion around the specific impact of HIV on the worker, the co-workers, the supervisor, and the workplace in general. Use this opportunity to flesh out the difficulties around co-worker absenteeism, loss of work time due to doctor’s appointments, illness, and funerals, the psychological impact on colleagues of co-worker illness and death, hiring new staff and training them, “explaining” illness, and so on. Be sure to guide a discussion on the impact of stigma on people living with HIV in the workplace.

KEY POINTS:

- Workers coping with HIV may miss work for doctor’s appointments or illnesses.
- Co-workers may become resentful if they are often called upon to do the work of the absent co-worker.
- In high prevalence contexts, all workers may often miss work due to caring for relatives, their own illness, and attending funerals. These workers may also be stressed and depressed due to many losses or illnesses in their lives.
- In high prevalence contexts, businesses often carry an extra cost because of HIV—the costs of absenteeism, lateness, diminished productivity, hiring and training new workers, and so forth.

2. INVITE participants to take a quiet moment to think about their personal experiences with HIV. (optional)
3. INVITE participants to share any stories they may have from their own experiences with HIV, if they wish to do so. (optional)

Activity IV. Summary (Up to 10 minutes)

1. INVITE participants to think about these personal stories that we have shared (or the stories we have created) multiplied by the number of people in the country in which we are working. Suggest that when hearing HIV statistics like we did this morning, it can sometimes be easy to forget the very personal impact HIV has on the people all around us, and that in working on HIV, it will be crucial to keep in mind the personal stories of those affected by HIV.
2. SUMMARIZE the session and invite participants to take break for lunch.

Session C: Understanding Vulnerability to HIV in Infrastructure Projects

- OBJECTIVES** By the end of this session, participants will be able to:
- Describe the potential impact of an infrastructure project on a local community
 - Identify those most at risk of HIV infection in an infrastructure project
 - Describe specific situations that may make each of these groups vulnerable
 - Review and offer feedback on the curricula for construction workers, commercial sex workers, and community residents.
- TIME** Approximately 1 hour
- MATERIALS**
- Prepared role play scenario
 - Flipchart, markers, tape
 - Prepared profiles of the primary target groups: construction workers, community residents, commercial sex workers
 - Prepared outlines of the curricula for each of the primary target groups
- PREPARATION** Prepare the role play beforehand, using participants as the actors in the role play. The Role Play Scenario found at the end of this session can be adapted beforehand and further modified as participants begin to practice it. (This can be accomplished by identifying the right participants beforehand, and working with them for about 20 minutes during lunch.)

Activities

Introductory Role Play (5-10 minutes)

1. WELCOME the group back from the lunch.
2. INDICATE that we will begin the afternoon with a discussion of the ways in which infrastructure projects may increase vulnerability to HIV, and we will have an opportunity to consider profiles of those most at risk of infection.
3. DIRECT participants' attention to the front of the room, and begin the role play.
4. After the role play is finished, THANK the actors and DE-ROLE them—make sure to say that the actors were just acting out roles and that they are not themselves living as we saw them in the skit.
5. PROCESS the role play, perhaps by using some of the following questions:
 - Reflect on the scene you just watched. What strikes you? What stands out?
 - How did the project impact the local community?

- What specific impact did the project have on the girls in the community in this role play? On the boys?
- How realistic do you think the role play is? How much of this might happen in a local community?

KEY POINTS:

- Roads projects may bring opportunities and access to services to a community, but they may also bring new challenges and potential dangers as well.
- Girls in the community may become involved with the men from the project, and in some cases, may even begin to exchange sex for money.
- Both young men and young women may have new opportunities to work and make extra money, but some may become exposed to other influences, like drugs, alcohol, and so forth.
- It is important for communities to prepare themselves for an infrastructure project so they may benefit from the project without risk to themselves or their communities.
- Similarly, it is important for the project to build in safeguards for workers, such as HIV education, access to condoms, access to counseling and testing, and so forth.

Activity II. Profiles of Target Audiences, and Review of Curricula—Jigsaw Learning (Remainder of the Session)

1. Move to the flipchart, and INVITE participants to think about who was most at risk of infection in the short skit. Note answers on the flipchart. Sample answers include:

- Young women and girls in the community
- Young boys from the community who become workers in the project
- Construction workers who come to the community
- Commercial sex workers



2. INDICATE that we would like to take a deeper look at three of these groups—community residents, commercial sex workers, and construction workers. INDICATE that we have developed profiles of each of these groups based on an assessment completed at the beginning of the project, and we would like to share a personal look at each of these groups with you now so that you will bet-

ter understand the situations of the three groups we are most trying to reach in our HIV education project.

3. PROVIDE instructions for the “jigsaw learning” activity:

- We will divide into three groups—commercial sex workers, construction workers, and community residents. Each of these groups will receive a brief profile of their group, as well as the outline of the education session we are suggesting for each of these groups.
- Each group will have about 10 minutes to review the information provided to them.
- Each group will then have another 10 minutes to decide how best to present this information to the other two groups, so that the other groups will understand almost as much as you do about the group in question.
- Check for participant understanding of the instructions, perhaps by asking, “Is it clear what we are about to do, or shall I explain it again?” or “Can someone repeat the instructions for the group?”



4. DIVIDE the group into three groups, and provide each with the profile and curriculum for their respective groups.
5. ALLOW about 10 minutes for the groups to read and discuss the information provided. When 10 minutes has elapsed, ANNOUNCE that the groups now have 10 minutes to decide how best to “teach” this information to the other groups.
6. After another 10 minutes, DIRECT participants’ attention to your next instructions:

- We will now divide into groups of three.
- Each group will be comprised of one person from the construction workers group, one person from the community members group and one person from the sex workers group.
- The groups of three will meet and teach each other about the group they studied. Each person will have about 5 minutes to tell the other two people about the person and curriculum that they studied.



- Check for participant understanding of the instructions.

7. DIVIDE participants into triads—one from each of the profile groups. After 8 minutes, remind the participants to switch to the next profile. After another 8 minutes, remind them to switch again.

8. RECONVENE the large group. PROCESS the activity, perhaps by using some of the following questions:

- Consider the profiles of our target audiences that you just discussed. What stands out for you? What was the most important

TRAINER TIP

This type of exercise, called “jigsaw learning,” is especially useful because it has been proven that learners retain much more of any new information if they are asked to teach it to others. This exercise allows us to present a great deal of information, but in a way that engages the learners by asking them to teach what they have just learned to the other groups. This is much more effective and engaging than just presenting all of this data on a PowerPoint or flipchart.

new information you received about any of these groups?

- Reflect upon the aspects of the education sessions you reviewed. What feedback do you have about these sessions? What do you appreciate most about them? What potential issues do you foresee, if any?

9. SUMMARIZE the session. Indicate that it is our hope that we are bringing “development” and a better life to the communities we reach with our projects, and underline the importance of attempting to mitigate the potential negative consequences of these projects. REINFORCE the importance of HIV education and support for these three groups.

10. INVITE participants to take a 15-minute break.

Worksheet: Sample Role Play Scenario

Be liberal in your use of local props to bring the role play to life, and have fun with it! It is most effective to use participants as actors in the role play. You might also act out the entire role play without speaking—this often allows the audience to mentally participate more fully than if someone is speaking and acting.



You will need about 3 men to serve as construction workers on the roads project, about 2 young men to serve as young men from the community, 2-3 girls to be young girls from the community, and 2-3 men and women to be adults in the local community scene.

Begin the role play with a typical scene from the current life of the local community—a typical, quiet day in the area.

Using props, actors, or even signage, make a loud, strong transition from the local quiet life to a group of male workers moving in to build a road. Some options might be actually having one member pretend to be a bulldozer and pushing the local scene offstage, or just having a bunch of dirty and busy looking men begin to work loudly in the middle of the scene.

Have one of the men indicate interest in one of the girls in the local scene in whatever way is typical (possibly looking at her sexily, giving her gifts, trying to hug her, and so forth), as the role play progresses.

Have the boys from the local scene jump into the scene with the roads men—changing their attire a bit, drinking a beer with them, possibly appearing to accept drugs from a new friend, generally getting a bit wilder than before.

Move to a scene where the roads project men are drinking and having fun—some of the local boys are now part of that crowd, and some of the girls from the local scene are now drinking and being “sweethearts” with them. You may even have one of the girls appear to accept money from one of the men and walk off with him.

Session D: Effective IEC Materials

TRAINER TIP

This exercise is a great way to raise the energy after lunch and to engage participants in an interesting activity related to the topic. Each participant should get only one puzzle piece and all the pieces of each puzzle must be in a single group. You will need to know how many people are in a group before you cut up the puzzle. If some participants arrive back from lunch late, they may need to wait and just join a complete group for the discussion once the group has completed its puzzle.

OBJECTIVES

By the end of this activity, participants will be able to:

- Review several effective IEC materials being used in local HIV education campaigns
- List the characteristics of effective IEC materials

TIME

20-30 minutes

MATERIALS

- Prepared puzzles; basket or bowl for distributing puzzle pieces
- Masking tape, markers, flipcharts
- Original copies of the 4-6 IEC materials for posting after the puzzles are assembled
- Prepared handout: *Effective IEC Materials*

PREPARATION

Choose 4-6 of the most effective IEC materials being used in local HIV education campaigns. Cut them into puzzles—ensuring that there are enough puzzle pieces so that each participant will have one puzzle piece.

Be sure to have the 4-6 IEC materials available in their original form, as well.

Activities

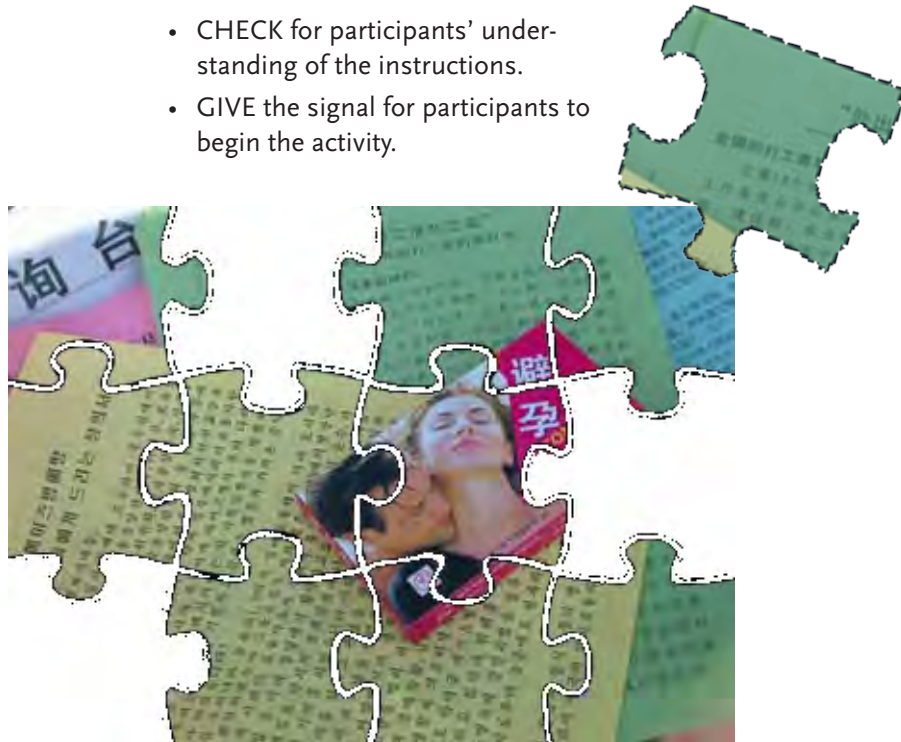
Activity I. Introduction (2-3 minutes)

1. WELCOME the group back from the break.
2. INDICATE that in addition to the session designs participants just reviewed the HIV education campaign also includes IEC materials such as posters, handouts, brochures, and so on.
3. As a co-trainer distributes one puzzle piece to each participant, PROVIDE instructions for the puzzle activity:
 - Each participant will receive one puzzle piece.
 - Each puzzle is a different color, and when assembled, each puzzle will be one of the IEC materials being used in local HIV education campaigns.
 - The trainer will indicate when it is time to start the activity.
 - At the trainer's signal, all participants should stand up and try to find those participants



with the same puzzle color.

- Those with the same puzzle color should try to put together their puzzle.
- When the puzzle is assembled, the small group will spend a couple of minutes discussing the IEC material and deciding what makes it an effective IEC material.
- CHECK for participants' understanding of the instructions.
- GIVE the signal for participants to begin the activity.



Activity II. Starter Puzzles (Approximately 15 minutes)

1. MINGLE among participants to ensure that they have understood the activity as they seek out their teams.
2. ANNOUNCE when there are only a couple of minutes left for the exercise, and encourage participants to finish their discussions.
3. Once all groups have assembled their puzzles, POST all of the original IEC materials at the front of the room for review during the processing of the session.
4. RECONVENE the large group.
5. INVITE participants to brainstorm a list of what makes these IEC materials particularly effective. You may also wish to invite participants to share ideas for what might make the materials more effective, especially in their own contexts. Make notes on the flipchart.
6. DISTRIBUTE the handout about effective IEC materials and briefly summarize the characteristics of effective IEC materials. Provide a bit of background on which materials will be used for participants' areas or project.
7. SUMMARIZE the session, and segue immediately into the next session.

Session E: My Role in Managing, Implementing, and Measuring HIV Education in our Projects

- OBJECTIVES** By the end of this activity, participants will be able to:
- Identify their specific roles and responsibilities in managing , implementing, and measuring HIV education in infrastructure projects
 - Describe the vision for and basic components of a World Bank Road to Good Health project
 - Access resources for effectively managing, implementing, measuring, and supporting HIV education in their projects

TIME Approximately 1 hour, 15 minutes

- MATERIALS**
- Prepared PowerPoint presentation—Part II
 - Blank index cards—5” x 8
 - Blank cards—8” x 10”
 - Prepared wall space
 - Markers for each participant
 - Prepared handouts:
 - Sample health and safety clause for a standard bidding document
 - Monitoring & Evaluation framework

- PREPARATION**
- Post the wall space in a prominent location in the room
 - Place stacks of 5” x 8” cards at each table, along with enough markers for each participant to have one
 - Know the roles of those who are attending
 - Determine whether you want to connect individual roles to specific phases of the project cycle or not
 - Prepare and test the PowerPoint presentation before the session begins

TRAINER TIP

Trainers should review the PowerPoint that accompanies this toolkit and adapt as needed to reflect the project they will be implementing as well as specific requirements by the local Ministry and/or donor agencies.

Activities

Activity I. Clarifying Our Roles (Approximately 45 minutes)

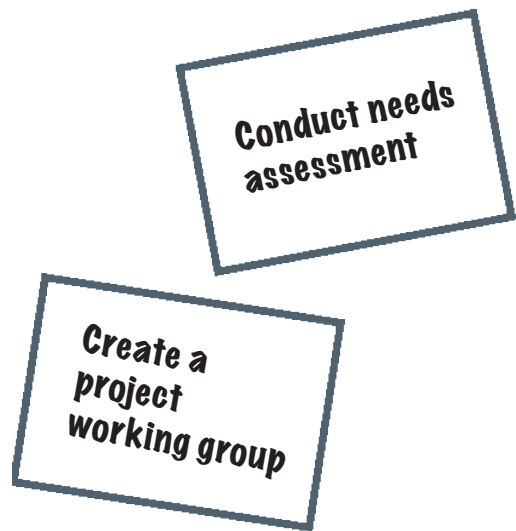
1. WELCOME the group back from the break. Suggest that we have spent the morning exploring the ways that an infrastructure project impacts a local community, looking at the impact of HIV on workers and upon a community, and developing an understanding of the groups we will be working with in our HIV-

education projects. We have also previewed the suggested curricula for these target groups, and reviewed effective IEC materials.

2. SUGGEST that for the rest of the day, we will focus more specifically on the roles and responsibilities of managers and supervisors in this HIV education effort, and we will review the vision and components of The Road to Good Health.
3. INDICATE that this session will attempt to clarify exactly what is expected of you in terms of managing, implementing, measuring, and supporting HIV education campaigns in your projects. HIV education campaign also includes IEC materials such as posters, handouts, brochures, and so on.
4. ASK participants to consider all that we have discussed today up to this point, in the context of their own infrastructure projects. How best might they imagine designing and implementing the HIV education component in their own projects? What would their specific roles and responsibilities be?
5. INVITE participants to take a marker and a stack of cards from the center of their tables. INDICATE that they should use the cards to write down what they believe to be their specific roles and responsibilities in this effort. They should only write one role or responsibility for each card, and they should take care to write large enough for others to see it from far away. Write one sample card as an example and show it to participants.
6. CHECK for participants' understanding of the instructions.
7. ALLOW about 5 minutes for participants to brainstorm on the cards, and circulate among them to ensure that they have understood the task correctly.
8. Next, INVITE the tables to share their cards, and suggest that they remove any duplicate cards. (So, if two people write, "Contract with a local HIV trainer to deliver the sessions," one of the cards can be removed and not brought forward to the next part of the exercise.)
9. ALLOW about 10 minutes for table sharing of the cards.
10. Next, INVITE each table to post all of their cards on the wall space. At this point, you can either say that those who post the cards can do a quick sort while they are up at the wall, or you might just begin to sort the cards yourself.
11. READ and DISCUSS the categories and cards that have been posted. Work with the group to sort them further, and decide together on the final list of roles and responsibilities.

TRAINER TIP

Ask these questions, but do not wait for an answer. Instead, they are for reflection as participants think about what to write on the cards in the next step.



TRAINER TIP

Often, one to three of the participants will begin to sort the cards into groups of similar cards. This can be encouraged as a “quick sort,” and then you can further sort the cards with the group. By the end, you will probably find that you have cards that can group loosely into the following components of the project:

- Assessment
- Project design
- Implementing and supporting the project
- Evaluating the project

Be sure to use a larger card to write these titles and to label the sections.

Activity II. Review of The Road to Good Health (Remainder of the session)

1. Briefly SUMMARIZE the data created on the wall space.
2. INDICATE that we will spend about 20 minutes reviewing the vision and the components of a Road to Good Health project, after which we will compare the information on our wall space with the suggested plans for the project.
3. PRESENT the PowerPoint presentation, pausing to answer any questions and to solicit feedback from the participants throughout the presentation.
4. Following the presentation, COMPARE the information generated on the wall space with the discussion from the PowerPoint. Work with the group to AGREE upon the roles and responsibilities for managers and supervisors, so that the group is clear on what is expected of them when they leave the workshop.
5. For the remainder of the session, REVIEW any resources that participants may need or that will assist them as they begin to implement the HIV education component in their work. This may include language regarding specific requirements, any Terms of Reference, and so forth.
6. SUMMARIZE the session, and invite participants to take a short break.

Session F: Closing

- OBJECTIVES** By the end of this session, participants will be able to:
- Affirm our time together
- TIME** 20-30 minutes
- MATERIALS**
- Prepared flipchart: Head, Heart, Feet
 - Three Post-It notes for each participant (3 different colors)
 - Markers for each participant
- PREPARATION** Prepare the Head, Heart, Feet wall space before the session. Tape three flipcharts together and draw the outline of a person on the paper (or trace someone's body). Be sure to draw a prominent heart on the chest. Post the paper, and roll it up until later in the session.
- Distribute one marker and one of each of the colored Post-Its to each participant.

TRAINER TIP

Note that the Post-It notes from the “Head, Heart, and Feet” exercise can serve as a snapshot assessment for what participants have gotten out of this short workshop.

Activities

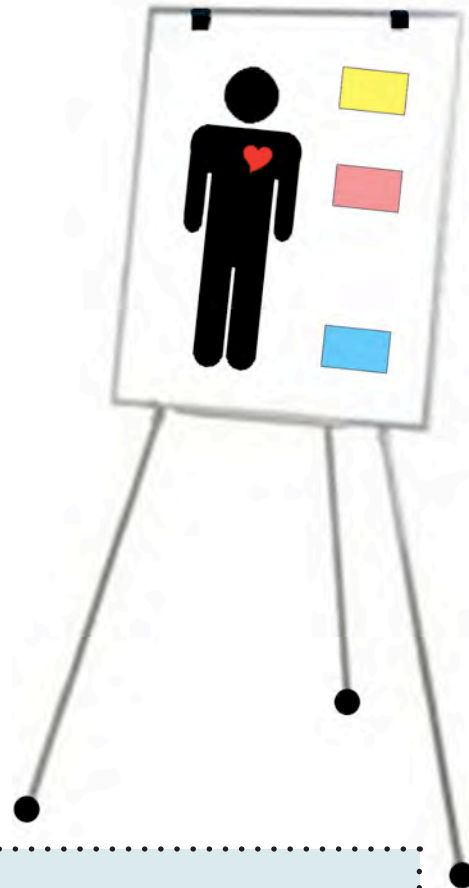
Activity I. Closing—Head, Heart, Feet (15-20 minutes)—Optional

1. SUMMARIZE the sessions, and indicate that we would like to join in a closing exercise to affirm the importance of our time together.
2. UNROLL the “Head, Heart, Feet” flipchart and guide them through the closing exercise as follows.
3. We would like to take an opportunity to reflect upon what we will take away from our time together using this exercise.
4. Point out the head on the flipchart. Ask participants to think about one new thing that they have learned during our sessions. They should write the most important new thing they have learned on the yellow Post-It
5. When all participants seem ready, point to the heart on the flipchart. Ask participants to think about any new feeling, opinion, emotion they may have as a result of our sessions. They should write the most important new feeling, attitude, or emotion on the pink Post-It.
6. When all participants seem ready, point to the feet on the flipchart. Ask participants to write down one thing that they will now do differently as a result of our sessions. They will write this on the blue card.



WORKSHOP FOR MANAGERS AND SUPERVISORS (ONE DAY)

7. When all participants have finished, invite each to come, in turn, to the front of the room. Each should state the new knowledge and then post the yellow card at the head, then state the new attitude or emotion and paste the pink card at the heart, then state what they will do differently, and post the blue card at the feet.
8. Allow all participants to engage in the exercise. Finish the exercise by putting up your own “head, heart, and feet” comments and cards.
9. CLOSE the workshop.



TRAINER TIPS

- Sessions can be shortened or cut if a ½-day workshop is required. Alternatively the workshop could easily be expanded to 1-1/2 or 2 days.
- The PowerPoint is found on a CD Rom in the toolkit sleeve. This will need to be adapted for the specific country context. Country-specific information is available from UNAIDS through country websites or the regional UNAIDS office in Bangkok.
- It is highly likely that there will be little time for a closing at the end of this training day. If that is the case, omit this exercise and instead ask each participant to state the most important thing he or she is taking away from today's sessions. That will take only 5-10 minutes.