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## *Module for informal settings*



# Driving for change

**A training toolkit on HIV/AIDS  
for the road transport sector**





# Driving for change

## A training toolkit on HIV/AIDS for the road transport sector

### Module for informal settings

This module contains materials for use by instructors for awareness raising and training in informal settings.

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

**It is intended for instructors, managers, drivers and other workers in the road transport industry.**

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

**Together we can fight HIV/AIDS.**

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DRIVING FOR CHANGE  
A TRAINING TOOLKIT ON HIV/AIDS FOR THE ROAD TRANSPORT SECTOR

Module for informal settings

ISBN: 978-92-2-120818-1

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

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## What is in the toolkit?

When something is wrong with a truck, you choose the right tool from the toolbox to fix it. This toolkit is the same. You don't need to use all of it. You only need to find the right part that is useful for your purpose.

The toolkit contains:

### ■ **Instructors' module**

This module is intended for anyone called upon to deliver training about HIV and AIDS. You may be working in a road transport company, a training institution or a trade union. You may be delivering training in a more formal setting through, for example, a training institute accredited by the IRU Academy, the educational arm of the International Road Transport Union (IRU), or you may be meeting drivers at union meetings, border crossings or “truck stops”. You may be a travelling counsellor working on a project as a volunteer.

Maybe you don't have a background in HIV/AIDS issues, or maybe you lack prior training experience, but don't worry about that! This toolkit will help you.

### ■ **Managers' module**

This module is for use by instructors who will deliver training programmes for managers on HIV/AIDS through an international network of quality approved IRU Academy Accredited Training Institutes (IRU Academy ATIs). It contains detailed lesson plans for training with managers and a workbook which the students on those training programmes will be able to use. Students who attend IRU Academy accredited programmes will receive a qualification.

### ■ **Drivers' module**

This module is for use by instructors who will deliver training programmes for drivers on HIV/AIDS through an international network of quality approved IRU Academy Accredited Training Institutes (IRU Academy ATIs). It contains detailed lesson plans for training with managers and a workbook which the students on those training programmes will be able to use. Students who attend IRU Academy accredited programmes will receive a qualification.

### ■ **Module for informal settings**

This module contains exercises and activities that can be used with drivers and other road transport workers in informal (and formal) settings.

### ■ **“Driving for change” – a short promotional film on HIV/AIDS**

### ■ **PowerPoint presentations**

- **Condoms**
  
- **A CD-ROM with key publications:**
  - Conclusions of the Tripartite Meeting on Social and Labour Issues Arising from Problems of Cross-Border Mobility of International Drivers in the Road Transport Sector, held in Geneva in 2006
  - ILO *Guidelines for the transport sector*
  
- **ILO code of *practice on HIV/AIDS and the world of work***
  
- **ILO leaflet *Know Your Status***



## Foreword

HIV is spreading fast along major transport routes in different regions of the world. Transport workers are at risk by virtue of the nature of their work, but they can also make a significant contribution to the response required to deal with the epidemic. Therefore, efforts to combat HIV and AIDS in the road transport sector should be centred on the world of work and its workers. In addressing the issue of HIV/AIDS in road transport, the ILO has followed a sectoral approach that puts a sharper focus on the specificities of this economic sector. The ILO's focus on different economic sectors is achieved through its Sectoral Activities Programme.

In 2006 the Tripartite Meeting on Labour and Social Issues Arising from Problems of Cross-Border Mobility of International Drivers in the Road Transport Sector (TMRTS) adopted a series of conclusions. These included a number of follow-up activities, among them the development of an HIV/AIDS training course for the road transport sector.

In the past, the ILO Programme on HIV/AIDS and the World of Work (ILO/AIDS) has worked with other ILO departments to create policies and networks that guide and support the actions of its constituents, and also sensitize and mobilize leaders in the transport sector. However, much remains to be done in addressing the fundamental factors and risks, including trans-boundary risks, which confront transport workers and the communities with which they interact.

The present training toolkit on HIV/AIDS in the road transport sector is the implementing tool of the *Guidelines for the transport sector* developed by the Sectoral Activities Branch together with ILO/AIDS. It is designed to enable workers, drivers, managers and instructors to respond to the epidemic in their workplace.

The toolkit is the result of joint collaboration between the ILO, the IRU Academy and the ITF. During the process of development and validation of the toolkit, particular sector-specific issues related to HIV/AIDS were addressed and reflected in the training material.

The toolkit is structured in order to satisfy the training needs of the different actors in the transport sector and includes:

- A training manual for trainers/course for facilitators
- A training course for management personnel of road transport companies
- An awareness-raising and advocacy course for transport workers which can be used on its own or integrated in existing courses

- A DVD to promote the joint effort to combat HIV/AIDS in the road transport sector and raise awareness of the training materials and training opportunities that may be offered jointly or separately by the ILO, the IRU Academy and the ITF.

The toolkit builds on the principle of joint collaboration and action between workers and employers, and their respective organizations, as a basis for an effective HIV/AIDS response in the transport sector.

It is hoped that this toolkit will strengthen the capacity of ILO constituents to respond to and manage the impact of HIV/AIDS in the transport sector, thereby ensuring economic and social development.

**Elizabeth Tinoco**

Chief  
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Director  
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## Introduction

Few issues are as important in the world today as HIV/AIDS, and the road transport industry cannot afford to ignore it.

HIV/AIDS is not something that affects only the people that are ill and their families.

It can have a serious impact on a transport enterprise as well as on the national economy of any country.

That is why the social partners in road transport – the International Road Transport Union (IRU), representing employers, and the International Transport Workers' Federation (ITF), representing workers – have come together with the International Labour Organization (ILO), a United Nations agency, to prepare this toolkit. Its aim is to help educate and inform all those involved in the industry about the threat of HIV/AIDS and what we can do about it.

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

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

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## Awareness raising and training in informal settings

It is a message that cannot be repeated too often: *There is no cure for AIDS – prevention is the only cure.* HIV is a fragile virus. The ways in which it is spread are well known: the exchange of blood, semen and other body fluids through sex, shared use of drug injecting equipment, blood transfusion and blood products, and from mother to child.

In the workplace it is therefore vital to:

1. Constantly reinforce the simple facts about HIV infection, how it is spread and not spread, and how to prevent it
2. Contradict the persisting myths about HIV and AIDS
3. Combat the superstitions and taboos related to sexual behaviour
4. Promote and support behaviour change

Education and information about HIV/AIDS are therefore sometimes called “the social vaccine”.

If the workplace is a mine or a factory, it is easier to get workers together and have a discussion about the dangers of HIV and how to prevent it. In road transport, where the workplace is mobile, it is not so easy.

Education and information may not be enough to bring about change. They need backing up with practical measures to support behaviour change, such as counselling or the provision of free or affordable condoms.

### Behaviour Change Communication (BCC)

Getting road transport workers to think about their behaviour and to adopt less risky alternatives is an important task for everybody involved in the road transport industry. We encourage you to use the tools suggested in this toolkit and to develop your own.

### Key changes needed

The most important changes in behaviour that we need to encourage in drivers and all workers in road transport are:

- Reducing the number of partners
- Immediate, appropriate use of services for sexually transmitted infections (STIs)
- Use of voluntary HIV counselling and testing services
- Consistent condom use



## People living with HIV and AIDS (PLWHIV)

Workers who are HIV positive and are willing to take part in education and training activities can really help in getting the message across. This approach has been called **Greater Involvement of People Living with AIDS**, or GIPA, and has had very good results.

### Women are drivers, too!

You might think the typical driver is a man. That is correct. But women are drivers, too.

In the Democratic Republic of the Congo (DRC), there is a nationwide campaign (Roulez – protégé! Drive – protected!) aimed at raising awareness of HIV and preventing infection. A peer educator network teaches fellow truck drivers about the risk of catching HIV through unprotected sex. One of the educators is a woman – Annie, herself a driver.

Every day Annie visits truckers' parking lots, showing truckers how to put on a condom, telling them about HIV and why they should protect themselves.

The reality is that people in DRC have heard about HIV but many are confused about what it actually is. Annie says: "They are very happy now to wear condoms because they don't want to die. They ask me, why didn't you tell us about this before?"

A truck driver who has received HIV awareness training, commented: "We thought it was just a made-up disease that the elders invented to stop us having sex. But now we've seen our friends die of AIDS and we know that AIDS is real."<sup>1</sup>

### How can you involve women in your BCC?

- As wives and partners of male workers;
- As women workers in road transport; and
- As the sex workers that drivers will meet while on the road.

1 <http://www.dfid.gov.uk/casestudies/files/africa/congo-truck.asp>

## Some exercises you can use

### Exercise

**Flashcards – Don't die of ignorance!**

**Use the flashcards to ask what spreads AIDS:**

KISSING

HAVING SEX WITHOUT A CONDOM

MOSQUITO OR INSECT BITES

CASUAL PHYSICAL CONTACT

HELPING A DRIVER WHO HAS BEEN IN AN ACCIDENT

SHAKING HANDS

COUGHING

BLOOD TRANSFUSION

SNEEZING

USING COMMON TOILETS

SHARING FOOD AND DRINK

### Exercise

**How is HIV/AIDS spread?**

### Aims

**To discuss how HIV/AIDS is spread.**

### Task

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



## Exercise

**Body parts – avoiding embarrassment**

## Aims

**To break the ice about discussing sex.**

## Task

Take a plain piece of paper. Write down two or three (or more if you like) words describing sexual practices or parts of the body.

Put all the pieces of paper into a hat. Mix them up.

Everyone picks out a piece of paper and reads out the words.

If you really cannot do this, leave your piece of paper blank!

## Condomize!

Here are three exercises to get people more comfortable in talking about condoms and using them.

## Exercise

**Putting on a condom is not difficult!**

## Aims

**To counter the argument that using a condom is difficult.**

## Task

Ask participants to compare changing a tyre and putting on a condom. Ask them to describe each step in the process. If you have a flip chart you can write this up using the following table.

Changing a tyre	Putting on a condom

## Exercise

### Condomize!

## Aims

To overcome anxieties about and resistance to condom use.

## Task

Ask participants to write down on a piece of paper why they will not use a condom, or the reasons their partner gives for not using a condom. (Remember there are female condoms too!)

Put all the pieces of paper into a hat or a box.

Pick one out and read it out. The educator can write the different reasons given on the flip chart or the board, so everybody can see them.

Then discuss the reasons given. Do you agree with any of them? What do you think?

## Exercise

### Demonstrating correct condom use

## Aims

To provide participants with the opportunity to practise using condoms.

## Background

If a condom breaks during sex, it is more likely to be because the user has not handled or put it on properly rather than because of a problem with storage or manufacture. Therefore, it is vitally important that peer educators help participants to learn how to use a condom.

## Materials

Condoms, wooden models of a penis, broom handles or bananas.

 Time 30 minutes

## Instructions

### Step 1

Find a suitable model – ideally a wooden model of a penis – with which to demonstrate how to put on a condom. Other similarly shaped objects, such as a banana or the end of a broom handle, can also be used. If none of these is available, two fingers may be used.

### Step 2

Explain that participants need to protect themselves and that condoms, if used correctly, provide excellent protection.



### Step 3

Using your model, demonstrate how to put on a condom, while highlighting the following points:

- Check the expiry date and look for signs of wear such as discoloured, torn or brittle wrappers. Do not use condoms that have passed the expiry date or seem old.
- Tear the package carefully along one side. It is better not to do this using teeth or fingernails, to avoid damaging the condom.
- Place the rolled-up condom on the top of the penis.
- Pinch the tip of the condom (to leave space for the semen to collect).
- Place the condom on the end of the penis and unroll the condom down the length of the penis by pushing down on the round rim of the condom. If this is difficult, the condom is probably inside out. You should not turn the condom the other way around as some semen could already be on it. You should open another condom and unroll it correctly over the penis.
- When the rim of the condom is at the base of the penis (near the pubic hair), penetration can begin.
- After intercourse and ejaculation, hold the rim of the condom and pull the penis out before it gets soft. Tie the condom in a knot, sealing in the semen. Dispose of the condom in a safe place. Use a new condom each time you have penetrative sex.

### Step 4

Hand out condoms to each of the participants. Have each participant practise putting the condom on the model and recite aloud each of the steps as they do so. Ask the participants who are observing to point out any difficulties or omitted steps. If the group of participants is very large, they can be divided up into groups to practise, and then report what has happened.

### Step 5

List the most common difficulties encountered. Ask the participants to suggest how these problems might be resolved. Some common problems include the following:

- Trying to roll the condom down when it is inside out
- The condom is not rolled down all the way
- The condom is placed crookedly on the model
- The user is too rough when opening the package or uses teeth to open it
- The air in the tip is not squeezed out

(Taken from the *ILO/FHI HIV/AIDS Behaviour change communication toolkit for the workplace*)

## Exercise

**How big is a condom?**

## Aims

**To instil confidence in the reliability of condoms.**

## Background

Almost all workers know about condoms and why they should be used, but not everyone uses them. Some have never even tried them. One stated reason for not using condoms is that they are unreliable. This exercise allows participants to experience the durability of condoms.

## Materials

**Condoms, water, two buckets and a funnel or cup. You might also need towels in case of accidental spillages.**

 **Time 30 minutes**

## Instructions

### Step 1

Fill one of the buckets with water.

### Step 2

Open a condom and slowly pour water into it, using a cup. Hold the condom over the bucket as you pour, to avoid spillage. After filling the condom with at least a litre of water, tie the top, making a kind of water balloon. (Practise this exercise before doing it in front of participants to determine how much water must be poured to expand the condom to a large size without breaking it. If the condom breaks, take another one and try again.)

### Step 3

Ask participants what they have learned from this. Point out that condoms are very strong and can fit any size of penis. They can contain a large volume of water without breaking.

### Step 4

Take another condom out of the package, blow it up like a balloon and tie the top. Hand out a condom to each participant and have them blow up the condoms.

### Step 5

Have the participants take turns filling condoms with water.

(Taken from the *ILO/FHI HIV/AIDS Behaviour change communication toolkit for the workplace*)



## Exercise

### Myths about HIV and AIDS

## Aims

To practice answers to common attitudes and myths about HIV and AIDS.

## Background

Because HIV/AIDS is associated with one of the most important, but intimate and private parts of people's lives, there is reluctance to talk about the myths that surround it.

## Task

Work in pairs. Each pair must write on a large piece of paper (as large as possible) some of the ideas about HIV/AIDS or STIs that they may have heard. They need to leave some space for a reply. They then pass their paper to another pair and receive a different paper. The pieces of paper can be pasted onto the wall and a further discussion held.

Each pair now prepares a response to the ideas.

For example:

*"Having sex with a virgin will cure AIDS."*

*"You will not catch a disease if you wash immediately after sex."*

## Exercise

### Talking about AIDS

In your pair or group, discuss the following statements. Decide whether you agree or disagree, and give your reasons.

*"Now antiretroviral drugs are available, HIV/AIDS is not an issue."*

*"HIV/AIDS is a serious problem. But I am more likely to die from a road accident, robbers or some other disease."*

*"Driving is stressful, I need to release the tension. If I want to have sex, I don't care what the woman wants."*

*"Girlfriend, wife, or a woman I give a lift to – it's all the same to me."*

*"The workplace is not the right place to discuss things like sex."*

*"All this talk about AIDS is from people who want us to stop having sex. They don't want us to enjoy ourselves."*

*"Most drivers I know die before they are 50 years old. Why should I worry about AIDS?"*

## Exercise

### Talking about AIDS (role play)

## Aims

### To practise talking to drivers about HIV/AIDS.

You will be divided into groups of four:

- one person will be union activist/manager/AIDS counsellor
- one will be a driver
- two will be observers

**Scenario:** The activist/manager/AIDS counsellor approaches the driver to find out how much he knows about HIV/AIDS. If the driver has a wife/girlfriend, what is his attitude about casual sex on the road or about using a condom? If he is a parent, the activist/manager/AIDS counsellor should try to find out what he is doing to inform his children about the risks.

**Observers:** Keep careful note – the driver has expressed some concerns. Does the activist/manager/AIDS counsellor provide helpful answers?

## Exercise

### A better way to relax

Get your participants to form groups. Each group needs a large piece of paper and thick pens (sketch pens). Groups should design the ideal rest and recreation centre for truck drivers and helpers – one where they will be comfortable, be able to rest and not need to buy sex.



## Some suggested “menus”

### **A one-hour informal meeting at a truck stop or border crossing**

#### **Exercises**

- Body parts
- Flashcards
- Why not use a condom? OR Changing a tyre – wearing a condom
- Talking about AIDS

### **Half day (3 hours) – as part of a longer training programme, run for drivers by a company or trade union**

#### **Exercises**

- Body parts
- Why not use a condom? OR Changing a tyre – wearing a condom  
OR How big is a condom?
- Demonstration session on using condoms
- Talking about AIDS (role play)

### **One day (6 hours or more)**

#### **Exercises**

- Body parts
- Flashcards
- Why not use a condom? OR Changing a tyre – wearing a condom  
OR How big is a condom?
- Demonstration session on using condoms
- Talking about AIDS (role play)
- A better way to relax



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