

**Training of Trainers Manual on  
HIV Prevention and Care in Closed Settings:  
Basic Level**

**For Prison Staff**

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# CONTENTS

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BACKGROUND	3
OVERVIEW OF ACTIVITIES	5
Learning Objectives	5
Activity Themes and Topics	5
A. INTRODUCING THE WORKSHOP	6
Introduction of Participants	6
Setting the Ground Rules	8
Participants' Expectations	9
B. PARTICIPATORY LEARNING	10
Note to the Facilitator	13
C. THE ART OF FACILITATION	17
D. COMMUNICATION SKILLS	19
Handout on Basic Communication Skills	21
Handout on "How do I Rate as a Communicator"?	23
Note to the Facilitator	24
E. FACILITATION SKILLS	26
Process Observation Guidelines	28
Note to the Facilitator	29
F. PREPARING A SESSION	32
G. FACILITATING A SESSION	34
H. FRAMEWORK FOR OBSERVATION AND FEEDBACK	36
I. EVALUATION AND FEEDBACK	37
Workshop Agenda	38

## BACKGROUND

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HIV/AIDS is a serious health problem for prison populations worldwide. It presents significant challenges for prison and public health authorities and national governments. When prisoners are released, they eventually return to the wider communities, where they can transmit any diseases contracted in prison. Similarly, people in confinement settings, who have infectious diseases, including HIV, can spread the disease through unsafe practices because of proximity. Therefore, people living with HIV in closed settings, such as prisons, require access to minimum prevention, treatment and care services as well as referral systems.

In Thailand, in spite of the success of prevention programs on heterosexual HIV transmission, the prevalence of HIV has remained high (above 30%) among injecting drug users (IDUs) since the early 1990s. Thailand has experienced high levels of drug trafficking and requires continued law enforcement to reduce drug use and related crime.

In 2005, the Department of Corrections (DOC), in collaboration with FHI, conducted an assessment of HIV/AIDS risk behaviors among inmates, prison authorities and health care providers in four prison facilities. The assessment determined HIV transmission risks in the prisons and the feasibility of interventions. The results of this assessment showed that the main risk behaviors for HIV transmission in prisons are unprotected male-to-male sex, rape, unsafe tattooing, and penis modification practices. Prison guards had less HIV/AIDS knowledge than prison health care and education staff.

The Thai DOC Strategic Plan (2005–2009) stipulates that it is the DOC's responsibility to improve the quality of life of prison inmates, particularly in response to HIV/AIDS prevention and care. In FY06, as a follow-up to the formative assessment and as an initial step in the project implementation, the DOC requested FHI's assistance in developing a training curriculum on HIV prevention, care and support for prison staff across the range of correctional facilities. With funding from the US Agency for International Development/Regional Development Mission Asia (USAID/RDMA), FHI and DOC, collaborated with Médecins Sans Frontières (MSF)-Belgium to prepare and field-test the curriculum. The curriculum was used to train three batches of 100 prison guards at Bang Kwang Central Prison. Bang Kwang is the largest death sentence and long-term sentence high security prison in Thailand, serving about 5,000 male inmates. It is located in the Nonthaburi Province and houses many foreign prisoners.

Transferring HIV knowledge to inmates is quite complicated for many reasons, including security. Outsiders often find it difficult to manage educational sessions, but trained prison guards play a significant role in educating inmates. In order to address the urgent need to provide accurate information on HIV prevention in closed settings, the DOC collaborated with FHI in developing this curriculum titled "Training of Trainers Manual on HIV Prevention and Care in Closed Settings: Basic Level" for prison guards who attended the three-day HIV awareness course earlier described.

This five-day training curriculum was piloted with two batches of prison guards and has been revised based on recommendations from the trainings. After the training, the master trainers had opportunity to organize education sessions in their respective prisons using the HIV/AIDS awareness curriculum. The main topics covered in the education sessions included basic facts about HIV/AIDS, HIV/AIDS transmission, risk assessment, HIV prevention and condom use, care and treatment for PLHIV, and daily living with PLHIV inmates. FHI and DOC supervised the education sessions and provided support to the master trainers.

FHI thanks the leadership of the Department of Corrections and their commitment to HIV and AIDS prevention, without which this curriculum could not have been developed. We acknowledge the funding support from USAID/RDMA, which enabled this initiative to be carried out.

## OVERVIEW OF ACTIVITIES

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This five-day training curriculum was developed for prison guards who participated in a three-day basic HIV/AIDS awareness training. With support from FHI Thailand and the Department of Corrections, the master trainers will facilitate the three and half days of HIV/AIDS education sessions for inmates. The master trainers therefore need to have a thorough understanding of HIV/AIDS prevention and care in closed settings as well as the confidence and skills to transfer this knowledge to inmates in their prisons.

### Learning Objectives

By the end of the workshop, participants should be able to:

1. practice all necessary skills to facilitate educational sessions;
2. demonstrate improved communication and facilitation skills; and
3. conduct educational sessions for prison inmates.

### Activity Themes and Topics

- A. Introducing the workshop
  - Introduction of participants
  - Setting the ground rules
  - Participants' expectations
- B. Participatory learning
- C. The art of facilitation
- D. Communication skills
- E. Facilitation skills
- F. Preparing session
- G. Mock-up sessions
- H. Sharing reactions about the workshop
  - Workshop summary
  - Post-training assessment and workshop feedback
  - Planning for educational sessions in each prison
  - Presentation of certificates
  - Farewells

## A. INTRODUCING THE WORKSHOP

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### Introduction of Participants

#### Specific Objectives

At the end of the session, participants should be able to know the names of others participants.

#### Methods and Timing

Game: “Ball toss name” — 15 minutes

#### Materials

Paper rolled into lightweight balls; enough for each group of approximately 8–12 people to have three balls.

#### Instructions

Ask participants to divide into smaller groups (about 8–12 people in a group) and have each group stand in a circle. Make sure that the circles are positioned with a safety zone of one or two meters of space between groups, in case the participants move backwards while trying to catch a ball.

*Tell the participants:* “In this exercise, we will try to learn each other’s names in the small groups.” Start by getting everyone in the circle to say his or her name, one by one. Repeat this once or twice and remind individuals in the group to call out their names slowly and clearly so that each person can remember more names. Explain that, at the beginning, the person holding the ball will call out the name of someone in the group and then throw the ball to him or her. Demonstrate how this is done.

*Continue to explain:* “The person who receives the ball makes eye contact with another group member, calls out that person’s name, and tosses the ball to them. If you forget someone’s name and want to be reminded of it, you can ask her or him to repeat it to you. If you like, you can even throw the ball back to the person who threw it to you.”

Begin the game as described above. After a couple of minutes, when participants can remember several names, add a second ball and instruct the group to continue playing with the two balls. After a minute or so, introduce a third ball to the game. The group should then try to throw and catch the three balls, all the while calling out the receiver’s name 10 or 15 times without dropping the balls. If a ball drops, they must start counting again and all three balls must be used in the exercise.

When the ball throwing is done, ask how the players felt playing the game. Then begin to explore how throwing the ball from one person to another can be considered a metaphor for how we communicate as peer educators. Ask the group to consider what actions were necessary both to ensure that the game was successfully completed and to communicate well.

These can include making eye contact, calling someone by name, making sure the person was ready to receive the ball (or message), throwing it (or talking) directly to the person, and not throwing it when another ball (or message) was coming in.

## Setting the Ground Rules

### Specific Objectives

At the end of the session, participants should be able to explain the common ground rules for the training.

### Methods and Timing

Discussion in plenary session — 15 minutes

### Materials

- Flipchart papers and stand, or white board
- Markers

### Instructions

The facilitator will write on a flipchart or white board or ask participants directly the following question:

“What are the key ground rules that we must respect to make this training smooth and efficient?”

The facilitator will write the rules on a flipchart once the group agrees and display the flipchart in the training room.



## Participants' Expectations

### Specific Objectives

At the end of the session, participants should be able to explain the objectives of the training course.

### Methods and Timing

- Group work: 30 minutes
- Discussion in plenary session: 30 minutes
- Total time: 60 minutes

### Materials

- Blank flipchart or white board
- Flip chart with the objectives of the training

### Instructions

Split the large group into three small working groups and ask each group to brainstorm their expectations from the training. Ask each group to summarize their expectations on the flipchart using bullet points and present to the larger group.

After each group's presentation, clarify if needed the expectations presented by the group. At the end of the three presentations, underline the similarities and differences among the three groups. Display the flipchart showing the objectives of the training course. Link their expectations with the objectives of the training.

Explain that each day a volunteer will do the wrap-up or summary of the day's discussions (and a review of the previous day's activities on days 2, 3 and 4). The volunteer will also conclude the day (starting this evening), and summarize the previous day(s) at the beginning of each day (starting tomorrow morning). The official trainers will assist the volunteers. Selection of volunteers will be done in the morning immediately after the summary of the previous day(s).

Ask for the first volunteers for the wrap-up this evening and the summary tomorrow morning... Please ask for two volunteers!

Encourage the participants to volunteer by letting them know that it will improve their facilitation skills.

## B. PARTICIPATORY LEARNING

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### Specific Objectives

At the end of the session, participants should be able to explain the:

- differences between participatory and didactic learning;
- concept of participatory learning; and
- elements of effective teaching methods.

### Methods and Timing

- Group discussion and game: 60 minutes
- Case study: 45 minutes
- Total time: 1 hour 45 minutes

### Materials

- Learning statements: one statement on a piece of paper
- Copy of the case study for each participant

### Instructions

#### 1. Group Discussion and Game: How do We Learn?

Ask the participants to form a circle. Place all the learning statements in a container in the middle of the circle. Join in the game with the participants. You start in the middle of the circle. Explain to the participants that the person in the middle has to take a statement and read it out, ignoring the letter at the end of the statement. After they have read the statement, they are to keep it with them. All the group members for whom the statement is true have to swap places in the circle, those who do not agree are to stay in their spot. The person that read the statement should try to fill one of the empty spaces, leaving a different person in the middle each time. Continue the game for 30 minutes, or until all the learning statements have been read.

Ask the participants to sit on the floor in the circle. Join them in the circle and lead a discussion about the different styles of learning and the most popular styles as identified by the game. Ask the participants to see if their statement(s) is(are) marked P for participatory or D for didactic learning. Explain the concepts of didactic and participatory learning from the note to the facilitator.

Ask the participants about their previous good and bad learning experiences. Ask them to consider what made them good and bad. See if they can identify the method (participatory/didactic) from those experiences. Ask them to think about the ways a facilitator can incorporate many learning styles in a lesson to satisfy as many people as possible. Ask them to think about people they know, who may have different learning styles.

Link this information to the note to the facilitator titled "Adults learn well if they...." At the end of the discussion, you can read the statements from the "What not to do..." list in the note to

the facilitator. Nominate one group member to act out each statement, in a funny way, in the middle of the circle for the rest of the group. (The game and discussion can take up to one hour.) If you have any time left at the end of the lesson, ask each of the participants to say one word that has had an impact on them from the lesson.

Proceed around the circle until a word is repeated or someone cannot think of a word. See how quickly you can go round the whole circle using words related to learning.

Thank the participants for their contribution. Go round the circle and number each person 1, 2 or 3. Ask them to get into groups by their numbers, ready for the next activity (e.g. all the 1s together, all the 2s together and all the 3s together).

### **Learning Statements**

When preparing the session, copy each statement on a piece of paper, including the letter “P” or “D” located at the end of the statement.

- Songs and music help me learn. P
- I learn best in a large class where everyone listens to the teacher. D
- I learn best when I feel that I can ask questions. P
- I like to be told things and not ask any questions. D
- Group work suits my learning style. P
- I like watching videos to learn. P
- Pictures and diagrams help me learn. P
- I like playing games to learn. P
- I like to take notes to learn. D
- I like to listen to lectures to learn. D
- I like learning from mistakes. P
- I like to do the same things repeatedly to learn them. D
- Reading textbooks is an easy way for me to learn. D
- I like to talk to my friends to learn. P
- I can concentrate for a long time when I am listening to a teacher. D
- I like playing games in a group. P
- I learn best when I can contribute to the discussion. P
- I like to learn in a "classroom" environment. D
- I like to be comfortable and relaxed when I am learning. P
- Asking questions helps me learn. P
- I like to act out things to help me learn. P
- Listening to lectures and understanding them is easy for me. D
- I like to be taught something in a class and solve problems by myself. D
- I like to solve problems in a group. P
- I never forget things that I am told in a class environment. D
- It is easy for me to remember things I learn when I can talk about them. P
- The more fun I have the easier it is for me to learn. P
- I like to be in a serious and strict environment to learn. D

- I like to explain things in terms of my feelings. P
- I like it when I can relate my own experience to my learning. P
- I like to use my life experience in a learning environment. P
- I like to debate with others to learn. P
- I can accept information without question. D
- I like to be able to question my teacher. P
- I need to feel my teacher is interested in teaching me. P
- I think about how the things I learn relate to my life. P

## 2. Case Study: Participatory Learning

Use the three groups formed at the end of the previous activity. Give each person a copy of the case study and the accompanying questions. Ask each group to select a presenter and a note taker. Allow the groups 25 minutes to read the case study and gather responses to the questions. Allow the groups to present their ideas, one question at a time. Summarize the ideas and relate to the information in the note to the facilitator.

Allow 20 minutes for presentation and discussion.

### Case Study: Facilitating and Learning

Sunee is 45 years old. She has been training for two years to be a literacy teacher. After her graduation, the government assigned her to a teaching post in a remote area of Ubon Province. She is in charge of one evening class with 25 students. Her students are around 35 years old. Most of them are farmers. Sunee tries her best to use a variety of methods of teaching. She usually prepares her lessons in advance for her students. Sometimes she uses case studies to help the students discuss and share their experiences. Sometimes she uses group discussions and separates her class into groups of 6–8 people. She has found that the group discussions provide an opportunity for students to discuss and share their experience and even express their personal opinions to the class. When the class is faced with a difficult problem, she organizes a group discussion to find the solution. Her students like these methods because they find it an easy and fun-filled way to learn. They have had many discussions without any conflict. Sunee also learns a lot from her students.

Sunee encourages her students to participate in games, to sing songs, and uses other fun activities in the class. She finds that all her students like to participate. She finds that these activities help her get the shy or reluctant students to participate. The students like her very much and they express great satisfaction about their studies. Everyone is keen to learn and rarely absent from the class. She has found that everyone gets good marks at the end of their studies.

### Questions

1. What teaching methods did Mrs Sunee use in her class?
2. What do you think about the teaching methods that Mrs Sunee uses?
3. What are the advantages of these methods?
4. What other participatory methods could Sunee have used with her class?

## Note to the Facilitator

<i>Adults learn well if they...</i>	<i>What should I do?</i>
Believe what they learn will benefit them	It is important that you make the learning relevant. Encourage participants to think of how the information could affect their daily lives.
Participate in the learning	Allow participants to make decisions for themselves. Provide your learners with options and allow them to make decisions. Let them have some control over their learning situation.
Use various methods of learning	Try to incorporate different methods in each lesson. Encourage participants to explore different ways of learning and be flexible, to other learning techniques.
Can share ideas and respect each other	Ensure that you have established group rules that encourage respect. Establish a learning space that is free from interruptions and does not allow others to overhear. Encourage participants to keep information shared in the group confidential and to apply this same respect in the room and outside.
Are clear about the purpose and objectives	Reiterate the reasons for learning throughout the lesson. Keep the objectives simple and do not stray from the point.
Are not criticized	Provide positive feedback and offer alternative viewpoints rather than telling people that they are wrong. Encourage friendly discussion and negotiation as a means of expressing different points of view. Be sure to highlight the good things from every situation.
Have an opportunity to practice	Encourage participants to be involved in activities. Encourage participants to think about using the techniques they have learned in their everyday lives. Remind learners that it is okay to make mistakes when trying new things, and that mistakes help people learn to adapt to different situations.
Can build on knowledge	Show that you value each participant's experiences, knowledge and skills. Encourage participants to help each other relate learning to everyday life skills.
Have opportunities to share ideas	Encourage participants to share ideas and ask each other about individual experiences. Value participant's contributions and be positive about them.
Can learn in a friendly environment	Be friendly to the group and model encouraging behaviors. Point out positive behavior by other group members and

<b>Adults learn well if they... What should I do?</b>	
	thank the group regularly for their contribution to creating a positive learning space. Point out positive aspects of all situations to the group.
Have confidence in the training content	Make sure you are familiar with the material and understand it. Clarify anything you do not understand before you attempt to share the information with others. Present the material clearly and encourage the learners to ask questions if they do not understand. Use materials that are up-to-date and accurate. Have all the equipment and materials you need to conduct lessons ready before each session. Keep your materials clean and in good condition. This increases the learner's confidence in your professional skills.

**People remember:**

- 20% of what they have heard
- 40% of what they have seen
- 80% of what they have done

**What not to do**

- Use all unfriendly manner
- Show a lack of care
- Make learners feel incapable
- Be inflexible
- Speak too quietly
- Give confusing information or instructions
- Show signs of embarrassment
- Restrict discussion
- Get distracted and speak about things that are not relevant
- Speak too quickly
- Tell people they are wrong
- Be humorless
- Provide no chance to share knowledge and experience

**Participatory and Didactic Learning**

Participatory learning describes a process where those who are learning are encouraged to contribute to the learning environment. Participatory learning recognizes the skills, ideas and experiences of the students. Most adults remember more if they are active participants in learning.

## Activities that Encourage Participatory Learning

- Group discussions
- Case studies
- Working in groups
- Role-plays
- Activities and games

The opposite of participatory learning is didactic learning.

Participatory learning	Didactic learning
Group work and discussions	Lectures provided by teacher
Interactive	Non-communicative
Varying activities	The same method for each lesson
Flexible	Rigid
Allows for questions	Does not allow for questions
Uses listening, speaking, acting, singing etc	Relies on listening and note taking
Considers learner's experiences	Treats all learners the same
Encourages team work	Is competitive
Learning assessed during the process	Exams at the end of learning
Ensures all learners understand	Provides no individual teaching

## Group Work

A group consists of individuals who have come together with a common purpose or goal. To achieve a good group dynamic the number of participants should be limited to 5–12 people. A good number is 6–8 participants. The individuals in the group have a specific common interest usually towards achieving a group goal. However, each person may have different motives and individual goals.

### *Advantages of Group Work*

- Group work can reach more than one person at a time.
- Information that is given in a small group is meaningful to participants because it can be personalized and is drawn from concrete examples and experiences.
- Small group work encourages the exchange of ideas, leading to the sharing of experiences, clarification of attitudes, comparison of values and experiences and clarification of misconceptions.
- Information drawn from experiences shared by friends, neighbors and relatives is easily accepted and can encourage group members to act.
- Creating an informal atmosphere and encouraging personal involvement increases enthusiasm and interest.

### *Disadvantages of Group Work*

The group approach has its difficulties and limitations.

- The varying opinions and values of individual members in a group can limit focusing on individual issues within the group due to insufficient time.
- It is difficult to ensure that all members are interested and that information is relevant to all.

Limiting the size of the group can minimize these disadvantages.

### **Interaction**

An interaction is an exchange among two or more people. Such exchange is often verbal but can be communicated through body language or actions. This exchange is based on “giving to, taking from,” i.e. the sender gives a message and the receiver responds to the message. The number of interactions is a good measure of group functioning. It is positive to see the facilitator provide one interaction and the group responding with many.

### **Tips for Facilitating a Group**

- Create a warm emotional environment. Participants should be free to share ideas, experiences, feelings and concerns without fear of judgment or breach of confidentiality.
- Maintain interest and intensify feelings of personal involvement. Make participants feel that they have something valuable to contribute. Relate discussions to participants' life situation. Adapt the level of discussion to participants' level of interest and understanding. Simplify your language. Use a variety of techniques and materials to keep participants enthusiastic and actively involved.
- Mediate and resolve conflicts or disagreements. In the face of conflict, a facilitator must remain calm, explore each side in-depth and look for areas of agreement with different sides. Summarize and clarify the points and issues raised by different sides. Identify areas of difference and focus discussion on potential causes for difference. Allow the participants to comment on the key points and issues. Expand the discussion or original conflict area. If the issue cannot be resolved, discuss the implications of different opinions.
- Encourage participation. The facilitator must have an open and accepting attitude, i.e. encourage diversity of opinion. Show appreciation for all types of contributions, be patient and non-judgmental, ask open-ended questions, and project non-verbal behavior consistent with all of the above. Practice active and empathic listening (see interpersonal communication).



## C. THE ART OF FACILITATION

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### Specific Objectives

At the end of the session, participants should be able to:

- explain the facilitation process and the main principles of facilitation skills;
- identify the characteristics of a good facilitator; and
- identify key obstacles to effective facilitation and how to minimize them.

### Methods and Timing

- Role-play: 25 minutes
- Presentation and discussion: 35 minutes
- Total time: 60 minutes

### Materials

- Role-play scenarios
- Presentation: “The Art of Facilitation”

### Instructions

#### 1. Role-Play

Explain the exercise by mentioning the method you are going to use. Five people are required for this role-play. Ask two volunteers to play the role of the facilitators and three other volunteers to play the role of the “specific” participants. The other participants do not have any specific role but they should be quiet and pay attention to the role-play as other participants of the role-play. They cannot intervene or ask questions during the role-play. They should stay quiet.

Get five volunteers. Give them their scenario and brief them on their role. Start the role-play. After 20 minutes, terminate the role and thank the participants. Ask the facilitators their feeling about facilitating this session. Then ask the other participants the following questions:

- Can you describe the attitude of Khun Pong and Khun Chert during the sessions?
- What are the obstacles that the facilitators encountered during the session?
- How did they overcome the obstacles? Was it appropriate? Why?
- What would be appropriate?

#### 2. Presentation and Discussion in Plenary Sessions

Link the content of the presentation with the feedback from participants on the role-play.

### Scenarios for the Role-Play

#### *Facilitator Scenario 1*

You are Khun Pong. You are facilitating a session for trainee prison guards on the regulations of

the prison. You are with another facilitator, Khun Chert, to facilitate this session. You talk a lot and do not allow your colleague, Khun Chert, to talk. Each time he tries to say something, you interrupt him.

You do not look at the participants but rather you look at your notes. In addition, you do not ask the participants any questions and you get angry when the participant (Khun Viro) interrupts you to ask questions or disturbs your session.

#### *Facilitator Scenario 2*

You are Khun Chert. You are facilitating a session for trainee prison guards on the regulations of the prison. You are with another facilitator, Khun Pong, to facilitate this session. Unfortunately, Khun Pong talks a lot and interrupts you each time you want to say something. You also notice that two of the participants, Khun Jack and Khun Pom, are not listening and prefer to discuss with each other and laugh. You decide to intervene.

#### *Participant Scenario 1 & 2*

You are Khun Jack. *Three minutes* (respect this timing) after the session starts, you talk and laugh (loudly with Khun Pom who is sitting near you) and do not pay attention to the facilitators.

#### *Participant Scenario 3*

You are Khun Viro. *Six minutes* (respect this timing) after the session starts, you interrupt and ask the facilitators many questions. You interrupt the sessions many times with your questions, which are also not related to the topics of the session.

## D. COMMUNICATION SKILLS

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### Specific Objectives

At the end of the session, participants should be able to:

- define communication skills;
- mention the characteristics of a good communicator;
- explain the obstacles to communication; and
- explain the solutions to the obstacles.

### Methods and Timing

- Group work: 60 minutes
- Self-assessment: 60 minutes
- Total time: 2 hours

### Materials

- Copy of the handout “Basic Communication Skills” for each participant
- Copy of the handout “How do I Rate as a Communicator?” for each participant

### Instructions

#### 1. Group Work: Basic Communication Skills

Ask the participants to divide into three groups of 5–7 people. Ask the groups to choose a note-taker and a presenter. Give them the following three questions to discuss in the groups:

- What skills do you need for good communication?
- What are the obstacles to good communication?
- What can you do to improve communication?

Allow the groups 20 minutes to discuss and then re-assemble to present their answers to the large group. Allow each group five minutes to present. Write on the flipchart the answers to the three questions as the groups provide them. Summarize the results from the groups.

Distribute the handout “Basic Communication Skills” to each participant. Go through the points in the handout with the large group, encouraging them to share examples of good and bad communications skills from their lives. Allow about 30 minutes for this activity.

#### 2. Self-Assessment

Distribute the handout “How do I Rate as a Communicator?” and explain the process of self-rating. Remind participants that this list of skills can help identify communication strengths and weaknesses. Tell the participants to circle the number after each statement that reflects their communication skills. It is their benefit to rate each item honestly. Remind them that this is an individual activity. Allow them 30 minutes to complete the form. Ask the participants to add

their totals but not to report their scores. Tell them the following categories:

- 0–40: Poorly skilled
- 41–60: Moderately skilled
- 61–100: Highly skilled

Use the following questions to initiate a discussion:

- What communication skills can you use very well?
- What communication skills do you need to improve?
- How can you improve your communication skills?

Summarize the discussion. This part of the activity should last 30 minutes.

## Handout on Basic Communication Skills

### Active Listening

Active listening encourages open communication of ideas and feelings. It makes a participant feel not only heard, but also understood. Some tips include:

- Look at the person who is speaking, showing that you are both interested in what they are saying and that you understand.
- Pay attention to your body language, showing physically that you are listening.
- Listen to how things are said — this will help understand the emotion and the words.
- Summarize what you have heard. This shows that you have caught the main points.

### Non-Verbal Communication

Non-verbal communication is just as important as what you say. You can give inconsistent messages with verbal and non-verbal communication. For example, telling someone that what they are saying is very interesting while looking at your watch. Some tips include:

- When talking to the group, look at different people in the group when you speak — do not direct your remarks only to one person.
- Lean forward rather than backward when you are listening or talking to someone to show that you are interested and attending to what they are saying.
- Avoid yawning, tapping your foot, looking at your watch or looking out through the window when someone is speaking — these actions indicate that you are bored and would rather be elsewhere.
- Use non-verbal signs to show that you are listening without interrupting the speaker. For example, nod your head in agreement, raise your eyebrows to indicate surprise, smile or frown to show your reaction to what they are saying.

### Good Questioning or Probing Skills

Good questioning skills encourage people to go beyond simply providing information — it prompts them to share their views. Some tips include:

- Ask open-ended rather than closed-ended questions. For example, "What was the meeting like?" rather than "Did you go to the meeting?"
- Ask probing questions. For example, "Could you explain what you meant about men not talking to their sons about sex?"
- Ask clarifying questions. For example, "Is it that people lack condoms or that they lack good quality condoms?"
- Ask questions about personal views and feelings. For example, "What do you feel about local services for STI treatment?"
- Give feedback and ask participants for feedback. For example, after group work or presentations.

### Paraphrasing or Summing up

Summarizing is an important skill for drawing conclusions and results from discussion activities.

Tips include:

- State the positive points first.
- Highlight where there were agreements or differences.
- Reflect on the people's comments rather than your own opinions.
- Focus only on the main points that have been made.

## Handout on “How do I Rate as a Communicator”?

0 = can't do

3 = satisfactorily

1 = very poorly

4 = well enough

2 = poorly

5 = very well

*Circle the appropriate number for each statement:*

- |                                                                                  |             |
|----------------------------------------------------------------------------------|-------------|
| 1. I listen carefully without interrupting the speaker.                          | 0 1 2 3 4 5 |
| 2. I make eye contact when I am speaking to someone.                             | 0 1 2 3 4 5 |
| 3. I can disagree without showing anger in my body language or tone of voice.    | 0 1 2 3 4 5 |
| 4. I can be patient with someone who is telling a boring story.                  | 0 1 2 3 4 5 |
| 5. I organize my thoughts before trying to persuade someone that I am right.     | 0 1 2 3 4 5 |
| 6. I know how to get the attention of the people I want to listen to me.         | 0 1 2 3 4 5 |
| 7. I use language appropriate to the listener's education and experience.        | 0 1 2 3 4 5 |
| 8. I can understand other people's body language.                                | 0 1 2 3 4 5 |
| 9. I can use non-verbal language to express my interest in the speaker.          | 0 1 2 3 4 5 |
| 10. I know how to encourage someone to talk even if s/he is afraid.              | 0 1 2 3 4 5 |
| 11. I know how to ask questions in a friendly way.                               | 0 1 2 3 4 5 |
| 12. I am non-judgmental when I talk to other people.                             | 0 1 2 3 4 5 |
| 13. I sometimes look directly at the person I am talking to.                     | 0 1 2 3 4 5 |
| 14. I can give positive feedback so that others feel good.                       | 0 1 2 3 4 5 |
| 15. I give many examples to make my points clear.                                | 0 1 2 3 4 5 |
| 16. I show I am listening through nodding and facial expressions.                | 0 1 2 3 4 5 |
| 17. I ask questions if I do not understand the speaker.                          | 0 1 2 3 4 5 |
| 18. I change my speech to suit the education and social customs of the listener. | 0 1 2 3 4 5 |
| 19. I can accept other people's opinions although they are not the same as mine. | 0 1 2 3 4 5 |
| 20. I can be open to new ideas, values, attitudes and experiences.               | 0 1 2 3 4 5 |

## Note to the Facilitator

Effective communication improves your relationships with others and helps you transfer your message. Effective communication uses the following basic communication skills:

- Good questioning or probing
- Active listening
- Non-verbal communication
- Paraphrasing or summarizing

### Features of Effective Communication

- Simple correct messages
- A good environment for message transfer
- Common knowledge of each other's background and experience
- Good non-verbal communication

### Obstacles to Effective Communication

- Differences in perception (lack of common experiences)
- Differences in language
- Differences in social customs
- Differences in levels of education
- Unequal social status or economic situation
- Hidden messages and competing messages
- Environmental obstacles
- Lack of respect
- Resistance to challenge
- Lack of willingness to compromise

### Tips for Effective Communication

- Try to maintain a warm and friendly atmosphere
- Maintain interest and intensify feelings of personal involvement
- Recognize, meditate and resolve conflict
- Be open and accepting
- Use active and empathic listening

*As a speaker, you should:*

- be dear in your own mind about what you want to say;
- look at the listeners;
- speak clearly;
- sound as if you are interested and involved in what you are saying.

*Consider your listeners*

- How they are reacting
- Do they understand?



- Is your style and vocabulary suitable for them?
- Remember their feelings and opinions
- Do not talk too much or give unnecessary detail
- Encourage them to ask questions to ensure that they understand
- Give concrete examples to illustrate what you are trying to say

*As a listener, you should:*

- look at the speaker with an interested expression;
- concentrate on what they are saying;
- show you are listening by nodding, using facial expressions, making very brief comments;
- do not interrupt, fidget or change the subject;
- really listen, without judging the person or what they are saying;
- be sensitive to the speaker's feelings. If you disagree with them, do it without putting them down;
- check that you have understood by giving a brief summary or that you have heard;
- ask politely for clarification if you do not understand.

## E. FACILITATION SKILLS

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### Specific Objectives

At the end of this session, participants should be able to:

- explain the facilitation techniques for participatory learning;
- exhibit the attitude of a good facilitator;
- exhibit skills that encourage participants to share and learn;
- exhibit communication skills; and
- exhibit skills for managing group dynamics.

### Methods and Timing

- Group work: 60 minutes
- Role-play: 90 minutes
- Total time: 2 hours 30 minutes

### Materials

- Copy of the “Process Observation Guidelines” for each participant

### Instructions

#### Group Work: Basic Professional and Personal Characteristics

Ask the participants to divide into three groups of 5–7 people. Ask the groups to select a note-taker and a presenter. Give the following questions to each group:

- What attitudes should facilitators have to promote good participatory work?
- What skills should facilitators use to promote good participatory work?
- What knowledge do facilitators require to promote good participatory work?
- What materials should the facilitators have to promote good participatory work?

Allow the groups to work for 20 minutes and ask the representative of the group to present. Allow seven minutes for each group to present their ideas and allow the large group to discuss points after each presentation. Summarize and provide additional information from the “Note to the Facilitator.”

#### Role-Play: Facilitation Skills

Divide the participants into two groups. Give them the process observation guidelines and briefly explain them. Allow them five minutes to read the guidelines. Ask the groups to select a facilitator and ask the rest of the group to be participants. Give the groups the following topics for discussion:

- How would you educate inmates after this training?
- What difficulties might you meet?
- What ideas do you have to improve the education process?

Start the activity by asking one group to perform in the middle of the room while the other group is the audience. The observer group must watch the role-play in silence. Do not allow the audience to comment during the performance. Allow 10 minutes for the performance. When the role-play is completed, thank the players for the performance.

**First, ask the facilitator:**

- How do you feel about the role you played?
- What were some of the difficulties you met?
- How did you deal with those difficulties?
- Are there things you could do better next time?

**Then ask the observers:**

- What was the atmosphere like during the role-play?
- What attitudes did the facilitator use?
- What body language did you identify in the discussion?
- What skills did the facilitator use to encourage sharing and learning, to communicate and respond to group dynamics?
- How could we make the next role-play even better?

Allow 20 minutes for the questions and then ask the second group to perform their role-play, taking into account the information from the discussion. When the second group is through, ask the facilitator and the observers the same questions as above. Summarize the exercise and provide additional information from the “Note to the Facilitator.”

## Process Observation Guidelines

Use these guidelines to help you understand and assess the group work.

### Atmosphere

*What feelings do group members show?*

- Interest, excitement or boredom?
- Anger or affection?
- Cooperation, competitiveness or conflict?
- Relaxed or tensed?
- Preoccupied?
- Are there any indications of conflict or disagreement?
- When does this arise? With whom?

### Knowledge of the Facilitator

- What are the indicators of the facilitator's knowledge?
- Do you think the knowledge is adequate to manage the discussion?

### Skills

- Is the facilitator encouraging two-way communication? If yes, please clarify.
- How did the facilitator show s/he was using active listening, good questioning and paraphrasing?
- What is the communication like between the facilitator and participants?
- How does the facilitator respond to group dynamics?
- Are there any sub-groups (where two or three members consistently disagree or oppose each other)?
- Are there "outsiders" or "insiders" in the group? How are the "outsiders" treated?
- Do some members move in and out of the group, i.e. leaning backward on their chairs or moving their chairs in and out? When did they come in and move out?
- Is there any attempt to get all the members participating?

### Materials

- Are any materials used during the discussion? If yes, what are they?

## Note to the Facilitator

### Facilitation Techniques

Participatory approaches use a range of techniques to facilitate learning and sharing. When people first take part in participatory learning, they work with facilitators to learn different approaches to exploring issues.

*Facilitators use various techniques to:*

- help people feel comfortable with a participatory approach;
- encourage people to share information, ideas, concerns and knowledge
- support learning in a group;
- help people to communicate effectively;
- manage group dynamics;
- keep the work practical and relevant; and
- invite the group to take control of the learning and sharing process.

Facilitators ensure that everyone has an equal opportunity to participate. Through active listening and good questioning, they demonstrate that each person's contribution is valuable. Facilitators help group members develop communication skills by promoting discussion. Activities such as role-play and case studies are used to explore different points of view.

### What Makes a Good Facilitator?

In a participatory workshop, the role of a facilitator is to support the learning process. The facilitator creates a supportive environment in which a “learning journey” can take place. Participants explore their own experiences and those of others, identify their strengths and weaknesses and share knowledge, ideas and concerns. If appropriate, a facilitator may also offer their own expertise in addition to facilitating the exchange of ideas and experience.

A facilitator does not need to be an expert or be superhuman. However, they should have some basic professional and personal characteristics for training. Examples of these can be divided into the following important areas:

#### *Attitudes*

- Friendly and honest
- Committed to helping people learn for themselves
- Gender sensitive
- Able to explore different points of view
- Respectful of culture, HIV status, sexual orientation and confidentiality
- Equal with participants
- Self-aware

#### *Skills*

- Can encourage sharing and learning
- Active listening

- Good questioning
- Summarizing and paraphrasing
- Keeping material practical and relevant
- Able to respond to group dynamics
- Conflict resolution
- Time keeping
- Good non-verbal messages

Facilitators should be knowledgeable about the subject they are teaching. They should understand the lessons and be confident enough to answer any requests for clarification.

Finally, it is important that each facilitator have all of the required materials for each lesson. This means preparing in advance and arriving at the training area before the participants.

### **Group Work**

Facilitating group work is about more than enabling people to exchange information and learn from each other. It is also a way to build agreement and practical skills. Some tips include:

- Be clear about the aim of the work and agree on it with the participants.
- Keep activities focused and on track.
- Encourage all group members to contribute
- End by summarizing the discussion
- Be honest. Be open about what you do and do not know
- Use positive body language. Make eye contact with all the participants and be relaxed
- Use effective materials. Produce handouts for participants, prepare flipcharts or overhead transparencies with key information and use examples to help explain activities or participatory approaches.
- Display results well. Put participants' flipcharts up on the walls, on tables, or on the ground where everyone can see them
- Keep the work practical and relevant
- Focus on practice rather than theory. Include case studies of real situations
- Talk about "we" and "us" rather than "they" and "them"
- Link the activities to participants' own lives
- Ask, "How could you use this in your day-to-day life?"

### *Responding to Group Dynamics*

- Cope with power imbalances. Encourage people with different social and professional backgrounds to work as equals.
- Allow participants to give each other feedback. Help people clarify the ideas and opinions of others. Show them how to question incorrect factual statements.
- Avoid crises. Deal with problems as they arise and work with the group to resolve them.
- Deal positively with criticism. It is important to find a way for the participants to challenge each other constructively. Encourage discussion of the criticism, such as asking: "Can you explain why you feel that way?" or "What do others think?"

- Accept that you may not be able to please everyone all the time. Accept the fact that group members do not always have to agree on everything. It is more important that they have shared different experiences and learned from them.
- Cope with judgmental attitudes. HIV/AIDS work often involves discussing issues that participants might consider wrong — like issues about sexuality and gender. Wherever possible, these attitudes should be challenged constructively by fellow participants in the light of the potential impact on their HIV/AIDS work.
- Balance participation. Encourage quiet participants to speak and dominant ones to respect others.

*Build the confidence of quiet participants and encourage them to become involved by:*

- encouraging them to start by speaking during small group work;
- asking them to share their experiences in a discussion about their area of specific expertise;
- using activities where all participants are asked to make a small contribution;
- providing positive, but not patronizing, feedback when they contribute. For example, try to build on or reinforce what they have said rather than say "well done" or "very good."

*Work positively with dominant participants and help them allow others to contribute by:*

- giving them positive feedback and involving other participants in responding to them. For example, by saying "Thank you for that interesting viewpoint. What do other people think about it?"
- speaking with them privately during a break and ask them to allow other participants more time to participate;
- giving them a "job" to do within the workshop, for example, providing the participants with a recap at the beginning of each day;
- drawing their attention to established "group rules" about allowing everyone to contribute or using games that encourage awareness of one's own behavior.

## F. PREPARING A SESSION

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### Specific Objectives

At the end of this session, participants should be able to explain the different steps in preparing a training session.

### Methods and Timing

- Buzz session
- Total lesson time: 60 minutes

### Materials

- Flip chart (blank)
- Flip chart with the checklist for preparing a session

### Instructions

After explaining the objective of the session, write on the flip chart the following question:

- “What are the different things you need to do before facilitating a session?”

Ask participants to give you key words or group of words related to this question. Clarify if necessary and write on another flipchart the points mentioned by the participants. You can probe by giving some headlines such as session plan, information/content, materials, space, and summary.

When participants are giving no more information, display the flipchart with the checklist for preparing a session and link its contents with the key words from participants. Clarify and complete if necessary.

### Checklist for Preparing a Session

#### *Session Plan*

- Do I have a session plan?
- Do I understand the title, objectives and instructions/activities for the session?
- Can I link this session to previous sessions (if any?)
- Who are the participants and how many are they?
- Do I need other facilitators to help me?
- Do I have enough time?

#### *Information/Content*

- Do I have all the information I need?
- Do I understand all the information?
- Do I need to find additional information or adapt any information?
- Am I ready and equipped to answer questions?



### *Materials*

- Do I have everything I need as mentioned in the session plan?
- Do I have enough of each thing?
- Is everything in good order?

### *Space*

- Is the room appropriate for organizing a session?
- Do I need to obtain special authorization to use the room?
- Is the room and space ready for the session?
- Do I need to re-arrange the room before the session?

### *Summary*

- Have I identified the important points for the session?
- Can I explain the important points clearly?

## G. FACILITATING A SESSION

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### Specific Objectives

At the end of the session, participants should be able to:

- demonstrate facilitation skills; and
- explain lessons learned and tips to improve their facilitation skills.

### Methods and Timing

- Mock session by each working group: each working group has 150 minutes on day 2 to prepare its own session.
- Each group will have 45–60 minutes to facilitate the session.
- Discussion in plenary session: 15–30 minutes for each session.

This session is conducted on days 3 and 4 for 6 hours and 30 minutes

### Materials

- DOC/FHI curriculum for prison guards
- Material from the training of prison guards

### Instructions

- Split the group into five working groups consisting of five members each.
- Explain the objectives of the session and the different steps that will be taken on days 3 and 4.
- Make them understand that each group will facilitate a session on a specific topic. Some of the members of the working group will be the facilitators while the members of the other working groups and the trainers will play the role of participants.
- The context is the same for all the working groups: the participants are prisoners while the facilitators are prison guards or health care staff.
- The session lasts 45–60 minutes, meaning that each working group should prepare a session for this timing: no more, no less!

#### *First Step*

Topic assignment for each working group; the topic could be negotiated if necessary.

#### *Second Step*

Each working group should prepare its own session based on the DOC/FHI curriculum for prison guards. Preparation should be complete by the end of day 3.

#### *Third Step*

Mock session by Group 1 (45–60 minutes) and discussion (15–30 minutes). The discussion, led by one volunteer from Group 1, should focus on the attitude of facilitators and the contents of the session. Recommendations to improve the quality of the session should be done during the

summary. This summary will also be done by another member of Group 1, with back up by the trainer. Identification of the two volunteers should be done during the second step.

*Fourth Step*

Mock session by Group 2: same as in third step but summary should be done by a member of Group 2.

*Fifth Step*

Mock session by Group 3: same as in third step but the summary should be done by a member of Group 3.

## H. FRAMEWORK FOR OBSERVATION AND FEEDBACK

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### **Content**

- Content matches the objectives
- Content is adapted to the audience: simple
- Content is correct

### **Communication and Facilitation Skills**

- Speak with confidence
- Body language is appropriate
- Keep the atmosphere constructive
- Encourage participation by using different communication skills (good questioning and probing, active listening, non-verbal communication, paraphrasing/summarizing)
- Deal with obstacles impeding good communication and facilitation
- Clarify participant's assumptions and explore issues
- Keep the group on track
- Summarize discussion
- Record conclusion and agreements

### **Material and Space**

- Material is prepared
- Material is adapted to the audience
- Space/room is appropriate

### **Flow of the Session**

- Objectives of the session are explained to the participants
- Instructions are clearly explained
- Links are made to previous sessions
- There is a summary
- Timing is respected

## I. EVALUATION AND FEEDBACK

At the end of workshop, self-assessment should be conducted to enable participants to evaluate their confidence level for conducting educational sessions. The facilitator will tailor the training sessions and the topics to be covered, and later ask each of the participants to assess themselves. The facilitator may request further clarification or discussion in groups and the result of the assessment will form the basis for providing technical assistance to participants.

### Self-Assessment

Activity	Confidence level	Requires supervision	Requires team back up	Requires refresh training
1. HIV transmission				
2. Risk analysis <ul style="list-style-type: none"> <li>• Principles of risk analysis</li> <li>• VCT</li> <li>• Window period</li> </ul>				
3. HIV prevention <ul style="list-style-type: none"> <li>• Method of HIV prevention</li> <li>• Condom practice demonstration</li> </ul>				
4. Basic knowledge of HIV/AIDS <ul style="list-style-type: none"> <li>• HIV/AIDS</li> <li>• Window period</li> <li>• Situation in brief</li> <li>• Attitude of HIV/AIDS</li> </ul>				
5. Care and treatment for PLHIV <ul style="list-style-type: none"> <li>• Opportunistic infection</li> <li>• Care and referral system in prison</li> <li>• ARV</li> <li>• Living with HIV positive inmates</li> </ul>				
<b>Other support needed (IEC materials)</b>				

## Workshop Agenda

	TIME	ACTIVITIES	FACILITATOR
DAY 1	13.00–13.45	Introduction/ project briefing	
	14.00–15.00	<ul style="list-style-type: none"> <li>Who is who</li> <li>Setting ground rules</li> </ul>	
	15.00–16.00	Training expectation	
	18.00–20.00	Ice breaking activities/Dinner	
DAY 2	8.30–9:00	<ul style="list-style-type: none"> <li>Opening remarks by DOC representative</li> <li>Welcome note by Aranya Ngamwong, Deputy Director, FHI</li> </ul>	
	9.00–10.45	Participatory learning	
	10.45–11.00	Coffee break	
	11.00–13.00	Communication skills	
	13.00–14.00	Lunch	
	14.00–15.15	Art of facilitation	
	15.15–15.30	Coffee break	
	15.30–16.30	Facilitation skills	
	16.30–17.00	Practice communication skill and facilitation skill	
18.00–20.00	Team building activities/dinner		
DAY 3	8.30–9.00	Overview/recap	
	9.00–10.00	Sexual diversity and HIV	
	10.00–10.20	Coffee break	
	10.20–12.00	Preparation session	
	12.00–13.00	Lunch	
	13.00–13.30	Mock sessions	
	13.30–16.30	Group activities to prepare sessions**	
	16.45–17.30	Recap/discuss plan for sessions	
DAY 4	8.00–9.15	<ul style="list-style-type: none"> <li>Recap</li> <li>Individual practice</li> </ul>	
	9.15–10.30	Practicum group 1	
	10.30–10.45	Coffee beak	
	10.45–12.00	Practicum group 2	
	12.00–13.00	Lunch	
	13.00–14.15	Practicum group 3	
	14.15–15.30	Practicum group 4	
	15.30–15.45	Coffee break	
	15.45–16.15	Practicum group 5	
	16.15–17.00	Recap	
DAY 5	8.30–9.00	Practice recap skill	
	9.00–10.30	Individual practice on communication skills* cont..	
	10.30–10.45	Coffee break	
	10.45–12.15	Feedback/training reflection	
	12.00–13.00	Lunch	
	13.00–14.45	Planning for educational sessions in each prison	
	14.45–15.30	Summary	
	15.30–15.45	Closing remarks	