

A guide to the manual

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ILOAIDS
Implementing the ILO Code of Practice
on HIV/AIDS and the world of work:
an education and training manual

Introduction: why an ILO manual on HIV/AIDS?

HIV/AIDS is one of the greatest challenges facing the world in the 21st century. It is an emergency of an unprecedented nature.

In the last decade the world of work has been recognized as a key arena where the battle against HIV/AIDS can be fought - and won. The ILO has a unique role to play in view of its expertise, gained over more than eighty years, and its structure - bringing together governments, employers and workers. This manual explains why the world of work is so important and shows how it can respond.

The manual is designed to help the ILO's partners understand the issues and apply the ILO Code of Practice on HIV/AIDS and the world of work, which was adopted in May 2001. The Code is at the core of the ILO's Programme on HIV/AIDS, providing guidance to governments, employers and workers, as well as other stakeholders, on national action plans and workplace policies and programmes to combat HIV/AIDS.

The Code has broad application, and in many cases will be used without the benefit of training or support from ILO offices. This manual is therefore intended as an education and reference document as well as a tool for training, a guide for negotiators, and an aid for all those seeking to promote action to limit the spread and impact of HIV/AIDS in the world of work.

Structure of the manual

The manual is divided into ten sections, including eight independent modules:

- **Guide to the manual** – this section
- **Module 1**
HIV/AIDS: the epidemic and its impact on the world of work

This module describes the spread of the epidemic; how the virus is transmitted; why HIV/AIDS is a workplace issue, and how it affects labour and employment; and the particular strengths of the ILO in contributing to the global response.

- **Module 2**
HIV/AIDS and human rights

Section 4 of the Code of Practice sets out ten key principles that provide the basis for workplace policy on HIV/AIDS. These inform and guide the ILO's rights-based approach and are stressed throughout the manual. Four are discussed in detail in this module: non-discrimination, no screening, confidentiality, and the continuation of the employment relationship.

- **Module 3**
Workplace action through social dialogue: the role of employers, workers and their organizations

This module concentrates on the development and implementation of workplace policies through the process of social dialogue. It establishes the roles of employers' and workers' organizations, and will help the social partners implement Sections 5.2 and 5.3 of the Code in particular.

- **Module 4**

- A legal and policy framework on HIV/AIDS in the world of work: the role of government**

This module is designed to help governments establish a policy and legal framework which promotes and supports action to reduce the spread of HIV/AIDS and to mitigate its impact at the national and local level, as set out in Section 5.1 of the Code. It targets government officials, labour inspectors and officers of employers' and workers' organizations who interact with government - on tripartite bodies, for example.

- **Module 5**

- The gender dimensions of HIV/AIDS and the world of work**

The Code recognizes the importance of gender equality in combating the HIV epidemic. Although gender issues will be addressed throughout the manual, they also need to be set out in a specific module. It must be stressed that this module is about gender, not only about women, and is addressed as much to men as to women.

- **Module 6**

- Workplace programmes for HIV/AIDS prevention**

The Code stresses the importance of prevention - the 'social vaccine'. This module assists employers and workers, their organizations and other partners in implementing effective prevention programmes at the workplace.

- **Module 7**

- Care and support**

The importance of care and support as part of an overall strategy for fighting HIV/AIDS has been receiving growing recognition. This module assists employers and workers, their organizations and other partners in implementing care and support programmes at the workplace. It uses a broad concept of care, which is not only concerned with treatment, and includes a discussion of social protection issues.

- **Module 8**

- HIV/AIDS and the informal economy**

ILO standards of all kinds are easier to apply in larger and formal enterprises, but the Code is intended to apply to all aspects of work, formal and informal. This module discusses how connections with persons working in the informal economy can be strengthened and the Code made relevant to their needs and situation.

- **References and resources**

Sources of information, including selected publications, organizations, and websites.

The manual is not designed to be read like a novel, from cover to cover. Consider it more as a menu: pick out the parts that interest you!

Structure of the modules

Modules contain several types of materials, including:

- presentation of the issues, with particular reference to the world of work and the ILO Code of Practice
- learning activities (group work, role play etc.) - there are never more than two activities to a page so that they can be photocopied (the note at the end of some is for the trainer not the participants, so they should be left off the copies)
- case studies
- extracts, models and samples of legislation, policies and collective agreements
- references.



How to use the manual

This manual is a source of information on HIV/AIDS and the world of work, a reference guide to the ILO Code of Practice and its application in policy development, and a tool for training.

It is ideal to use as a reference when planning a policy or strategy. You can work through the whole book or parts of it on your own, in a meeting or as a team exercise. You can see what other people have done, consider whether it could be adapted to your situation, and follow suggestions.

The main use of the manual will be in education and training. The rest of this module gives guidance on how to use it to provide training for all those in the world of work who wish to take action against HIV/AIDS. The Code of Practice identifies a range of groups with a role in training, including managers, personnel officers, peer educators, workers' representatives, health and safety officers, and labour inspectors. All of these, and others, should find helpful information and learning activities in this manual.

Active learning: methods and activities

The Code notes that "methods should be as interactive as possible". We have tried to follow this advice in the manual, but what do we mean by 'active learning'?

In active learning, participants in education and training programmes are not passive recipients of information. Their own experiences and ideas are recognized as a valuable resource. This requires a new interaction between the facilitator on the one hand and the course participants on the other.

Active learning is centred around the learner, not the trainer. Learning is negotiated and, usually, practical results are sought.

This is especially important in the HIV/AIDS context. Individuals need to change their behaviour. Just knowing how the virus is transmitted is not enough. Acting on that knowledge is crucial. Active learning encourages this kind of change.

Learning activities are suggested throughout this manual, which are designed to assist active learning. These usually involve a role play, discussions, or other group activity, and should take between 45 and 90 minutes. Small groups, as we suggest below, should be no larger than four or five, and may sometimes be smaller - some activities can be done in pairs.

There are more learning activities for each module than you will ever be able to use in one workshop. The wide range of activities allows you to select the ones most useful for the education or training context in which you are working. Some activities are quite general and ask learners to develop policy. Others are more direct, even personal, and ask learners to get involved with the stories of individuals in order to explore attitudes and behaviour issues. It is a good idea to employ a mixture of these in a workshop.

Even in larger groups and plenary sessions there can be active learning; there is no need to fall into the trap of one-way communication. Prepare questions to ask at regular intervals, stop and check that participants are following your line of reasoning, invite comments. The plenary can be broken up for short sessions of group work - just breaking up into pairs for a few minutes is a very effective way of keeping the whole group involved.

Study circles

Study circles are a form of small study group, which examine a topic through informal discussion. They can be organized by peer educators, educators at the workplace, or union activists. They can be used at the workplace, in the community, or in union offices.

The study circle leader does not have to give a lecture or be an expert on the subject. His or her job is to get the discussion going and to help it along. Circles can have the same leader for all of the meetings, or the task can be rotated. The leader may have to do some extra reading, find out more about the local situation, or obtain some background information. Above all, he or she must encourage everyone to participate and promote a democratic atmosphere.

Workshops

A workshop or meeting dedicated exclusively to the topic of HIV/AIDS would probably last a minimum of two days, and requires more resources than a study circle. Suggested programmes and activities are provided in this module - please adapt them to suit your local situation.

- **Case studies**

A situation or scenario is presented, and possible action/responses are suggested and discussed by the participants. An example would be to examine a problem and discuss how national legislation or a workplace policy might be used to deal with it. Case studies can be drawn from workshop members' own experience, press reports, a video or radio extract, or an enterprise's own findings. You will also need relevant national laws and ILO Conventions.

Course members should be allowed to look carefully at the known facts, suggest priorities, and propose solutions. All groups can look at the same case study, and the plenary can then discuss each group's proposals; or each group can select a different case study and report back to the plenary.

- **Role play**

A role play requires a small group to act out a situation, with a short brief prepared for each "actor". Sometimes a role play can present a group situation, for example a union team negotiating with employers (or government), or it may relate to individuals. Observers record the action and report on what they have seen. Since role plays should be fairly short, everyone can take part and play different characters. Each group then reports back to the plenary on the arguments used by each character or team and on how problems have been resolved (or not).

- **Group work**

All workshop participants are divided into small groups (four to five members); this allows maximum participation. Groups can be set a wide range of questions and tasks and can then report back to the whole workshop using flipcharts, photocopied reports, posters or even PowerPoint. Reports can also be made more visual; instead of being in writing, they can take the form of a diagram showing how issues are interconnected. Groups can also be encouraged to draw up their reports in the form of a drama, poem or song.

- **Panel**

Invite a group of outside resource persons to form a panel; each member of the panel makes a short statement on the topic under discussion. A brief debate may be held among panel members, but this needs to be carefully moderated by a chairperson. The audience can then ask questions, make comments, and discuss the issues presented.

- **Field trip**

This can be a visit to a workplace, organization or community to gain first-hand experience of the impact of HIV/AIDS and responses to the epidemic. A field trip needs to be carefully prepared. Participants should be provided in advance with background information on the site. A person with first-hand experience of the site should be available to brief participants and accompany them on the field trip. Part of the preparations should include drawing up a checklist which can be used for on-site observation. After the visit, the checklists can be used in small groups for drawing up the group reports for presentation to the plenary.

Starting and finishing a workshop

There are a number of standard activities which are normally used at the beginning and towards the end of each workshop. These are:

- introductions - at the beginning, to break the ice and help participants get to know one another
- action planning ('What next?') - towards the end
- evaluation - at the end of the workshop.

You can vary these slightly, according to the type of group and the length and subject of the workshop.

Activity: Introduction and workshop aims

AIMS To help us find out more about each other and to discuss aims for the workshop

TASK Sit next to somebody you don't know. Talk to each other for 5 minutes before introducing each other to the rest of the workshop

Try to find out the following about your partner:

- name
- job and workplace
- experience, if any, of the issue of HIV/AIDS
- what he/she hopes to achieve from attending this workshop.

Activity: What next?

AIM To draw up an action plan for following up the workshop

TASK Look back over what you have discussed in this workshop. Think about the steps you are going to take when you return to your workplace. Draw up an action plan using the following format:

Personal action plan on HIV/AIDS

What am I going to do?

What is the timetable? (When shall I do it?)

Who else do I need to involve?

Activity: Reviewing the workshop

AIM To help us to evaluate the workshop

TASK In your groups, prepare a report on what you think of the workshop.

Did it meet its stated objectives and your own expectations?

What was the most useful part of the workshop?

What was the least useful part of the workshop?

What improvements would you suggest for future workshops on HIV/AIDS and the world of work?

Sample programmes

We now suggest how you can use the learning activities set out in each module for a number of different programmes with a range of groups. But they are only suggestions - you will find that you are organizing or conducting courses for different groups in different circumstances. We encourage you to adapt and use these sample programmes according to your situation and needs. For example, you may wish to replace some of the learning activities with panel discussions or a presentation by a resource person.

A workshop to raise awareness on HIV/AIDS and the world of work

Target group: Representatives from workers' and employers' organizations and/or government officials - with little previous knowledge or experience of the issues.

Aim of the workshop: To help participants understand the seriousness of HIV/AIDS as a global problem and its particular impact on the world of work, as well as the potential of the workplace as a location where the disease can be fought.

This workshop would use materials and activities from all modules.

Approx. timings	Day 1	Day 2	Day 3
09:30-10:00	Welcome to workshop	Learning activity 1 from Module 5: <i>Tackling embarrassment</i>	Learning activity 7 from Module 3: <i>Drawing up a workplace agreement</i>
10:00-10:30	Paired introductions		
10:45-12:00	Learning activity 1 from Module 1: <i>HIV/AIDS and the workplace: fact and fiction</i>	Learning activity 5 from Module 5: <i>Gender dimensions of HIV/AIDS</i>	Learning activity 5 from Module 8: <i>Supporting the informal economy</i>
<i>Lunch break</i>			
13:15-14:30	Learning activity 4 from Module 1: <i>HIV/AIDS and its impact at work</i>	Learning activity 12 from Module 6: <i>Learning from experience</i>	What next? Action planning
14:30-16:00	Learning activity 6 from Module 2: <i>Ravi's story</i>	Learning activity 4 from Module 7: <i>Improving current practice</i>	Evaluation

A workshop for trade union officials and workers' representatives

Target group: Office bearers and full-time officers of workers' organizations.

Aim of the workshop: To develop a trade union policy on HIV/AIDS and an action plan for implementation.

Workshop for trade union officials

Approx. timings	Day 1	Day 2	Day 3
09:30-10:00	Welcome to workshop	Learning activity 1 from Module 5: <i>Tackling embarrassment</i>	Learning activity 5 from Module 3: <i>Workplace policies/agreements</i>
10:00-10:30	Paired introductions		
10:45-12:00	Learning activity 2 from Module 1: <i>Dealing with fears about HIV/AIDS at work</i>	Learning activity 5 from Module 5: <i>Gender dimensions of HIV/AIDS</i>	Learning activity 7 from Module 3: <i>Drawing up a workplace agreement</i>
Lunch break			
13:15-14:30	Learning activity 3 from Module 3: <i>Trade union action against HIV/AIDS</i>	Learning activity 3 from Module 6: <i>Getting the message across</i>	What next? Action planning
14:30-16:00	Learning activity 4 from Module 3: <i>Developing a trade union policy</i>	Learning activity 3 from Module 7: <i>What unions need to do</i>	Evaluation

A workshop for employers

Target group: Officers of employers' organizations, employers themselves, managers and relevant staff from enterprises.

Aim of the workshop: To promote the development of policies on HIV/AIDS by employers' organizations and to help enterprises to understand and apply the Code of Practice.

Workshop for employers and their organizations

Approx. timings	Day 1	Day 2	Day 3
09:30-10:00	Welcome to workshop	Learning activity 9 from Module 2: <i>Applying the Code at the workplace</i>	Learning activity 1 or 2 from Module 3: <i>Employers' action against HIV/AIDS</i>
10:00-10:30	Paired introductions		
10:45-12:00	Learning activity 1 from Module 1: <i>HIV/AIDS and the workplace: fact and fiction</i>	Learning activity 8 from Module 5: <i>Educating workers</i>	Learning activity 7 from Module 3: <i>Drawing up a workplace agreement</i>
Lunch break			
13:15-14:30	Learning activity 4 from Module 1: <i>HIV/AIDS and its impact at work</i> OR Learning activity 3 from Module 1: <i>Planning for HIV/AIDS in the enterprise</i>	Learning activity 7 from Module 6: <i>Talking about risk</i>	What next? Action planning
14:30-16:00	Learning activity 7 from Module 2: <i>Mary needs help</i>	Learning activity 1 from Module 7: <i>Creating a caring workplace</i>	Evaluation

A workshop on the use of social dialogue to negotiate and implement a workplace policy

Target group: Employer and worker representatives who are involved in negotiating at industry or enterprise level.

Aim of the workshop: To promote the development and implementation of workplace policies on HIV/AIDS.

Note: This programme begins by establishing certain key principles and includes a session which examines the legislation of the country in question, since, whatever the agreement reached on workplace policy, it must be consistent with the law.

Workshop for employers and workers

Approx. timings	Day 1	Day 2	Day 3
09:30-10:00	Welcome to workshop	Learning activity 1 from Module 2: <i>Human rights and the law</i>	Learning activity 1 from Module 3: <i>Employers' action against HIV/AIDS</i> OR Learning activity 3 from Module 3: <i>Trade union action against HIV/AIDS</i> Get employers to report to unions and vice versa.
10:00-10:30	Paired introductions		
10:45-12:00	Learning activity 1 from Module 1: <i>HIV/AIDS and the workplace: fact and fiction</i>	Learning activity 1 from Module 6: <i>What needs to be done</i>	Learning activity 7 from Module 3: <i>Drawing a workplace agreement</i>
Lunch break			
13:15-14:30	Learning activity 4 from Module 1: <i>HIV/AIDS and its impact at work</i> OR Learning activity 3 from Module 1: <i>Planning for HIV/AIDS in the enterprise</i>	Learning activity 1 from Module 7: <i>Creating a caring workplace</i>	What next? Action planning
14:30-16:00	Learning activity 9 from Module 2: <i>Applying the Code at the workplace</i>	Learning activity 8 from Module 5: <i>Educating workers</i>	Evaluation

A workshop on gender and HIV/AIDS

Target group: Government officials from labour departments, employers and trade union officers.

Aim of the workshop: To ensure that policies and programmes on HIV/AIDS include gender issues and promote equality.

A workshop on gender and HIV/AIDS

Approx. timings	Day 1	Day 2	Day 3
09:30-10:00	Welcome to workshop	Learning activity 7 from Module 2: <i>Mary needs help</i>	Learning activity 8 from Module 7: <i>Supporting families affected by HIV/AIDS</i>
10:00-10:30	Paired introductions		
10:45-12:00	Learning activity 1 from Module 5: <i>Tackling embarrassment</i>	Learning activity 7 from Module 4: <i>Gender and national HIV/AIDS law</i>	Learning activity 5 from Module 8: <i>Supporting the informal economy</i> Note the last question.
<i>Lunch break</i>			
13:15-14:30	Learning activity 5 from Module 5: <i>Gender dimensions of HIV/AIDS</i>	Learning activity 4 from Module 6: <i>Fear, anger and information...</i>	What next? Action planning
14:30-16:00	Learning activity 2 from Module 2: <i>Rights in ILO Conventions</i> Focus especially on Convention 111.	Learning activity 8 from Module 5: <i>Educating workers</i>	Evaluation

A workshop for labour inspectors

Target group: Labour inspectors who are relatively new to the issue of HIV/AIDS.

Aim of the workshop: To integrate the application of provisions on HIV/AIDS into the work of labour inspectors.

Workshop for labour inspectors

Approx. timings	Day 1	Day 2	Day 3
09:30-10:00	Welcome to workshop	Learning activity 6 from Module 2: <i>Ravi's story</i>	Learning activity 5 from Module 4: <i>Labour inspectors and HIV/AIDS</i> It is suggested that this activity be allowed to take all morning in order to allow inspectors to work out the full implications of the issue for their work.
10:00-10:30	Paired introductions		
10:45-12:00	Learning activity 1 from Module 1: <i>HIV/AIDS and the workplace: fact and fiction</i>	Learning activity 7 from Module 3: <i>Drawing up a workplace agreement</i>	
Lunch break			
13:15-14:30	Learning activity 3 from Module 1: <i>Planning for HIV/AIDS in the enterprise</i>	Learning activity 1 from Module 4: <i>Planning government strategy</i>	What next? Action planning
14:30-16:00	Learning activity 1 from Module 2: <i>Human rights and the law</i>	Learning activity 5 from Module 5: <i>Gender dimensions of HIV/AIDS</i>	Evaluation

A workshop for labour court officials

Target group: Judges, magistrates, lawyers and other staff in labour courts and industrial tribunals, relatively new to the issue of HIV/AIDS.

Aim of the workshop: To equip labour court officials with the necessary knowledge of HIV/AIDS to handle cases involving HIV status and/or to contribute to the review and reform of labour legislation in response to HIV/AIDS.

Workshop for labour court officials

Approx. timings	Day 1	Day 2
09:30-10:00	Welcome to workshop	Learning activity 4 from Module 4: <i>Comparing the law</i>
10:00-10:30	Paired introductions	
10:45-12:00	Learning activity 1 from Module 1: <i>HIV/AIDS and the workplace: fact and fiction</i>	Learning activity 6 from Module 2: <i>Ravi's story</i>
<i>Lunch break</i>		
13:15-14:30	Learning activity 2 from Module 2: <i>Rights in ILO Conventions</i>	Learning activity 5 from Module 5: <i>Gender dimensions of HIV/AIDS</i>
14:30-16:00	Learning activity 1 from Module 2: <i>Human rights and the law</i>	Evaluation

A study circle for employees

Target group: Employees from one or several workplaces.

Aim of the study circle: To raise awareness of HIV/AIDS and its implications at the workplace, and to develop union and/or workplace policy on the issue. The study circle may be sponsored by the union or employer. It can take place at the workplace or in the community.

How the study circle works

The study circle is democracy in practice. Every member is equal. The circle has a leader, who is one of the group - an example of peer education. He or she has had some training in how to conduct the study circle meeting.

The idea is that everyone should contribute to the debate. A discussion is organized in small groups, which then report back to the rest of the study circle. There is no 'right' or 'wrong' answer. The study circle usually meets once a week for at least ten weeks, for two hours or more. The study circle leader introduces the subject, and participants are then asked to put forward their own ideas and experience. This is most important - participation is what study circles are all about.

There are a few simple rules for study circles:

- Do listen to other people
- Do treat other members of the circle with respect
- Do not interrupt each other
- Do not gossip
- Do stick to the subject
- Do not leave half way through a meeting

Suggested programme for a ten-meeting study circle programme

Meeting	Topic	Comment
1	Paired introductions Myths/facts about HIV and AIDS: <i>How HIV is and is not spread</i>	It is useful to establish what people already know and understand about HIV/AIDS. A possible activity is set out below.
2	Learning activity 6 from Module 1: <i>HIV/AIDS and the union</i>	If the study circle is not sponsored by the union, substitute Learning activity 2 from Module 1: <i>Dealing with fears about HIV/AIDS at work</i>
3	Learning activity 6 from Module 2: <i>Ravi's story</i>	Study circle members should be encouraged to identify with Ravi. Ask them to think about times when they have felt they have been treated unfairly.
4	Learning activity 11 from Module 6: <i>Prevention in the community</i>	
5	Learning activity 8 from Module 7: <i>Supporting families affected by HIV/AIDS</i>	It would be helpful to have a short review of the first five meetings of the study circle at this point. Use an adapted version of the evaluation activity.
6	Learning activity 1 from Module 7: <i>Creating a caring workplace</i>	
7	Learning activity 1 from Module 5: <i>Tackling embarrassment</i>	By this time the group should feel confident enough to tackle this activity.
8	Learning activity 5 from Module 5: <i>Gender dimensions of HIV/AIDS</i>	
9	Learning activity 1 from Module 1: <i>HIV/AIDS and the workplace: fact and fiction</i>	This would normally be held at the beginning of a course. The purpose of placing it at the end of this programme is to assess to what extent the study circle members have changed their views on the issue.
10	Action plan Evaluation	It is very important that individual study circle members talk about ways in which they are going to make a personal commitment to action - e.g. making changes in their own behaviour, becoming peer educators, starting/joining a workplace committee, supporting a community activity, etc.

How HIV is and is not spread

AIMS To clarify how the disease is spread

TASK Work with your neighbour, in pairs. Discuss all the ways you think that HIV/AIDS can be spread. Exchange your list with the next pair. Put a tick where you think the other group is right, a cross where they are wrong, and then display the chart for everyone to see.

Including AIDS issues in other programmes

It is not necessary to treat HIV/AIDS as a separate topic in education programmes. In fact an important goal for the ILO and its constituents is to integrate a component on HIV/AIDS into every training course and major meeting. These could include:

- basic information on HIV/AIDS, and why it is a labour and development issue
- labour standards and HIV/AIDS
- safety and health at work
- gender aspects of HIV/AIDS.

Here are some suggestions.

A general module on HIV/AIDS

It will be difficult to cover HIV/AIDS as a workplace issue in a few hours. However, it is not unusual to be offered a “slot” on a longer course dealing with other issues. If you are given this opportunity, we suggest the following.

Suggested learning activity	Notes
Learning activity 1 from Module 1: <i>HIV/AIDS and the workplace: fact and fiction</i>	Try to keep this short - maybe turn it into a “brainstorm” session, where, instead of small groups, you keep the discussion in plenary, asking questions and encouraging inputs from all - but make sure that everyone gets the opportunity to make a contribution.
Learning activity 4 from Module 1: <i>HIV/AIDS and its impact at work</i>	You may need to help with examples, case studies and data on the extent of HIV/AIDS in your country.
If it is a trade union course... Learning activity 5 from Module 1: <i>HIV/AIDS and union policy</i>	On a joint course, employers and trade unions could be split up into their respective groups for discussion, but then report back to a plenary - building mutual understanding between the two groups.
If it is a course for employers... Learning activity 3 from Module 1: <i>Planning for HIV/AIDS in the enterprise</i>	
What next? Action planning.	Try to get a commitment from participants to some sort of follow-up on the issue.

Labour standards

There is a comprehensive training package available from the ILO in hard copy, on CD-ROM and on the Internet: *International Labour Standards: A Trade Union Training Guide, 1998*. Although written originally for trade unionists, it deals comprehensively with all aspects of labour standards.

In a longer course on international labour standards, you could use some of the activities from Module 2 of the manual, HIV/AIDS and human rights.

Suggested learning activity	Notes
Activity 2: <i>Rights in ILO Conventions</i>	This is designed to get course members to look at the core standards. Convention 111 is discussed in the text, but you can explore the relevance of all the eight core conventions to HIV/AIDS.
Activity 6: <i>Ravi's story</i>	In this activity, the link between ILSs and the human rights principles of Section 4 of the Code of Practice can be made clearer. The question could be re-phrased: "Which of the rights contained in the ILO's fundamental Conventions and in the ILO Code was Ravi denied?"

Safety and health at work

An input on HIV/AIDS could be made on courses on safety and health at work, whether for labour inspectors, employers or workers.

Suggested learning activity	Notes
Learning activity 2 from Module 1: <i>Dealing with fears about HIV/AIDS at work</i>	Most of the fears discussed in this activity arise from misunderstanding about the virus and how it is transmitted. In some workplaces, persons dealing with safety and health at work may well be the "front line" of efforts to counter myths about the virus.
Learning activity 5 from Module 6: <i>Universal precautions</i>	A workshop or course on safety and health at work for the health services would need more detailed treatment of the universal precautions. Participants could be asked to discuss the precautions and their application in depth, or other health and safety measures at their workplace/in the health system. A useful publication is ' <i>Reducing the impact of HIV/AIDS on nursing and midwifery personnel</i> ' from the International Council of Nurses.
What next? Action planning	Try to get a commitment from participants to some sort of follow-up on the issue.

Gender

Employers' and workers' organizations, as well as different government agencies, may be delivering a wide range of courses dealing with aspects of gender, gender equality, and women's rights. The ILO's *Women Workers' Rights, a modular training package*, 1994, is useful. The ILO's Gender Promotion Programme (GENPROM) has many other resources.

A short module on HIV/AIDS within a larger workshop on gender could include some or all of the following.

Suggested learning activity	Notes
Learning activity 5 from Module 5: <i>Gender dimensions of HIV/AIDS</i>	This helps to emphasize the vulnerabilities of women and the need for special measures to protect and empower them.
Learning activity 4 from Module 6: <i>Fear, anger and information</i>	Not gender-specific, but it raises many issues.
Learning activity 1 from Module 5: <i>Tackling embarrassment</i>	Only use this activity if the group has been working well for at least a few days - the educator responsible for the whole course should be able to advise, and you must have carried out at least one activity with them to build up confidence.
Learning activity 10 from Module 2: <i>Rights don't stop at the factory gate</i>	Again, this activity requires some sensitivity. It is particularly suitable for a trade union group.

Planning your own workshop

Whatever course you're organizing, you can use this basic planning form. It can be lengthened or shortened. You will have seen from the sample programmes that you can use learning activities from across the whole manual. Select a mixture.

You can also modify activities or write your own.

Target group :		Aims:	
Approx. timings	Day 1	Day 2	Day 3
09:30-10:00	Welcome to workshop		
10:00-10:30	Introductions		
10:45-12:00			
<i>Lunch break</i>			
13:15-14:30			Action planning
14:30-16:00			Evaluation

It's over to you

The manual is for you. Please do not feel you have to follow it rigidly. Adapt it. Use it to develop new learning activities and new education programmes. If you do, please send copies to ILO/AIDS.

Do remember the following points:

The purpose of the Code, and of this manual and your using it, is to bring about change. If people attend a workshop, or just read the manual, and nothing happens, that is a failure and a lost opportunity.

To fight HIV/AIDS, we need to change what individuals think, even what they feel, about sensitive issues such as the relations between men and women, and sexuality.

We also need to change what we do and talk about at the workplace - which means employers and trade unions changing too.

This kind of change cannot be measured in a workshop. So, although we have suggested finishing workshops with an evaluation activity, the real evaluation comes later - months later. In following up the results of workshops, say six and twelve months later, we should ask: have any workplace policies or agreements been developed? Is there a condom distribution facility? 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 as a result of using this manual, small steps will have been taken to fight one of the greatest challenges of this century.

Good luck!

Glossary of terms used

HIV: the Human Immunodeficiency Virus, a virus that weakens the body's immune system, ultimately causing AIDS.

Affected persons: persons whose lives are changed in any way by HIV/AIDS due to infection and/or the broader impact of this epidemic.

AIDS: the Acquired Immune Deficiency Syndrome, a cluster of medical conditions, often referred to as opportunistic infections and cancers and for which, to date, there is no cure.

Antiretroviral drugs: substances used to kill or inhibit the multiplication of retroviruses such as HIV.

CEO: the chief executive officer of a company or corporation (private or public).

Discrimination is used in accordance with the definition given in the Discrimination (Employment and Occupation) Convention, 1958 (No. 111), to include HIV status. It also includes discrimination on the basis of a worker's perceived HIV status, including discrimination on the ground of sexual orientation.

Persons with disabilities is used in accordance with the definition given in the Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159), namely individuals whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical or mental impairment.

Employer: a person or organization employing workers under a written or verbal contract of employment which establishes the rights and duties of both parties, in accordance with national law and practice. Governments, public authorities, private enterprises and individuals may be employers.

Microbicide: an agent (e.g. a chemical or antibiotic) that destroys microbes. Research is being carried out to evaluate the use of rectal and vaginal microbicides to inhibit the transmission of sexually transmitted diseases, including HIV.

Occupational health services (OHS) is used in accordance with the description given in the Occupational Health Services Convention, 1985 (No. 161), namely health services which have an essentially preventative function and which are responsible for advising the employer, as well as workers and their represen-

tatives, on the requirements for establishing and maintaining a safe and healthy working environment and work methods to facilitate optimal physical and mental health in relation to work. The OHS also provide advice on the adaptation of work to the capabilities of workers in the light of their physical and mental health.

Opportunistic infections: illnesses caused by various organisms, some of which may not cause disease in persons with normal immune systems. Opportunistic infections common in persons diagnosed with AIDS include Pneumocystis carinii pneumonia; Kaposi's Sarcoma; cryptosporidiosis; histoplasmosis; other parasitic, viral, and fungal infections; and some types of cancers.

Reasonable accommodation: any modification or adjustment to a job or to the workplace that is reasonably practicable and will enable a person living with HIV or AIDS to have access to or participate or advance in employment.

Retrovirus: a type of virus that, when not infecting a cell, stores its genetic information on a single-stranded RNA molecule instead of the more usual double-stranded DNA. HIV is an example of a retrovirus.

Screening: measures whether direct (HIV testing), indirect (assessment of risk-taking behaviour) or asking questions about tests already taken or about medication, designed to establish HIV status.

Sex and gender: there are both biological and social differences between men and women. The term "sex" refers to biologically determined differences, while the term "gender" refers to differences in social roles and relations between men and women (see Module 5).

STI: sexually transmitted infection, which includes, among others, syphilis, chancroid, chlamydia, gonorrhoea. It also includes conditions commonly known as sexually transmitted diseases (STDs).

Termination of employment has the meaning attributed in the Termination of Employment Convention, 1982 (No. 158), namely dismissal at the initiative of the employer.

Tripartite: is the term used to describe equal participation and representation of governments and employers' and workers'

organizations in bodies both inside the ILO and at the national, sector and enterprise levels.

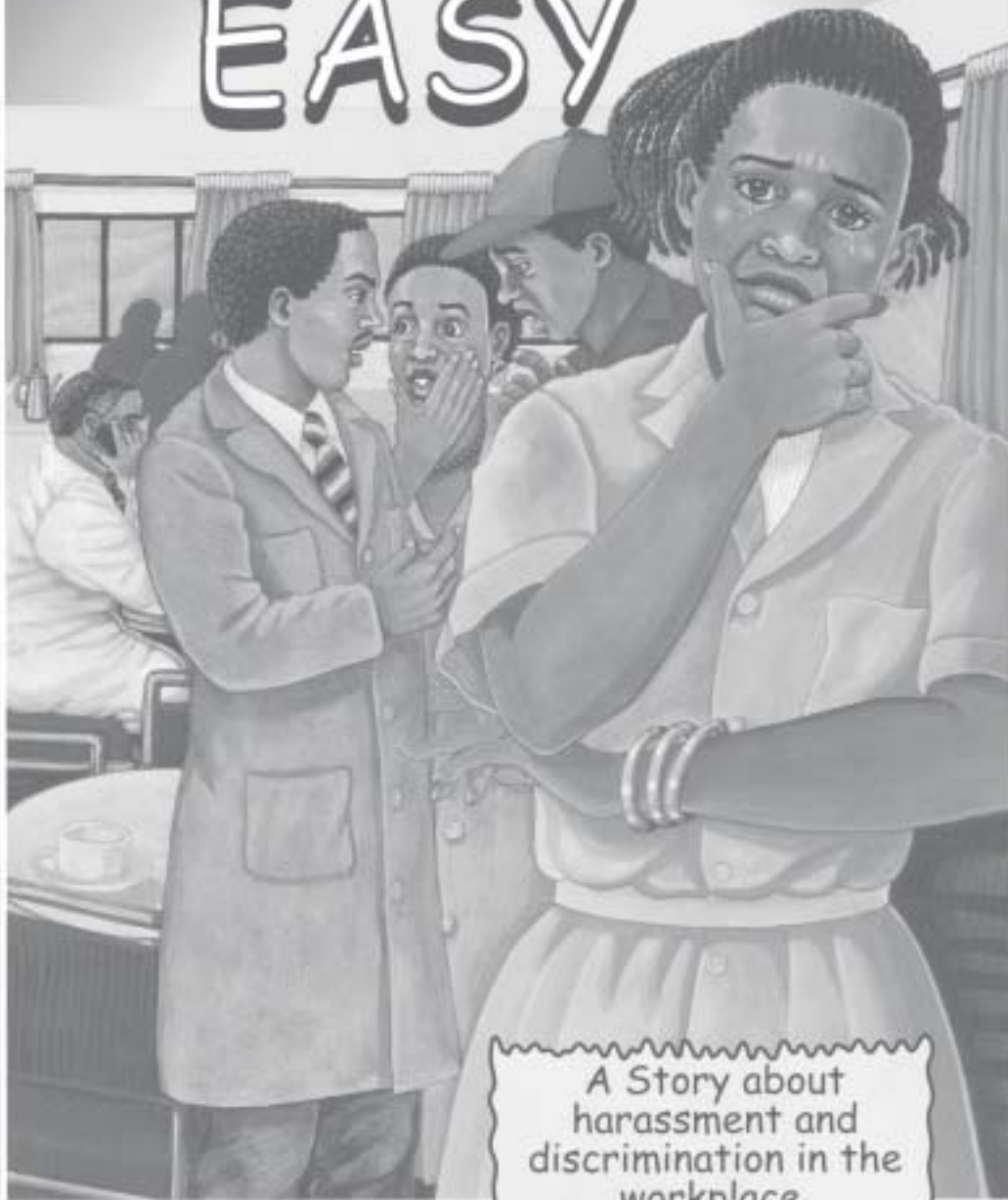
Universal Precautions are a simple standard of infection control practice to be used to minimize the risk of blood-borne pathogens (see full explanation in Appendix II).

Workers' representatives, in accordance with the Workers' Representatives Convention, 1971 (No. 135), are persons recognized as such by national law or practice whether they are:

(a) trade union representatives, namely, representatives designated or elected by trade unions or by members of such unions; or
(b) elected representatives, namely, representatives who are freely elected by the workers of the undertaking in accordance with provisions of national laws or regulations or of collective agreements and whose functions do not include activities which are recognized as the exclusive prerogative of trade unions in the country concerned.

Vulnerability refers to socio-economic disempowerment and cultural context, work situations that make workers more susceptible to the risk of infection and situations which put children at greater risk of being involved in child labour (for more detail see Appendix I of the Code).

IT'S NOT EASY



A Story about
harassment and
discrimination in the
workplace.