

Toolkit for Trade Unions on HIV and AIDS

Booklet 4:

Trade union education and
training on HIV and AIDS

ILO Bureau for
Workers' Activities (ACTRAV)

INTERNATIONAL
LABOUR ORGANIZATION,
GENEVA

A major component of trade union action on HIV/AIDS is building the capacity of members through education and training. Such a programme, including the training of trainers, peer educators and focal persons, should be *for* trade unionists and workers and be delivered and organized *by* trade unions. Some unions obtain specific services from NGOs, but the union remains responsible for content and oversees the process.

Section 6 of the ILO Code of practice, *Prevention through information and education*, emphasizes the importance of education for prevention, noting that “methods should be as interactive as possible”. Section 7 of the Code provides detailed guidance on training.

This booklet provides advice on designing and implementing a programme to deliver education and training – why do we use both words? Is there a difference between the two?

Both words can be used to mean the same thing, but this toolkit’s approach is a simple one: it takes education to mean gaining knowledge and understanding, and training to mean gaining skills. Some trade unions have education programmes and some have training programmes – these cover a range of issues, not just HIV/AIDS. In almost all cases, however, they aim to achieve both knowledge and skills – this is our aim too, though we often use just ‘training’ for the sake of simplicity.

CONTENTS

1. AN EDUCATION AND TRAINING PLAN ON HIV/AIDS	4
1.1 Checklist: planning a learning activity	5
1.2 Setting aims and objectives	5
1.3 Who is the audience?	6
1.4 Planning the programme	9
1.5 Sample programmes and invitation letter	11
1.6 Who should deliver the training and where should it take place?	15
1.7 Peer education	15
1.8 Practical preparations: reminder	16
2. STARTING AND FINISHING A WORKSHOP	18
3. ACTIVE LEARNING METHODS	22
3.1 Using questions	22
3.2 Types of activity	23
3.3 Group work checklist	25
Annex: Round-up of methods and techniques	27

1. AN EDUCATION AND TRAINING PLAN ON HIV/AIDS

Developing a training plan for your trade union is a big task. It's best developed over a period of time by a group of experienced educators with the help of the national education committee. Your plan should include:

- ▶ what issues the training should cover;
- ▶ provisions for follow-up;
- ▶ and how you intend to evaluate the use and impact of the training.

You may find the chart below useful in thinking about your training plan. It may also be useful to refer to section 7 of the ILO Code of practice.

Target group[s]	Aims of training	Forms of training	Follow-up	How to evaluate

1.1 Checklist: planning a learning activity

- ✓ What is the principal aim of the activity?
- ✓ Who is it for?
- ✓ How will you ensure that participation is gender-balanced?
- ✓ What are the specific learning objectives (how will the knowledge, skills, attitudes or behaviour of participants be changed as a result of the activity)?
- ✓ What will you ask people to do as a result of it?
- ✓ How will you evaluate whether the aims and objectives have been met?
- ✓ Who will deliver it? (will you invite external resource persons?)
- ✓ How much time will it take?
- ✓ Where will it take place?
- ✓ What information and materials will need to be prepared in advance?
- ✓ What is the budget?
- ✓ What are the sources of funding?
- ✓ How will you follow it up, in terms of maintaining contact with and among participants (even at distance), providing support, encouraging information-sharing, arranging additional activities?

1.2 Setting aims and objectives

Every training workshop or course needs to have an overall aim and a set of specific learning objectives.

Aims and objectives are important because:

- ▶ They give participants a clear idea of what they will learn, why, and how it will be used. If the process is transparent and participants understand why they are doing something, they are usually more motivated and enjoy participating.
- ▶ They reassure participants that the course is well-organized, that the trainers are competent and experienced, and they help build trust.
- ▶ They help with evaluating a course. At the end of a course, you can refer back to the aims and objectives and ask, “Were the course aims met?” “Have the participants acquired the knowledge and skills that were set out in the learning objectives?”
- ▶ They encourage democracy in our education programmes. It is important to create an atmosphere that promotes discussion and collective responsibility for achieving common goals. Aims and objectives can be discussed at the beginning of the course

and amended if necessary. If they are formally agreed by the group, it becomes more difficult for individuals to deviate or follow their own personal agendas.

The course aim or aims should be general and related to wider union goals. For example:

- ▶ The aim of this workshop is to strengthen collective agreements on HIV/AIDS.
- ▶ The aim of this training course is to review the union's policy on HIV/AIDS to make it more gender-sensitive.
- ▶ The aim of this workshop is to help employers' and workers' organizations plan a joint project application to the Global Fund.

Learning objectives

The learning objectives are more specific and relate to the knowledge and skills that the learners will have gained by the end of the training course. Note that knowledge is only one potential learning objective of a course: changing attitudes and behaviour can be just as important, as well as helping participants get new skills.

For example:

- ▶ By the end of this course participants will be able to:
 - Understand and use the ILO *Code of practice on HIV/AIDS and the world of work*
 - Identify the most important components of a collective agreement on HIV/AIDS
 - Prepare a draft collective agreement
 - Implement a collective bargaining strategy for their workplace.

The training course needs to be designed to achieve the learning objectives, which are established on the basis of assessing and understanding the needs of the union in general and the target audiences in particular.

1.3 Who is the audience?

The key to effective communications of all sorts is to know your audience – who they are, what they know and what they need to know and to do. You will find more suggestions below about getting to know your learners, but you should ensure that the objectives of the course match the needs and the capacities of the audience, and that you select participants carefully.

Section 7 of the ILO Code of practice is entirely about training and lists these target groups:

- ▶ Managers, supervisors and personnel officers
- ▶ Peer educators
- ▶ Workers' representatives
- ▶ Health and safety officers
- ▶ Factory/labour inspectors
- ▶ Workers who come into contact with human blood and other body fluids.

The main purpose is to make sure that all key personnel, including those with management responsibility, understand and apply the HIV/AIDS policy and programme at their particular workplace. Unions won't themselves be running activities for all these groups, but can negotiate for their inclusion in workplace programmes.

The selection of participants for a particular workshop will depend upon what you are trying to achieve. This booklet focuses on information and training for and by trade unionists and workers. However, unions may also want to promote social dialogue, including collective bargaining, with employers and their organizations, and include government for tripartite activities.

A number of different target groups can be identified, for example:

Level	Target audience	What do they need to know or do?	Comment
National	Trade union leaders - national officials, office bearers, employer and government counterparts Members of HIV/AIDS Committee at national centre	Understand the impact of HIV on the world of work & the importance of workplace responses; develop/ revise national policies/ laws; advocate for workplace in AIDS plans. Have knowledge/ skills to carry out Committee responsibilities	It's difficult to offer training to leaders & for them to make time – think of adding a session or half day to some of the meetings they have to attend anyway
Sector-specific	National and industry TU leaders & reps	Develop policies/ framework agreements for sectors & industries which include HIV/AIDS	If the enterprise is a large national enterprise - say a railway system, then there is some overlap with the national level
Workplace or enterprise	Workers' representatives (shop stewards etc);	Negotiate collective agreement or workplace policy which include HIV/AIDS	
Workplace or enterprise	Peer educators, HIV/AIDS focal persons, members of HIV/AIDS Committee	Communicate key messages about HIV prevention, provide info on local services & offer care & support to fellow workers	

Workplace or enterprise	Members & workers (who may not be union members)	Understand & act on key messages about prevention and stigma	
Community	Family members, youth, workers in the informal economy, most-at-risk and vulnerable groups, suppliers and service providers	Understand & act on key messages about prevention and stigma	TU representatives and educators can help the workplace reach out to the local community to raise awareness and share resources – groups to work with might include, migrant and mobile workers, domestic workers, child labour, sex workers and their clients

Understanding your learners

It's not enough to choose a target group - you need to think about who your learners are. This is important because if a facilitator is able to 'start from where the student is at' (that is, have some understanding of their characteristics and situation), then this will make for a better training course.

Try thinking about the learners:

- ▶ Who are they?
- ▶ How might they feel about learning, the learning environment, the facilitator ..?
- ▶ How might they feel about HIV/AIDS?

The learners may be:

- ▶ women or men
- ▶ young, middle-aged or old
- ▶ worried about their HIV status, or not - they may not know their status or they may be HIV-positive and have told others, or not.

They may be from a wide range of cultural, linguistic and ethnic backgrounds.

They may have:

- ▶ no, a little or a lot of education
- ▶ bad, indifferent or good experiences of education.

How your learner feels about learning often depends on the experiences they have had earlier in their lives (usually at school), bad as well as good! At school and in many educational settings, teaching tends to be 'top-down' and encourages the passive receiving of information or ideas. However successful training takes a co-operative approach and builds a learning

relationship that is based on partnership and exchange. The participants have much to contribute as well, and the more actively they participate the more they learn and understand.

As you work with your learners you will get to know them as individuals with diverse needs, experiences and attitudes. They may also be very different from you.



Group work at HIV/AIDS course, ILO International Training Centre, Turin

1.4 Planning the programme

The course or workshop needs to be broken down into days (if it is lasting longer than one day) and each day into sessions lasting not more than two hours. The course planning chart shows how to do this.

Course planning chart			
Approximate timing	Day 1	Day 2	Day 3
09.30-10.00	Welcome to workshop		
10.00 -10.30	Introductions		
10.45-12.00			
LUNCH BREAK			
13.15-14.45			Action planning
14.30-16.00			Evaluation

The logic of each day, and the course as a whole, should follow the sequence:

- ▶ Analysing/defining the situation/problem
- ▶ Reviewing relevant information
- ▶ Discussing and agreeing action

The sequence is sometimes summed up by the initials P- I- P: problem - information - plan.

Let's see how this would work in practice, using the example of a workshop about the HIV/AIDS discrimination, with particular reference to the world of work. You might decide to spend the first day discussing 'Protecting workers' rights and opposing discrimination in the context of HIV/AIDS'.

An initial activity might be to discuss attitudes towards certain groups, for example people living with HIV or men who have sex with men. One way to do this is to pose a series of statements and ask people to agree or disagree with each one. This starts to define the problem. Another activity might be to look at some case studies, or a story told from the point of view of individuals who have suffered discriminated because of their HIV status. An example of this is *Ravi's Story* from *Implementing the ILO Code of Practice on HIV/AIDS in the world of work: an education and training manual* (page 18, module 2).

Having explored the problem or situation, you would then move on to identify and analyse available information. An activity could be to compare the key principles of the ILO *code of practice* with labour legislation (where it includes HIV) or a national/ workplace policy on HIV/AIDS.

Finally, one or more activities could begin to develop practical action plans for the union and for each participant in his or her capacity as shop steward, peer educator or HIV/AIDS focal person. An example is the activity called *Rights don't stop at the factory gate* in the ILO Education and Training Manual (page 27, module 2).

Using existing materials

You don't need to develop new training programmes or draft your own materials. Many education manuals, guidelines and factsheets have already been produced by the ILO, trade union organizations and other groups. You should be able to find most of what you need in one of those. The ILO's International Training Centre in Turin, Italy, also has a course on HIV/AIDS in its regular programme, as well as offering trade union courses on or including HIV/AIDS.

A good place to start is *Implementing the ILO Code of Practice on HIV/AIDS in the world of work: an education and training manual* (which is referred to as the 'ILO Education and Training Manual' in this toolkit). This manual is available on the CD-ROM which is part of this toolkit. It contains more than 65 learning activities and sample programmes for many different groups and situations.

Two examples are given here. The first is for a trade union audience, and the second is for a mixed employer and trade union audience, with the aim of promoting social dialogue on HIV/AIDS.

All references to modules and learning activities are from the ILO Education and Training Manual.

1.5 Sample programmes and invitation letter

Workshop: trade union action on HIV/AIDS

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

Aim of the workshop: to develop a trade union policy on HIV/AIDS

A workshop for trade union officials			
Approximate timing	Day 1	Day 2	Day 3
09.30-10.00	Welcome to workshop		
10.00 -10.30	Paired introductions	<i>Module 5, The gender dimensions of HIV/AIDS and the world of work, learning activity 1: "Tackling embarrassment"</i>	<i>Module 3, Workplace action through social dialogue: the role of employers, workers & their organizations), learning activity 5: "Workplace policies/ agreements"</i>
10.45-12.00	<i>Module 1, The HIV/AIDS epidemic and the world of work, learning activity 2: "Dealing with fears about HIV/AIDS at work"</i>	<i>Module 5, The gender dimensions of HIV/AIDS and the world of work, learning activity 5: "Gender dimensions of HIV/AIDS"</i>	<i>Module 3, Workplace action through social dialogue: the role of employers, workers & their organizations, learning activity 7: "Drawing up a workplace agreement"</i>
LUNCH BREAK			
13.15-14.30	<i>Module 3, Workplace action through social dialogue: the role of employers, workers & their organizations, learning activity 3: "Trade union action against HIV/AIDS"</i>	<i>Module 6, Workplace programmes for HIV/AIDS prevention, learning activity 3: "Getting the message across"</i>	<i>A guide to the manual, page 7: What next? Action planning</i>
14.30-16.00	<i>Module 3, Workplace action through social dialogue: the role of employers, workers & their organizations, learning activity 4: "Developing a trade union policy"</i>	<i>Module 7, Care and support, learning activity 3: "What unions need to do"</i>	<i>A guide to the manual, page 7: Reviewing the workshop</i>

Workshop: social dialogue and HIV/AIDS

Target group: officers of employers' and workers' organizations, who are involved in negotiating at industry, sector or enterprise level.

Aim of the workshop: to promote the development of workplace policies and programmes on HIV/AIDS through social dialogue.

Notes: This suggested programme begins by establishing certain key principles especially the importance of human rights. It also includes a session on the law in the country, as whatever workplace policy agreement is reached, it must not conflict with the law.

A workshop for officers of employers' and workers' organizations

Approximate timing	Day 1	Day 2	Day 3
09.30-10.00	Welcome to workshop		
10.00-10.30	Paired introductions	<i>Module 2, HIV/AIDS and human rights, learning activity 1: "Human rights and the law"</i>	Ask participants from employers' organizations to do <i>Module 3, Workplace action through social dialogue: the role of employers, workers and their organizations), learning activity 1: "Employers' action against HIV/AIDS"</i> . Ask those from workers' organizations to do <i>learning activity 3: "Trade unions against HIV/AIDS"</i> . Groups should report back to each other.
10.45-12.00	<i>Module 1, The HIV/AIDS epidemic and the world of work, learning activity 1: "HIV/AIDS and the workplace: fact and fiction"</i>	<i>Module 3, Workplace action through social dialogue, learning activity 5: "Workplace policies/agreements"</i>	<i>Module 3, Workplace action through social dialogue: the role of employers, workers and their organizations, learning activity 5: "Workplace policies/agreements"</i>

LUNCH BREAK

13.15-14.30	Module 1, The HIV/AIDS epidemic and the world of work, <i>learning activity 4: "HIV/AIDS and its impact at work"</i> OR <i>learning activity 3: "Planning for HIV/AIDS in the enterprise"</i>	Module 6, Workplace programmes for HIV/AIDS prevention, <i>learning activity 11: "Prevention in the community"</i>	A guide to the manual, page 7: What next? Action planning
14.30-16.00	<i>Module 2, HIV/AIDS and human rights, learning activity 9: "Applying the code at the workplace"</i>	Module 6, Workplace programmes for HIV/AIDS prevention, <i>learning activity 6: "Developing a training programme"</i>	A guide to the manual, page 7: Reviewing the workshop

Another useful source of guidance and ideas for programmes and learning activities, especially peer education, is the ILO/ Family Health International manual on *Behaviour Change Communication for the Workplace*, which is also included on the CD-ROM in this toolkit. See Booklet 3 of this toolkit for more information.

Sample invitation letter (can be adapted to other topics)

Dear,

I have pleasure in inviting your union to participate in a training workshop on HIV/AIDS and [*collective bargaining*].

Each affiliate of the National Trade Union Congress is asked to nominate two persons to attend. These should have some responsibility for collective bargaining, preferably at national level. As you may recall, the NTUC national consultation on HIV/AIDS called for more efforts to introduce the issue into collective bargaining.

Please try to ensure that one of your two nominees is female. This is line with the policy of the NTUC to increase the involvement of women members in our activities.

The workshop will be held at the NTUC National Education Centre at Union Road, Workersville from 12 – 17 February 2011. Participants should arrive on 11 February. The affiliated union should provide travel expenses, and all accommodation and food costs will be met by NTUC.

Please forward the names of your nominees to me by 1 January 2011.

Thank you in advance for your cooperation.

In solidarity,

James Owen
National Education Officer



1.6 Who should deliver the training and where should it take place?

The principles of peer education, set out below, apply more generally in that educators from within the trade union movement will generally be more suited to carrying out the training, and better received by the participants. This is because they'll have values, methods and language in common, as well as a basis of trust. It is very desirable that all the educators/facilitators in a union should gain the capacity to provide HIV/AIDS training as a stand-alone activity or part of other courses.

On the other hand, a different sort of facilitator might be better for working with national leaders, including in situations such as tripartite or bipartite training. It might be better to have somebody who seems “authoritative” and “expert”.

Suitable venues

It follows that in offering education opportunities to union members and frontline workers, then the best place to carry it out might be where they are, not in a college or fancy hotel. Education needs to go to the learners, not the other way around.

This may mean abandoning conference rooms with their tables and blackboards for places that may seem less convenient, but where learners may feel more comfortable - under the trees in rural Bangladesh, or in a transport depot in Tanzania, or in a mine canteen in Ukraine. If students are placed in conference rooms, there are expectations about how they will behave and how the facilitators will behave. Conference rooms reinforce the “authority” of the facilitator.

On the other hand, hotels, colleges and conference rooms do have advantages. There are fewer distractions and interruptions, and teaching aids may be more available. Learners may feel more valued if they are taken to a place away from their usual working environment.

Both settings have their place. You need to think carefully about the needs and expectations of the learners. Whether or not you're in a conference room, try to avoid placing participants in rows – let them face each other as far as possible. A good layout is a ‘hollow square’ - tables and chairs in a square, so participants can see each other, and the facilitator. There should be enough space for the workshop to break into small groups, where again they can face each other. An alternative layout is to have participants sit at small tables – say four to six people at each of six to eight tables – but with enough space around so they can turn to look at people behind them. This enables a lot of quick group work without the need for breakout sessions.

1.7 Peer education

Let us consider a farmer, with two hectares of land, who is more than 50 years of age; he has seen much. An expert comes to the village and tells him that he would benefit by planting a different crop that would fetch a better price. A year later, the expert visits the village again and the farmer has not changed anything.

“Stupid farmer,” thinks the expert. “He didn’t listen to my advice.” In fact, the farmer is quite smart. It could be sensible to doubt somebody who has just come to his village for the first time and is not a farmer. Why should he take the risk?

But consider if another farmer, of similar age and background, is giving the same message. It will have a much more powerful impact.

The point is this: often, *what counts is not what is said but who is saying it, and how*. Young people are less likely to listen to a message about their sexual behaviour from an older person who they think doesn't understand them, in part because they use different vocabulary and references.

The principle of peer education is accepted as being of enormous value in HIV/AIDS awareness-raising and education, as well as in care and support. Research in different settings ¹ shows that people are more likely to be convinced by their neighbour, or somebody they know at work, or a friend. Changing behaviour and attitudes is very difficult in conventional conference rooms and with conventional teachers. This is one of the challenges for trade unions.

So it is useful to consider training workers and their representatives as peer educators. That is one of the under-used opportunities of trade union membership. Every member is a potential advocate or educator. Trade unions need to find a way to inspire all their members to be ambassadors and advocates for workplace action on HIV/AIDS.

This means thinking about learners' attitudes and background as well as their needs.

Trainer - Tutor - Facilitator - Enabler – Teacher?

All of these terms are used, but this booklet mainly uses the term 'facilitator' to describe the person who leads a course or workshop. The facilitator should play a helpful role within groups, helping participants to shape the agenda, encouraging the exchange of information, and enabling people to direct their own learning.

Students - Learners – Participants?

This booklet uses the word learners or participants to describe those people who attend courses or workshops.

1.8 Practical preparations: reminder

- ▶ Target carefully and know your audience: Are workshop members experienced or are they new to the issue? Do they have a track record as serious members/ committed activists or as regular workshop attenders?
- ▶ Agree numbers of men and women.
- ▶ Make sure participants know in advance that the workshop will not be a series of lectures, but will use active learning.
- ▶ Collect background documentation about HIV/AIDS in the country.
- ▶ Ensure that the premises where the workshop will be held are suitable, with space for group work, basic equipment (especially flipcharts), access to refreshments.

¹ See, for example, a study from Vietnam by Dr. Vu Ngoc Bao, "Expanding Workplace HIV/AIDS Prevention Activities for a Highly Mobile Population: Construction Workers in Ho Chi Minh City", The Population Council, 2003

- ▶ In particular, make sure the room is set out properly - if at all possible, participants should not sit in rows.
- ▶ It is essential that you are familiar with the manual or materials that you are using.
- ▶ Ensure that the aims and learning objectives are made clear at the beginning of any training events you organize.



Botswana Federation of Trade Unions: peer educators in an ILO training session
(ILO/AIDS)

2. STARTING AND FINISHING A WORKSHOP

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

- ▶ Introductions, for example paired introductions, at the start
- ▶ Working together - agreeing guidelines at the start
- ▶ What next? action planning at the end
- ▶ Evaluation at the end

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

	Activity: Introduction and aims/ expectations
	Aim: To help us find out more about each other, and share personal aims and expectations 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 group. Try to find this out about your partner: ▶ Name ▶ Job and/or union position (e.g. Regional Secretary, safety representative) ▶ Where he or she works ▶ Experience, if any, of the issue of HIV/AIDS ▶ What does your partner hope to achieve from attending this workshop? <i>Why do this?</i> This is called “paired introductions”, and of course takes longer than people introducing themselves. But it does mean that people can start the course in a friendly way, and those who were a bit nervous can get used to speaking with one person rather than the whole group. Paired introductions also develop useful skills: ▶ explaining ▶ interviewing ▶ recording information ▶ summarizing ▶ presenting information



Activity: Working together



Aim:

To help agree rules/ guidelines for the workshop



Task:

In your group, look at the suggested Guidelines for the workshop (below). Think about any additions and amendments you would like to suggest, and how to 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 share your ideas and experiences
- Do listen to other people
- Do treat other members of the workshop with respect and personal information with confidentiality
- Do stick to the subject
- Do not interrupt each other
- No jokes about gender and sex
- Be prompt and regular in attendance
- No smoking

Why do this?

The issue of HIV /AIDS is surrounded by taboos, causes embarrassment, and raises questions of personal behaviour. It's important to create an atmosphere where people feel comfortable talking about these issues. It is particularly important to stress confidentiality. Imagine if somebody on the course was HIV-positive but had not told very many people. In a number of countries, it is statistically very likely that one or more members of the course are HIV-positive themselves or have family and friends who are. They may have suffered the death of loved ones. Establishing a sensitive and caring environment is vital. This exercise helps to establish that environment and the guidelines should be recalled every day, or when necessary.



Activity: What next?



Aim:

To help participants put into practice what they have learnt at the workshop



Task:

Look back over the issues you have discussed during this workshop, the gaps and challenges you identified, as well as the opportunities for action. Think about the steps you are going to take when you return to your union or workplace. Draw up an action plan, using this format:

Personal action plan on HIV/AIDS

What am I going to do?

How does it fit into union/ national HIV/AIDS policy?

What is the timetable?

Who else do I need to involve?

Why do this?

The point of trade union training programmes on HIV/AIDS is not simply to learn, but to do. Every participant on a course needs to go away with a clear idea of what they're going to do when they return to their workplace or union office. They might also have been encouraged to set an example or take action in their family or community, including through changing their own behaviour.



Activity: Reviewing the workshop



Aim:

To help evaluate the workshop, review what you learnt, and suggest improvements for the future



Task:

In your groups, prepare a report on what you think about the workshop:

- Did the workshop meet your aims?
- 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?

Note: if there are time constraints, participants can complete individual questionnaires, but it is an advantage to have at least a short group discussion.

Why do this?

Trade unions need to have a much clearer idea of the impact of education activities. Monitoring and evaluating training courses as well as projects is essential to ensure that funds are well spent and that the training is effective.

Monitoring and evaluation in the broader context of projects will be discussed extensively in Booklet 6. At this stage, it is necessary to note that training should be properly evaluated. If the course has been properly run in a democratic way, participants should be confident enough to speak frankly and honestly about their experience and to suggest ways of making improvements.

3. ACTIVE LEARNING METHODS

Most people, especially adult learners, prefer active learning methods. Active learning is centred around the learner, not the facilitator, and encourages participation.

In active learning, participants are not passive recipients of information but have their own views and experiences recognized as a valuable resource. There is an exchange between the facilitator on the one hand and the learners on the other. Learning is negotiated and practical outcomes are sought.

This is especially important in the context of HIV/AIDS. In many cases individuals need to change their attitudes or behaviour. Just knowing how the virus is transmitted is not enough - acting on the knowledge is crucial. Active learning encourages this kind of change.

3.1 Using questions

Different types of question can be used in training:

- ▶ Closed questions
- ▶ Open questions
- ▶ Direct question

Closed questions

The closed question demands a simple answer, sometimes just 'yes' or 'no'. For example: 'How old are you?' 'What time is it?' 'Do you have a workplace policy on HIV/AIDS?'

A closed question starts with words like:

Do...
Is...
Can...
Could
Will...
Would...
Shall...
Should...

Do you think you would use a closed question to:

find information?
establish agreement?

Open questions

The open question can produce an unlimited amount of information and may be a follow up on the answer to a closed question, for example: 'What areas are covered by the your HIV/AIDS workplace policy?'



Open questions are also designed to invite views and opinions. They start with words 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 answer!

Direct questions

Open or closed questions become more direct when you address them to a particular person, using her or his name if possible. A question addressed to the group as a whole is often met with silence – address individuals even if you don't yet know all their names.

3.2 Types of activity

Learning activities are necessary to assist active learning. These usually involve a game, role play, demonstration, drafting exercise or group discussion, and should take 45 - 90 minutes. Small groups should be no more than four or five, and sometimes may be smaller - some activities can be done in pairs.

Even in plenary sessions, don't fall into the trap of one-way communication with the learners. Ask questions, stop and check that participants follow a line of reasoning, invite interruptions so long as they do not degenerate into unfocussed debates. The plenary can be broken up with short pieces of group work - just a few minutes in pairs is an effective way of keeping the whole group involved.

Case study

A situation or scenario is presented, and possible solutions suggested and discussed by participants. An example would be to examine a problem and discuss how a workplace policy or agreement might be used to deal with it. Case studies can be drawn from the learners' own experience, press reports, a video or radio extract, or a union's own findings. You can also use relevant national laws and ILO Conventions.

Course participants should be invited 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. In any case, the group report can be displayed on a flipchart.

Role play

A role play requires a small group to act out a situation. A brief is prepared for each 'character' and the group selects who will play the different roles. It is often effective when recreating a group situation, a committee meeting for example or a negotiation. You may have observers to record the action and report on what they saw. Those playing a role should come out of character and comment as themselves. Each group then reports back to the plenary on what they learnt from the situation, and assesses the arguments presented by the various characters.

Some facilitators worry about role plays because they think they will be complicated or hard to manage. Some participants are hesitant because they feel shy or embarrassed. But evaluations regularly show that role plays are highly appreciated. You need to show confidence to the participants that it will work.

Tips for using role play:

- The facilitator remains in charge of the process at all times. You can stop the role play at any time, ask the role players to start it again from any given point or 'freeze' the action.
- Preparation is important: have written notes explaining the objectives, setting the background, and providing a brief for each role.
- Give participants time to assign roles and plan, but put a limit on it.
- At the end of the role play make sure that participants come out of their role and comment on the process 'out of character'.
- Make sure the reports-back connect to the aims of the activity and draw out lessons learnt.

Effective role play sessions have the following characteristics:

- ▶ Issues highlighted in the role play have a clear connection to the participants' real world.
- ▶ The role play is open-ended not scripted.
- ▶ The role play is not too long or too complex but has some flexibility to accommodate different numbers of 'actors'.

Role play is not the same as using drama or theatre, as the participants are the 'actors' and learn through the process. But drama can also be very effective - if a group of educators wants to use this way to convey feelings and messages they will need to prepare a scenario and give some time to rehearsing it (see photo from Uganda).



Peer educators at a sugar plantation in Uganda dramatize issues relating to HIV and AIDS (*ILO/AIDS*)

Group work

Workshop participants are divided into small groups (four to five members) to allow for greater participation. Groups can be set a wide range of questions and tasks – make sure these are clear: written instructions are easiest to follow. Groups can then report back using flipcharts, photocopied reports, a poster, PowerPoint or a sketch/role play. Try to have wall space with space for sheets from flipcharts so everyone can go and read them – a useful option if you don't have time for oral reports from each group.

3.3 Group work checklist

Follow these points to plan a group activity:

- ✓ Introduce the subject
- ✓ Explain the task (as well as aims and learning outcomes)
- ✓ Divide participants into groups (4 or 5 people per group is best)
- ✓ Tell them how much time is available for group work
- ✓ Tell groups to appoint a spokesperson
- ✓ Tell groups how to report back (e.g. on flipchart, verbally, as a play)
- ✓ Start the groups
- ✓ Don't join the groups - you can help them, but don't interfere too much
- ✓ Check groups are ready - give them more time if they need it
- ✓ Ask for reports; thank groups
- ✓ After all the reports, encourage general discussion
- ✓ Summarize the reports and discussion

There may be recommendations or action points emerging from the groups - explain how these will be used and how you will try to feed back the result to course members.

Panel

Invite a group of internal or external resource persons to speak on an issue. The panel should be carefully chosen. Each member may make a short statement on the topic – the chairperson must be firm about timing! Then a brief discussion can take place among panel members - this needs careful moderation by the chairperson. Then the audience can ask questions or give their views to the panel.

Field trip

This can be a visit to a workplace/ community site to gain first-hand experience of the impact of HIV/AIDS and responses to it. A field trip needs to be carefully prepared. Background information about the project or site should be given to participants in advance. A person with first-hand experience should be on hand to brief participants and accompany them. Part of the preparations should include drawing up a checklist which can be used to observe and learn. After the visit, the checklists can be used in small groups for discussion and as the basis for reports which should be presented to the plenary.



Group work at ILO workshop, Bolivia (*ILO/AIDS*)

Annex: Round-up of methods and techniques

Method/Technique	When to use it	Advantages	Disadvantages
Brainstorming Participants offer ideas (succinctly) on the given theme. They should not be developed or discussed at this point. At the end, the facilitator summarises and invites discussion.	The aim of this method is to generate as many ideas as possible and to stimulate creative thinking. It is a good technique to use for problem- solving sessions when there is a need to reframe an issue or when new ideas need to be generated.	- Freedom of expression is encouraged - Fast way to gather many opinions - New and innovative solutions are often suggested	Requires a skilled facilitator to encourage full participation, to clarify points, and to summarize and organize them.
Case studies Participants discuss actual or hypothetical situations which they could face in their work. The event or case is analysed and discussed including suggestions for addressing the given situation.	Good method for applying theory to a real case. Case studies allow participants to suggest alternative solutions.	Case studies promote the development of problem-solving skills and allow participants to learn from each other's experiences	- Case studies must be developed ahead of time - May take time to prepare and complete
Demonstration/Practical session A demonstration shows how to perform an action or how to follow a certain procedure - participants should have the chance to try it themselves as well.	To be used when the session's objective is to use and learn new technical skills.	- Participants have a chance to practice what they learn - Facilitators can see whether participants have mastered the skill	- Demonstrations may be constrained by time - Requires preparation time and good leadership
Group discussions The main function is to stimulate discussion enabling all members of the group to participate.	To be used when the facilitator wants: - Participants to share their opinions and experience - To find solutions and/or raise issues for further discussion	- Involves participants in the sharing and learning process - Helps highlight important, complex and interrelated issues	- Requires someone with good facilitation skills - Productive discussion requires trust among participants - New, tangential issues may arise which may require additional time for discussion - Can be an over-used method

Stimulation/role playing Involve participants in situations which mirror or simulate life-like situations. The purpose is to get participants to feel, think and act in these simulated situations and then to reflect on their own experience. It is important to allow time to analyse the experience after.	This method serves as a type of experimental laboratory where participants are invited to try out different roles, make mistakes, and learn from the whole experience.	• Practical exercises that stimulate collective learning	• May be time-consuming to prepare • May become emotional/confrontational if not-well-managed
Presentations Presentations may be used to present factual material in a logical way, to describe one point of view on a debatable issue, to stimulate thinking and further study of a problem or to initiate a general discussion. If it is possible to seat participants at tables of 4-6, the presenter can stop from time to time to permit a short group discussion. The presenter can also ask each participant to discuss a point briefly with her/his neighbour.	To be used with relatively large groups when participation is not required, and to illustrate many points Presentations are also useful to present new concepts, themes or theories	• A lot of information can be presented quickly • Useful for relatively large groups • Participants pose questions which may be of interest of the whole group • Often liked by participants who feel comfortable with traditional methods	• Relies on the speakers' experience • Participants are passive recipients of knowledge • Tiring after about 20 minutes • Easily forgotten
Roundtable (panel) discussion Roundtable discussions offer participants information on different aspects of an issue and give them the opportunity to weight all sides of it.	To be used to allow multiple presenters to speak in a semi-structured session	• Allows multiple viewpoints to be expressed • Good method for incorporating experts into a learning event	• The use of roundtables is limited when not all sides of an issue are discussed, e.g. when all panellists share similar points of view. Also roundtables depend on having a good moderator.
Idea cards Useful method to record thoughts, points and ideas – rather than the static white board or flip chart paper	Can be used when inputs from the entire group are required. Can be used when participants are seated around smaller tables to capture short group discussions.	• Useful for soliciting ideas from everyone • Useful when facilitators need to capture inputs from the entire group in a limited amount of time • Notes made on separate cards are easily (re)classified	• May be difficult for participants to read the cards during the debriefing sessions