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TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region

Investing in MENA Series—Volume I

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ABBREVIATIONS

AIDS	acquired immune deficiency syndrome
ARV	antiretroviral
CD	compact disc
CEDPA	Centre for Development and Population Activities
DVD	digital video disc
GIPA	greater involvement of people living with HIV
HIV	human immunodeficiency virus
IMBR	Information, Motivation, Behavior Skills, and Resources (Model)
LCD	liquid crystal display (projector)
MENA	Middle East and North Africa (Region)
NGO	nongovernmental organization
PLHIV	people living with HIV
PPT	PowerPoint
PTCT	parent-to-child transmission
Q&A	question and answer
TOT	training-of-trainers
USAID	United States Agency for International Development

INTRODUCTION TO THE MANUAL

HIV is one of the greatest challenges of the 21st century. Since the first scientific recognition of HIV more than 25 years ago, 33.2 million people worldwide have been identified as HIV positive, and millions have died from AIDS. These statistics are a testament to the difficulty physicians and practitioners face in managing the complex nature of the HIV virus and accompanying syndrome, which easily can overwhelm a person's immune system, especially without access to appropriate treatment and care.

In addition to the science of the disease, it is important to understand the sociocultural and development issues that can both fuel and prevent the spread of HIV. These include poverty, gender disparity, human rights, and governance. Although there are risk situations and behaviors that create greater HIV vulnerability, anyone can infect another person with HIV regardless of religion, locale, language, or family.

HIV affects not only individuals but also entire families and communities, leaving weaker social structures on which people can depend to order society and daily life. Because HIV usually affects people in their most productive years (between the ages of 15 and 49)—from port workers to truck drivers, traders, tea sellers, school teachers, business professionals, and mothers and fathers—it has affected the productivity of entire countries. It also has left an orphaned generation in many countries, as parents die leaving elderly relatives to shoulder the burden of care for increasingly large numbers of children left behind.

HIV has also been described as a complex set of epidemics, including a parallel epidemic of stigma and discrimination. People living with HIV (PLHIV) often face self-stigmatization, in addition to discriminatory practices that cause harm and the violation of basic human rights. This can include being denied housing, marriage, a job, or community acceptance, leaving some HIV-positive people without support or hope for the future.

However, there are many ways to prevent stigma and discrimination, along with preventing HIV transmission and managing HIV as an individual; caring family; or member of a mosque, church, school, workplace, and community.

One of the first steps in addressing HIV and limiting both stigma and infection, while promoting greater health, is creating a better understanding of HIV. This complex understanding is best brought to light by PLHIV themselves, who have proven in many regions, including the Middle East and North Africa (MENA), that they can provide key leadership in creating a sustainable HIV response.

In the MENA Region, HIV remains a neglected and complex challenge. Available regional estimates suggest an overall low, but growing, prevalence rate. However, available data are limited by a lack of appropriate surveillance and supportive political will.

High-risk factors—including conflict, gender disparity, poverty, mobility, and weak governance—and a dearth of information, education, and communication about HIV have created an environment in which the epidemic is increasing both rapidly and silently among the many "loud emergencies" in the region. Further, as HIV takes root in the region, the feminization of the epidemic has also markedly increased vulnerability among women in particular.

In the MENA Region, PLHIV face barriers to community and policy engagement, including

- High levels of HIV-related stigma and discrimination;
- Gender disparity and increased feminization of the epidemic;
- Human rights abuses affecting PLHIV, vulnerable groups, and women;
- Lack of capacity of individuals and groups to engage in the policy and legislative processes;
- Limited independent community-based nongovernmental organizations (NGOs) with basic capacity to provide support to PLHIV and at-risk groups;
- Lack of national and regional networks for PLHIV;
- Lack of HIV information, education, and communication in Arabic; and
- Lack of reliable surveillance, data, and research regarding the region's HIV/AIDS situation.

The Greater Involvement of People Living with HIV (GIPA) is a basic principle that has been incorporated into national and international program and policy responses worldwide and has been adopted as a model of best practice in the response to HIV/AIDS. But GIPA is also a broad and dynamic process that must be linked to PLHIV social movements, organizations, networks, support groups, and individuals to ensure meaningful involvement. As increased numbers of women and men come forward as leaders in the MENA HIV response, the GIPA principle that has guided national and regional responses worldwide is surfacing. Positive women and men are key to shaping this response by and for PLHIV in the region and must be provided with access to capacity building, education, information, and networks of support to best use their strengths and talents to address one of the most complex and challenging issues of our time.

The Health Policy Initiative's overarching objective is to foster an improved enabling environment for health. This includes facilitating a stronger HIV/AIDS response with new partners, such as support groups, NGOs, and networks via participatory and capacity-building processes that respond to the needs of PLHIV. To help ensure that governments follow through on the commitments made from the Paris Declaration to UNGASS, the project provides technical assistance and training to PLHIV to help them act as strong leaders, advocates, and mentors as they build a stronger civil society through the creation of new NGOs and networks that influence decisionmakers. In this way, PLHIV help to ensure that appropriate programs and policies are in place to enable a greater quality of life for women, men, and families affected by and infected with HIV. By building their leadership capacity, PLHIV can serve as effective agents of change in sustaining the HIV response now gaining momentum in the MENA Region.

The project's "Investing in MENA" Initiative has been working with key partners since 2005, including UNDP's HIV/AIDS Regional Program in the Arab States (UNDP/HARPAS), the International Community of Women Living with HIV (ICW), the Global Network of People Living with HIV (GNP+), and The Freedom Center, as well as L'Association Tunisienne de Lutte Contre Les Maladis Sexuellement Transmissiles et Le Sida (ATL) and other local organizations, including NGOs and support groups region wide.

This training-of-trainers (TOT) curriculum was developed because women and men living with HIV in the region want to (1) create a specific workshop that builds their skills as trainers, (2) share information with other PLHIV in their own communities, (3) build the first regional network by and for PLHIV, (4) provide space for women and men in the MENA Region to discuss their concerns, (5) emerge united in the HIV response, (6) effectively meet the challenges PLHIV face, and (7) open doors for service and hope. The first step in meeting these goals is to ensure that PLHIV have the correct information about HIV and the best skills and tools to impart this knowledge to others in their countries.

The purpose of this TOT curriculum is to support a truly sustainable HIV response in the MENA Region, centered on positive leadership, prevention, education, advocacy, and mentorship. As the first manual to support the first TOT implemented by and for PLHIV in the region, it is a unique and important publication. Importantly, it marks a shift in power from PLHIV as beneficiaries, imparters of testimonies, and workshop participants to experts taking a more active role in the response to HIV. The authors of the curriculum include PLHIV in the MENA Region and regional professionals and supporters who have worked on the HIV response. Global practitioners and more than 100 men and women living with HIV from 16 countries in the region have provided inputs to this TOT. It has been pilot-tested in trainings in Tunisia, Egypt, Jordan, Lebanon, Yemen, Oman, and Bahrain.

The TOT provides a comprehensive program designed to train participants in the skills necessary to delivery high-quality interactive training sessions by and for PLHIV and their communities. It should be used with the subregional training curricula—which participants will obtain during the TOT—to help participants implement their own practicum training, along with the handouts in this TOT manual. By the end of the TOT, participants will have both the subregional training curricula to implement by session—or fully, as they deem appropriate—and the TOT manual to reference and inform their own training techniques, and strategies.

The TOT program is divided into six full-day sessions; however, the length of both days and sessions can be modified as needed.

The TOT is based on the following adult learning and GIPA principles:
- Learning is self-directed.
- Learning fills an immediate need and is highly participatory.
- Learning is experiential (i.e., participants and the trainer learn from one another).

- Training encompasses time for reflection and corrective feedback.
- A mutually respectful environment is created between trainer and trainers-in-training.
- A safe atmosphere and comfortable environment are provided.
- PLHIV leadership, prevention, education, and mentorship are critical components of the HIV response.

Participants will emerge from this training as trainers themselves. The TOT outlines theories of behavior change, adult learning, teaching, and facilitation linked to practical skills building. The participant-centered workshop format uses interactive and experiential activities, including group discussion, role plays, skills practice, personal and group assessment, tools, and example session designs. Participants will experience the techniques they will eventually apply in their own training situations in-country.

The manual is organized according to a daily agenda. Each section begins with a general introduction to the topic. Sessions contain background notes for the trainer, learning objectives, and handouts. The manual indicates the approximate time required to complete each session and the materials and preparation needed. Within each day, the curriculum presents activities such as role plays, discussions, and brainstorming to help participants internalize their learning.

Training techniques used in this manual include the following:

Presentations—activities conducted by the facilitator to convey information, theories, or principles;
Case Study Scenarios—written descriptions of real-life situations used for analysis and discussion;
Role Play—two or more individuals enacting parts in scenarios related to a training topic;
Simulations—enactments of real-life situations;
Small Group Discussions—participants sharing experiences and ideas and problem solving together; and
Hands-on Application—learning technical skills through hands-on training and practice.

It is the facilitator's role to present each session's background material, objectives, and activities as clearly as possible, so this manual includes key verbal and nonverbal communication skills to enhance communication. Effective facilitation also includes the following:

Setting the Learning Climate
- Read each session and review all materials and activities before each training session, so that, as the trainer, you are fully comfortable with the content and process;
- Start on time and clearly establish yourself as the facilitator by calling the group together. Remember, the facilitator does not act in a supervisory role, but rather is facilitating the learning process of the group. If punctuality is an issue, as it often is in the MENA Region, do your best to start on time, but perhaps with a less critical session, such as a review of the previous day, an evaluation, or an energizer to start the day.

- Organize all of the materials you need for the session and place them close at hand. Prepare any handouts, flip charts, and PowerPoints the week before. Remember, these always take longer to prepare than we think!
- Stay within suggested timeframes. If you see that the group is processing and learning, allowing a bit more time is appropriate. However, with group work, one group often will work more quickly, while another will need more time. Be sure to strike a balance so that no one feels rushed or bored.
- Gain participants' attention and interest by creating a comfortable relationship with them. Make your participants feel welcome at all times. Encourage any questions and never criticize them for their questions or work.
- Anticipate questions. It is always best to be able to answer all questions participants may have. However, if there is a question to which you don't know the answer, don't pretend you do. Let the participants know you'll research the answer and get back to them.
- Prepare responses and examples to help move the discussion forward. It is always best to provide an example or illustration of the answer you are providing. Stories based on work experience are helpful.

Presenting the Objectives
- Provide a link between previous sessions and the current one to ensure consistency and progression in the learning process.
- Use the background notes to introduce the topic or prepare for the session.
- Inform participants of what they will be doing during the session to meet the session's objectives. Write the objectives on a flip chart and review for each session. Review the objectives at the end of each session and include them in your evaluation.

Initiating the Learning Experience
- As appropriate, introduce an activity in which participants experience a situation relevant to the session's objectives.
- Let participants use the experience as a basis for discussion during the next step.
- If you begin a session with a presentation, follow it with a more participatory activity.

Reflecting on the Experience
- Guide discussion of the experience.
- Encourage participants to share their reactions to the experience.
- Engage participants in problem-solving discussions.
- See that they receive feedback on their work from each other and you.

Applying Lessons Learned to Real-life Situations
- Encourage participants to discuss how the information learned in the activity will be helpful in their own work.
- Discuss problems they might experience in applying or adapting what they have learned to their own or different situations. However, the conversation should not get

bogged down with a discussion of potential problems; instead, focus on realistic solutions and adaptations.

- Discuss what participants might do to help overcome difficulties they encounter when applying their new learning.

Providing Closure
- Briefly summarize the activities at the end of each day.
- Refer to the objective(s) and discuss whether and how they were achieved.
- Discuss what else is needed for better retention or further learning in the subject area.
- Provide linkages between the sessions of the day and the rest of the workshop.
- Help participants leave with positive feelings about what they have learned and accomplished.
- Certification or a 'graduation' can provide closure, acknowledgment of learning and hard work, and legitimacy for trainers in training to implement their own local or country-level trainings. They also can be provided to supervisors to demonstrate accomplishment.

Covering All Details
- Prepare all training materials (resources for research, reference materials, handouts, visual aids, and supplies) and deal with logistics (venue, tea breaks, and audiovisual equipment—including making sure the equipment is working) well in advance.
- Clarify everyone's roles and areas of responsibility if other facilitators are helping to conduct the training. Meet with co-facilitators daily to monitor the workshop's progress and provide each other with feedback. Create a team spirit so that everyone feels valued and invested in the goals and objectives of the workshop.
- Ask participants to evaluate the training both daily and at the end of the workshop.
- Plan follow-up activities and determine additional training needs.

Group Specifications
- For maximum effectiveness and group interaction, we recommend the group size be limited to no more than 12 participants.
- Generally, we recommend a mixed group of both men and women of different ages and backgrounds.
- Facilitators should ensure that the participant criteria are satisfied so that literacy levels, disclosure, and levels of understanding are similar and the basic training expectations and goals and objectives can be met. An example of participant criteria is included in the Annex 3.
- Trainers for this TOT also will have met all participant criteria, as they previously will have gone through the TOT as participants/trainees before implementing the subregional training as trainers.

TOT Overview Agenda

Day	Morning	Afternoon
Day 1		
Defining Who We Are as Positive Trainers and Our Methods	Introductions	Setting Ground Rules
	Training Expectations, Goals, and Objectives	Defining Who We Are as Positive Trainers
	Review TOT Agenda and Logistics	Communication Theory: Verbal/Nonverbal Communication
	Participant Baseline Questionnaire	Touching Our Audience: Public Speaking Skills
		Subregional Training: Curriculum Review and Homework
		Closing
Day 2		
Training Theory and Tools for Your Trainings	Warm-up, Recap from Day 1, Housekeeping, and Agenda Overview	Your Personal Training Style
	The Training and Learning Process	Developing Co-Facilitation Skills
	Principles of Adult Learning	Practicum Preparation
		Closing
Day 3		
Training Tools and Practicum Practice	Warm-up, Recap from Day 2, Housekeeping, and Agenda Overview	Polishing Your Practicum (continued)
	PowerPoint: The Basics	Closing
	Polishing Your Practicum	
Day 4		
HIV Materials from the Region and Final Practicum Practice	Warm-up, Recap from Day 3, Housekeeping, and Agenda Overview	Polishing Your Practicum (continued)
	Materials From Your Country and Region	Meditation/Visualization: What Is Important for You
	Polishing Your Practicum	Closing
Day 5		
Practicum Presentations	Warm-up, Recap from Day 4, Housekeeping, and Agenda Overview	Group 4 Practicum
	Practicum Practice	Group 5 Practicum
	Group 1 Practicum	Group 6 Practicum
	Group 2 Practicum	Application and Reflection
	Group 3 Practicum	Closing
Day 6		
Planning Ahead and Training Certification	Warm-up, Recap from Day 5, Housekeeping, and Agenda Overview	Evaluation Methods
	Creating Your Own Training	Process Group
	Networking	Workshop Closing and Presentation of Certificates
		Final TOT Evaluation

DAY 1:

DEFINING WHO WE ARE AS POSITIVE TRAINERS AND OUR METHODS

Schedule:

SESSION	TIME
1: Introductions	1 hour 30 minutes
2: Training Expectations, Goals, and Objectives	45 minutes
3: Review TOT Agenda and Logistics	10 minutes
4: Participant Baseline Questionnaire	40 minutes
5: Setting Ground Rules	20 minutes
6: Defining Who We Are as Positive Trainers	55 minutes
7: Communication Theory: Verbal and Nonverbal Communication	1 hour
8: Touching Our Audience: Public Speaking Skills	30 minutes
9: Subregional Training: Curriculum Review and Homework	1 hour
10: Closing	15 minutes

SESSION ONE: INTRODUCTIONS

Time: 1 hour 30 minutes

Materials: Flip chart, tape, markers, computer, projector, display screen, adapter plug
Prepared Materials:
> **PowerPoint (PPT):** Workshop Agenda, Goals, and Objectives (*Please note, almost anything that you put on a PowerPoint can also go on a flip chart or handout if needed.*)
> **Prepared Flip Charts:** Participant Introduction Questions, Icebreakers and Energizers
> **Handouts:** Interpreter Confidentiality Agreement **(Annex 1)**, Subject Release Form/Photo Consent Form **(Annex 2)**, TOT Agenda **(Annex 4)**

Objectives:

- To welcome participants to the Investing in Middle East and North Africa (MENA) Positive Training-of-Trainers (TOT).
- To provide an overall introduction to the training.
- To discuss the role of participants within the context of the training, including how they see themselves as potential trainers and what they would like to learn.
- To provide practical application of icebreakers and energizers for this and participants' future trainings.

Facilitator Background Note: Introductions, Icebreakers, and Energizers

Introductions can take time but are very important because we, as trainers, are trying to make personal connections with our participants and build support in our countries and region that will last beyond the TOT. Further, in the MENA Region, introductions have special significance. People like to take more time to get to know one another before starting the nuts and bolts of working together.

There are many creative ways to introduce participants to each other in trainings or workshops. As training experience increases, trainers can develop a catalog of useful "icebreakers" and introductions for different situations and different groups.

Icebreakers are activities used in trainings to introduce new groups to each other—in other words, to "break the ice," a term in English used to describe breaking through any uncomfortable first feelings some participants may have when they're new to a group and do not know anyone. Along with introducing *new participants* to each other, icebreakers also introduce *new subjects* to participants.

Energizers are usually used when participants have been sitting too long, or in the morning when they are still not fully awake, energized, and flexible. Sometimes energizers include stretching, which helps get blood circulating through the body in a gentle way. It is important for participants not to sit all day. Breathing exercises and simple yoga techniques are also excellent ways to get the blood flowing.

Remember the cultural context when you implement these activities. Remember to note the gender norms and appropriate boundaries for touching and the physical capability of the group. Also remember that, as positive people, we all have different kinds of energy levels and strength. Some of us have physical disabilities that weaken our sight, hearing, walking, and mobility. Also, it is important to recognize that, even without HIV, many people have physical limitations. Trainings need to be accessible and appropriate to people with disabilities and physical limitations.

Sometimes participants, especially women, have to bring one or more children to the training. Although some of the training content may not be appropriate for children, they can be invited to join in some of the lighter/more fun energizers and icebreakers.

In general, try to avoid anything too complex or too long.

General Welcome—*Ahlan wa Sahlan!*

Time: 5 minutes

Main facilitators will provide the first welcome and thank participants for traveling and taking the time out of their busy family and/or work lives to spend this training week together.

Introduction of the Facilitation Team

Time: 15 minutes

Introduce any additional facilitators and/or honorable guests (e.g., a country director, ministry official, or USAID official). Staff will introduce themselves and welcome participants to the workshop.

Instructions for Facilitator: Introducing Ourselves

The facilitators will provide the following information in their introduction:

1. Name
2. How long and WHY I have been involved with HIV (if HIV negative, why I am participating in the training)
3. What my experience is as a trainer
4. Why I came to this workshop/training
5. How I expect this training to build on previous trainings and inform future work

Introduction to Confidentiality and Explanation of Interpreters and Note Takers

Time: 10 minutes

Explanation of Interpreters

Explain that the interpreters will provide Arabic-to-English interpretation for the English-speaking facilitators. In addition, state that the interpreters have signed a *confidentiality agreement* for the TOT (see **Annex 1**). This means that they will not share information from the meeting with anyone else. Interpreters are often asked to sign agreements in advance of sensitive political meetings, business negotiations, and community meetings where sensitive information is being shared.

1. **Stress** that all of us, participants and trainers, need to hold any personal statements and personal information disclosed as confidential.
2. **Emphasize** that we need to operate in a space of trust—"What is said in the room stays in the room."

Explanation of Note Takers

1. **Explain** that they will record their notes on a computer and that these notes will contribute to a TOT report.
2. **Explain** that they will take notes throughout the training; however, any participant can ask the note taker to *stop taking notes*—for example, because the participant will be providing confidential information.
3. **Explain** that the TOT report will be submitted to potential donors, partners, and friends who may be interested in supporting our trainings.
4. **Emphasize** that *no one's name* will be used in the report or any other documents, without express written permission from the participant.

Photo Consent

1. **Discuss** photo taking and ask how the group feels about it. Explain that if the majority of the group is not comfortable, then photo taking will not be allowed.
2. **If the majority is comfortable**, then explore the rules for photography, how the photos will be used (e.g., in a training CD, for internal reporting, for publications that reach a wider audience), and whether the materials will identify the person by country and by name.
3. **Introduce** the Photo Consent Form (see **Annex 2**) and how it can be used now, as well as for adaptation and use in future trainings.

Activity: Participant Introductions and Icebreakers

Time: 15 minutes

Instructions for Facilitator

Explain that each of the **TOT participants** will have 1 minute for this first exercise. Some may take a shorter period of time, but none should take longer than 1 minute.

Also **explain** that participants will answer the questions below in their introduction. These questions will also appear on a flip chart or PowerPoint slide for ease of reference.

Prepared Flip Chart: Participant Introduction Questions

1. Name
2. Something nice/interesting we may not know about you, but you would like to share (such as a hobby, home village or town, award or degree you may have, or something about your children/family)
3. A hint to help us remember your name (for example, stating your name and then a word that rhymes with it).

Prepared Flip Chart: Icebreakers and Energizers

Review and explain the following flip chart:

Icebreakers and energizers do the following:

1. Help participants get to know one another
2. Set the stage for continued learning together in a positive spirit
3. Give people a quick break, a positive and energetic start to a session, and add humor
4. Build trust and communication
5. Can lead to a point of intellectual revelation or attitude change
6. Build a spirit of shared values, fellowship, and team work
7. Can "break the ice" surrounding a new or sensitive subject

Activity: Icebreaker: Name Game

Time: 15 minutes

Instructions for Facilitator: Rules for the "Name Circle"

1. The facilitator will start by introducing him/herself first, stating his/her name only.
2. Then the participant to the right of the facilitator will state his/her name and then all the people introduced before him/her to the left—in this case, the facilitator only.
3. The next participant to the right will then introduce himself/herself and all the people introduced to his/her left (two people).
4. And so, as introductions go around the circle, people must introduce themselves but also the people already introduced to their left.
5. The participants who introduce themselves later have to introduce more people in the circle.
6. The aim, of course, is to remember each other's name! So try your best not to help someone who may be stuck on a name; let the person try first.
7. Try to conduct this icebreaker at a good pace to keep it fun and challenging.

Activity: Icebreaker: Name Diagnosis Line

Time: 30 minutes

Instructions for Facilitator: Directions for the Diagnosis Line

Note: This icebreaker has the potential to be sensitive—see #7 below:

Directions:

1. **Ask** participants to form a line according to the year they were diagnosed with HIV.
2. A **co-facilitator** may **demonstrate** by starting off the process saying: "I was diagnosed with HIV in 2000, so I stand here."
3. Then, the rest of the participants will **take turns stating** the year of their HIV diagnosis and will **form a line** around this first date mentioned.
4. Once all participants are in the line according to the year of their diagnosis, the co-facilitator will **ask** each participant to tell the year of their diagnosis to the group again and **explain** briefly how long and why they have been involved with HIV efforts (e.g., with volunteering, support groups, or any other types of training).
5. While still in the line, **ask** participants to raise their hands if they have done any public speaking as an openly HIV-positive person. **Explain** that if we look at the years combined, we have a lot of history and strength in this room.
6. **Explain** that there is no prescribed time for a person to become an HIV educator and trainer; it is different for everyone.
7. One point to **discuss** later—if some are not open about their HIV status—is how they will be able to train other PLHIV.
8. **Thank** everyone and ask them to come back into the circle to take a seat.

Trainer Notes: Nuances on Facilitating Icebreakers

When facilitating this activity, remember that icebreakers can be emotional, and it may be a participant's first time disclosing his/her status. Facilitators need to be prepared and trained to handle emotions and group dynamics when participants share painful or emotional feelings.

Note: The general selection criteria for this TOT (see **Annex 3**) specify that participants have been chosen because they are open about their status. However, their comfort levels will vary—depending on levels of stigma and discrimination, personal experience, current country and community context, and willingness—and may even change as they move through the training process.

SESSION TWO: TRAINING EXPECTATIONS, GOALS, AND OBJECTIVES

Time: 45 minutes

Materials: Flip chart, tape, markers, post-it notes
Prepared Materials:
 PPT*: Workshop Agenda, Goals, and Objectives
 Prepared Flip Charts: Group Expectations, Group Concerns, TOT Goals, TOT
  Objectives

* PowerPoint slide.

Objective:

- To review the expectations, goals, and objectives of the training and why they are important.

Facilitator Background Note: Expectations, Goals, and Objectives

The approach to this week's training is to "learn through doing"—to actually **practice training** throughout the week. In this session and others, think of ways that you will present these ideas to your own participants back home.

Explain that the participants are allowed to design and facilitate their own version of an activity or session by using the same information and content that is provided in the training manual. Each activity or session in this TOT, or any training that trainers and participants eventually design and facilitate, should consider the participant and training **expectations**, **goals**, and **objectives**.

Expectations are simply what participants expect from the training (e.g., what skills participants expect to learn and how they expect to use these skills when they return home). These expectations should help define the training goals.

Goals are broad statements of purpose—what we would like to attain. They may depend on achieving many objectives. Further, they may not be precisely measurable (e.g., ending HIV-related stigma)**.**

Objectives are the specific, measurable, and time-bound actions we take to reach our goals. They can be the following:

- A specific statement of the ideal situation that will exist at the completion of a particular task—a future fact.
- A statement of exactly what the learner will be able to do at the end of the training.
- A precise element or unit of work that will contribute toward reaching a goal—one of the steps toward the goal.
- May be related to other objectives but measured against themselves.
- Must be precisely measurable (results can be seen and measured).
- Must answer the following questions: What? How much or how many? When? And sometimes, where, who, with whom, and how often?

For example, to help reach the goal of ending HIV-related stigma, after the TOT, new trainers will provide 10 in-country awareness-raising sessions this year to limit myths and misinformation that contribute to HIV-related stigma.

Activity: Expectations and Concerns

Time: 15 minutes

Instructions for Facilitator: Expectations and Concerns Activity

Directions:

1. **Ask** participants to **write** on colored sticky post-it papers their learning expectations (what they want to learn).
2. On post-its of another color, **ask** participants to **write** any problems, fears, or concerns they might foresee or have.
3. **Ask** participants to **list** one word per post-it.
4. **Float** around the room to assist any participants who need help writing out their expectations and concerns.
5. **Ask** participants to **place** their post-it papers on a flip chart that has the title listed on top: "**EXPECTATIONS**: What are your expectations/hopes? What do you want to learn?"
6. **Ask** participants to **place** post-it papers of the other color on another flip chart that has the title listed on top: "**CONCERNS**: What are your concerns?"
7. **Choose one woman and one man**. Have one read aloud all expectations and the other read aloud all concerns.
8. **Ask** if anyone has anything they'd like to add or say.

Note: The facilitator should also address the concerns that have been listed and reassure everyone about the safe environment that will be created within the group throughout the training.

Review Training Objectives

Time: 15 minutes

Choose a volunteer to read aloud the TOT goals listed on the flip chart or PowerPoint slide. Choose another volunteer to read aloud the TOT objectives listed on a flip chart or PowerPoint slide.

Prepared Flip Chart: TOT Goals

Choose a volunteer to read aloud each of the TOT **goals** listed on the flip chart or PowerPoint slide.

1. To build the skills of PLHIV trainers to design and implement a training in their own country and network with other PLHIV nationally, regionally, and globally.
2. To promote positive leadership in the MENA Region.

Prepared Flip Chart: TOT Objectives

Choose a volunteer to read aloud each of the TOT **objectives** listed on the flip chart or PowerPoint slide.

1. Understand basic concepts of adult learning and behavior change related to training and education methods as they pertain to our work with HIV.
2. Acquire accurate information about HIV in a way that will allow us to share this information with others.
3. Develop public speaking and communication skills for training, education, and awareness raising in our countries.
4. Develop training tools to be used in respective country trainings.
5. Build skills for the implementation of our own country-based activities.
6. Strengthen civil society, including PLHIV-led responses to HIV in-country.
7. Create a foundation for a network of positive trainers in the MENA Region.

Setting Realistic Expectations

Time: 15 minutes

Instructions for Facilitator: Comparing Goals, Objectives, and Expectations

Co-facilitators with the group will

- Compare the objectives with the group's expectations listed from the previous exercise;
- See if the expectations match, differ, or support one another; and
- Highlight which expectations will not be met during the workshop, yet offer suggestions for how those expectations could be met in the future.

Ask participants (a woman and a man) to give an example of a goal and some objectives to meet that goal.

SESSION THREE: REVIEW TOT AGENDA AND LOGISTICS

Time: 10 minutes

Handouts: TOT Agenda **(Annex 4)**, *HIV Basics by and for HIV-Positive People in MENA Agenda* **(Annex 5)**

Objectives:

- To familiarize participants with the TOT agenda.
- To provide participants with time to address logistical issues.

Instructions for Facilitator: Daily Agenda Review and Logistics

Explain to the participants each day's agenda, providing a quick day-by-day overview so participants know what to expect. **Annex 4** is the TOT Agenda. **Annex 5** is the *HIV Basics by and for HIV-Positive People in MENA Agenda*, with which participants should also become familiar, as they will aim to implement a similar training in their own country using the TOT training skills from this workshop.

Also **review** logistical issues, including the following:

1. Bathroom and water locations
2. If the water is safe to drink from the hotel tap and any other issues related to digestion/safety (especially if you are training people who are not from the community where your training will take place)
3. Where to smoke
4. Tea break areas (time and place)
5. Meals (if provided)
6. Per diem disbursement procedures (if per diem is provided—in most local settings it is not)
7. Transportation around host city/village
8. Medical needs, first aid, and who to contact in case of an emergency
9. Additional hotel charges that will not be paid for by the training (e.g., minibar,* laundry, room service, etc. Again, most local settings will not have hotel stay-over and many workshops depend on house stays with other participants to cut costs).
10. Room phone, mobile phone, and room numbers of TOT co-facilitators or assigned volunteer/staff who can deal with participant needs, especially during off-training hours

Ask participants if there are any questions. If individuals have specific questions, co-facilitators should **ask** them to see the logistics staff during the break, during mealtimes, or after sessions. Participants should know that there is a particular person in charge of logistics to whom they can go at any time.

*Please note: For most trainings that use a hotel, we ask the hotel simply to empty the mini-bar in each participant room. This can be for several reasons, including sensitivity to those who have or are facing addiction, offense taken to alcohol being in the room, as well as unexpected room charges.

SESSION FOUR: PARTICIPANT BASELINE QUESTIONNAIRE

Time: 40 minutes

Materials: Pens (enough for each participant)
           Handout: Participant Baseline Questionnaire (**Annex 6**)

Objectives:

- To review participants' baseline levels of knowledge, attitudes, and skills regarding the topics covered in the training.
- To develop an indicator from which to measure objectives and overall TOT goals and objectives.
- To provide guidance on further programming.

Introduction to the Questionnaire

Time: 25 minutes

Instructions for Facilitator: **Introducing the Questionnaire**

1. Hand out the Participant Baseline Questionnaire (see **Annex 6**), to be filled out in 15–20 min.

2. Explain how Participant Criteria (**Annex 3**) were gathered before the TOT and how this information guided the development of the agendas for the TOT and the *HIV Basics by and for HIV-Positive People in MENA* (**Annex 4** and **Annex 5**).

3. Explain that this questionnaire will be used to assess the skills and capacity built throughout the TOT.

Trainer Notes

Ask a volunteer to help lead a 15-minute energizer. (It is wise to ask someone beforehand so that he/she has time to prepare.)

Group Energizer

Time: 15 minutes

Instructions for Facilitator: Group Energizer

Explain again that **energizers** are usually used when participants have been sitting too long or in the morning when people are still not awake and flexible. Sometimes energizers include stretching. It is important for participants not to sit all day. Everyone needs to move so that blood flows throughout the body and literally provides the brain with more energy. Breathing exercises and simple yoga techniques are also excellent to get the blood flowing. It is also important to acknowledge people's physical limitations and that not all of us, as positive people, have the same energy and physical ability.

Allow the volunteer to lead the energizer for 15 minutes.

SESSION FIVE: SETTING GROUND RULES

Time: 20 minutes

Materials: Flip chart, tape, markers
Prepared Materials:
      Prepared Flip Chart: Ground Rules

Objective:

- To establish a way of working together that will allow us to work freely, openly, and productively.

Instructions for Facilitator: Becoming a Trainer

1. Explain that participants will be asked to be active members of the training team throughout the TOT.

2. As mentioned, each day, you as a participant will be a trainer in training and will be practicing skills to build your capacity as a trainer. You will be co-facilitating sessions, discussion groups, and icebreakers, etc.

3. Not everyone can be a good trainer. Being able to speak in public and share our personal HIV stories is a good start. Yet the skills of being a trainer are different. Often the greatest HIV **activists** are not necessarily the greatest **trainers**. To be a trainer does require passion, like an activist, but it is not about our own personal issues or telling our story. The focus, instead, is on **others**, the participants of the workshop, and doing all we can so that others learn and share. **We share our life examples only to teach and help others learn during the training**.

4. We need to be careful regarding how and what we share, as sometimes we can share very painful experiences that can confuse our role as a trainer or facilitator and the role of participant. **Trainers and facilitators need to be aware and in control of their emotions and energy so they can help others—the participants**. We as HIV-positive people can be absolutely fabulous trainers, due to our living experience and our passion. We can do and say things in a different way than people who are not open about their status and those who are not positive. We can help others immensely. The training is about finding your unique skills and experiences as an HIV-positive person and learning how to adapt them so that you can train others.

5. The training will be challenging and rewarding but also can be physically tiring. It can be even more difficult when you train with another person and co-facilitate, which everyone will have the chance to do.

6. It is important to develop trust within the group, and especially with your co-facilitator, so you can work well together, sharing tasks and duties.

7. Normally, trainers work late in the evening and early in the morning—changing sessions, reviewing each day, and talking about what they should do differently.

8. Often, we as PLHIV can get sick after trainings. It is important to take care of our health, and it can be challenging when facilitating trainings.

Setting Ground Rules

Time: 10 minutes

Instructions for Facilitator: **Introducing Ground Rules**

Ground Rules

1. **Explain** the objective for the session.

2. **Ask** participants in the group what group norms/ground rules would be important to them for this TOT.

3. **Explain** that examples of ground rules include the following: turn cell phones off, ensure confidentiality, arrive to sessions on time, stick to the agenda, agree to participate actively, agree to attend all sessions, respect all participants, listen to what others have to say without interrupting them, use sentences that begin with "I" when sharing feelings (as opposed to "you"), do not use "put downs," etc.

4. **Solicit** participant suggestions and write all suggestions on your flip chart.

5. After all suggestions are taken, **ask the group to confirm** which suggestions they all agree should be included as ground rules and with which they are comfortable.

6. **Cross out** those suggestions with which the group does not agree.

7. **Put the flip chart paper** on the wall or in a place where it can be seen and referred to throughout the training.

Daily TOT Instructions

Time: 10 minutes

Instructions for Facilitator: **Daily TOT Participant Instructions**

As mentioned, each day we will be learning through practicing.

Each day, TOT participants will

- Provide a morning review of the previous day's work and give feedback;
- Review the day's agenda;
- Review the ground rules and add any additional ground rules that come up;
- Lead icebreakers and energizers and co-facilitate sessions;
- Lead feedback groups; and
- Lead and participate in training practices (such as role play or practicum) for feedback from the group.

Emphasize that, each evening, participants need to review the training curriculum. There will be evening homework so that we can make the best use of our short time together.

SESSION SIX: DEFINING WHO WE ARE AS POSITIVE TRAINERS

Time: 55 minutes

Materials: Flip chart, tape, markers

Handouts: Questions on Being a Trainer (**Annex 7**), The Power of Positive Speakers (**Annex 8**)

Objectives:

- To help participants understand the nature and purpose of becoming a trainer, using various TOT methods.
- To recognize how participants' own life experiences bring many skills they can use as trainers.

Methods Used in TOT

Time: 15 minutes

Instructions for Facilitator: Defining a Trainer

1. **Explain** that this training will be one of involvement, practice, and experiential learning (learning by experience).
2. **Divide participants** into groups of 2–3 and **ask** them to answer the following questions already in **Handout: Questions on Being a Trainer** (**Annex 7**).
3. Ask one person from each group to record all responses from the group.
4. **Ask the groups** to then work on a definition of **what a trainer is**.
5. **Ask each group** to pick one person to read its definition of a "trainer" to the larger TOT group.
6. **Record** key words on flip chart at the front of the room.
7. **Create** a working definition of "trainer" for the group based on these definitions.
8. **Post** the working definition on the wall for the remainder of the workshop, as a reminder of what we aim to be as trainers.
9. **Make** a handout with the definition the group develops for participants to take home with them.

ANNEX 7. HANDOUT: Questions on Being a Trainer

1. Why is it important for us as HIV-positive people to become trainers in our communities?

2. What do we mean by a "trainer"?

3. What are the possible benefits of us as HIV-positive people being the ones to conduct training on HIV-related issues?

4. Why do you want to improve your training skills?

5. Who would you like to reach with your training in your community? Country? Regionally?

A Brief Introduction to Disclosure

Time: 10 minutes

Trainer Notes

Briefly touch on disclosure now—it will also be covered in the practicum and curriculum. This is introduced without pressure for discussion on the first day simply to ensure that everyone understands that disclosure can be an integral part of exceptional training.

Select a volunteer to read "The Power of Positive Speakers" **(Annex 8).**

Emphasize that it is important to keep this excerpt in mind as we learn more about training and the definition of a "trainer" during this first day.

ANNEX 8. HANDOUT: The Power of Positive Speakers

Adapted from: Asia Pacific Network of Positive People (APN+). 2001. *Lifting the Burden of Secrecy: A Training Manual for HIV Positive Speakers.* APN+: Singapore.

Almost universally, our earliest messages about HIV and AIDS imply that those of us infected with HIV are morally blameful. Stigma and discrimination make people deny that HIV can affect them. After our HIV diagnosis, many of us lead a double life, unable to disclose our secret for fear of discrimination.

We as HIV-positive people put a human face on the epidemic to challenge societal attitudes. We show our communities that people living with HIV can lead productive lives for many years. People who speak out openly about the reality of living with HIV come from all backgrounds. Some of us have not finished our primary education, while others have university degrees. Some of us are inspired to speak out after listening to our peers, while a few of us have never met another positive person before we go public.

The power of us as HIV-positive people speaking out publicly is in **lifting the burden of secrecy**. None of us as a positive person, however, should publicly disclose our status until we are ready.

Life Experience and Being a Trainer

Time: 30 minutes

Instructions for Facilitator: Techniques of a Trainer

Directions:

Write the following main headings on a flip chart and discuss each one with the group. **Lead** this session as a discussion, using ideas outlined under each heading below:

Discussion:
Check ahead of time to identify a participant who has training experience. Ask if the person can share what benefits, barriers, and outcomes s/he has experienced as a trainer on HIV and about being open or not open about one's HIV status. What were the lessons learned? What have others experienced?

Participation:
As HIV-positive trainers, sharing one's own experiences can encourage participants to share their experiences and realize the strength and value of living with HIV. It is a powerful tool to use personal experiences to develop skills, help others, and give immediate input.

Reflection:
As trainers, we provide time for participants to reflect on experiences covered in each session of the trainings. This means more than just "going through the motions" of one session after the next, but instead includes trying to reflect on how this training can benefit us, how we can use tools provided, and what really resonates with who we want to be as trainers in our country.

Generalization:
Ask participants to give us general information related to lessons learned from their personal experiences and how this relates to new knowledge that can then be applied as a trainer.

Application:
Ask participants how they can apply lessons learned after the trainings, and with others. For example, after practicing a particular exercise or learning a new theory, participants may be able to modify aspects of the training to fit particular contexts in-country or in a community. On Day 6, we will ask you to outline your own trainings by using some of the tools and lessons learned through our sessions.

SESSION SEVEN: COMMUNICATION THEORY:
Verbal and Nonverbal Communication

Time: 1 hour

Materials: Flip chart, tape, markers, computer, projector, display screen, adapter plug
Prepared Materials:

> **Prepared Flip Chart:** IMBR Model
>
> **Handouts:** IMBR Model Case Study (**Annex 9**), Behavior Change Model: Prochaska and DiClemente Cycle of Change-Harm Reduction (**Annex 10**)

* PowerPoint slide.

Objectives:

- To help participants understand the practical application of theory and methods that are useful when developing HIV-related trainings.
- To introduce participants to behavior change and how this is relevant to their trainings.

Introduction to Behavior Change

Time: 20 minutes

Instructions for Facilitator: **What Is Behavior Change?**

1. **Explain** that the usefulness of studying theories is that they can frame and explain complex issues. They are often designed to be used in a variety of contexts. In our work, theories should have a component of "practical application" to test validity.
2. **Behavior change** is important when people are practicing unhealthy behaviors (e.g., a behavior that can place one at greater risk of being sick or being exposed to HIV or at risk for stigma and discriminatory behavior).
3. We will **discuss** only two behavior change theories commonly used in HIV-related trainings, but there are many.

IMBR Model: Information, Motivation, Behavior Skills, and Resources

This model addresses health-related behavior in a way that can be applied across different cultures. It focuses on the following:

Prepared Flip Chart: IMBR Model

1. Information (what)
2. Motivation (why)
3. Behavior skills (how)
4. Resources (where)

Note: All of the above can be used to target at-risk behaviors.

Instructions for Facilitator: Example of the IMBR Model

Explain that trainers may provide the following in sessions:

1. **Information**

   E.g.: How to use a condom.

2. **Motivation**

   E.g.: Strong emotional or intellectual reasons as to why participants would want to practice healthy behavior, including safer sexual practices, such as correct condom use.

3. **Skills**

   E.g.: A demonstration illustrating how to use a condom properly and suggestions on how to negotiate condom use with a partner.

4. **Resources**

   E.g.: Distribution of free condoms and offering couples counseling related to healthy behavior.

ANNEX 9. HANDOUT: IMBR Model Case Study

Ask a participant to read the following story to the group and then ask participants to identify IMBR elements in the story:

Aisha has learned about condoms from a friend who is an HIV-positive trainer. She knows how to use condoms properly. She knows that condoms prevent HIV infection. Aisha wants to prevent any risk of HIV infection but she does not want to visit the pharmacy or have condoms be delivered from the pharmacy to her home because the pharmacist and/or delivery person will know who she is, and this would be embarrassing. Further, Aisha's husband is controlling and emotionally abusive, so Aisha has no negotiating power in her relationship enabling her to ask her husband to use a condom when they have sex. He would blame her and say that she must be cheating on him, even though she suspects he might be cheating on her.

Using the IMBR Model, what issues related to IMBR come into play?

1. Information (what): Does Aisha have information about condoms?
2. Motivation (why): Does Aisha have motivation to use condoms? Does she have motivation not to use condoms? Which is greater?
3. Behavior Skills (how): Does Aisha know how to use condoms?
4. Resources (where): Can Aisha access condoms?

What are the barriers to Aisha accessing condoms? What other resources could be used to help Aisha? For example, how could her husband be encouraged to use condoms? How could Aisha access condoms in a way that would not be embarrassing?

Trainer Notes

There are many models of behavior change and many ways to look at a situation in need of behavior change. Further, depending on the context, some models are appropriate for certain settings. We'll now discuss a second model of behavior change.

Instructions for Facilitator

Behavior Change Model: Prochasksa and DiClemente Cycle of Change—Harm Reduction

Adapted from: Robert Westermeyer. 2005. *A User Friendly Model of Change*. Available at: *www.adictioninfo.org.*

Explain: James Prochaska and Carlo DiClemente (1982)* developed a model of **behavior change** that is unique in many ways:

1. First, it is **empirically driven**. In other words, it is based on the researcher's scientific investigation of change in humans.

2. Secondly, the model conceptualizes **change as a process**, entailing a number of stages that all require alterations in attitude in order to progress.

3. Third, the model depicts **change as a cycle**, as opposed to an "all-or-nothing step." It is quite normal for people to require several trips through the stages in this model to achieve lasting change. So, relapse, for example, is viewed as a normal part of the change process, as opposed to a complete failure. This does not mean that relapse is desirable, or even expected. It simply means that change is difficult, and it is unreasonable to expect everyone to be able to modify a habit perfectly in only one cycle.

4. We enter the stages of change from a state of **pre-contemplation**, during which the idea of change is not seriously considered.

5. The cycle begins when we start to **contemplate** the need for change.

6. Hopefully, we will tip the scales in favor of change and become **determined** to take action. The specific alterations in thinking and **behaving**/action will be initiated.

7. It is hoped that alterations become **accepted** and eventually ingrained and/or **automatic**.

8. If we are able to **maintain** our accomplishments, we exit the cycle entirely.

9. However, sometimes we **relapse** or backslide. Relapses can vary in severity, as can our reactions to them. Some relapses can discourage us so much that people return to a pre-contemplative stage for a long time before contemplating change again. Others get right back on track, consider the antecedents to relapse, decide where they need to put more effort, and swiftly move back into action again.

10. This behavior change theory is used often for drug addiction and other HIV-related behavior.

*DiClemente, C.C. and J.O. Prochaska. 1982. "Self Change and Therapy Change of Smoking Behavior: A Comparison of Processes of Change in Cessation and Maintenance." *Addictive Behavior*: 133–142.

ANNEX 10. HANDOUT: Behavior Change Model: Prochaska and DiClimente Cycle of Change-Harm Reduction

One:	No real interest in change (*pre-contemplation*)
Two:	Thinking about the possibility of change (*contemplative*)
Three:	Preparing to make a change (*determination*)
Four:	Change is adopted (*action*)
Five:	Maintain change (*maintenance*)

OR

Five:	Stops change, but does not give up and tries again (*relapse*)
Six:	Change continues over time (*maintenance*)

Real-life Example:

1. No interest in medical treatment
2. Thinking about making an appointment
3. Appointment scheduled
4. Attends a medical visit
5. Misses an appointment but then reschedules
6. Continues in medical treatment every 3–6 months

Trainer Notes

Some of your participants may have learned about harm reduction and behavior change—for example, if they have gone through rehabilitation to stop intravenous drug use (IDU), which is very common among men and women in some MENA countries. Ask participants if they have any theories, experiences, or ideas to share.

Instructions for Facilitator: Discussing Behavior Change

Ask participants: Can anyone provide a similar example, using these 5 to 6 steps in the behavior change cycle listed on the handout (**Annex 10**)?

Discussion: We all want to change something related to making ourselves healthier and happier. A goal of our HIV work is also to help others to improve the quality of their lives. Training other HIV-positive people starts by giving people information—perhaps some activities to improve their skills and practice new behavior. Yet, behavior change is a long process and often requires support from others. We have started a MENA network among some PLHIV to provide some of this support in the region. It is important for us all to learn to live healthier lives.

Ask participants to select one goal to change our behavior for these next 6 days. **Ask** them to share one goal to change individual behavior just for this week.

SESSION EIGHT: TOUCHING OUR AUDIENCE:
Public Speaking Skills

Time: 30 minutes

Materials: Flip chart, tape, markers, computer, projector, display screen, adapter plug
Prepared Materials:
    Prepared Flip Charts: Nonverbal Communication, Intonation, Intonation Part 2

Objectives:

- To introduce the importance of communication—both verbal and nonverbal—including how both can be used for more effective communication, trainings, and presentations.
- To provide trainers with a starting point for developing and practicing their training, including building and practicing skills learned in this first day of training.
- To provide an opportunity for participants to share their feelings via a "feedback group"—a peer group used as a tool for trainers and also to implement in their own trainings, where appropriate.

Instructions for Facilitator: Explaining the Power of Public Speaking

Explain that we as trainers/presenters have a short amount of time to make an impression; after that, our audience's mind is likely to be made up! So we have to be clear on what and how we are trying to communicate to the audience, ensuring that we are trying to communicate in a positive way.

Words account for only about 10 percent of our communication. The other 90 percent is made up of nonverbal communication. We will cover both nonverbal and verbal communication in this session, which should help with your own presentation and trainings.

Prepared Flip Chart or PPT Slide: Nonverbal Communication

- Touch
- Body movement
- Voice
- Words
- Facial expression
- Eye contact

Instructions for Facilitator: Nonverbal and Verbal Communication

Explain that people can communicate emotions without using words. The following list includes examples of nonverbal communication we can use as trainers to facilitate learning:

- Appearing relaxed
- Smiling
- Making eye contact with participants (where culturally appropriate)
- Showing interest in what participants are saying
- Appearing and being thoughtful
- Showing approval

Ask participants: What other kinds of nonverbal communication can be used? Can you demonstrate an example of nonverbal communication?

Explain that women often have a greater range when it comes to making gestures, such as those we just listed. In England, for example, it is estimated that women use 24,000 tone/gesture combinations, whereas men use only about 10,000. And in the MENA Region, we use even more gestures.

Verbal Communication

In verbal communication, the **tone of one's voice** can display different emotions even when the words are the same. Getting our tone right can be even more important than getting our messages correct.

Intonation is the rise and fall of pitch in our voices, used to convey a range of meanings, emotions, or situations.

A good exercise to demonstrate the variety of meaning through intonation changes is to take a single sentence, try stressing each bold-faced word in turn, and see the totally different meanings that come out of each.

Review the PowerPoint slide or flip chart below.

Prepared flip chart or PPT: Intonation

1. **I** did not say he stole the money.
2. I **did not** say he stole the money.
3. I did not **say** he stole the money.
4. I did not say **he** stole the money.
5. I did not say he **stole** the money.
6. I did not say he stole **the** money.
7. I did not say he stole the **money**.

Note: Once you are clear on the intonation changes in the seven sentences, you can add context words to clarify the meaning**.**

Prepared flip chart or PPT: Intonation Part 2

1. **I** did not say he stole the money, someone **else** said it.
2. I **did not** say he stole the money, **that's** not true at **all**.
3. I did not **say** he stole the money, I have not **spoken** to anyone about it.
4. I did not say **he** stole the money, I think someone **else** took it.
5. I did not say he **stole** the money, maybe he just **borrowed** it.
6. I did not say he stole **the** money, but rather some **other** money.
7. I did not say he stole the **money**, but he may have taken some **jewelry**.

Instructions for Facilitator: Verbal Communication

Adapted from: Heath Policy Initiative, Task Order 1, Africa Regional Bureau Training, Washington DC, 2008; and Asia Pacific Network of Positive People (APN+). 2001. *Lifting the Burden of Secrecy: A Training Module for HIV Positive Speakers.* APN+: Singapore.

Explain that, as we think about our trainings and presentations, we can see how each sentence and the way we say it conveys a message to our participants. Our tone will enable our audience to trust and respect us, relate to us, and believe and act on what we say.

Importantly, tone also has more broadly to do with the overall character and energy of our training style, which often is conveyed in what we stress in our presentations, how we connect with our audience/learners, and what main messages they will take home.

Ask participants: Go around the room and ask participants to describe the overall tone they want to adopt as a trainer or presenter (find the words: e.g., energetic, calm, dynamic, charming, etc.) that can serve as a support and focus.

Explain that verbal communication refers to **how something is said**. To capture and maintain the interest of participants, you, the trainer, should:

- **Vary the pitch, tone, and volume** of your voice to emphasize important points. Avoid monotone speech that will cause boredom—no matter how important your content is.

- **Vary the pace and delivery** of your presentation. Make important points slowly, and cover less important material quickly. Use terms that are familiar and easily understood by your participants. For example, if you are speaking to a low-literacy audience and/or a group that is accustomed to story telling and drama, then aim to use more of those elements in your own trainings to share information and illustrate important ideas.

- Begin each session and each topic with a **strong introduction** to capture interest and draw attention to important points.

- **Communicate on a personal level** with each of your participants by using their names. However, be sensitive to cultural norms. In some settings, using first names may make some participants comfortable, while in other settings, use of first names may be inappropriate.

- Try to **incorporate participant ideas and examples** into your training. Remembering a participant's comments, either from a previous session or from outside the training environment, will encourage participant interest, deepen cohesion and context, and enhance participation.

- **Avoid repeating words** and phrases such as "Do you know what I mean?" or "You know?" or "Do you understand?"

- **Try to make logical and smooth transitions between topics**. Where possible, link topics so that the concluding review or summary of one presentation/session introduces the next topic. Clearly state the beginning of a new topic and use visual aids (flip chart, PowerPoint, etc.) to illustrate what you are covering in your session. Abrupt transitions between topics can cause confusion. Depending on the situation, some trainers like to start a new session with an outline briefly explaining the main points that will be covered and how long the session will last. It is also good to let participants know when there will be any breaks or time for questions.

- **Take the time to give clear directions for all activities** so that participants will not be confused and lose interest. Participants should not have to wonder what comes next, what they are supposed to do, or how activities are to be conducted.

- As you know, HIV concerns sensitive and intimate issues that affect all of us. These matters may, however, be difficult to talk about because they involve strongly held views, taboos, religious beliefs, and stigma. **Using the words "honest," "sensitive," and "acceptable,"** in addition to engendering these characteristics throughout your training, will encourage healthy dialogue and de-stigmatization.

Instructions for Facilitator: Using Nonverbal Communication Effectively

As mentioned, nonverbal communication is as important as verbal communication. Dress, eye contact, body language, and moving around the room, as well as other factors we'll discuss, can have significant impact on establishing and maintaining a positive training climate.

To use nonverbal communication effectively

- Remember the importance of a **first impression**. How you greet participants and the initial message you convey can set the tone for the course.

- **Use eye contact** to read faces. This is a helpful technique for establishing rapport, detecting understanding or confusion among participants, and gathering nonverbal feedback. Remember, however, that eye contact is not always culturally acceptable.

- **Use positive facial expressions** to aid in the process of communication.

- **Take command of the space.** Walk about the room as you make points. A skilled trainer coordinates movements and gestures with instructional delivery. Some experienced speakers use the whole stage; they walk (slowly, fluidly) to the edge, walk back, and pause in the middle of the stage. If you are comfortable with this, it can be a very effective way of touching your audience. However, do not rush when using your space; remember that your energy will be felt by others.

- It is estimated that **open gestures**, with palms up, can help your audience to retain 40 percent more of what they hear from you in a presentation. On the other hand, words accompanied by palms facing downward can be perceived as an order.

- **Walk calmly toward participants as they respond to questions or make comments.** A slow nodding of the head while maintaining eye contact (where appropriate) demonstrates interest and encourages active participant involvement.

- If you point at the audience or participants, people will reject the message because **pointing your finger can be perceived as rude**, like shaking a stick at someone.

- **Hold yourself in an erect, confident way.** Try to feel grounded.

- **Avoid distracting gestures or body language,** such as fidgeting, excessive pacing, jingling keys or coins in pockets, or playing with markers/pens.

- **Limit** the use of desks, lecterns, or podiums that establish an artificial barrier between the trainer and the participants.

- Clothing and decoration can add or subtract from your presentation or training. **Aim to dress in tune with your audience.** If in doubt, aim for a bit more formal dress.

- **Display enthusiasm about the topic and its importance.** Energy and excitement are contagious and directly affect the enthusiasm of your participants.

Activity: Voice Work

Time: 15 minutes

Instructions for Facilitator

Explain that speakers need to strengthen their voices to develop good tone, clear articulation, and volume to project their voices effectively. Practicing vocal exercises before a talk ensures that our voices do not get strained. This helps calm the mind and focus on our talk. **Ask participants** to go through the following exercises:

Directions:

Tone and volume exercise:

1. Stand up straight, with your feet placed evenly and comfortably apart.
2. Relax your shoulders.
3. Drop your chin slightly toward your chest.
4. Imagine that there is a fine string attached to the top of your head and it is pulling you up gently.
5. Place your lips gently together in a relaxed way and start to hum, making a continuous "Mmmmm…" sound.
6. Take another few breaths and continue to hum.
7. Try to find the deepest, lowest note with which you feel comfortable humming.
8. Relax the throat.
9. On the next breath, begin to open the mouth slowly as you are humming, so that you make a "Mmmaaa…" sound.
10. Repeat a couple of times.
11. Now, start to project the sound across the room, reaching further across with each breath.
12. Make sure that you are not straining your neck muscles.
13. Repeat.

Instructions for Facilitator: Voice Work Activity (continued)

Articulation exercise:

1. Loosen the tongue by writing your full name on the roof of your mouth with the tip of your tongue.
2. Stretch the tongue right across the whole surface.
3. If the tongue muscles are not yet aching, repeat the exercise.
4. Now, push and squeeze your lips into every strange shape you can make, really stretching your mouth muscles.
5. Repeat a phrase to loosen up your mouth, such as "red leather, yellow leather" or *sabah il kheer; mesa il kheer.* **Ask participants** if they have a good phrase to suggest.
6. Start off slowly and increase the speed, retaining clear articulation.

Review:

Both exercises are fun and easy and thus a good way to "break the ice" surrounding public speaking, which is a daunting skill to learn and practice for many trainers in training. Suggest that participants try these exercises from time to time when they are alone. If they have access to a voice or video recorder, they can also record parts of their talk before and after these exercises to compare the difference in the vocal clarity and tone, among other skills.

SESSION NINE: SUBREGIONAL TRAINING:
Curriculum Review and Homework

Time: 1 hour

Prepared Materials:
      PPT*: HIV Basic Awareness
      Prepared Flip Chart: List of subregional session titles
      Other: *HIV Basics by and for HIV-Positive People in MENA Agenda*

Note: Participants should have received the *HIV Basics by and for HIV-Positive People in MENA Agenda* ahead of time; however, enough copies should be on hand at the TOT for each participant.

* PowerPoint slide.

Objectives:

- To introduce the *HIV Basics by and for HIV-Positive People in MENA Agenda* to TOT participants and how it will be used in this TOT and participant trainings in-country.
- To review the *HIV Basics by and for HIV-Positive People in MENA Agenda*, presentation tools, and session practice times.

Instructions for Facilitator: General Overview of TOT Content

1. **Review** *HIV Basics by and for HIV-Positive People in MENA Agenda* (**Annex 5**).
2. **Review** *HIV Basics by and for HIV-Positive People in MENA Agenda* content, including PowerPoint presentations.
3. **Discuss** how participants are to facilitate the subregional training, using the PowerPoint presentations, curriculum, and skills built from this TOT (see homework below).
4. **Review** the times that participants can practice this week so that they feel they have the tools and enough time to prepare.

List of presentations—refer to flip chart with sessions listed below.

Prepared Flip Chart: Subregional Sessions

1. World of Concerns
2. History of PLHIV movement, including MENA history
3. HIV basics
4. Nutrition and exercise
5. Treatment
6. Treatment advocacy discussion groups
7. Gender and HIV
8. Stigma
9. Disclosure
10. Visualization and relaxation
11. Positive living
12. Relationships, marriage, and family
13. Parent-to-Child Transmission (PTCT)
14. Support groups
15. Advocacy: Taking action
16. Community challenges, planning, and developing goals
17. Human rights and HIV
18. Networking

Instructions for Facilitator: Directions for Topic Selection

1. **Pair up** participants as co-facilitators. This can be done according to locale (i.e., if two people are from the same area), if the two will work on an activity together after the training, or for another reason. **Explain** to participants that they have been paired with the person who will be a co-facilitator. This entails working cooperatively with the co-trainer, sharing tasks and presentation assignments so that the session is a reflection of trainers' expertise, natural talents, and interests, as well as practice in areas where both trainers would like to improve and build skills. It can be a point of learning for the trainer in training about a new subject and an opportunity for constructive criticism and training development.

2. **Mention** that the topics for presenting at the subregional training should be listed on a flip chart ahead of time.

3. **Ask** one participant from each pair to choose a topic with which he/she feels comfortable.

4. Once all of the pairs have chosen a topic, **ask** the co-facilitation pairs to choose a topic that they would like to learn more about and develop the related skills.

5. **Provide** the suggested curriculum on the subject from the Subregional *HIV Basics by and for HIV-Positive People in MENA Agenda* that will aid the co-facilitators in their practicum at the TOT and later trainings in-country.

Instructions for Facilitator: Directions for Topic Selection (continued)

Once everyone has chosen a topic, explain the following:

1. **Explain** that participants can use the session curriculum exactly as it is or as a tool to adapt to a context. While staying true to the facts and progression of learning and presenting new information, participants can be as creative as they would like or can use the curriculum verbatim. Be sure to think about your audience members back home when you design your session. Are they low-literate, mostly women, mostly men, living in a high-risk environment?

2. **Explain** that if participants want to use other materials in advance, please obtain approval from one of the TOT facilitators to seek support and ensure content accuracy/appropriateness. Remember that not everything we find on the Internet or in print is accurate, and thus, it is best to get approval for information that is new to us and review it before using it.

3. **Remind** participants that it is advisable to design an introduction, body, and conclusion to your training.

4. **Note** that in presentations, we aim to use accurate information that is as evidence based as possible. **Highlight** that if participants do not understand some information in the session, not to worry! We are all learning. Information about HIV is always evolving. Later on, when the session is presented, if the trainer in training cannot answer all of the questions from participants, remind them that they can just say so and obtain the information later for participants when needed.

5. **Explain** that before their scheduled presentation practicum, participants should take time to imagine that they are presenting to a group in their home country. Remember, the aim of this practicum is to better prepare trainers for their work at home. Ask:

    *   **Who** is your target audience (in your home country) and **how many** participants would you like to attend your workshop? Would you like a large number or a smaller number like this group—why or why not?

    *   **List** the specific **learning objectives** to be covered during your 30-minute presentation (with an extra 15 min. or so for questions and answers).

    *   **List** the **materials** you need or are using.

6. **Explain** how you will **evaluate** the achievement of your learning objectives. For example, will you ask participants to fill out a questionnaire at the beginning and again at the end of your session to see how much they have learned?

7. **Ask** participants to **remember** previous trainings they may have attended and to think of ways that their practicum can be interactive, draw knowledge and answers from participants, and incorporate the methods covered today and throughout this TOT.

8. **Ask** participants to think about mixing the teaching techniques and training methods we'll continue to explore, which will be both experiential and instructive.

9. **Mention** that, during session time, co-facilitators from each group are encouraged to **network** with other participants who may have presented on the same topic and/or have information on the topic that may aid in the presentation.

10. **Tell** participants to feel free to request assistance from the other participants and the TOT facilitators.

11. **Tell** participants that they will have access to a flip chart and a computer/PowerPoint software to make their presentation(s).

12. **Note** that the PowerPoint presentations prepared for this TOT can be modified for participants to take home, if participants think they will have access to PowerPoint in their countries and are comfortable with PowerPoint. **Mention** that we will go over PowerPoint basics in this TOT. However, the presentation can always be modified to fit the context, such as putting all information on a flip chart, in handouts, or on a white board. Content should be modified to adapt the presentation on a flip chart—just in case there is a problem with the PowerPoint, electricity, or another audiovisual challenge, especially when participants go back home. Also, remind participants that handouts should be prepared and copied ahead of time.

13. **Encourage** interaction. As trainers, we need to be able to use tools that fit the environment in which we are training.

14. **Explain** that the session the participants will present for the practicum does not have to be perfect, but participant co-facilitation teams will have time to practice their sessions in advance.

15. Participants, who will be the audience, will respond to the training in a natural manner, and we will act as we normally would during a learning session about a new topic. We can ask challenging, realistic questions.

16. **Explain** that time management during delivery is essential. Please do not exceed your 30-minute presentation allotment. There will be about 15 minutes for questions at the end of your presentation.

17. **Explain** that participants will have up to 10 minutes to set up the training room in any manner that they believe best suits the training design. They should ask for help in setting up the room, if necessary.

18. Participants will provide 5–10 minutes of feedback. If presenters and participants are comfortable, the practicum will also be videotaped for a personal critique—an excellent and fun learning tool.

Ask participants: How many of you have seen yourselves on video? **Explain:** Your video presentation will be erased immediately after you have had the chance to view it.

Instructions for Facilitator: Tips for Developing Your Presentation

Explain the following to participants:

Develop a personal style

There is no single speaking or training style. We say that in the MENA Region it is always best to speak from the heart. Everyone should try to develop their own style and play to their own strengths. However, there are some basic rules of presenting that we went over today and will continue to explore. The difference between a mediocre trainer and a great one is usually a matter of personal style. If you have good comedic timing, use it. If you have a strong, melodic voice, play with it. If you have a calm, authoritative aura, do not try to change it, but rather work with it. You may not be your own best judge of your strengths. Talk it through with your co-facilitator, a mentor, or friend.

Learn from others

When you listen to others, assess why they work effectively as trainers, and why they do not. Watch how people stand, how they use space and gestures, and how they use words and pictures.

Make time to prepare

Participants will always know if you have taken the trouble to prepare. They will appreciate your talk all the more if they feel you have really thought about them and what they need. Further, they will feel better about asking questions, sharing ideas, and doing future work with you. Practice the timing and practice your training with your co-facilitator in advance.

Visualize how you want to be as a trainer or presenter

Write down how you want to be as a trainer and presenter. Find words to describe it. Imagine yourself presenting in that way. You will be great!

SESSION TEN: CLOSING

Time: 15 minutes

Materials: Flip chart, markers, computer, projector, display screen, adapter plug, feedback box
Prepared Materials:
      PPT*: Feedback
      Prepared Flip Chart: What Is Feedback?
      Handout: Daily Feedback Form (**Annex 11**)

* PowerPoint slide.

Objectives:

- To review the workshop objectives in light of what has been accomplished today.
- To provide consistent time to gather feedback from the day's activities, make announcements, and present a conclusion.

Prepared Flip Chart or PPT: What Is Feedback?

- Feedback is non-judgmental
- Feedback is constructive
- Feedback is specific
- Feedback provides alternatives
- Feedback is received non-defensively

Instructions for Facilitator: **Day 1 Closing Discussion**

1. **Ask** participants to sit in a circle.
2. **Ask** a volunteer to read from the flip chart or PowerPoint slide above.
3. **Provide** a brief overview of the topics covered during the day.
4. **Ask** the participants to think back on the day's activities and discuss some of the central themes.
5. **Provide** a daily feedback form (**Annex 11**) and ask participants to fill out the form and put it in a feedback box in a designated place in the room.

*Choose a **volunteer** to lead tomorrow morning's icebreaker or exercise. Review potential icebreakers or exercises, outline steps, and practice if needed.

DAY 2:

TRAINING THEORY AND TOOLS FOR YOUR TRAININGS

Schedule:

SESSION	TIME
1: Warm-up, Recap from Day 1, Housekeeping, and Agenda Overview	20 minutes
2: The Training and Learning Process	55 minutes
3: Principles of Adult Learning	45 minutes
4: The Training and Learning Process (continued)	1 hour 10 minutes
5: Your Personal Training Style	1 hour
6: Developing Co-Facilitation Skills	1 hour
7: Practicum Preparation	45 minutes
8: Closing	15 minutes

Trainer Notes: Beginning on Time

No matter how hard we try to start on time with **everyone** in the training room, someone is usually late! Try to avoid this by making an announcement at 8:50 a.m. or so for participants to leave breakfast in the next few minutes for the training.

SESSION ONE: WARM-UP, RECAP FROM DAY 1, HOUSEKEEPING, AND AGENDA OVERVIEW

Time: 20 minutes

Materials: Flip chart, tape, markers, computer, projector, display screen, adapter plug
Prepared Materials:
>   **PPT*:** Day 2 Agenda
>   **Prepared Flip Chart:** Day 2 Agenda (if not shown on a PowerPoint slide)

* PowerPoint slide.

Objectives:

- To provide a time for participants to lead an activity and warm up the group with an upbeat and fun start.
- To review housekeeping issues and the agenda for the day.

 Activity: Icebreakers and Exercises!

Time: 15 minutes

The volunteer selected at the end of Day 1 will lead an exercise or icebreaker.

Feedback, Housekeeping, and Agenda Overview

Time: 5 minutes

Ask participants: Are there any housekeeping issues to address? For example, the temperature of the room, any changes you are concerned about, or breakfast?

Review the agenda for the day.

SESSION TWO: THE TRAINING AND LEARNING PROCESS

Time: 55 minutes

Materials: Tape, marker, pens or pencils, computer, projector, display screen, adapter plug
Prepared Materials:
>   **PPT*:** Trainer Roles and Responsibilities
>   **Handouts:** Trainer Roles and Responsibilities (**Annex 12**); Trainer Ethics: Conducting Training Tasks in a Professional Manner Respectful of HIV Stigma and Discrimination, Gender, Community, and Cultural Beliefs (**Annex 13**)

* PowerPoint slide.

Objective:

- To develop awareness of the roles and responsibilities of a trainer.

Trainer Ethics and Different Methods of Teaching and Learning

Time: 20 minutes

ANNEX 12. HANDOUT: Trainer Roles and Responsibilities

Note: You could also put this information on a PowerPoint slide so that participants can follow along.

- **Needs assessment:** Identifying the knowledge and skill needs, as well as learning expectations of participants.
- **Development:** Designing or modifying training materials to meet participants' needs and expectations.
- **Delivery:** Presenting information using appropriate communication skills, information, and tools.
- **Evaluation:** Using strategies to assess participants' achievement of learning objectives and the success of the training.
- **Ethics:** Completing the above tasks in a professional and non-stigmatizing or non-discriminatory manner, being respectful of human rights and community codes of conduct; respecting and acknowledging that many of us have engaged in stigmatized behavior, such as injecting drug use, sex work, and men having sex with men.

Instructions for Facilitator: Respect and Sensitivity

Discuss with participants: We as people living with HIV have personal and often painful experiences associated with HIV. We need to respect and acknowledge that when we are discussing and training on HIV, we also can feel and remember painful personal experiences. HIV is within us and part of our lives, so training must be sensitive to our needs.

ANNEX 13. HANDOUT: **Trainer Ethics: Conducting Training Tasks in a Professional Manner Respectful of HIV Stigma and Discrimination, Gender, Community, and Cultural Beliefs**

Note: You could also put this information on a PowerPoint slide so that participants can follow along.

Trainer ethical considerations include the following areas:

- **Responsibility to oneself** — self-satisfaction and pride.

- **Responsibility to participants** — including not disclosing each other's HIV status, confidentiality of training processes and disclosures, moral and legal standards.

- **Responsibility to the training profession and HIV work.**

- **Responsibility to your training colleagues and other PLHIV** — many others could have attended this TOT, but you were selected based on your skills and experience, and further, you committed to use this training to help others.

- **Responsibility to PLHIV** — if you are open about your HIV status, then your attitudes and behavior will be reflected in and noticed by other PLHIV in your community, country, region, and globally.

- **Responsibility to the community that is receiving your training** — including its values, beliefs, needs, and concerns.

- **Responsibility to model healthy behaviors** — particularly those related to safer sex, not sharing syringes, not practicing unsafe traditional practices, supporting respect and equality among men and women, and engaging in behaviors that do not transmit HIV.

- **Responsibility to "Do No Harm."**

SESSION THREE: PRINCIPLES OF ADULT LEARNING

Time: 45 minutes

Materials: Computer, projector, display screen, adapter plug
Prepared Materials:

> **PPT*:** Comparing Pedagogy and Andragogy, Principles of Adult Learning
> **Handouts:** Comparing Pedagogy and Andragogy (**Annex 14**), Principles of Adult Learning (**Annex 15**), The Experiential Learning Cycle (**Annex 16**), Trainer Roles and Responsibilities During the Learning Process (**Annex 17**)

* PowerPoint slide.

Objectives:

- To understand the definition, principles, and application of adult learning in our own work as trainers.
- To identify factors that motivate and influence learning.
- To understand the learning process and identify trainer roles and responsibilities during the learning process.

Instructions for Facilitator: Adult and Classroom Learning

Explain: There are basic differences between **Adult Learning** and **Classroom Learning**.

Pedagogy/Traditional

1. The most dominant form of instruction in the MENA Region is called "pedagogy." Some people also call this **traditional** or **teacher-directed instruction**, which often takes place in the traditional classroom.

2. In the "pedagogical" or traditional model, the teacher has full responsibility for making decisions about what will be learned, how it will be learned, when it will be learned, and if the material has been learned.

3. Pedagogy or teacher-directed instruction places the student in a submissive role, requiring obedience to the teacher's instructions.

4. It is based on the assumption that learners need to know only what the teacher teaches them. The result is a teaching and learning situation that promotes dependency on the teacher.

Explain: Until very recently, this method of teaching has been applied equally to both children and adults. However, as adults mature, they become increasingly independent and responsible for their own actions. They are often motivated to learn by a **desire to solve immediate problems in their lives**.

Ask participants: To illustrate this point, can you tell us what you wanted to learn through this training, and why? (Pick one woman and one man to answer the question.)

Explain: As we grow into adulthood, we also have an increasing need to be **self-directing**. In many ways, the traditional model does not account for such developmental changes as we mature and so can produce some resistance.

The application of what we call "andragogy" has helped to ease this tension in the adult learning context.

Malcolm Knowles first introduced this concept in the United States. He suggested that andragogy be used alongside the traditional model. Further, these styles should not be seen as dichotomous (divided/contrary) but rather as ends of a spectrum of teaching/learning, where learners can fall anywhere on the spectrum, depending on the situation.

Andragogy makes the following assumptions about learners:

1. Their self concept moves from **dependency to independence** or self-directedness.

2. They accumulate a reservoir of **experiences** that can be used as a basis to build learning.

3. Their readiness to learn becomes increasingly associated with the developmental tasks of **social roles**.

4. Their perspectives change from **postponed to immediate application** and from subject-centeredness to performance-centeredness.

5. People who take the **initiative** to learn seem to learn more and to learn things better than what results from passive learning.

6. Self-directed learning is more in tune with the **natural processes** of psychological development.

ANNEX 14. HANDOUT: Comparing Pedagogy and Andragogy

Adapted from: Centre for Development and Population Activities (CEDPA). *CEDPA TOT Manual.*

Note: When reviewing this handout, you have the option of putting this information on a PowerPoint slide so that participants can follow along better.

	Pedagogy (classroom)	**Andragogy (adult, non-formal)**
Learner's Role	Follow instructions; passive reception; receive information; little responsibility for learning process	Offer ideas based on experience; interdependent; active participation; responsible for the learning process
Motivation for Learning	External: Forces of society (family, religion, tradition, etc.); learner does not see immediate benefit	From within oneself; learner sees immediate application
Choice of Content	Teacher-controlled; learner has little or no choice	Centered on life or workplace problems expressed by the learner
Method Focus	Gain facts, information	Share and build on knowledge and experiences

ANNEX 15. HANDOUT: Principles of Adult Learning

Handout or PowerPoint Slide: Principles of Adult Learning

> Adapted from: Centre for Development and Population Activities (CEDPA). *CEDPA TOT Manual.*

Adult learning occurs best when it

- **Is self-directed**
  Adults can share responsibility for their own learning because they know their own needs.

- **Fills an immediate need**
  Motivation to learn is the greatest when it meets the immediate needs of the learner.

- **Is participative**
  Participation in the learning process is active, not passive.

- **Is experiential**
  The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

- **Is reflexive**
  Maximum learning from a particular experience occurs when a person takes the time to reflect back on it, draw conclusions, and derive principles for application to similar experiences in the future.

ANNEX 16. HANDOUT: The Experiential Learning Cycle

Adapted from: Centre for Development and Population Activities (CEDPA). *CEDPA TOT Manual.*
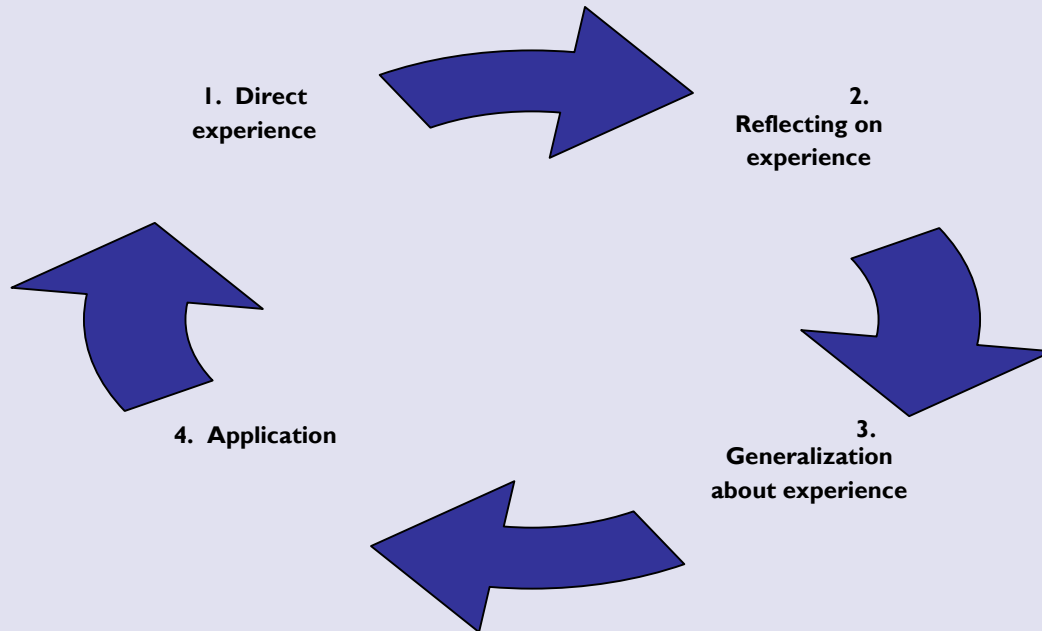
Explain:

1. As opposed to being a student in a lecture, Adult Learning requires that learners actively participate in the learning process.

2. Each of the four steps illustrated above is a part of the learning process.

3. Effective learning requires the learner to *apply* (**Phase 4**) those things learned in **Phase 3**. This is also where the learner forms *principles* based on *analysis* of **Phase 2** of the experience encountered in **Phase 1**.

4. The **role of the trainer** is to help the learner through this process of learning.

5. A good trainer must understand thoroughly what occurs during each phase of this learning process and must also be able to facilitate the learning process.

6. **Ask participants:** As trainers, you should be able to fit your own learning experiences from yesterday and today into this cycle as well. Does anyone want to share an example?

7. Now we'll look at trainer roles and responsibilities during each phase of the learning process (**Annex 17**).

ANNEX 17. HANDOUT: Trainer Roles and Responsibilities During the Learning Process

Adapted from: Centre for Development and Population Activities (CEDPA). *CEDPA TOT Manual.*

Phase I: The Experience
The learner uncovers new information that prompts her/him to respond to this new experience.

Example activities to use during this phase:
- Group problem solving
- Case studies
- Role plays
- Field visits
- Skills practice
- Games
- Group tasks

Trainer's role: The trainer's primary role is to structure what has happened in Phase 1. S/he must present the objectives of the activity and clarify the norms, rules, and limits. Information should be presented in a way that is meaningful to participants and will stimulate interest (e.g., by using visual aids and asking questions).

Although most processing occurs during Phase 2 (below), the trainer can ask some questions during this phase:
- Are there any questions about the task?
- Is there anything else you might need to know?
- How is everything going?
- Have you thought about…?
- Could you be more specific?
- Can you say more about that?
- Can you think of another alternative?
- Are you ready to record your work on the flip chart?
- How much time do you need?

Phase 2: Reflecting on the Experience
Learners sort out the information developed in Phase 1. They *analyze* the experience in Phase 2. Then in Phase 3 they will identify key things they have learned.

Example activities to use during Phase 2:
- Small group discussion
- Participant presentations
- Large group discussion
- Reporting from small groups

Trainer's role: To help the learner reflect on what happened during Phase 1 and what the experience meant to the learner. The trainer should ensure that important elements of the experience are not ignored. A way to do this is to ask questions about what happened and how the learner reacted. The following are examples of questions a trainer might ask:

- What happened?
- How do you feel when…?
- Did anyone feel differently?
- What did you notice about…?
- How do you feel about the experience?
- Did anyone else feel the same way about that?
- Do you agree/disagree with what they are saying? Why?
- Does anyone else have something to add…?
- Does this surprise you?
- Do you realize that…?
- Why didn't you…?

The trainer uses open-ended questions to stimulate discussion.

Phase 3: Generalizing about the Experience
Example activities to use during this phase:

- Synthesis discussion in a large group (like our feedback discussion yesterday)
- Lectures
- Demonstration
- Reading assignments

Trainer's role: It is the conventional role of the educator to guide the learner. More than in any other phase, the trainer needs to know about the subject matter and be a credible information source. This does not mean that the trainer needs to provide all the answers during this phase. The learners will probably internalize the learning better if they find the answers for themselves.

As a guide, the trainer helps the learner focus on the implications of the experience and reflection phases so that the learner can acknowledge having learned something new. There are two basic approaches to doing this:

1. Trainer can provide a **summary** for the learners (as in a lecture or assignment).
2. Trainer can ask **probing questions** that enable the learners to reach their own conclusions (as in consensus-seeking discussion). This approach requires strong facilitation skills.

Some useful questions the trainer might ask include the following:

- What did you learn from this?
- What does all of this mean to you?
- Is there an operating principle here?
- How does all that we're talking about fit together?
- Have you gained any new insights about…?
- What are some of the major themes we've seen here?
- Are there any lessons to be learned?

Phase 4: Application

For the learner to feel that the training is significant, the new learning must relate to her or his own life. During Phase 4, the learner makes the connection between the training setting and the real world; the two are rarely the same. This link can be strengthened through practice and planning for application after training.

Examples of activities to use during this phase include the following:
- Action planning
- Field visits
- Practicing new skills
- Discussion

Trainer's role: It is that of a coach to the learner. As the learner tries doing things on her/his own, the trainer can provide advice and encourage the learner to try to improve new skills. The key question to ask is "How should I do this differently next time?"

Some questions the trainer can ask include the following:
- What have you enjoyed most about this?
- What do you find most difficult?
- How can you apply this in your situation at home?
- Can you imagine yourself doing this in two weeks?
- What do you look forward to doing most after the training?
- What do you think will be most difficult when you use this?
- If you were to do this in your own project, how would you do it differently?
- How could this exercise have been more meaningful to you?
- Do you anticipate any resistance when you return?
- What can you do to overcome resistance from others?
- Are there areas in which you would like more practice?
- What are some of the questions you still have?
- How could you do this better?
- How would women and men in your community react to this?

SESSION FOUR: THE TRAINING AND LEARNING PROCESS (CONTINUED)

Time: 1 hour 10 minutes

Materials: Flip chart, tape, markers, computer, projector, display screen, adapter plug
Prepared Materials:
   Handout: Choosing Appropriate Training Techniques (**Annex 18**)

Objectives:

- To expand upon the learning principles on which trainer roles and conventional training design and facilitation are based.
- To review different training techniques that may be used in training sessions and workshops.

Choosing Appropriate Training Techniques

Time: 15 minutes

Explain to the participants that they all have been working on a topic they will share with the TOT group for the practicum sessions, which will start tomorrow afternoon. **Review** with participants the different methods of sharing their topic to provide them with some ideas for their own trainings and the topic they will be practicing this week from the *HIV Basics by and for HIV-Positive People in MENA* Agenda.

Along with reviewing the handout (**Annex 18**), **review** examples of each technique and **ask** the participants to provide examples of each approach they might be able to use in a training.

1. **Presentation:** For example, a lecture on a particular topic, such as treatment or parent-to-child transmission.

2. **Demonstration:** For example, a step-by-step exercise/demonstration, such as a condom demonstration.

3. **Case study:** For example, the case study we reviewed about Aisha and condom use/IMBR method/behavior change on Day 1, Session Seven.

4. **Simulation:** Simulations have elements of a larger role play, with multiple roles and parallel and cross-cutting situations within a particular context that influence each other. Participants are provided background information about a situation and are then asked to play out different roles in the situation to solve a particular challenge or problem.

5. **Small group discussion:** For example, when we break up people into smaller groups to discuss a challenge or brainstorm a plan of action.

6. **Role play**: Some of you have participated in role play, such as a disclosure role play where one participant plays a family member, while the other plays the person disclosing his/her HIV status for the first time. Role plays often help with psychosocial support and working out a particular challenge.

*Ask participants to give an example of one or two of these techniques that they have experienced before (perhaps in another workshop, training, or support group).

ANNEX 18. HANDOUT: Choosing Appropriate Training Techniques

Adapted from: Centre for Development and Population Activities (CEDPA). *CEDPA TOT Manual.*

Review the following:

Presentation

A presentation is an activity that a trainer who is knowledgeable about a particular subject matter conducts to convey information, theories, or principles. Forms of presentations can range from a lecture-style presentation to involving the learner directly. Presentations depend more on the trainer for content than do any other training techniques or tools.

Presentations are used for the following:
1. Introducing participants to a new subject
2. Providing an overview or a synthesis
3. Conveying facts
4. Addressing a large group

Advantages of using presentations in your training include the following:
1. Covers a lot of material in a short period of time
2. Useful for large groups
3. Can be adapted to any kind of learner
4. Can precede more practical training techniques
5. The lecturer has more control than in other training situations

Things to be aware of before you decide to use a lecture-style presentation:
1. Emphasizes one-way communication
2. Is not experiential in approach
3. The learner's role is passive
4. The lecturer needs skills to be an effective presenter (such as those discussed in our verbal and nonverbal communication section earlier)
5. Inappropriate for changing behavior or for learning skills
6. Learner retention is not as great unless it is followed up with a more practical technique
7. A presentation is common in more formal situations

Process:
1. Introduce the topic; tell the learners what you will be sharing with them
2. Tell learners what you want to tell them; present the material with the help of visual aids
3. Summarize key points you have made; tell the learners what you have told them
4. Invite learners to ask questions

Demonstration

A demonstration is a presentation of a method for doing something.

Demonstrations are used for the following:
1. Teaching a specific skill or technique
2. Modeling a step-by-step approach

Advantages of using demonstrations in your training include the following:
1. Easy to focus learner's attention
2. Shows practical applications of a method
3. Involves learners when they try the method themselves

Things to be aware of before you decide to use a demonstration:
1. Requires planning and practice ahead of time
2. Demonstrator needs to have enough materials for everyone to try the method
3. Not as useful in large groups
4. Requires giving feedback to learners when they try it themselves

Process:
1. Introduce the demonstration; what is the purpose?
2. Present the material you are going to use
3. Demonstrate
4. Demonstrate again, explaining each step
5. Invite the learners to ask questions
6. Have the learners practice themselves
7. Discuss how easy/difficult it was for them; summarize

Case Study

A case study is a written description of an example situation that is used for analysis and discussion.

Case studies are used for the following:
1. Discussing common problems in a typical situation
2. Providing a safe opportunity to develop problem-solving skills
3. Promoting group discussion and group problem solving

Advantages of using case studies in your training include the following:
1. Learners can relate to the situation
2. Involve an element of mystery
3. The hypothetical situation does not involve personal risks
4. Learners are involved

Things to be aware of before you decide to use a case study:
1. The case must be closely related to the learner's experience
2. Problems are often complex and multifaceted
3. There is not always just one right solution
4. Requires planning time if you need to write the case yourself
5. Discussion questions need to be designed carefully

Process:
1. Introduce the case
2. Give learners time to familiarize themselves with the case
3. Present questions for discussion or the problem to be solved
4. Give learners time to solve the problems
5. Have some learners present their solutions/answers
6. Discuss all possible solutions/answers
7. Ask the learners what they have learned from the exercise
8. Ask the learners how the case might be relevant to their own environments

Simulation

A simulation is an enactment of a real-life situation.

Simulation:
1. Allows learners to experience decisionmaking in "real" situations without worrying about the consequences of their decisions
2. Provides a way to apply knowledge, develop skills, and examine attitudes in the context of an everyday situation

Advantages of using simulations in your training include the following:
1. Practical
2. Learners are able to discover and react on their own
3. High involvement of the learner
4. Immediate feedback

Things to be aware of before you decide to use a simulation:
1. Time consuming
2. The facilitator must be well-prepared, especially with logistics
3. A simulation is often a simplistic view of reality

Process:
1. Prepare the learners to take on specific roles during the simulation
2. Introduce the goals, rules, and timeframes for the simulation
3. Facilitate the simulation
4. Ask learners about their reactions to the simulation
5. Ask learners what they have learned from the simulation and develop principles
6. Ask learners how the simulation relates to their own lives
7. Summarize

Small Group Discussion

A small group discussion is an activity that allows learners to share their experiences and ideas to solve a problem within a small group.

Small group discussions are used for the following:
1. Enhancing problem-solving skills
2. Helping participants learn from each other
3. Giving participants a greater sense of responsibility in the learning process
4. Promoting team work
5. Clarifying personal values

Advantages of using small group discussions in your training include the following:
1. Learners develop greater control over their learning
2. Participation is encouraged
3. Allows for reinforcement and clarification of lessons through discussion

Things to be aware of before you decide to use small group discussion:
1. The task given to the group needs to be very clear
2. The group should be aware of the time limits for the discussion
3. Participants should be able to listen to each other, even if they do not agree
4. Group discussion should not be dominated by one or two people
5. Questions help guide the discussion
6. Everyone should be encouraged to participate

Process:
1. Arrange the learners in groups of four to seven
2. Introduce the task that describes what should be discussed
3. Ask each group to designate a discussion facilitator, a recorder, and a person to present the group's findings to the larger group
4. Check to make sure that each group understands the task
5. Give groups time to discuss; this should not require the trainer's involvement unless the learners have questions for the trainer
6. Have one person from each group summarize the findings of the group (this could be a solution to a problem, answers to a question, or a summary of ideas)
7. Identify common themes that were apparent in the groups' presentations
8. Ask the learners what they have learned from the exercise
9. Ask learners how they might use what they have learned

Role Play

In a role play, two or more individuals enact parts in a scenario related to a training topic.

Role Plays:
1. Help change people's attitudes
2. Enable people to see the consequences of their actions on others
3. Provide an opportunity for learners to see how others might feel/behave in a given situation
4. Enable learners to explore alternative approaches to dealing with situations

Advantages of using role play in your training include the following:
1. Stimulating and fun
2. Engages the group's attention
3. Simulates the real world

Things to be aware of before you decide to use role play:
1. A role play is spontaneous; there is no script to follow
2. Actors must have a good understanding of their roles for the role play to succeed
3. Actors might get carried away with their roles
4. Do not require actors to play roles they are uncomfortable playing; this includes acting in a role play where the actor plays him/herself

Process:
1. Prepare the actors so they understand their roles and the situation
2. Set the climate so the observers know what the situation involves
3. Observe the role play
4. Thank the actors and ask them how they feel about the role play; be sure that they get out of their roles and back to their real selves
5. Share the reactions and observations of the observers
6. Discuss different reactions to what happened
7. Ask the learners what they have learned and develop principles
8. Ask the learners how the situation relates to their own lives
9. Summarize

Activity: Training Technique Practice—Role Play

Time: 15 minutes

Explain that a role play is an interactive method that can be used effectively in HIV education and support.

Explain that during the rest of this session, role play will be used as an educational tool, and participants will have the opportunity to develop role play skills further, including creating their own role plays.

Explain that many training programs use role plays to illustrate challenges and to model important skills. Effective role play engages the hearts and minds of the audience and can put the actors in "someone else's shoes," and thus can create empathy and change.

Review the general steps described below:

Role Play Basic Guidelines:

1. Prepare the actors so that they understand their roles and the situation.
2. Try to have gender balance in the role play. It is okay to have a man play a woman and a woman play a man, as we can learn about the opposite sex and different gender identities from role play as well.
3. Set the climate so the observers know what the situation involves.
4. Observe the role play.
5. Thank the actors and ask them how they feel about the role play; be sure that they get out of their roles and back to their real selves.
6. Share the reactions and observations of the observers.
7. Discuss different reactions to what happened.
8. Ask the learners what they have learned and develop principles.
9. Ask the learners how the situation relates to their own lives.
10. Ask the actors in the role play what they learned. Did they experience increased empathy or understanding from playing the role?
11. Summarize.

Instructions for Facilitator: Role Play Guidelines

Explain the following:

1. Two or more people are usually asked to take on the roles of characters and then to act out a scene focusing on a pre-determined situation. In some cases, details might be given about how a situation should unfold, and role players are asked to create an ending. Sometimes this information is written on a card, for example, and provided to the role play group so that the audience does not know what the role play will be about.

2. Make sure that no one is forced to act in a role play by other participants; some may not feel comfortable acting. However, if a group member seems to be only a little shy, gently encourage her/him to try.

3. It is important that individuals do not play themselves or the exact situations they have experienced, especially in sensitive role plays.

4. Suggest that male participants play female roles and female participants play male roles from time to time, so that they have a chance to place themselves in situations encountered by members of the opposite sex.

5. Visit small groups as they are creating a role play to make sure they are developing a scene that does not run under 5 minutes and over 7 minutes, and to ensure that all members of the group are involved in some way.

6. Make sure that the group does not spend all of the exercise time devising a detailed script; encourage an outline. They need to *practice* their role play as well.

7. Create enough space for the performance so that all participants can see what is presented.

8. Encourage role players to speak loudly so that the whole audience can hear the dialogue.

9. If the role play goes on too long or seems to get stuck, invite the players to stop so that everyone can discuss the situation.

10. Allow the other participants to offer their observations after each group has performed. For example, you can ask the audience what they saw and then ask the actors whether they intended to portray that.

11. When doing a serious/emotional role play, it might be necessary to "de-role" so the actors can acknowledge who they are in real life—outside of the characters just played.

12. Ask participants how the role play relates to their own lives.

Role play scenarios may offer opportunities to provide information on many topics, such as stigma and discrimination, basic facts about HIV, advocacy and human rights, behavior change communication and education, psychosocial support, testing, treatment and care, disclosure, gender issues, family issues, and community issues.

Activity: Role Play Presentations

Time: 40 minutes

Instructions for Facilitator: **Role Play Directions**

1. **Divide** participants into groups of 3–4.

2. **Ask** participants to develop a short 5-minute role play addressing a particular HIV challenge in their community. Alternatively, co-facilitators can write out the challenge to be addressed on a card and provide it to each group as a starting point.

3. **Visit** each group to **help** them get started and suggest an outline if needed, but **leave** the ending of the role play to the discretion of the group.

4. **Ask** each group to present its role play.

5. **Thank** the actors and ask them how they feel about the role play; **be sure** that they get out of their roles and back to their real selves.

6. **Discuss** the role play with the group, what issues were presented, why they are important, and what was learned through this training technique.

7. **Discuss** different reactions to what happened among observers and role players.

8. **Ask** the learners what they have learned, what principles can be extracted from the role play, and how it relates to their own lives.

9. **Summarize.**

SESSION FIVE: YOUR PERSONAL TRAINING STYLE

Time: 1 hour

Materials: Flip chart, markers, computer, projector, display screen, adapter plug
Prepared Materials:
> **Handouts:** Qualities of Effective HIV Trainers (**Annex 19**), Qualities that Hinder Training (**Annex 20**), Trainer Style Continuum (**Annex 21**), Training Style Workplan (**Annex 22**), Strategies for Successful Delivery (**Annex 23**)

Objectives:

- To help participants understand the impact of personal style on delivery skills and participant learning.
- To identify perceived strengths and weaknesses in participants' personal styles and options for strengthening perceived style weaknesses.

Instructions for Facilitator

Explain:

Positive trainers possess a uniqueness or personal training style that may enhance group learning experiences. Training style adds dynamically to the technical delivery skills of information giving, effective processing, and intervention.

Ask participants: Are there any qualities of effective trainers you can share? If so, as the facilitator, write them on a flip chart. Refer back to the definition of a trainer that was developed by the group on Day 1.

Ask participants: Are there any qualities of ineffective trainers? If so, write them on a flip chart and compare with the definition and list of effective trainer qualities discussed.

Discuss the information below (as handouts, PowerPoint slides, or on flip charts).

ANNEX 19. HANDOUT: Qualities of Effective HIV Trainers

- Self-awareness, including awareness of one's own emotions, emotional triggers, energy, and health
- Ability to sense the impact of the trainer's own behavior on others
- Honesty
- Ability to admit when one does not know the answer
- Ability to give and receive feedback
- Ability to encourage the taking of risks without humiliating participants
- Ability to deal with one's own feelings and the feelings of others
- Ability to make appropriate interventions
- Ability to plan, organize, and make clear presentations
- Ability to establish objectives and to move a group toward them
- Strong group facilitation skills
- Cultural and gender awareness and sensitivity
- Flexibility and adaptability in regard to the group's needs
- Good delivery skills for all kinds of presentations
- Ability to talk about personal experiences, not other people's
- Respect for the needs of adult learners and the ability to put the adult learning theory into practice
- Patience and pacing of self according to the group's dynamics
- Effective communication skills
- Ability to deal with participants' emotions
- Ability to talk about sex, condoms, drug use, and different sexual and behavior practices that are often considered taboo
- Ability to evaluate the training event

ANNEX 20. HANDOUT: Qualities that Hinder Training

- Using warnings and threats to get groups moving
- Intervening excessively
- Needing to be the center of the process; not allowing the group to work on its own
- Subtly or overtly insisting on particular behaviors from group members
- Having little awareness of his or her effect on others
- Inability to receive feedback
- Humiliating participants into taking risks
- Inability to respond to the process
- Avoiding giving feedback when it is painful
- Giving too much feedback
- Having poor delivery skills
- Giving unclear or disorganized presentations and/or directions
- Lack of sensitivity to cultures or viewpoints different from his or her own
- Being rigid and not adapting with regard to group's needs
- Inability to plan and organize events
- Violating needs of adult learners
- Lack of respect or positive regard for all participants
- Having poor communication skills
- Impatience and inability to pace himself or herself
- Inability or unwillingness to evaluate a training event
- Intolerance of any criticism directed at him or her
- Desire to lead at all times at the cost of balanced group participation and investment in the participatory learning process

Directions:

Pass out the handout below and have participants fill it out individually, assessing their individual style based on the continuums provided (5 minutes). Ask participants to mark where they see themselves as trainers for each characteristic listed below.

ANNEX 21. HANDOUT: Trainer Style Continuum

Flexible _____Rigid

Humorous _____ Serious

Presenter _____ Solicitor (someone who asks for answers and knowledge from participants themselves)

Prepared_____ Free (someone who improvises and uses information "off the top of his/her head")

Confronting _____ Nurturing

High-Energy _____Low-Key

Extroverted _____Introverted

Packaged _____Adaptive (rather than sticking to a training "package" that is pre-planned, the training is adapted to the context)

Ask participants:

By a show of hands, determine which participants in the group see themselves in these characteristics on the continuum (based on the handout above). Ask several participants (both women and men) why they assessed themselves in this way: Can they give examples of qualities chosen from their own experience? Are there any benefits to having these qualities? What about the other qualities they may not have chosen? In what areas would they like to have stronger qualities? Where would they like to see themselves on the continuum? Are there any other continuums they could suggest? Is there anyone in the group that has a quality they admire?

Directions:

Pass out the handout below and have each participant answer individually (10 minutes).

ANNEX 22. HANDOUT: Training Style Workplan

Three training strengths I identified as most important to me are

1.
2.
3.

The three training weaknesses I identified that I would most like to begin changing are

1.
2.
3.

The ways I plan to begin to improve my training style weaknesses are

1.
2.
3.
4.
5.

Ask participants:

Ask to see who would like to share their answers from each set of questions above. Are there any strengths just below the weaknesses listed or any weaknesses just below the strengths? For example, being serious may be a real strength, but what happens when someone is too serious all the time? What about others listed? Almost every human quality can have another side to it if practiced in excess (either too much or too little), or we can strike a balance.

ANNEX 23. HANDOUT: Strategies for Successful Delivery

Trainer strategies or activities that communicate the **tone to be set** and that influence **expectations** for how people will be working together include the following:

- Being on time (early), prepared, and organized
- Making your first impression (e.g., dress, eye contact, smile, work)
- Getting acquainted (your introduction, participant introductions)
- Introducing program purpose and content
- Identifying participants' expectations, goals, and objectives
- Assessing levels of knowledge, skill, and ability of participants about training subject matter
- Negotiating, reconciling, or agreeing on goals and agendas
- Taking care of basic needs and some "comforts" and logistics
- Warm-ups, icebreakers, and energizers
- Modeling and reinforcing norms

Ask participants:

Can you add anything to this list? What are the most important strategies from the list for you as a trainer? Why?

Activity: Facilitation Exercise

Time: 20 minutes

Directions:
1. Ask each person to think about what they have learned regarding their own training style, presentation skills, and adult learning.
2. As a mini-skills practice, ask participants to explain (2 min. each) the HIV situation in their country, keeping in mind their own training and communication style.
3. They can use these two minutes to "try out" a particular style that resonates with them as a trainer.
4. Remind participants that this is an exercise for them to put some of the training skills they have learned into practice and thus to focus on that aspect of presenting.
5. Let participants know they will be "cut off" once they reach their 2 min. presenting limit.
6. Allow time for some encouraging feedback.

SESSION SIX: DEVELOPING CO-FACILITATION SKILLS

Time: 1 hour

Materials: Flip chart, markers, computer, projector, display screen, adapter plug
Prepared Materials:
> **Handouts:** Advantages and Disadvantages of Co-facilitation (**Annex 24**), Co-facilitation Do's and Don'ts (**Annex 25**), Co-facilitation Quiz (**Annex 26**)

Objectives:

- To formally introduce participants to concepts surrounding co-facilitation.
- To provide time for participants to practice co-facilitation skills.
- To support practicum preparation in co-facilitation teams.

Co-facilitation Skills Overview

Introduction

Co-facilitation or co-training can add to the effectiveness of a workshop you implement in your own country. It can support group activities based on the principles of Adult Learning. It also divides the responsibility of training between two people who have different talents to share in the process.

Definition of co-training: Where two (possibly more) trainers work together to design and conduct a training session.

Co-facilitation is much more involved than taking turns (although this is a good way to start practicing the give-and-take needed to balance co-facilitation). It involves co-trainers who are merging their skills, expertise, and experience to design, plan, and conduct a training session or program. Co-trainers allow for a "synergistic" effect to contribute to a better product than either would have produced alone.

Ask participants if they have ever co-facilitated a training, workshop, or even a support group. How did they share the co-facilitation responsibilities?

Design, Objectives, and Roles

Design: Two trainers work collaboratively to design the training session, combining the thoughts of both to determine what they would like their session to accomplish and what would be the best methods to use.

Objectives: Trainers work on the training objectives to guide the development of the session.

Roles: Once the session design is prepared, trainers then plan who takes the lead for delivering which parts of the session. Taking the lead responsibility means that one trainer has the responsibility for leading the group through that particular part of the session. The co-trainer supports the lead trainer by

- Observing the process closely to gauge how well the learning objectives and goals are being met;
- Adding relevant points to the discussion;
- Stepping in to clarify points;
- Identifying opportune points or probing questions that might further support the session objectives and goals;
- Noting shyer participants who may have been trying to enter the discussion for a few minutes and may need a "nudge" from the trainer;
- Monitoring small group tasks;
- Helping respond to participant needs or requests; and
- Supporting gender sensitivity and noting where women or men may be shy about asking questions and interacting.

It is a good idea to agree on a "signal" co-facilitators will use if they are "stuck," need help, or their co-facilitator wants to add to a particular point. This should be a discreet signal, such as scratching your nose, putting your hands on your hips, or another natural body movement that will be undetected by your audience but will prompt your co-facilitator.

Typically, the leader's responsibility would shift from trainer to trainer during the course of the workshop.

Remember: Co-training as we are describing it does not imply any particular status or skill-level difference between the two trainers. Although there may be skill-level differences that should be considered to determine which trainer does what, co-training/facilitation is not meant to set up a senior/junior trainer dynamic. Often, this can be particularly acute between men and women, so it is important to be aware of this gender dynamic.

When two trainers work well together, the interchange of roles and pace of their presentations and various interventions happen in a way that is fluid and natural.

Two facilitators in the same room should support each other rather than compete for floor space. Everyone can have an "off" day when nothing works well. We have all momentarily forgotten material when facilitating a session containing subject matter we know well. An activity may have not gone as planned or one facilitator might lose his/her place in a presentation. Or there could be a few difficult questions where both facilitators need to support

one another. The co-facilitator is there to help smooth over those moments, fill in the gaps when needed, and add to a rich experience among the group. Co-facilitators' behavior toward one another—**being supportive and respectful**—should serve as a model for how participants should behave toward each other.

ANNEX 24. HANDOUT: Advantages and Disadvantages of Co-facilitation

Adapted from: Family Health International. 2005. *TRG-Facilitator Training Programme and Youth Peer Education Toolkit*. Arlington, VA: FHI.

Advantages

1. Increases the ratio of trainers to each person being trained and thus provides for more coverage and individual attention. This is important in experiential training because, unlike more traditional training, the format relies on trainers facilitating and working closely with individuals and small groups to facilitate the learning process.

2. Working as a team allows each person to contribute the best of his/her talents and resources.

3. Co-facilitation allows for sharing the work of facilitating a workshop; increases energy, creativity, and participation; and reduces burnout and fatigue.

4. Co-facilitators provide diversity in styles, voices, and energy levels. Often, they also provide female and male role models for participants.

5. Co-facilitation helps to hold the attention of the group, while giving each facilitator time to "shine" and time to rest.

6. Two facilitators can manage a group better than one. The second person can help gauge participants' reactions and notice if participants understand the material. The co-facilitator can also help hand out materials and can assist with monitoring discussions when participants have been separated into small groups. They can also handle problems with the physical environment (e.g., temperature), late-comers, etc.

7. Co-facilitation provides a quicker way to improve a training session because both trainers are analyzing, evaluating, and thinking of ways to improve the session for the next time.

8. Co-facilitation allows trainers to debrief sessions together and even "let off steam" caused by design problems, troublesome participants, or other challenges. It can also result in a boost of a co-facilitation partner's self-confidence.

Disadvantages

1. Takes more time to plan and debrief sessions, as there are two trainers.

2. Can cause confusion if the trainers have significantly different perspectives on the subject at hand, especially if the trainers do not acknowledge their differences.

3. Trainers may have different rhythms around the pacing and timing of interventions, and this can cause tension within the training team, as well as an uneven pace.

4. Co-training can result in too many trainer interventions, wherein the two trainers find themselves competing for upfront time or adding points to each other's interventions.

5. Co-training can result in competition rather than cooperation.

6. Co-trainers may have similar strengths and weaknesses, which means they may both wish to do or avoid doing certain training tasks and may both miss the same thing d i i

Instructions for Facilitator

Ask participants: Can you add anything to these advantages/disadvantages?
To avoid disadvantages and maximize advantages, trainers should take the time to define their working relationship, roles, objectives, and goals; ensure honest, open, and respectful feedback; and provide support to each other.

Co-facilitation Session "Prep Steps"

Preparation

1. Come to an agreement about how you will work together on the design phase of the workshop/session. Decide who will take the lead responsibility for designing and presenting particular pieces of the workshop.
2. Discuss and share any knowledge or expectations you have about the participant group.
3. Decide on co-trainer roles for the first day or two of the workshop.
4. Decide where the co-trainer will be when the lead trainer is presenting, and the timing.
5. Decide how you will handle the following as a team:
   - Overly talkative participants
   - Late-comers
   - Times when one trainer misses an instruction or makes a design error
   - Silent or shy participants
   - Housekeeping problems

- Co-trainer interventions (e.g., when a lead trainer is training and the co-trainer intervenes)
- Design problems that can arise during a session
- Disagreements between trainers in front of the participant group
- Time spent each evening preparing for the next day

Discuss: One main issue to address is the tendency for one facilitator to "take over" the entire session. We have seen sessions where one person directs fellow co-facilitators in his/her group and assigns tasks and roles rather than encouraging collaboration, as well as sessions where each group member makes his/her own decisions and feels valued and invested in the process and session.

Ask participants: How do you define collaboration? Have you experienced this? What happened? What is the best approach to encourage this?

Discuss: This problem of having a single leader (or "tyrant model") can be particularly acute within groups that have worked together before and where a leader has been self- or group-determined. Remember, one main reason we have chosen co-facilitation teams for this TOT is to encourage **team work**, **cooperation,** and **collaboration**, where everyone has the chance to provide input and his or her own special contribution.

ANNEX 25. HANDOUT: Co-facilitation Do's and Don'ts

Adapted from: Family Health International. 2005. *TRG-Facilitator Training Programme and Youth Peer Education Toolkit*. Arlington, VA: FHI.

- **Do** go over what each of you will be covering before you get to a training workshop. Be clear regarding who is doing what and in what timeframe. Make sure it is a collaborative process rather than one person giving orders and the other(s) following along without input.

- **Do** be on time, even if the cultural context in which you work may encourage a polite space for being late. Be *early enough* to decide how you and your partner want to arrange the room.

- **Do** be responsible for your own time. *Don't* ask your co-facilitator to watch the clock and signal to you when your time is up. Carry a watch with you and check it so you are aware of how much time you have left.

- **Do** start and end on time, even if the cultural context in which you work may encourage a polite space for deviations from the schedule. *Don't* go over the time agreed on, either with participants or with your co-facilitator. If you run out of time and you have not covered all that you were supposed to, stop where you are and do better next time. **Remember participants can always stay and speak to you after the session is over.**

- **Do** support your partner's leadership. *Don't* interrupt or challenge. Wait to be invited to speak by your co-facilitator. You can talk to participants when it is your time to present—to give correct information or add what you know about the subject.

- **Do** invite your co-facilitator to speak when you need help. *Don't* assume he or she will rescue you. Say "Ashraf, do you have something to add?" or "Sara, do you know the answer to that?"

- **Do** sit off to the side when your partner is presenting a subject. *Don't* sit next to your partner or hide where he or she cannot see you! Sit somewhere so that you can both make eye contact, but where the person who is presenting can have the spotlight.

- **Do** focus on what your partner is saying. *Don't* do other things while your partner is presenting (e.g., texting on your mobile phone, checking email, reading something else, leaving the room, or answering your mobile phone). When presenting after your co-facilitator, try to refer to what he or she has said. If you pay attention to what your co-facilitator is saying, your participants will, too and you can include this knowledge gained in the sessions you are leading, making the learning process a richer experience for your participants.

- **Do** help when needed. *Don't* give directions for activities that contradict what your partner is trying to do.

- **Do** compliment your partner. *Don't* denigrate him or her. Tell your partner what you liked about his or her presentation (what she said and did). Positive feedback about a specific action means that the action will be repeated.

- **Don't** joke with your partner if it excludes the group or demeans someone. A positive, supportive relationship between co-facilitators creates a safe learning environment for the participants. The relationship between facilitators is of primary importance to the group's learning process.

- **Don't** let gendered roles get in the way of good co-facilitation. Remember that both women and men should *lead* the workshop *equally*, and one should not dominate due to perceived gender roles on the part of the co-facilitators, audience, or the social context in which you are training.

- **Don't** let personal beliefs or perceptions about your co-trainer as a person living with HIV affect your facilitation with the group and your co-trainer. Remember, we as positive people can stigmatize each other. We all come from different backgrounds, and we need to be supportive of our different personalities, styles, backgrounds, and experiences.

Activity: Co-facilitation Exercise

1. Ask each person to think about what they have learned about co-facilitation.
2. Pair participants up into co-facilitation teams.
3. Ask participants to share (2 min. each—4 min. total) about a subject of their choice, using the co-facilitation skills discussed.

Instructions for Facilitator

Co-facilitation Quiz:
1. Ask participants to pair up and take the following quiz (**Annex 26**).
2. Let them decide how they will do the task.

ANNEX 26. HANDOUT: Co-facilitation Quiz

Answer the following questions with <u>Agree</u> or <u>Disagree</u>.

1. When I am talking, I do not mind if my co-facilitator interrupts me to make an important point.

2. When I feel that something important should be mentioned during a workshop, I need to be able to interrupt the other facilitator so that I can make my point.

3. When my co-facilitator makes a mistake while leading a workshop, it is okay for me to correct her/him.

4. I want to be able to trust my co-facilitator to be able to figure out when I need help facilitating.

5. The way to let your co-facilitator know that you have something to say is to raise your hand until you are acknowledged.

6. I feel uncomfortable being in charge, so I would prefer to have my co-facilitator run things.

7. When my co-facilitator talks a lot, I feel that I have to say something just to remind the group that I am there.

8. I get nervous at the beginning of each workshop because it is so hard to get started.

9. I like to be flexible regarding the group's needs, so I do not like to plan out exactly what we are going to cover in a workshop.

10. I am used to particular people "taking over" in the support group or our NGO, and for presentations, so I usually let them.

11. I don't like telling my co-facilitator when I am upset or nervous about a particular session; I want to avoid conflict.

Ask participants: How did they decide to complete the quiz (e.g., individually, together)? What did they find out about co-facilitating with their partner? In what ways would it be difficult to co-facilitate with their partner? How would they overcome these difficulties?

Activity: Co-facilitation Practice in Teams

Directions:

1. Have the participants re-group into the original co-facilitation groups from the end of Day 1.

2. Ask each group to outline its topic from Day 1 (20 min.) and prepare a 5-minute presentation on the topic, which will be used as a way to practice co-facilitation.

3. A resource person will be present for each group so as to support the process.

Facilitate a group discussion on how co-facilitators felt about the following:

- Presenting in front of a group. (Did any of the exercises or skills from yesterday/today help with presenting today?)

- Team work. (Did working in a team make presenting the subject matter easier? More difficult?)

- Co-facilitation. (How did co-facilitation work with your partner? Did you feel you both had equal time and space to convey your main points? What could have helped make things more balanced, if needed? Do you feel you have a certain style when co-facilitating?)

- Subject matter. (How did you feel about presenting on the subject matter? Was it difficult, easy, or too complex? Did you wish you had more time, information, or resources? How would you work in a resource- and time-limited setting?)

- What did you like best?

- What would you like to improve?

- What did you learn that could support the overall presentation and make use of individual talents and skills?

- What skills would you like to have to improve the presentation?

SESSION SEVEN: PRACTICUM PREPARATION

Time: 45 minutes

Materials: Flip chart, markers, computer, projector, display screen, adapter plug

Objective:

- To allow participants time to work on their own presentations, incorporating skills from Day 1 and Day 2 in the practicum, while having resource people on hand to support the development of their work.

Instructions for Facilitator

1. Ask participants to re-group into their co-facilitation teams from the end of Day 1, which will be the practicum session co-facilitation team.
2. Ask participants to think back on the techniques they have learned today and to further develop their presentations for Day 5 and Day 6.
3. Let participants know that resource people are on hand to support developing their presentations.

SESSION EIGHT: CLOSING

Time: 15 minutes

Materials: Feedback box
Prepared Materials:
　　　　Handout: Daily Feedback Form (**Annex 11**)

Objectives:

- To review the objectives of the workshop in light of what has been accomplished today.
- To provide consistent time to gather feedback from the day's activities, make announcements, and present a conclusion.

Activity: Closing Discussion

Time: 15 minutes

Directions:

1. Ask participants to sit in a circle.
2. Provide a brief overview of the topics covered during the day.
3. Ask participants to think back on the day's activities and discuss some of the central themes.
4. Provide a daily feedback form (**Annex 11**) and ask participants to fill it out and put it in the feedback box in a designated place in the room.

Choose a **volunteer** to lead tomorrow morning's icebreaker or exercise. Review potential icebreakers or exercises, outline the steps, and practice if needed.

DAY 3:

TRAINING TOOLS AND PRACTICUM PRACTICE

Schedule:

SESSION	TIME
1: Warm-up, Recap from Day 2, Housekeeping, and Agenda Overview	20 minutes
2: PowerPoint: The Basics	1 hour 10 minutes
3: Polishing Your Practicum	5 hours
4: Closing	15 minutes

SESSION ONE: WARM-UP, RECAP FROM DAY 2, HOUSEKEEPING, AND AGENDA OVERVIEW

Time: 20 minutes

Materials: Flip chart, tape, markers, computer, projector, display screen, adapter plug
Prepared Materials:
      PPT*: Day 3 Agenda
      Prepared Flip Chart: Day 3 Agenda (if not shown on a PowerPoint slide)

* PowerPoint slide.

Objectives:

- To provide a time for participants to lead an activity and warm up the group with an upbeat and fun start.
- To review housekeeping issues and the agenda for the day.

Activity: Icebreakers or Exercise

Time: 15 minutes

A **volunteer** chosen at the end of Day 2 will have selected an exercise or icebreaker and will lead or co-facilitate the exercise.

Feedback, Logistics, and Agenda Overview

Time: 5 minutes

Co-facilitators summarize any feedback they collected on the training program in general and on the previous day's activities; address any housekeeping issues; and review the agenda for the day.

SESSION TWO: POWERPOINT: The Basics

Time: 1 hour 10 minutes

Materials: Six laptop computers for participant use, projector, PowerPoint (*Make sure all computers have the same version of PowerPoint and that several pictures are located on the computer desktop for use during this session.*)

Adapted from: Health Policy Initiative. 2008. *Developing and Delivering Effective PowerPoint Presentations*. Washington, DC: Futures Group International, Health Policy Initiative, Task Order 1.

Objective:

- To provide participants with basic skills in using PowerPoint for their own trainings.

Co-facilitators will lead this session.

Set up: Ask participants ahead of time who has used a computer and, further, who knows how to use PowerPoint. Identify any "floating" resource people who know PowerPoint and can help support the learning process with the laptop. Throughout the training, make sure that those who are not familiar with computers have the chance to practice. Ensure ahead of time that the computers have Arabic keyboard functions. Ideally, there should be 2 people assigned to one laptop.

Explain:

1. PowerPoint can be used in many ways. Sometimes it is used in a lecture format but often it can be used to help with implementing small group exercises or simply to display a handout or even an illustration or picture (as we have done in this training). More and more trainings use PowerPoint, yet many of us still do not use it because power, computers, and PowerPoint projectors are often not accessible.

   Ask participants: Is there anyone who will not have access to a computer when you go home?

2. PowerPoint is usually used in a lecture/presentation format. As mentioned, lecture-style presentations are good for large groups in a more formal environment but may not make the best use of sharing information within a smaller group that you hope will experience some behavior change, gain skills, and explore knowledge based on personal

experience, ideas, and discussion. As mentioned, however, there are less dependent/more interactive ways to use PowerPoint (e.g., as a kind of electronic flip chart or slide show to highlight important information about a topic that is shared).

3. PowerPoint can be one of many training tools you use and can be combined with different techniques (as discussed yesterday) to share your information and include your learners in the process.

Trainer Notes: PowerPoint Presentation

The following session in the TOT curriculum will be outlined as if you were looking at the PowerPoint presentation shared here, including PowerPoint slides and notes, so that you also have an example of a PowerPoint presentation.

USAID | HEALTH POLICY INITIATIVE
FROM THE AMERICAN PEOPLE

**Developing and Delivering
Effective Presentations**
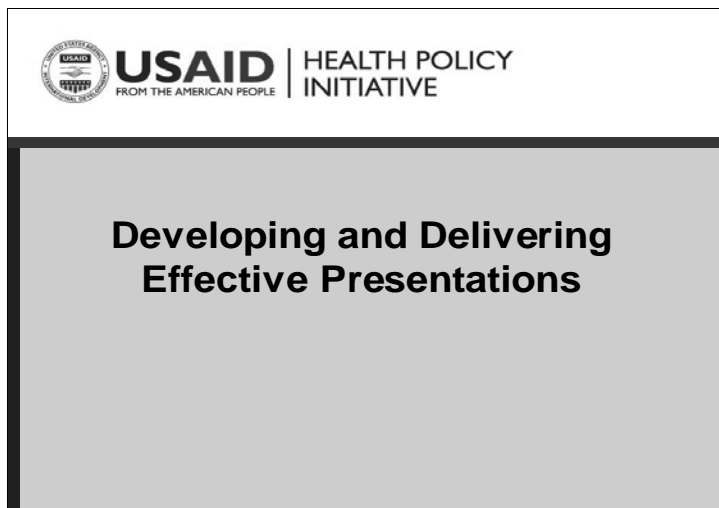
Explain: Although we have limited time, we hope you will come away with some useful tips and techniques.

If some of you have given PowerPoint presentations, we would like you to share your experiences or comments at any time during the training. We want this to be an interactive session where we all learn something from each other.

Purpose of Training

- Increase your capacity to create and deliver effective presentations that will help you to achieve your desired outcomes

- Increase efficiency and save you time when creating your presentation

2

Explain: "Desired outcomes" is the key term in this statement. There is always a **purpose** for your presentation, but sometimes this purpose, or the messages that would lead to your desired outcome, get lost in the effort to provide as much information as possible. Often we see PowerPoint slides **loaded with text** and we get lost in information overload or cannot even read all of the information on the slide in time. We will discuss this and other challenges and opportunities as we go through this session.

The more skill you have in creating PowerPoint slides, the more efficient you will be—thus leading to significant savings of your time. For example, you will not have to spend additional hours re-organizing your presentation.

Overview of Training

- **Part 1: Understanding the Basics**

- **Part 2: Presenting Your Content**

- **Part 3: Using Images Effectively**

- **Part 4: Delivering Your Content**

3

Explain: We'll cover four topics today:

1. The basics
2. Presenting content
3. Practice using images
4. Delivery

Part 1

Understanding the Basics
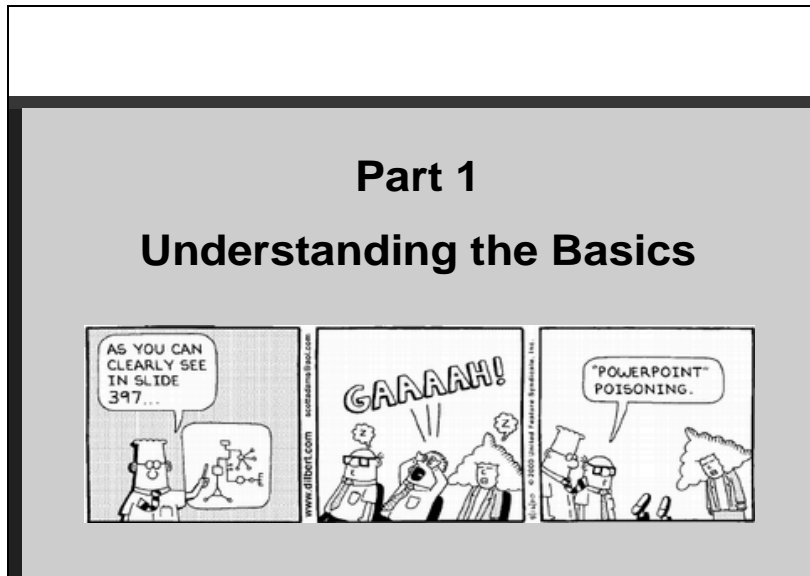
Using PowerPoint

First, why use PowerPoint?

- Helps to organize your presentation and guide your audience (keeping them focused)

- Serves as a visual aid to support your information

- Can keep your audience engaged

5

Explain: Before developing any presentation, ask yourself, "Why am I using PowerPoint?" Sometimes PowerPoint can hinder your presentation rather than complement it.

There are some pitfalls associated with each answer on the slide. Later in the training, we will discuss the importance of organizing your thoughts before organizing your presentation;

creating simple slides that are not distracting; and avoiding lengthy and boring presentations that put your audience to sleep rather than keep them engaged.

Explain directions and ask participants to write down these steps:

1. Click on the "Start" button at the bottom left-hand side of your computer screen; this will open up what is called a "Menu," or list of choices.
2. Click on "Programs."
3. Click on "Microsoft Office."
4. Click on "Microsoft Office PowerPoint."
5. PowerPoint should now be open.

Trainer Notes

Walk around to each computer to make sure everyone has PowerPoint open. Ask if anyone has any questions at this point.

Using Slide Views

- Normal

- Outline

- Slide sorter

- Notes page

- Slide show

8

Review each of the above PowerPoint "views" with the group. Ask them to try out these views themselves and walk around to each group to make sure they understand the process thus far.

Part 2

Presenting Your Content

Organizing Your Thoughts First

- Assess your audience—size, types, and interests

- Determine your desired outcomes

- Identify your key points that will lead to your desired outcomes and then what information is central to making these points clear

- Determine whether this information can be presented within your timeframe

10

Explain: Assessing your audience first will ensure that your presentation is appropriate and effective. Linked to this is determining your desired outcomes—**what are the take-home messages, or what action do you want the audience to take as a result of your presentation**?

Creating an outline with your co-facilitator first will help to organize your information, identify the main points, and save you time in the long run by preventing you from presenting too much information in one slide or one PowerPoint presentation.

Remember that often **"less is more."** Your presentation should be just long enough to convey your main messages and should not include every sub-point you want to make. **Try not to read directly from your slide**. Remember that PowerPoint is a tool to support you, not the other way around. It is there to support what you are talking about with your audience.

Structuring Your Presentation

- **The opening**
  - Announce your topic and objective clearly
  - Try to use humor to engage the audience

- **The middle**
  - Organize the presentation around your key points, using transition/divider slides

- **The closing**
  - Summarize your main points and take-home message
  - Encourage action, when appropriate
  - Thank the audience and solicit questions, when appropriate

11

Explain: After organizing your thoughts and creating an outline, structuring your presentation in PowerPoint should be much easier.

Quiz!

Identify the problems in the next several slides and you could win a treat!

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Explain: You are new to the information in this PowerPoint slide. Look at the slide above from a **visual perspective**. You do not need to be familiar with all of the information on the slide to judge, visually, what is wrong with the slide. In fact, most PowerPoint presentations that you see will have *new* information that needs to be presented in a clear way so that the learner can understand.

Ask participants: Is the information on this slide presented clearly? Why or why not?

Possible answers:
- There is too much text and not enough space around text
- The bullets are not parallel in structure
- There is no organization of thought

Ask participants: Do you have suggestions to improve the slide?

Possible suggestions:
- Break information into two slides
- Group into closely related topics
- Use sub-headings
- Make bullets parallel

* Remember, if an interesting picture or illustration could support your main message for that slide, use it instead of words.

Directions:

1. Now ask participants to try to make one PowerPoint slide on their own. If they like, they can make more.
2. Send resource people to each group to ensure they know the step-by-step process for creating a simple PowerPoint slide or the start to a presentation.
3. Share a slide from each group with the larger TOT group for a short critique.
4. Ask participants to spend a few minutes making any improvements to their slides.
5. Resource people should walk around to each group to provide feedback/support.
6. Demonstrate how to create a slide with a picture and ask participants to make their own slide, using the pre-selected picture on the computer desktop.

Explain: You all have been provided with materials, including PowerPoint presentations, to support your practicum sessions. For each session in the *HIV Basics for HIV-Positive People in MENA Agenda*, there is a PowerPoint and handouts that we will work with.

So, let's fast-forward. Your PowerPoint presentation is ready—it's meaningful, clear, concise, and visually appealing.

Keeping Your Audience Interested

- Rehearse and test!

- Keep your tone conversational; do not just read the slides

- Be animated and enthusiastic

- Do not talk too fast

- Make eye contact frequently

- Avoid too much movement; do not pace

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Explain: The more you rehearse, the easier it will be to maintain a conversational tone and be enthusiastic. If you have time, test yourself as a co-facilitation team using PowerPoint by having a practice run with a few people as your "audience."

Pacing in front of the screen can distract participants and block their view of the PowerPoint. However, do not use the podium as a crutch, either (to hide behind or hold onto). It is okay to move to the side to connect with your audience from time to time (when answering questions, for example).

Trainer Notes

Provide time for **Questions and Answers,** as well as some time for participants to understand and practice the PowerPoint basics they have learned.

Thank you!

SESSION THREE: POLISHING YOUR PRACTICUM

Time: 5 hours

Materials: Six laptop computers for participant use, projector, PowerPoint, projector, screen, flip chart, markers

Objectives:

- To provide a time for participants to work on their practicums with the support of resource people and the group.
- To practice the practicum with a co-facilitation partner before the practicum begins.
- To create a practicum schedule for Day 5 and Day 6.

Activity: Icebreakers or Exercise

Time: 15 minutes

A co-facilitator will ask a **volunteer** to help lead a 15-minute icebreaker or exercise.

 Activity: Practicum Exercise

Time: 1 hour 15 minutes

Directions:

1. Break up the group into co-facilitation/practicum teams.
2. Ask participants to review their practicum session(s) together with their fellow co-facilitators.
3. Ask participants to review their co-facilitation handouts from Day 2.

Let participants know that this is their time to (display the following on a PowerPoint slide or flip chart)

1. Be explicit in sharing how you would like to go about designing the session;
2. Come to an agreement about how you will work together on the design phase of the session;
3. Decide who will take the lead responsibility for designing and presenting particular pieces of the session;
4. Discuss and share any knowledge or expectations you have about the participant group;
5. Decide on co-trainer roles;
6. Decide where the co-trainer will be when the lead trainer is presenting and determine the timing; and
7. Decide how you will handle the following as a co-facilitation team:
   - Overly talkative participants
   - Late-comers
   - Times when one trainer misses an instruction or makes a design error
   - Silent or shy participants
   - Housekeeping problems
   - Co-trainer interventions (e.g., when a lead trainer is training and the co-trainer intervenes)
   - Design problems that can arise during a session
   - Disagreements between trainers in front of the participant group
   - Time spent each evening preparing for the next day

Set up:
"Floating" resource people will support the development of sessions.

Activity: Practicum Presentation

Time: 1 hour 15 minutes

Directions:

1. Ask the co-facilitation teams to volunteer who will present their practicum first, second, and so on. Create a practicum schedule on the flip chart—to be typed up if possible and handed out to all participants by the end of the day.

2. Remind participants that each practicum team will have 25–30 min. for the presentation, 10–15 min. for feedback, and 5–10 min. for video playback and self-evaluation.

3. Video playback will also be provided to participants in "off hours" (during breaks, mealtimes, and after 5:00) if they would like to view their entire practicum.

4. All video will be erased.

Trainer Notes

If you have access to a video camera that has a playback function and choose to use the video playback self-evaluation, remember that this will be the first time for some participants to use this tool and see themselves on video.

Activity: Practicum Group Discussion

Time: 1 hour

Directions:

Ask each co-facilitation team to share the following in a group discussion:

1. Session design outline
   - Who is presenting what and when?

2. Materials list
   - Do you need handouts or any other materials?

3. Co-trainer roles
   - Who will be leading what part of your session?

4. Where the co-trainer will be when the lead trainer is presenting

5. How you will manage your timing

6. How will you handle the following as a co-facilitation team? (Pick 2 or 3 of these issues per group):
   - Overly talkative participants
   - Late-comers
   - Times when one trainer misses an instruction or makes a design error
   - Silent or shy participants
   - Housekeeping problems
   - Co-trainer interventions (e.g., when a lead trainer is training and the co-trainer intervenes)
   - Design problems that can arise during a session
   - Disagreements between trainers in front of the participant group
   - Time spent each evening preparing for the next day

Ask participants:

1. Do you feel that you are operating as a team? Why or why not? What could be improved? What is working well?
2. What specific support do you need from us?
3. What questions do you have?

Activity: Practice in Co-facilitation Teams

Time: 1 hour 15 minutes

Directions:

1. Let participants know they will have until 5:00 to work on their practicum in co-facilitation teams.

2. Resource/facilitators are on hand and will "float" to co-facilitation teams to provide specific support, including any needs stated in the group discussion above.

SESSION FOUR: CLOSING

Time: 15 minutes

Materials: Feedback box
Prepared Materials:
  Handout: Daily Feedback Form (**Annex 11**)

Objectives:

- To review the workshop objectives in light of what has been accomplished today.
- To provide consistent time to gather feedback from the day's activities, make announcements, and present a conclusion.

Activity: Closing Discussion

Time: 15 minutes

Directions:

1. Ask participants to sit in a circle.
2. Provide a brief overview of the topics covered during the day
3. Ask participants to think back on the day's activities and discuss some of the central themes.
4. Provide a daily feedback form (**Annex 11**) and ask participants to fill it out and put it in the feedback box in a designated place in the room.

Choose a **volunteer** to lead tomorrow morning's icebreaker or exercise. Review potential icebreakers or exercises, outline the steps, and practice if needed.

DAY 4:

HIV MATERIALS FROM THE REGION AND FINAL PRACTICUM PRACTICE

Schedule:

SESSION	TIME
1: Warm-up, Recap from Day 3, Housekeeping, and Agenda Overview	20 minutes
2: Materials from Your Country and Region	45 minutes
3: Polishing Your Practicum	4 hours
4: Meditation/Visualization: What is Important for You	30 minutes
5: Closing	15 minutes

SESSION ONE: WARM-UP, RECAP FROM DAY 3, HOUSEKEEPING, AND AGENDA OVERVIEW

Time: 20 minutes

Materials: Flip chart, tape, markers, computer, projector, display screen, adapter plug
Prepared Materials:
> **PPT*:** Day 4 Agenda
> **Prepared Flip Chart:** Day 4 Agenda (if not shown on a PowerPoint slide)

* PowerPoint slide.

Objectives:

- To provide a time for participants to lead an activity and warm up the group with an upbeat and fun start.
- To review housekeeping issues and the agenda for the day.

Activity: Icebreakers or Exercise

Time: 15 minutes

A volunteer chosen at the end of Day 3 will have selected an exercise or icebreaker and will lead or co-facilitate the exercise.

Feedback, Logistics, and Agenda Overview

Time: 5 minutes

Co-facilitators summarize any feedback collected on the training program in general and on the previous day's activities (from feedback forms placed in the feedback box), address housekeeping issues, and review the agenda for the day.

SESSION TWO: MATERIALS FROM YOUR COUNTRY AND REGION

Time: 45 minutes

Prepared Materials:

Handouts: Materials from participants' support group, community, country, or another source (see Trainer Notes below and audiovisual equipment needed to share materials, such as DVD player, cassette player, etc.)

Objective:

- To explore regional, country, and community resources (particularly those in Arabic, local languages, and reflecting low literacy) that participants can share with others regionally to better serve their training objectives and goals.

Trainer Notes

In your training invitation, as well as a phone call and/or email follow-up, each participant should be asked to bring an example of useful HIV material to the TOT to share with their peers. This can be a booklet, brochure, video/DVD, song, poster, factsheet, or anything participants have found helpful, hopeful, and interesting. Discuss with them what information has been most useful to them in their own journey in living with HIV. Perhaps this was factual information, a touching story in a newspaper or newsletter, or a learning tool. It is best if the example they bring is from their home country or the region, but participants can also bring something they have found online or a resource in another language that they would like to have translated or adapted for their purposes.

Activity: Country Materials Discussion

Time: 45 minutes

Set up:

Ensure that the video, DVD player, CD player, cassette player, PowerPoint, or any other equipment is on hand to display participant contributions properly. This should be arranged ahead of time.

Directions:

1. Ask each participant to take 3–5 minutes to share materials from their country related to HIV and why this is useful to them in their work, or what they wish could be added to make the materials more useful. If it is a video, DVD, or song, ask them to share a small part but also to explain why it is useful. (They can offer to share the entire video, DVD, or song in the "off-hours" with the group during a break, mealtime, or after closing.) If it is a role play, drama, or story, ask them to share the main messages and how these affected them and/or their community.

2. Brainstorm about the group materials that need to be developed, on what subjects, in what format (low literacy, etc.), and in what languages. Write the needs on a flip chart.

3. Ask participants to pair up in their practicum training teams again. Ask the teams to start drafting a poster, fact sheet, or other materials on the subject on which they will present or a subject of their choice that needs to have regional or country-specific attention (15–20 min.).

4. Remind participants that what they are drafting does not have to be perfect but that it can illustrate the points they want to make regarding useful materials for their country and region.

5. Ask groups to share their concepts with the larger participant group for feedback.

6. Discuss ways to provide more information in Arabic and other context-specific ways that could be shared in the region among positive Arabs and their communities.

7. Introduce participants to the network resources, including its website.

8. Let participants know that the materials will be shared with the network webmaster and uploaded on the website.

SESSION THREE: POLISHING YOUR PRACTICUM

Time: 4 hours

Materials: Six laptops for participant use, PowerPoint, projector, screen, flip chart, markers

Objectives:

- To provide a time for participants to work on their practicums with the support of resource people and the group.
- To practice the practicum in co-facilitation teams.

Activity: Practicum Group Work

Time: 4 hours

Directions:

1. Let participants know they will have most of the day to work on their practicums in co-facilitation teams.
2. Resource/facilitators are on hand and will "float" to co-facilitation teams to provide specific support, including any needs stated in the group discussion or others.

SESSION FOUR: MEDITATION/VISUALIZATION:
What Is Important for You

Time: 30 minutes

Objective:

- To build confidence related to our own public speaking abilities.

Activity: Meditation

Time: 30 minutes

Directions:

1. Explain: We will now do a relaxation exercise, followed by creative visualization about giving a successful talk. This is again an exercise that each person will do alone. Participants can go wherever they want in the room for the exercise. If anybody wants to use his/her own technique to relax, this is fine, and this person can ignore the facilitator's vocal cues.

2. Ask each person to sit comfortably. Guide participants slowly through this exercise.

Trainer Notes

If you have a **volunteer** who could lead this, ask her/him the day before about being willing to lead this meditation/visualization. Sit with the volunteer and listen to him/her practice it with you to ensure that the tone, pace, and timing is effective. The purpose of this exercise is to move toward free-thinking ways of envisioning our presentation through creative visualization. Creative visualization can be used as a tool to remove emotional barriers and anxiety and encourage inner wisdom so as to provide new ways of viewing ourselves as trainers. This may include symbols that come up in our minds during the visualization, which might provide greater insight into our training strengths and potential.

Narrative:

Close your eyes. You are now going to relax. (Pause) Allow every breath that you take to relax you more and more. Every time you exhale, relax. (Pause) Take your attention to your feet. Relax your feet as you breathe out. Wiggle your toes and relax. Relax the whole foot. (Pause) Start to work up through your body, relaxing each muscle as you visualize it. Your body is becoming very relaxed, but your mind is sharp. You can hear all the sounds around you and all that is being said. Move through the calf muscles and relax. (Pause) Relax the thighs, the buttocks. (Pause) Relax every time you exhale. (Pause) Be aware of the torso and all the tension you are holding in your body. (Pause) Relax the stomach, the chest. (Pause) Relax the lower back. (Pause) Now focus on your fingers. Relax them. (Pause) Relax the hands. (Pause) Move up, through the arms. Relax. (Pause)

Be aware of the shoulder muscles. Relax. (Pause) Breathe out and relax. Now move up through the neck, relaxing. (Pause) Become aware of the face muscles. Relax the jaw, the mouth, the tongue, and the lips. (Pause) Relax the brow and the top of the head. (Pause)

Allow all the tension to release through the top of your head, leaving you completely relaxed. Your whole body is relaxed, but your mind is very alert. **[Long pause]**

You now find yourself in a beautiful garden. In one hour, you will give your first talk. (Pause) You have arrived early and have an hour to spend in this garden to refresh yourself. (Pause) Look around. Flowers are everywhere. Walk along the path in front of you. It leads you to some water. (Pause) The water is beautiful and clear. It is warm and inviting. The sun is on your back. (Pause) You decide to bathe in the water. Nobody else is around. Take off your shoes and clothes and walk into the water. Feel the water touching your toes. Breathe in deeply with each step you take. Look at the water. It is inviting you. (Pause) Plunge headfirst into the water. Feel yourself swimming, like a fish. (Pause) You can breathe in the water. Glide through the water and look at everything about you. (Pause) The water is clear and fresh, and you can see all around. Swim about and enjoy your newfound freedom. **[Long pause]**

When you have finished your swim, come back to the shore. Laid out on the ground is a beautiful set of clothes ready for you. Your body is dry from the sun's rays. You feel refreshed. (Pause) Put on the new clothes. Now you realize it is time to go to the talk. Walk slowly back along the path. A person is waiting to greet you. (Pause) The person smiles, comes up to you, and walks with you to the place where the audience awaits you. You breathe deeply and walk in. You are introduced. You stand before the audience. People are friendly. You smile. You begin to tell your story. You feel everybody's keen interest. They listen to you intently. Some nod their heads in agreement. Some are shocked, some upset. Be aware of how you feel as you stand and deliver your talk. Sometimes the audience laughs as you tell your story. Check how that makes you feel. See yourself standing in front of the audience. (Pause) You come to the end of your story. People clap. They come up and thank you. The person who brought you to the venue gives you a gift. You open it. (Pause) You thank them. Your talk is over and now you can come back to this room. Take a deep breath. Move your fingers and toes. Begin to open your eyes and stretch out your arms and legs. Stretch your whole body and blink your eyes. You are back in the circle. Welcome.

Discussion:

Display the following questions on the whiteboard or on paper. Before anybody speaks to anyone else, ask them to write down the answers to these questions. Tell people not to worry if they cannot answer all of them. They should write down whatever answers they can.

- What clothes did you wear to the talk?
- What gift were you given? What do you think it represents?
- How did you feel about yourself?
- What qualities did you display?
- How did you respond to the audience? How did the audience respond to you?
- How did you feel before swimming in the water? And after? Did it affect your presentation? How? Ask each person to share experiences and responses within the group.

- Dress can represent us taking on a new identity or an ideal identity—the person we truly are and love. What about being a trainer can bring this higher self out in each of us? The gift we may have received in the visualization may represent gifts inherent in ourselves—perhaps something we can give to others as a trainer and also gifts we receive as a trainer from our participants. Water can represent delving into our subconscious but also something that is transformative or cleansing. It can mark the beginning of one way of being to another way of dealing with a situation—in this case, the training you will facilitate.

Explain that we can create our own reality. If we visualize ourselves in a positive light, we will get positive results. This visualizing of ourselves conducting a successful presentation is important work, and something to which we can come back from time to time to affirm to ourselves that we are competent presenters who have much to share, learn, and explore with our participants. It is a useful exercise to do alone the night before a talk or training to ground us in our own best self.

SESSION FIVE: CLOSING

Time: 15 minutes

Materials: Flip chart, markers, computer, projector, display screen, adapter plug, feedback box
Prepared Materials:
      Handout: Daily Feedback Form (**Annex 11**)

Objectives:

- To review the workshop objectives in light of what has been accomplished today.
- To provide consistent time to gather feedback from the day's activities, make announcements, and present a conclusion.

Group Activity: Closing Discussion

Time: 15 minutes

Directions:

1. Ask participants to sit in a circle.
2. Provide a brief overview of the topics covered during the day.
3. Ask participants to think back on the day's activities and discuss some of the central themes.
4. Provide a daily feedback form (**Annex 11**) and ask participants to fill it out and put it in the feedback box in a designated place in the room.

Choose a **volunteer** to lead tomorrow morning's icebreaker or exercise. Review potential icebreakers or exercises, outline the steps, and practice if needed.

DAY 5:

PRACTICUM PRESENTATIONS

Schedule:

SESSION	TIME
1: Warm-up, Recap from Day 4, Housekeeping, and Agenda Overview	20 minutes
2: Practicum Presentations	5 hours 5 minutes
3: Application and Reflection	1 hour
4: Closing	30 minutes

SESSION ONE: WARM-UP, RECAP FROM DAY 4, HOUSEKEEPING, AND AGENDA OVERVIEW

Time: 20 minutes

Materials: Flip chart, tape, markers, computer, projector, display screen, adapter plug
Prepared Materials:
> **PPT*:** Day 5 Agenda
> **Prepared Flip Chart:** Day 5 Agenda (if not shown on a PowerPoint slide)

* PowerPoint slide.

Objectives:

- To provide a time for participants to lead an activity and warm up the group with an upbeat and fun start.
- To review housekeeping issues and the agenda for the day.

Activity: Icebreakers or Exercise

Time: 15 minutes

A **volunteer** chosen at the end of Day 4 will have selected an exercise or icebreaker and will lead or co-facilitate the exercise.

Feedback, Logistics, and Agenda Overview

Time: 5 minutes

Co-facilitators summarize any feedback on the training program in general and on the previous day's activities (from feedback forms placed in the feedback box); address housekeeping issues; and review the agenda for the day.

SESSION TWO: PRACTICUM PRESENTATIONS

Time: 5 hours 5 minutes

Materials: Six laptops for participant use, PowerPoint, video camera, extra batteries for the camera, charger, podium or camera stand to prop the camera, microphone, timer, flip chart, markers, and any materials requested by participants (a resource list should be made by resource people the day before)

Objectives:

- To provide participants with an opportunity to practice skills used in the TOT.
- To support TOT and country-level trainings.
- To provide a platform for participants to demonstrate their knowledge and training skills.
- To create a forum for feedback on training skills.
- To raise awareness among participants about the topics covered in TOT practicums.

Group 1 Practicum Presentation

Time: 50 minutes (30 minutes presentation; 10–15 minutes Q&A and feedback; 5–10 minutes video self-evaluation and feedback)

1. Pick the first group to conduct its training and introduce the group to the time-keeper.
2. Ask the participants to make notes on the training, particularly public speaking skills, and to review what they have learned from the perspective of the main skills outlined in the handouts on training and effective public speaking.
3. Ask the audience to be realistic; this is not a role play. Participants can think of questions based on the training topic.
4. Provide 10–15 minutes for a few questions and answers, followed by participant feedback.
5. Allow 5–10 minutes for video playback and self-evaluation.
6. Ask presenters to share any feelings, comments, and ideas with the group.

Group 2 Practicum Presentation

Time: 50 minutes (30 minutes presentation; 10–15 minutes Q&A and feedback; 5–10 minutes video self-evaluation and feedback)

1. Pick the second group to conduct its training and introduce the group to the time-keeper.
2. Ask the participants to make notes on the training, particularly public speaking skills and to review what they have learned from the perspective of the main skills outlined in the handouts on training and effective public speaking.
3. Ask the audience to be realistic; this is not a role play. Participants can think of questions based on the training topic.
4. Provide 10–15 minutes for a few questions and answers, followed by participant feedback.
5. Allow 5–10 minutes for video playback and self-evaluation.
6. Ask presenters to share any feelings, comments, and ideas with the group.

Group 3 Practicum Presentation

Time: 50 minutes (30 minutes presentation; 10–15 minutes Q&A and feedback; 5–10 minutes video self-evaluation and feedback)

1. Pick the third group to conduct its training and introduce the group to the time-keeper.
2. Ask the participants to make notes on the training, particularly public speaking skills, and to review what they have learned from the perspective of the main skills outlined in the handouts on training and effective public speaking.
3. Ask the audience to be realistic; this is not a role play. Participants can think of questions based on the training topic.
4. Provide 10–15 minutes for a few questions and answers, followed by participant feedback.
5. Allow 5–10 minutes for video playback and self-evaluation.
6. Ask presenters to share any feelings, comments, and ideas with the group.

 Activity: Energizer

Time: 15 minutes

A co-facilitator will ask a **volunteer** to help lead a 15-minute energizer.

Group 4 Practicum Presentation

Time: 50 minutes (30 minutes presentation; 10–15 minutes Q&A and feedback; 5–10 minutes video self-evaluation and feedback)

1. Pick the fourth group to conduct its training and introduce the group to the time-keeper.
2. Ask the participants to make notes on the training, particularly public speaking skills and to review what they have learned from the perspective of the main skills outlined in the handouts on training and effective public speaking.
3. Ask the audience to be realistic; this is not a role play. Participants can think of questions based on the training topic.
4. Provide 10–15 minutes for a few questions and answers, followed by participant feedback.
5. Allow 5–10 minutes for video playback and self-evaluation.
6. Ask presenters to share any feelings, comments, and ideas with the group.

Group 5 Practicum Presentation

Time: 50 minutes (30 minutes presentation; 10–15 minutes Q&A and feedback; 5–10 minutes video self-evaluation and feedback)

1. Pick the fifth group to conduct its training and introduce the group to the time-keeper.
2. Ask the participants to make notes on the training, particularly public speaking skills and to review what they have learned from the perspective of the main skills outlined in the handouts on training and effective public speaking.
3. Ask the audience to be realistic; this is not a role play. Participants can think of questions based on the training topic.
4. Provide 10–15 minutes for a few questions and answers, followed by participant feedback.
5. Allow 5–10 minutes for video playback and self-evaluation.
6. Ask presenters to share any feelings, comments, and ideas with the group.

Group 6 Practicum Presentation

Time: 50 minutes (30 minutes presentation; 10–15 minutes Q&A and feedback; 5–10 minutes video self-evaluation and feedback)

1. Pick the sixth group to conduct its training and introduce the group to the time-keeper.
2. Ask the participants to make notes on the training, particularly public speaking skills and to review what they have learned from the perspective of the main skills outlined in the handouts on training and effective public speaking.
3. Ask the audience to be realistic; this is not a role play. Participants can think of questions based on the training topic.
4. Provide 10–15 minutes for a few questions and answers, followed by participant feedback.
5. Allow 5–10 minutes for video playback and self-evaluation.
6. Ask presenters to share any feelings, comments, and ideas with the group.

SESSION THREE: APPLICATION AND REFLECTION

Time: 1 hour

Materials: Flip chart, computer, projector, display screen

Prepared Materials:
    Handout: The Experiential Learning Cycle (**Annex 16**)

Objective:

- To review practicum sessions as a group and determine what we have learned and can apply.

Trainer Notes

Explain: As we discussed on Day 2, for you as an adult learner and trainer in training to feel that this TOT is significant, this new learning must relate to your own life. Now, during Phase 4 of your own Adult Learning Cycle, you should have made the connection between the training setting and the real world you will face with these new tools when you go back home and reach out to more PLHIV who could serve as trainers in their own communities.

ANNEX 16. The Experiential Learning Cycle
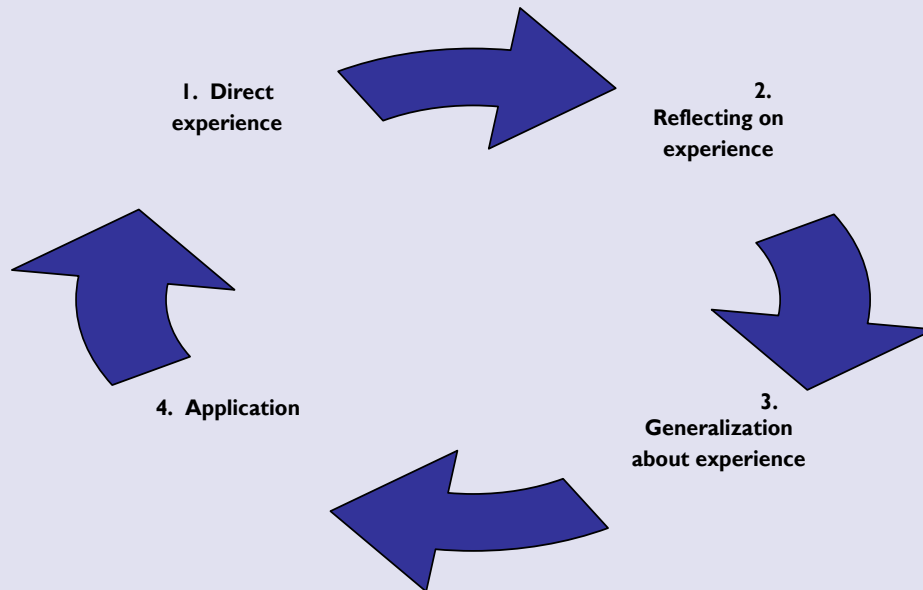
It is important to recognize that you will not only be sharing knowledge when you go home, but you, as a person living with HIV, will be sharing **knowledge as power**. This will shift the HIV response in your home country and region. As we discussed, a response led by PLHIV is more sustainable than one that is not.

Trainer's role: The key question to ask is "How should I do this differently next time?"

Discussion questions:

- What have you enjoyed most about your practicum?
- What did you find most challenging?
- How can you apply this in your situation at home?
- Can you imagine yourself doing this in two weeks?
- What do you look forward to doing most after the training?
- If you were to do this in your own country, how would you do it differently?
- How could this have been more meaningful to you?
- What was the most meaningful part to you?
- Do you anticipate any resistance when you return?
- What can you do to overcome resistance from others?
- Do you anticipate any excitement when you return?
- How can you create more excitement about your session, workshop, and beyond?

- Do you have a particular audience you would like to reach, such as women, youth, or families?
- Are there areas in which you would like to practice more?
- What are some of the questions you still have?

SESSION FOUR: CLOSING

Time: 30 minutes

Materials: Flip chart, markers, computer, projector, display screen, adapter plug, feedback box

Prepared Materials:

Handout: Daily Feedback Form (**Annex 11**)

Objectives:

- To review the workshop objectives in light of what has been accomplished today.
- To provide consistent time to gather feedback from the day's activities, make announcements, and present a conclusion.

Activity: Closing Discussion

Time: 15 minutes

Directions:

1. Ask participants to sit in a circle.
2. Provide a brief overview of the topics covered during the day.
3. Ask participants to think back on the day's activities and discuss some of the central themes.
4. Provide a daily feedback form (**Annex 11**) and ask participants to fill it out and put it in the feedback box in a designated place in the room.

Choose a **volunteer** to lead tomorrow morning's icebreaker or exercise. Review potential icebreakers or exercises, outline the steps, and practice if needed.

DAY 6:

PLANNING AHEAD AND TRAINING CERTIFICATION

Schedule:

SESSION	TIME
1: Warm-up, Recap from Day 5, Housekeeping, and Agenda Overview	20 minutes
2: Creating Your Own Training	1 hour 30 minutes
3: Networking	30 minutes
4: Evaluation Methods	45 minutes
5: Process Group	45 minutes
6: Closing and Presentation of Certificates	1 hour
7: Final TOT Evaluation	30 minutes

SESSION ONE: WARM-UP, RECAP FROM DAY 5, HOUSEKEEPING, AND AGENDA OVERVIEW

Time: 20 minutes

Materials: Flip chart, tape, markers, computer, projector, display screen, adapter plug
Prepared Materials:
　　　PPT*: Day 6 Agenda
　　　Prepared Flip Chart: Day 6 Agenda (if not shown on a PowerPoint slide)

* PowerPoint slide.

Objectives:

- To provide a time for participants to lead an activity and warm up the group with an upbeat and fun start.
- To review housekeeping issues and the agenda for the day.

Activity: Icebreakers or Exercise

Time: 15 minutes

A **volunteer** chosen by the end of Day 5 will have selected an exercise or icebreaker and will lead or co-facilitate the exercise.

Feedback, Logistics, and Agenda Overview

Time: 5 minutes

Co-facilitators summarize any feedback on the training program in general and on the previous day's activities (from feedback forms placed in the feedback box); address housekeeping issues; and review the agenda for the day.

SESSION TWO: CREATING YOUR OWN TRAINING

Time: 1 hour 30 minutes

Materials: Flip chart, markers, paper, pencils/pens
Prepared Materials:

      Handout: Checklist for Preparing a Training Course (**Annex 27**)

Objectives:

- To get participants to start thinking about their own country and community-level trainings, including what groups they would like to reach; what resources they need; what context-specific sessions they would like to have; and where further information and resources are needed to support trainings, sessions, and awareness raising.

- To encourage participants to think about their own training in concrete terms, including logistics.
- To generate conversation and questions about country-level trainings and support.

Instructions for Facilitator: Building Our Own Country and Community Trainings

Time: 1 hour

Directions:

1. Break up the group into co-facilitator teams again.

2. Ask participants to review the TOT training goals, objectives, and agenda in the participant folder or on flip chart paper on the wall.

3. Ask participants to think about their own country needs and brainstorm with their partner on the goals, objectives, and agenda for a country and/or community-level training in their country.

4. Remind participants that this workshop can be for any timeframe they choose. For example, they can plan a series of half-day workshops.

5. Let participants know they will have 30 minutes to brainstorm on their draft goals, objectives, and agenda.

6. Ask if there are any questions.

7. After drafting, ask participants to share their goals, objectives, and agenda ideas with the group for feedback.

Instructions for Facilitator: Preparing for a Training Course

Time: 30 minutes

Explain: Trainers should start thinking about how they can have a training in their own country, including the logistics. Although many trainers will have funding only for shorter, smaller programs, some may want to support larger programs in their country, depending on their role, how they would like to use the skills they have, and the available resources.

The handout below is a generic checklist for a larger training, which includes details useful for smaller trainings.

After reviewing the checklist, we will provide time for questions and answers.

Review: Checklist for Preparing a Training Course (**Annex 27**)

Explain: This handout is dependent on the community, goal, timing, and resources available for a training. Remember, a training can be done for free, with no financial resources, and can be done without any materials. Please remember many of us cannot read or write, so to provide training using a lot of written materials can be very limiting for some audiences. It is important to identify your audience first and then prepare your training based on its needs. Sometimes the best trainings use a set of strategically designed questions to generate discussion, answers, and awareness raising within a group.

ANNEX 27. HANDOUT: Checklist for Preparing a Training Course

Place

Location selected.
- Consider location availability, comfort, and practicality. Many trainings are done in free spaces provided by NGOs or faith and community groups, or in peoples' homes. If there is a charge for using space, you need to know it in advance.

Training room selected.
- Is the room large enough for all those attending?
- Is there space or additional room for small group work?
- Are there enough electrical outlets if you need to use training equipment?
- Is there sufficient light and ventilation?
- Are there screens on the windows for bugs?
- Is there adequate heat or air conditioning/fans?
- Are there bathrooms? Where are they? Are they clean and functioning properly?
- How will the room be set up? Chairs only or chairs and tables? Chairs facing the front or in a circle? Will furniture need to be removed (e.g., in someone's home)?
- Who will set up and dismantle the room? Who will clean up?
- Is there availability or space for flip charts or paper to be posted on the walls?

Food and refreshments organized.
- Do you need food or refreshments? If so, do you have a budget for this?
- How much refreshment will you need (or how many meals), and how often?
- Is there food service available at the site or within walking distance?
- For half-day sessions, will you be serving refreshments/tea?
- If food service/coffee break is available, who will serve and clean up?

Staying over and hotel accommodations organized.
- If sleeping accommodations are required, are they adequate?
- Is a deposit required for the room/hotel?
- What is the cancellation policy?
- Is the cost within the budget, and do you have the authorization to select the location?
- Have you confirmed the number of people and rooms needed if they are staying more than one day?
- Have you confirmed arrival and departure dates of participants (for hotel booking and travel)?
- Are there any local participants who would rather stay at home? Do they want to host any other participants?

Materials and Supplies

- Have you previewed all of the printed materials and made copies if needed?
- If you are going to use a computer, has the information and audiovisual material been reviewed for suitability?
- If transport is required to move training materials and equipment, who will do it?
- Prepare flip charts in advance if possible.
- If providing any trainee material, prepare trainee handouts.
- If using a computer and PowerPoint, make sure there is a screen and prepare any PowerPoint presentations in advance. Make sure you practice and review them in advance.
- Prepare name tags (name, country and, if appropriate, organization) and red ribbons.
- Ensure that basic materials are on hand: markers for flip charts and small group work, pens, pencils, notepads, flip charts, masking tape, and so on.
- Prepare pre- and post-tests.
- Prepare training evaluation forms.

Equipment

- Remember, no equipment is necessary to do a successful training. Equipment often can fail due to electricity shortages and other complications. Often we complicate our trainings by using equipment, when it would have been more effective not to use any. The important process in training is not the equipment but the interaction with the participants.
- If you're using equipment, arrange for any training equipment needed (overhead, laptop, VCR or DVD player, PowerPoint, cassette or CD player, screen, etc.)
- If you are showing a PowerPoint presentation or slides, have you previewed them to make sure they are arranged in the right order?
- Have you arranged for someone who knows how to run the equipment to be there (in case there is a malfunction, so they can help fix it)?
- If electricity is required, is it readily available? Is a backup source of power ready and easily accessible? Are batteries required and available? Extension cords?
- Will participants be able to see the audiovisuals? Is the projection screen well placed? Is the video monitor big enough?
- Test all electrical equipment.
- Are all supplies and instruments available that will be needed for demonstrations?

Other Trainers

- Arrange and coordinate the participation of all training staff and support staff/volunteers. Are all the necessary papers signed and permissions granted? For example, are there translators? Are there confidentiality agreements that need to be signed?
- Remind others of their participation in the session. Supply any necessary training material.
- Clarify what they will do and how it fits into the overall training.

- Arrange for any special guests, including those for the opening and closing, if it is a larger workshop.
- Send official invitations to speakers, resource persons, and special guests, including the dates, site, subject, their roles and responsibilities, and the name and telephone number of the person who will be responsible for making their travel and, if necessary, lodging arrangements.
- Ask if the trainers or resource persons have any special requirements for the presentations or training sessions they will deliver.
- Provide information to trainers about the participants, such as their education and experience.
- Arrange for daily administrative support for the trainers.

Participants

- Determine selection criteria: commitment, experience, prerequisites, and so on.

If resources and funding are available:

- Write and send invitations, including title of the training, dates, place, program goals and objectives, and contact person.
- Ensure via phone call/email that all participants know their travel times and arrangements.
- Assist with travel arrangements as needed. Are travel advances required? Do participants need a pick-up from the airport or bus or train stations?
- Prepare folders with key information, including the area and training site information, agenda, informative note about the city/village where the participants will stay, and any handouts.
- Provide participants with the name and phone number of the person who can answer questions they may have about lodging, travel, and training.
- Ensure that medical services are available and easily accessible.

Budget

Remember, training can be done with no resources. Often we think we can only do training if we have lots of money or a funder. We can be very creative with training. Yet if funding is needed and secured, make sure the budget has been carefully planned, approved, and allocated.

Optional Arrangements

Arrange for a group photograph (ensure that everyone agrees to having their photo taken and has signed a written consent form that will be kept on file).

Ask participants: Are there any questions? Do you have ideas about your own training you would like to share?

SESSION THREE: NETWORKING

Time: 30 minutes

Materials: Flip chart, markers, paper, pencils/pens

Objective:

- To provide a platform for trainers to network with each other, broaden their networks of support as trainers, and plug into existing networks and resources.

Instructions for Facilitator

Directions:

1. Ask participants to brainstorm ways to network, including how to create an effective and regular communication method.

2. Ask what information trainers would like communicated on a regular basis (e.g., topic-specific information, trainings, events, news, birthdays and special events, etc.)

3. Pass around a sheet and ask participants to provide their contact details, including phone, mobile phone, skypeID, messengerID, and an email address. Find out how often participants have access to a computer.

Mention any networks already operating at the regional or country level. Ask if participants know of others and make a note to provide the information to the network regional point person to add to the regional website.

SESSION FOUR: EVALUATION METHODS

Time: 45 minutes

Materials: Flip chart, markers, paper, pencils/pens
Prepared Materials:
   Handout: Methods of Evaluation (**Annex 28**)

Objectives:

- To ensure that trainers understand the purpose and value of evaluation for any training they may conduct or attend.
- To provide trainers with evaluation tools for their own trainings.

Activity: Energizer

Time: 15 minutes

A co-facilitator will ask a **volunteer** to help lead a 15-minute energizer.

Review: Methods of Evaluation (**Annex 28**)

Time: 45 minutes

ANNEX 28. Methods of Evaluation

- Daily participant evaluation forms (feedback sheets)
- "Pros" and "cons" lists
- Suggestion boxes
- Daily reflections
- Written pre- and post-tests
- Surveys
- Questionnaires
- On-site observations and checklists
- Focus groups
- Informal conversations
- Video review

Instructions for Facilitator

Ask participants:

Why evaluate training?

Possible answers:
- Revise or refine training for future use
- Judge success or failure of training
- Persuade funding agencies to continue to replicate the training

Who should evaluate?

Possible answers:
- Trainers
- Participants
- An unbiased outsider
- Funding agency

Review: Useful Definitions

- **Inputs**—trainers, participants, training materials, funding, and location
- **Process**—training methods, facilitation, skills, and participation
- **Outputs**—trained participants; objectives met; and workshop products, such as visual aids
- **Impact**—the final result, including changed behaviors and improved quality of services by those trained

Ask participants:

When do we evaluate the training?

Possible answer:
Throughout the training event. That way, you can review the process and correct small problems before they become big ones.

SESSION FIVE: PROCESS GROUP

Time: 45 minutes

Objectives:

- To provide an opportunity for participants to share their feelings and feedback.
- To provide a tool for trainers to implement in their own trainings, where appropriate.

Trainer Notes

Often process groups can bring out different emotions that can be both intense and difficult to deal with. Be sure to focus this process group on what participants have experienced with this TOT and how they feel about the TOT, themselves as a trainer, and their fellow trainers. It is best to have someone with counseling skills on hand.

 Activity: Process Group

Time: 45 minutes

Directions:

1. Ask participants to re-group in a circle.
2. Let participants know that they will participate in a process group and review the objectives above.
3. The aim of a process group is to express one's personal feelings and ask for feedback from the group, or to share one's personal perspective—in this case, regarding the TOT experience overall.
4. We also learn about ourselves when we receive feedback from other people.

The co-facilitator will again explain the following steps in the process group:

1. Anyone from the group can share his/her feelings.
2. When someone is speaking, there should be no interruptions, and everyone should focus on good listening skills.
3. To practice, the person can start his/her sentence by saying, "I feel…." Members are specifically asked to phrase sentences as "I" rather than "you" to ensure the statement remains centered on the person's feelings. This should be done by both those requesting and providing feedback.
4. For example, a participant may say, "I feel happy to be among PLHIV from my region but am nervous about going back home…"
5. The group member who speaks is then asked by the facilitator if s/he would like feedback from the group.
6. If s/he answers yes, then the co-facilitator lets him/her know that feedback can be obtained from anyone in the group.
7. When another group member gives feedback, it should not be advice or solutions, unless it is requested.
8. The person receiving feedback should acknowledge the feedback. The receiver can rephrase the feedback to ensure clear communication.
9. As mentioned earlier in our ground rules on Day 1, there should be no putting down of others' values.
10. No person's question is dumb.
11. It is okay to feel embarrassed.
12. No one should ask personal questions.
13. No one needs to justify his/her behavior.
14. Everyone in the circle has the right to participate or pass.
15. Everyone in the group should feel they have an opportunity to speak but are not forced to speak.
16. All members are asked to speak from the heart.

SESSION SIX: CLOSING AND PRESENTATION OF CERTIFICATES

Time: 1 hour

Materials: Large ball of string
Prepared Materials: TOT Certificates (**Annex 29**)

Instructions for Facilitator: The Web of Leadership Closing Activity

1. Tell participants that you would like them to stand up and form a circle in the center of the room and explain that we will do a "Word Association Activity."

2. Show the group the ball of yarn/twine.

3. Explain the following: You (the facilitator) will hold the end of the yarn and throw it to someone else in the circle. When you throw the yarn, say the first word or phrase that comes to mind when you think of the word "leader." The other person catches the yarn, holds on to it, and then throws it to someone else, saying a word or phrase associated with the word "leader." Be sure to hold on to the end of the string before you throw it! Ask if the activity is clear to everyone, and start it yourself as an example. Repeat these steps until everyone has had an opportunity to catch and throw the yarn and share their first thoughts associated with the word "leader." Ask participants to keep hold of the string at the end of the activity.

4. As the activity proceeds, **record** participants' words on a flip chart.

5. Debrief this portion of the activity by asking the following types of questions: What we have formed? (Typical answers are a web, a net, a network.) What can the web signify? (Answers typically include: all of our ideas are linked, there are many facets to advocacy, etc.) What can happen if someone drops his/her end of the string? If everyone holds on tight, what happens when pressure is applied to this net? (Use your hand to push down on the net once everyone is holding tight.)

What does this metaphor help us understand in relation to a leader? (Typical answers: A web is stronger than a single strand. Or… people working together in a network as leaders are stronger than people working alone.)

6. Thank the participants and ask them to return to their seats. (Note: In most cases, the participants want to "preserve" the net, so instruct them to lay it down on the floor gently before returning to their seats.)

Activity: Presentation of TOT Certificates and Group Photograph

Time: 45 minutes

Directions:

See the sample TOT Certificate Template (**Annex 29**)

1. Facilitators will stand at the front of the training room with certificates for each newly certified trainer.

2. Each facilitator will share a few words (1–2 min.) about the training, what it has meant to the region, the PLHIV movement, and country-level work.

3. Each participant will be called by his/her full name; s/he will walk up to the front and receive her/his certificate from one of the facilitators.

4. A photograph can be taken of the participant with the facilitators and certificate, if s/he approves, with the understanding that this photograph will be given to him/her if possible (e.g., if it is a digital photograph and can be emailed, or if a print photograph and can be developed and given directly to the participant). As a reminder, photographs cannot be taken or shared without participant consent.

5. After certificates have been provided, a group photograph can be taken if everyone approves and agrees on its use.

SESSION SEVEN: FINAL TOT EVALUATION

Time: 30 minutes

Materials:
Prepared Materials:
    Handout: Final Evaluation (**Annex 30**)

Objectives:

- To evaluate this training and its contents and allow for final comments, reflections, and suggestions.
- To provide participants an opportunity to give feedback.
- To use evaluation as a monitoring and evaluation tool to inform future trainings.

Instructions for Facilitator

Directions:

1. Hand out final evaluation (**Annex 30**).
2. Ask participants to take the necessary time to reflect on the training, fully complete the evaluation, and then hand it back to a co-facilitator.

END OF TOT

Goodbyes and Departures

GLOSSARY OF TRAINING TERMS

Andragogy—an adult learning paradigm that assumes the following: as learners grow to maturity, their self-concept moves from dependency to independence or self-directedness; they accumulate a reservoir of experiences that can be used as a basis on which to build learning; their readiness to learn becomes increasingly associated with the developmental tasks of social roles; and their perspectives change from postponed to immediate application and from subject-centeredness to performance-centeredness. Further, andragogy states that people who take the initiative to learn seem to learn more and better than what results from passive learning, and that self-directed learning is more in tune with the natural processes of psychological development.

Case study—a written description of an example situation that is used for analysis and discussion.

Co-training—where two (possibly more) trainers work together to design and conduct a training session.

Delivery—presenting information using appropriate communication skills and tools.

Demonstration—a presentation of a method for doing something (e.g., a condom demonstration).

Development—designing or modifying the training, including materials, to meet participants' needs and relevant expectations.

Evaluation—using strategies to assess participants' achievement of learning objectives and the success of the training.

Energizer—an activity often used when participants (in a training or other setting) have been sitting for too long.

Expectations—what participants expect from the training (e.g., what skills participants expect to learn and how they expect to use these skills when they return home). These expectations should help define training goals.

Goal—broad statement of purpose of what we would like to be true. A goal may depend on many objectives for its achievement. Further, it may not be precisely measurable.

Icebreaker—an activity often used among members new to a group, issue, or setting. Icebreakers serve as a means of introduction. Along with introducing new participants to each other, icebreakers also introduce new subjects to participants.

Inputs—those resources provided to implement objectives and reach a goal. In the case of a training, inputs would include trainers, participants, training materials, funding, and location.

Intonation—the rise and fall of pitch in our voices that help us to convey a range of meanings, emotions, or situations.

Needs assessment—identifying knowledge and skill needs, as well as the learning expectations of participants.

Nonverbal communication—communication used by means other than speaking, such as hand gestures, choice of clothing, or eye contact.

Objectives—time-bound actions taken to reach a goal. They can be a specific statement of the ideal situation that will exist at the completion of a particular task—a future fact; a statement of exactly what the learner will be able to do at the end of the training; a precise element or unit of work that will contribute toward reaching a goal—one of the steps toward the goal; may be related to other objectives, but each is measured against itself; must be precisely measurable (results can be seen and measured); must answer the following questions: what, how much or how many, when, where, who, with whom, and how often?

Outputs—outcomes of trainings, including trained participants, objectives met, and workshop products, such as visual aids.

Pedagogy—also known as the "traditional" or "teacher-directed" learning, which often takes place in the traditional classroom. In the traditional model, the teacher has full responsibility for making decisions about what will be learned, how it will be learned, when it will be learned, and if the material has been learned. Teacher-directed instruction places the student in a submissive role, requiring obedience to the teacher's instructions. It is based on the assumption that learners need to know only what the teacher teaches them. The result is a teaching and learning situation that promotes dependency on the teacher.

Presentation—is an activity that a trainer, who is knowledgeable on a particular subject, conducts to convey information, theories, or principles. Forms of presentations can range from a lecture-style presentation to involving the learner directly. Presentations depend more on the trainer for content than do any other training technique or tool.

Process—use of resources to implement objectives, including training methods, facilitation, skills, and participation.

Role play—an activity where two or more individuals enact parts in a scenario related to a training topic.

Simulation—an enactment of a real-life situation, often involving more than two people.

Small group discussion—an activity that allows learners to share their experiences and ideas to solve a problem among a small group of people.

Verbal communication—refers to how something is said.

TRAINING ANNEXES

ANNEX I

Interpreter Confidentiality Agreement:

I, _____, as an interpreter, will be permitted to have access to participants' information in order to perform interpretation and translation work related to **INVESTING IN PLHIV LEADERSHIP IN THE MIDDLE EAST AND NORTH AFRICA REGION TRAINING-OF-TRAINERS AND SUBREGIONAL WORKSHOPS.**

I agree to keep all information that I learn about the participants from both of these trainings confidential. I understand that I may not discuss or disclose any information related to any participant to anyone outside the workshop setting. I further understand that I may learn personal information about a participant and/or his or her family that is private. I understand that it is my duty and responsibility to preserve and protect this privacy and confidentiality. I understand that this duty will extend after I am no longer working at the workshops. I also understand that information relating to persons who are participating at the workshop is also privileged and must be kept confidential. By placing my signature below, I hereby indicate that I understand and agree to maintain the privacy of the participant(s)' personal information.

WITNESS: INTERPRETER:

By: _____   By: _____
Date: _____   Date: _____

ANNEX 2

Subject Release Form/Photo Consent Form

I would like permission to take your picture or video on behalf of

_____

(Enter company name, NGO, or other organization/group being represented above)

I would also like permission to include your picture in a document that may be published or put on our Internet website for educational purposes. Any information provided in this document and/or website or with your picture will not misrepresent you. Please read the statement below. If you agree with the statement, please sign your name and include today's date.

□   Yes, I agree to having my picture taken, and I understand that the photo may be used in a document or on the Internet for educational purposes.

Signature:_____   Date:_____

ANNEX 3

TOT Participant Criteria

Participants should have the following:

1. English proficiency—the workshop will be conducted in English, and participants will read, write, and discuss technical issues in English.

2. Strong experience conducting HIV-related programs in the home country. For example: support group work, advocacy work, and NGO work.

3. Strong links with other HIV-positive community members and vulnerable groups in the home country.

4. A commitment to training others in advocacy to strengthen political commitment for HIV policies and programs.

5. Some experience with, or a strong interest in, training and group facilitation.

6. An understanding of human rights and policy issues related to HIV in the home country.

7. An appreciation for participatory training styles and a commitment to developing excellent training and facilitation skills.

8. Willingness to support subregional and national trainings.

9. Computer literacy with regular Internet access.

10. Demonstrated commitment to diversity and gender equity.

11. Demonstrated initiative and ability to work under minimal supervision.

12. Strong communication and interpersonal skills.

13. Interest in participating in a cross-cultural training environment.

14. A clear idea of how to employ the skills developed during the workshop.

15. An openness about living with HIV, pending restrictions in the home country and region.

16. Ability to work on a team, including a co-facilitation team, and proposed work on national-level activities.

*All participant selections should aim to take a gendered approach, including, if possible, equal numbers of male/female participants.

TOT AGENDA

Training-of-Trainers Curriculum:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region

Workshop Purpose:

To build the capacity of PLHIV trainers to design and implement a training in their country and network with other PLHIV nationally, regionally, and globally. Also, to promote positive leadership in the MENA Region.

Objectives:

By the end of the TOT training, participants will be able to

1. Understand concepts of behavior change and adult learning related to training and education methods as they pertain to our work with HIV;
2. Acquire accurate information about HIV in a way that will allow us to share this information with others;
3. Develop public speaking and communication skills for training, education, and awareness raising in our countries;
4. Develop training tools to be used in respective country trainings;
5. Build skills for the implementation of our own country-based activities;
6. Strengthen civil society responses to HIV in-country; and
7. Create a foundation for a network of positive trainers in the MENA Region

TRAINING-OF-TRAINERS CURRICULUM:
Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 1: *Defining Who We Are as Positive Trainers and Our Methods*				
Session One: Introductions	1 hour 30 minutes	▪ Welcome participants to the Investing in Middle East and North Africa (MENA) Positive Training-of-Trainers (TOT). ▪ Provide an overall introduction to the training. ▪ Discuss the role of participants within the context of the training, including how they see themselves as potential trainers and what they would like to learn. ▪ Provide practical application of icebreakers and energizers for this and participants' future trainings.	▪ Welcome participants—Ahlan wa Sahlan! ▪ Introduce facilitation team. ▪ Explain confidentiality and the role of interpreters and note takers. ▪ Explain photo consent. ▪ Have interpreters sign confidentiality agreement. ▪ Conduct activities: Participant introductions and icebreakers, name game, name diagnosis line.	Materials ▪ Flip chart, tape, markers, computer, projector, display screen, adapter plug Prepared Materials ▪ PowerPoint: *Workshop Agenda, Goals, and Objectives* (*Please note, almost anything that you put on a PowerPoint can also go on a flip chart or handout if needed.*) ▪ Prepared flip charts: Participant introduction questions, icebreakers and energizers ▪ Handouts: *Interpreter Confidentiality Agreement* (Annex 1), *Subject Release Form/Photo Consent Form* (Annex 2), *TOT Agenda* (Annex 4)
Session Two: Training Expectations, Goals, and Objectives	45 minutes	▪ Review the expectations, goals, and objectives of the training and why they are important.	▪ Review TOT goals and objectives. ▪ Set realistic expectations and address participant concerns. ▪ Conduct activity: Expectations and concerns for the training.	Materials ▪ Flip chart, tape, markers, post-it notes Prepared Materials ▪ PowerPoint: *Workshop Agenda, Goals, and Objectives* ▪ Prepared flip charts: Group expectations, group concerns, TOT goals, TOT objectives
Session Three: Review TOT Agenda and Logistics	10 minutes	▪ Familiarize participants with the TOT Agenda. ▪ Provide participants with time to address logistical issues.	▪ Review workshop agenda and curriculum. ▪ Explain each day's agenda. ▪ Review logistics.	Prepared Materials ▪ Handouts: *TOT Agenda* (Annex 4), *HIV Basics by and for HIV-Positive People in MENA Agenda* (Annex 5)
Session Four: Participant Baseline Questionnaire	40 minutes	▪ Review participants' baseline levels of knowledge, attitudes, and skills regarding the topics covered in the training.	▪ Introduce Participant Baseline Questionnaire. ▪ Hand out the questionnaire.	Materials ▪ Pens (enough for each participant) Prepared Materials

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 1: *Defining Who We Are as Positive Trainers and Our Methods*				
		▪ Develop an indicator from which to measure objectives and overall TOT goals and objectives. ▪ Provide guidance on further programming.	▪ Have participants fill out questionnaire. ▪ Initiate volunteer-led group energizer.	▪ Handout: *Participant Baseline Questionnaire* (Annex 6)
Session Five: Setting Ground Rules	20 minutes	▪ Establish a way of working together that will allow us to work freely, openly, and productively.	▪ Introduce how to set ground rules for the training. ▪ Introduce daily TOT participant instructions.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ Prepared flip chart: Ground Rules
Session Six: Defining Who We Are as Positive Trainers	55 minutes	▪ Help participants understand the nature and purpose of becoming a trainer, using various TOT methods. ▪ Recognize how participants' own life experiences bring many skills they can use as trainers.	▪ Hand out questions on being a trainer. ▪ As a group, create a working definition of "trainer." ▪ Provide brief introduction to disclosure. ▪ Discuss the power of positive speakers. ▪ Discuss the techniques a trainer uses.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ Handouts: *Questions on Being a Trainer* (Annex 7), *The Power of Positive Speakers* (Annex 8)
Session Seven: Communication Theory: Verbal and Nonverbal Communication	1 hour	▪ Help participants understand the practical application of theory and methods that are useful when developing HIV-related trainings. ▪ Introduce participants to behavior change and how this is relevant to their trainings.	▪ Introduce What is Behavior Change? (includes IMBR model, Prochasksa and DiClemente Cycle of Change). ▪ Discuss behavior change.	Materials ▪ Flip chart, tape, markers, computer, projector, display screen, adapter plug Prepared Materials: ▪ Prepared flip chart: IMBR Model ▪ Handouts: *IMBR Model Case Study* (Annex 9), *Behavior Change Model, Prochaska and DiClemente Cycle of Change-Harm Reduction* (Annex 10)

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 1: *Defining Who We Are as Positive Trainers and Our Methods*				
Session Eight: Touching Our Audience: Public Speaking Skills	30 minutes	▪ Introduce the importance of communication—both verbal and nonverbal—including how both can be used for more effective communication, trainings, and presentations. ▪ Provide trainers with a starting point for developing and practicing their training, including building and practicing skills learned in this first day of training. ▪ Provide an opportunity for participants to share their feelings via a "feedback group"—a peer group used as a tool for trainers and also to implement in their own trainings.	▪ Explain the power of public speaking. ▪ Discuss some of the basics of nonverbal and verbal communication. ▪ Conduct activity: Voice Work.	Materials ▪ Flip chart, tape, markers, computer, projector, display screen, adapter plug Prepared Materials ▪ Prepared flip charts: Nonverbal Communication, Intonation, Intonation Part 2
Session Nine: Subregional Training: Curriculum Review and Homework	1 hour	▪ Introduce the *Investing in MENA: HIV Basics by and for HIV-Positive People in MENA* curriculum to TOT participants and how it will be used in this TOT and participant trainings in-country. ▪ Review the *HIV Basics by and for HIV-Positive People in MENA Agenda*, presentation tools, and session practice times.	▪ Provide general overview of the TOT and subregional curricula content. ▪ Have teams select topics to facilitate. ▪ Give tips for developing presentations.	Prepared Materials ▪ PowerPoint: *HIV Basic Awareness* ▪ Prepared flip chart: List of subregional session titles ▪ Other: Investing in MENA: *HIV Basics by and for HIV-Positive People in MENA* curriculum sessions Note: Participants should have received the *HIV Basics by and for HIV-Positive People in MENA* curriculum ahead of time; however, enough copies should be on hand at the TOT for each participant.
Session Ten: Closing	15 minutes	▪ Review the workshop objectives in light of what has been accomplished today.	▪ Engage participants in closing discussion for the day.	Materials ▪ Flip chart, markers, computer, projector, display screen, adapter plug, feedback box

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 1: *Defining Who We Are as Positive Trainers and Our Methods*				
		▪ Provide consistent time to gather feedback from the day's activities, make announcements, and present a conclusion.	▪ Hand out and gather daily feedback forms.	Prepared Materials ▪ PowerPoint: *Feedback* ▪ Prepared flip chart: What Is Feedback? ▪ Handout: *Daily Feedback Form* (Annex 11)

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 2: *Training Theory and Tools for Your Trainings*				
Session One: Warm-up, Recap from Day 1, Housekeeping, and Agenda Overview	20 minutes	▪ Provide a time for participants to lead an activity and warm up the group with an upbeat and fun start. ▪ Review housekeeping issues and the agenda for the day.	▪ Give daily opening and welcoming remarks. ▪ Initiate volunteer-led icebreaker. ▪ Solicit feedback from yesterday. ▪ Review housekeeping and logistics. ▪ Review daily agenda.	Materials ▪ Flip chart, tape, markers, computer, projector, display screen, adapter plug Prepared Materials ▪ PowerPoint: Day 2 Agenda ▪ Prepared flip chart: Day 2 Agenda (if not shown on a PowerPoint slide)
Session Two: The Training and Learning Process	55 minutes	▪ Develop awareness of the roles and responsibilities of a trainer.	▪ Review trainer ethics and different methods of teaching and learning. ▪ Discuss Trainer Ethics: Conducting Training Tasks in a Professional Manner Respectful of HIV Stigma and Discrimination, Gender, Community, and Cultural Beliefs.	Materials ▪ Tape, marker, pencils/pens, computer, projector, display screen, adapter plug Prepared Materials ▪ PowerPoint: *Trainer Roles and Responsibilities* ▪ Handouts: *Trainer Roles and Responsibilities* (Annex 12); *Trainer Ethics: Conducting Training Tasks in a Professional Manner Respectful of HIV Stigma and Discrimination, Gender, Community, and Cultural Beliefs* (Annex 13)
Session Three: Principles of Adult Learning	45 minutes	▪ Understand the definition, principles, and application of adult learning in our own work as trainers. ▪ Identify factors that motivate and influence learning. ▪ Understand the learning process and identify trainer roles and responsibilities during the learning	▪ Introduce adult and classroom learning. ▪ Compare pedagogy and andragogy. ▪ Discuss principles of adult learning. ▪ Introduce the "Experiential Learning Cycle." ▪ Discuss trainer roles and responsibilities during the learning	Materials ▪ Computer, projector, display screen, adapter plug Prepared Materials ▪ PowerPoints: *Comparing Pedagogy and Andragogy, Principles of Adult Learning* ▪ Handouts: *Comparing Pedagogy and Andragogy* (Annex 14), *Principles of Adult Learning* (Annex 15), *The Experiential*

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume 1*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 2: *Training Theory and Tools for Your Trainings*				
		process.	process.	*Learning Cycle* (Annex 16), *Trainer Roles and Responsibilities During the Learning Process* (Annex 17)
Session Four: The Training and Learning Process (continued)	1 hour 10 minutes	▪ Expand upon the learning principles on which trainer roles and conventional training design and facilitation are based. ▪ Review different training techniques that may be used in training sessions and workshops.	▪ Discuss various training techniques—presentation, demonstration, case study, simulation, small group discussion, and role play. ▪ Give guidelines for each technique. ▪ Invite participants to give examples of each. ▪ Activities: Practice role play techniques and role play for presentation.	Materials ▪ Flip chart, tape, markers, computer, projector, display screen, adapter plug Prepared Materials ▪ Handout: *Choosing Appropriate Training Techniques* (Annex 18)
Session Five: Your Personal Training Style	1 hour	▪ Help participants understand the impact of personal style on delivery skills and participant learning. ▪ Identify perceived strengths and weaknesses in participants' personal styles and options for strengthening perceived style weaknesses.	▪ Discuss qualities of an effective trainer (compare to your group's "trainer" definition—see Day 1). ▪ Discuss qualities that hinder training. ▪ Have participants complete the Trainer Style Continuum. ▪ Complete Training Style Workplan. ▪ Share answers from handouts. ▪ Review strategies for a successful delivery. ▪ Conduct activity: Facilitation Exercise.	Materials ▪ Flip chart, markers, computer, projector, display screen, adapter plug Prepared Materials ▪ Handouts: *Qualities of Effective HIV Trainers* (Annex 19), *Qualities that Hinder Training* (Annex 20), *Trainer Style Continuum* (Annex 21), *Training Style Workplan* (Annex 22), *Strategies for Successful Delivery* (Annex 23)

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 2: *Training Theory and Tools for Your Trainings*				
Session Six: Developing Co-Facilitation Skills	1 hour	▪ Introduce participants to concepts surrounding co-facilitation. ▪ Provide time for participants to practice co-facilitation skills. ▪ Support practicum preparation in co-facilitation teams.	▪ Give an overview of co-facilitation skills. ▪ Discuss the advantages and disadvantages of co-facilitation. ▪ Discuss co-facilitation "prep-steps" and do's and don'ts. ▪ Administer the Co-facilitation Quiz. ▪ Conduct activities: Co-facilitation exercise, Practice in teams.	Materials ▪ Flip chart, markers, computer, projector, display screen, adapter plug Prepared Materials ▪ Handouts: *Advantages and Disadvantages of Co-facilitation* (Annex 24), *Co-facilitation Do's and Don'ts* (Annex 25), *Co-facilitation Quiz* (Annex 26)
Session Seven: Practicum Preparation	45 minutes	▪ Allow participants time to work on their own presentations, incorporating skills in the practicum from Days 1 and 2, while having resource people on hand to support the development of their work.	▪ Have teams work on practicum based on information received from Days 1 and 2.	Materials ▪ Flip chart, markers, computer, projector, display screen, adapter plug
Session Eight: Closing	15 minutes	▪ Review the objectives of the workshop in light of what has been accomplished today. ▪ Provide consistent time to gather feedback from the day's activities, make announcements, and present a conclusion.	▪ Facilitate closing discussion for the day. ▪ Hand out and gather daily feedback forms.	Materials ▪ Feedback box Prepared Materials ▪ Handout: *Daily Feedback Form* (Annex 11)

TRAINING-OF-TRAINERS CURRICULUM: **Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region.** *Investing in MENA Series—Volume I*				
SESSION TITLE	**TIME**	**OBJECTIVES/ACTIVITIES**	**TRAINING/LEARNING METHODS**	**RESOURCE MATERIALS**
DAY 3: *Training Tools and Practicum Practice*				
Session One: Warm-up, Recap from Day 2, Housekeeping, and Agenda Overview	20 minutes	▪ Provide a time for participants to lead an activity and warm up the group with an upbeat and fun start. ▪ Review housekeeping issues and the agenda for the day.	▪ Initiate volunteer-led energizer or icebreaker. ▪ Have co-facilitators summarize workshop feedback, discuss housekeeping issues, and provide overview of the day's agenda.	Materials ▪ Flip chart, tape, markers, computer, projector, display screen, adapter plug Prepared Materials ▪ PowerPoint: Day 3 Agenda ▪ Prepared flip chart: Day 3 Agenda (if not shown on a PowerPoint slide)
Session Two: PowerPoint: The Basics	1 hour 10 minutes	▪ Provide participants with basic skills in using PowerPoint for their own trainings.	▪ Introduce developing and delivering PowerPoint presentations. ▪ Use resource people to help participants create a PowerPoint slide of their own.	Materials ▪ Six laptop computers for participant use, projector, PowerPoint *Make sure all computers have the same version of PowerPoint and that several pictures are located on the computer desktop for use during this session.
Session Three: Polishing Your Practicum	5 hours	▪ Provide a time for participants to work on their practicums with the support of resource people and the group. ▪ Practice the practicum with a co-facilitation partner before the practicum begins. ▪ Create a practicum schedule for Day 5 and Day 6.	▪ Initiate volunteer-led energizer or icebreaker. ▪ Have group break up into facilitation teams to develop and practice their shared practicum sessions. ▪ Ask facilitation teams to present their practicum to the larger group. ▪ Engage group in discussion about the practicum. ▪ Have co-facilitation teams continue to practice their presentations.	Materials ▪ Six laptop computers for participant use, projector, PowerPoint, display screen, flip chart, markers
Session Four: Closing	15 minutes	▪ Review workshop objectives in light of what has been	▪ Facilitate closing discussion for the day.	Materials ▪ Feedback box

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 3: *Training Tools and Practicum Practice*				
		accomplished today. ▪ Provide consistent time to gather feedback from the day's activities, make announcements, and present a conclusion.	▪ Hand out and gather daily feedback forms.	Prepared Materials ▪ Handout: *Daily Feedback Form* (Annex 11)

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 4: *HIV Materials from the Region and Final Practicum Practice*				
Session One: Warm-up, Recap from Day 3, Housekeeping, and Agenda Overview	20 minutes	▪ Provide a time for participants to lead an activity and warm up the group with an upbeat and fun start. ▪ Review housekeeping issues and the agenda for the day.	▪ Initiate volunteer-led energizer or icebreaker. ▪ Have co-facilitators summarize workshop feedback, discuss housekeeping issues, and provide overview of the day's agenda.	Materials ▪ Flip chart, tape, markers, computer, projector, display screen, adapter plug Prepared Materials ▪ PowerPoint: Day 4 Agenda ▪ Prepared flip chart: Day 4 Agenda (if not shown on a PowerPoint slide)
Session Two: Materials from Your Country and Region	45 minutes	▪ Explore regional, country, and community resources (particularly those in Arabic, local languages, and reflecting low literacy) that participants can share with others regionally to better serve their training objectives and goals.	▪ Conduct activity: Country materials discussion.	Prepared Materials ▪ Handouts: Materials from participants' support group, community, country, or another source
Session Three: Polishing Your Practicum	4 hours	▪ Provide a time for participants to work on their practicums with the support of resource people and the group. ▪ Practice the practicum in co-facilitation teams.	▪ Conduct activity: Practicum group work.	Materials ▪ Six laptops for participant use, PowerPoint, projector, display screen, flip chart, markers
Session Four: Meditation/Visualization: What Is Important for You	30 minutes	▪ Build confidence related to our own public speaking abilities.	▪ Conduct activity: Meditation. ▪ Lead group relaxation/visualization exercise.	▪ Not applicable
Session Five: Closing	15 minutes	▪ Review the workshop objectives in light of what has been accomplished today. ▪ Provide consistent time to gather feedback from the day's activities,	▪ Facilitate closing discussion for the day. ▪ Hand out and gather daily feedback forms.	Materials ▪ Flip chart, markers, computers, projector, display screen, adapter plug, feedback box Prepared Materials

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume 1*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 4: *HIV Materials from the Region and Final Practicum Practice*				
		make announcements, and present a conclusion.		▪ Handout: *Daily Feedback Form* (Annex 11)

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 5: *Practicum Presentations*				
Session One: Warm-up, Recap from Day 4, Housekeeping, and Agenda Overview	20 minutes	▪ Provide a time for participants to lead an activity and warm up the group with an upbeat and fun start. ▪ Review housekeeping issues and the agenda for the day.	▪ Initiate volunteer-led energizer or icebreaker. ▪ Have co-facilitators summarize workshop feedback, discuss housekeeping issues, and provide overview of the day's agenda.	Materials ▪ Flip chart, tape, markers, computer, projector, display screen, adapter plug Prepared Materials ▪ PowerPoint: Day 5 Agenda ▪ Prepared flip chart: Day 5 Agenda (if not shown on a PowerPoint slide)

Session Two: Practicum Presentations	5 hours 5 minutes	▪ Provide participants with an opportunity to practice skills used in the TOT. ▪ Support TOT and country-level trainings. ▪ Provide a platform for participants to demonstrate their knowledge and training skills. ▪ Create a forum for feedback on training skills. ▪ Raise awareness among participants about the topics covered in TOT practicums.	▪ Give all 6 co-facilitation teams 50 minutes to present their practicum presentations.
			    o Have larger group take notes.
			    o Have the group ask questions about the training topic.
			    o Initiate a volunteer-led energizer.
			    o Solicit feedback and discussion at the end of each presentation.
				Materials ▪ Six laptops for participant use, PowerPoint, video camera, extra batteries for the camera, charger, podium or camera stand to prop the camera, microphone, timer, flip chart, markers, and any materials requested by participants
				 *A resource list should be made by resource people the day before.

Session Three: Application and Reflection	1 hour	▪ Review practicum sessions as a group and determine what we have learned and can apply.	▪ Link the practicums to the adult learning cycle. ▪ Engage discussion on "How should I do this differently next time?"	Materials ▪ Flip chart, computer, projector, display screen Prepared Materials ▪ Handout: *The Experiential Learning Cycle* (Annex 16)
Session Four: Closing	30 minutes	▪ Review workshop objectives in light of what has been accomplished today.	▪ Facilitate closing discussion for the day. ▪ Hand out and gather daily feedback	Materials ▪ Flip chart, markers, computer, projector,

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
TRAINING-OF-TRAINERS CURRICULUM:				
Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*				

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 5: *Practicum Presentations*				
		▪ Provide consistent time to gather feedback from the day's activities, make announcements, and present a conclusion.	forms.	display screen, adapter plug, feedback box ▪ Handout: *Daily Feedback Form* (Annex 11)

TRAINING-OF-TRAINERS CURRICULUM:

Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 6: *Planning Ahead and Training Certification*				
Session One: Warm-up, Recap from Day 5, Housekeeping, and Agenda Overview	20 minutes	▪ Provide a time for participants to lead an activity and warm up the group with an upbeat and fun start. ▪ Review housekeeping issues and the agenda for the day.	▪ Initiate volunteer-led energizer or icebreaker. ▪ Have co-facilitators summarize workshop feedback, discuss housekeeping issues, and provide overview of the day's agenda.	Materials ▪ Flip chart, tape, markers, computer, projector, display screen, adapter plug Prepared Materials ▪ PowerPoint: Day 6 Agenda ▪ Prepared flip chart: Day 6 Agenda (if not shown on a PowerPoint slide)
Session Two: Creating Your Own Training	1 hour 30 minutes	▪ Get participants to start thinking about their own country and community-level trainings, including what groups they would like to reach; what resources they need; what context-specific sessions they would like to have; and where further information and resources are needed to support trainings, sessions, and awareness raising. ▪ Encourage participants to think about their own training in concrete terms, including logistics. ▪ Generate conversation and questions about country-level trainings and support.	▪ Work in groups on building your own country and community trainings. ▪ Review the checklist for preparing a training course.	Materials ▪ Flip chart, markers, paper, pencils/pens ▪ Handout: *Checklist for Preparing a Training Course* (Annex 27)
Session Three: Networking	30 minutes	▪ Provide a platform for trainers to network with each other, broaden their networks of support as trainers, and plug into existing networks and resources.	▪ Facilitate group brainstorming process about ways to network and communicate with one another after the training.	Materials ▪ Flip chart, markers, paper, pencils/pens
Session Four: Evaluation Methods	45 minutes	▪ Ensure that trainers understand the purpose and value of evaluation for	▪ Request volunteer to lead group energizer.	Materials ▪ Flip chart, markers, paper, pencils/pens

TRAINING-OF-TRAINERS CURRICULUM:			
Building the Training Skills of HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume I*			
SESSION TITLE	**TIME**	**OBJECTIVES/ACTIVITIES**	**TRAINING/LEARNING METHODS**	**RESOURCE MATERIALS**

SESSION TITLE	**TIME**	**OBJECTIVES/ACTIVITIES**	**TRAINING/LEARNING METHODS**	**RESOURCE MATERIALS**
DAY 6: *Planning Ahead and Training Certification*				
		any training they may conduct or attend. ▪ Provide trainers with evaluation tools for their own trainings.	▪ Discuss evaluation methods for trainings.	Prepared Materials ▪ Handout: *Methods of Evaluation* (Annex 28)
Session Five: Process Group	45 minutes	▪ Provide an opportunity for participants to share their feelings and feedback. ▪ Provide a tool for trainers to implement in their own trainings, where appropriate.	▪ Facilitate group discussion on participants' feelings about TOT experience.	▪ Not applicable
Session Six: Closing and Presentation of Certificates	1 hour	▪ Present certificates.	▪ Conduct closing activity: Web of Leadership. ▪ Present TOT certificates and take group photograph.	Materials ▪ Large ball of string Prepared Materials ▪ TOT certificates (Annex 29)
Session Seven: Final TOT Evaluation	30 minutes	▪ Evaluate this training and its contents and allow for final comments, reflections, and suggestions. ▪ Provide participants an opportunity to give feedback. ▪ Use evaluation as a monitoring and evaluation tool to inform future trainings.	▪ Have participants fill out final workshop evaluation.	Prepared Materials ▪ Handout: *Final Evaluation* (Annex 30)

MENA SUBREGIONAL CURRICULUM

HIV Basics by and for HIV-Positive People in the Middle East and North Africa

Workshop Purpose:

To link and strengthen PLHIV in the MENA Region to provide a network of support and mentorship and a platform for sharing experiences and ideas, so that country- and community-level activities and projects are implemented with greater PLHIV involvement and leadership, resulting in more effective programs and policies in the region.

Objectives:

By the end of the training, participants will be able to

1. Provide the opportunity for PLHIV in the MENA Region to work together on issues that are important in their lives;
2. Effectively use tools to establish a PLHIV support network and conduct trainings;
3. Address challenges they face as PLHIV, such as stigma and discrimination;
4. Strengthen civil society responses to HIV in-country; and
5. Create a foundation for greater networking and support by and for PLHIV in the region.

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY I				

Session One: Introduction and Goals of Training	1 hour 20 minutes	▪ Welcome participants to the Investing in Middle East and North Africa (MENA) HIV Basics by and for HIV-Positive People Subregional Training.
		
		▪ Provide an overall introduction to the training and its objectives.
			▪ Welcome participants—*Ahlan wa Sahlan!*
			
			▪ Introduce facilitation team.
			
			▪ Conduct activities: Participant introductions and icebreakers.
			
			▪ Introduce resource people, logistics people, and note takers.
			
			▪ Conduct activity: Expectations and concerns for the training.
			
			▪ Review overall goals and objectives of the workshop and subregional training objectives.
			
			▪ Review Workshop Agenda.
			
			▪ Review logistics (per diem, meals, etc.).
				Materials
				▪ Flip chart, tape, markers, different color sticky pads (post-it notes)
				
				Prepared Materials
				▪ Prepared flip chart: On the flip chart, use one page each for the following headings:
				
				   o Introduction: Name, home country, how long and why I've been involved with HIV
				   o Expectations
				   o Concerns
				   o Goals and objectives of workshop
				
				▪ Handouts: *Workshop Agenda* (Annex 1)*, Subject Release Form/Photo Consent Form* (Annex 2), *Interpreter Confidentiality Agreement* (Annex 3)

Session Two: Group Norms and Ground Rules	45 minutes	▪ Establish a way of working together that will allow us to work freely and productively throughout the workshop.	▪ Conduct activity: Establish ground rules for the training.
			
			▪ Establish the participants' roles.
			
			▪ Discuss and review the Interpreter Confidentiality Agreement and Photo Consent Form.
				Materials
				▪ Flip chart, tape, markers
				
				Prepared Materials
				▪ Prepared flip chart: On the flip chart, use one page each for the following headings:
				
				   o Group Norms/ Ground Rules
				   o Roles of Participants

Session Three: What is "Our World of Concerns"?	50 minutes	▪ Have participants discuss challenges they face in everyday life as HIV-positive people in their	▪ Conduct activity: Discussing Our World of Concerns.	Materials ▪ Flip chart, tape, markers, post-it notes

SUBREGIONAL CURRICULUM:				
HIV Basics by and for HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume 2*				
SESSION TITLE	**TIME**	**OBJECTIVES/ACTIVITIES**	**TRAINING/LEARNING METHODS**	**RESOURCE MATERIALS**
DAY 1				
		own communities.		
Session Four: History of the PLHIV Movement	45 minutes	▪ Introduce Greater Involvement of People Living with HIV/AIDS (GIPA) principles and its contribution to the community, country, regional, and global HIV movements.	▪ Conduct activity: Personal Timeline Exercise. ▪ Deliver GIPA presentation. Show PowerPoint: *Greater Involvement of People with HIV/AIDS (GIPA) – History.*	Materials ▪ Flip chart, tape, markers, computer, projector, display screen Prepared Materials ▪ PowerPoint: *Greater Involvement of People with HIV/AIDS (GIPA) – History* ▪ Prepared flip chart: On the flip chart, use one page each to make consecutive headings for each year from 1981 to the present day
Session Five: HIV: The Basics	2 hours 30 minutes	▪ Gain a better understanding of participants' basic knowledge about HIV/AIDS, improve upon that knowledge, and establish a standard knowledge base of correct information.	▪ Conduct activity: HIV/AIDS quiz and discussion. ▪ Conduct activity: HIV Basics: Transmission, Prevention, and the Natural Stages of HIV. ▪ Show PowerPoint (PPT) presentation: *HIV: The Basics.*	Materials ▪ Flip chart, tape, markers, computer, projector, display screen Prepared Materials ▪ PowerPoint: *HIV: The Basics* ▪ Prepared flip chart: HIV 101 Quiz Questions, Fluids/Concentration and Associated Behavior ▪ Handouts: *HIV 101: The Basics* (Annex 4)
Session Six: Closing and Evaluation	30 minutes	▪ Wrap up the day's events and gather daily feedback on the sessions.	▪ Conduct activity: Wrap up and review.	Materials ▪ Flip chart, tape, markers, post-it notes Prepared Materials ▪ Handout: *Daily Feedback Form* (Annex 5)

SUBREGIONAL CURRICULUM:				
HIV Basics by and for HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume 2*				
SESSION TITLE	**TIME**	**OBJECTIVES/ACTIVITIES**	**TRAINING/LEARNING METHODS**	**RESOURCE MATERIALS**
DAY 2				
Session One: Welcome and Review	30 minutes	▪ Provide a time for participants to lead an activity and warm up the group with an upbeat and fun start. ▪ Review housekeeping issues and the agenda for the day. ▪ Review yesterday's highlights.	▪ Conduct activity: Participant-led warm-up exercise. ▪ Review today's agenda. ▪ Review highlights from yesterday's session.	Materials ▪ Flip chart, tape, markers, computer, projector, display screen Prepared Materials ▪ Prepared flip chart: Day 2 Agenda
Session Two: Nutrition and Exercise	1 hour	▪ Introduce and review the importance of a proper diet for maintaining personal health in the HIV context. ▪ Review the importance of exercise and the basic concept of "wellness."	▪ Conduct activity: Daily Nutrition and Food Intake. ▪ Show PPT: *Nutrition & HIV.* ▪ Conduct activity: Exercise. ▪ Show PPT: *Putting Wellness into Practice.*	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ PowerPoints: *Nutrition & HIV, Putting Wellness into Practice*
Session Three: Treatment	1 hour 25 minutes	▪ Gain a better understanding of the role of treatment and the viability of antiretroviral treatment (ART) at the community level.	▪ Deliver presentation: Treatment and HIV. Show PowerPoint: *Treatment.* ▪ Discuss what we mean by "treatment." ▪ Discuss ART and ARV. ▪ Conduct activity: Anonymous questions.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ PowerPoint: *Treatment* ▪ Other: 15x20 cm cards for each participant
Session Four: Warm-ups, Icebreakers, and Exercises	15 minutes	▪ Provide participants with a physical or mental exercise that promotes participants' energy and concentration.	▪ Conduct activity: Participant-led warm-up, icebreaker, or exercise.	Materials ▪ Flip chart, tape, markers
Session Five: Treatment Advocacy	1 hour	▪ Discuss specific treatment issues in	▪ Conduct activity: Treatment	Materials

SUBREGIONAL CURRICULUM:				
HIV Basics by and for HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume 2*				
SESSION TITLE	**TIME**	**OBJECTIVES/ACTIVITIES**	**TRAINING/LEARNING METHODS**	**RESOURCE MATERIALS**
DAY 2				
Discussion Group		the country and regional context. ▪ Provide a space for participants to share their concerns, questions, and ideas related to access to quality treatment, support, and care. ▪ Provide guidance and possible solutions to improve access to treatment in different contexts, including resource-limited, gender-insensitive, and conflict settings.	Advocacy Discussion Group.	▪ Flip chart, tape, markers
Session Six: Gender and HIV	2 hours 20 minutes	▪ Identify basic human rights. ▪ Explore rights as a need for human development. ▪ Understand the universal nature of rights. ▪ Start a discussion regarding the gendered implications of human rights for women and girls.	▪ Conduct activity: Rights We Have from Birth. ▪ Show PPT: *Gender and HIV and AIDS.* ▪ Conduct activity: Defining Gender and Related Concepts. ▪ Conduct activity: Sex and Gender. ▪ Conduct activity: Women's Vulnerability to HIV.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ PowerPoint: *Gender and HIV and AIDS* ▪ Handouts: *Tripoli Declaration* (Annex 6); *'Turning the Tide'*(Arabic), *Human Rights Cards,* (Arabic),*International Community of HIV Positive Women* (ICW) *Series* (Arabic)
Session Seven: Process Group	45 minutes	▪ Provide an opportunity for participants to share their feelings via a model called a "process group."	▪ Participants share feelings and receive feedback.	Materials ▪ Flip chart, tape, markers
Session Eight: Closing and Evaluation	30 minutes	▪ Wrap up the day's events and gather daily feedback on the sessions.	▪ Conduct activity: Evaluation.	Materials ▪ Post-it notes, flip chart

SUBREGIONAL CURRICULUM: HIV Basics by and for HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume 2*				
SESSION TITLE	**TIME**	**OBJECTIVES/ACTIVITIES**	**TRAINING/LEARNING METHODS**	**RESOURCE MATERIALS**
DAY 3				
Session One: Welcome and Review	30 minutes	▪ Provide a time for participants to lead an activity and warm up the group with an upbeat and fun start. ▪ Review housekeeping issues and the agenda for the day.	▪ Conduct activity: Participant-led warm-up exercise. ▪ Review today's agenda. ▪ Review highlights from yesterday's sessions.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ Prepared flip chart: Day 3 Agenda
Session Two: Stigma	3 hours 30 minutes	▪ Identify key issues, challenges, and strategies related to stigma for PLHIV in the region.	▪ Conduct activity: Show PPT: *Stigma*, and conduct stigma discussion. ▪ Discuss differences between stigma and discrimination and internal and external stigma. ▪ Conduct activity: Issues, Challenges with Stigma in Family, Community, Work, and Healthcare Settings. ▪ Conduct activity: Role plays. Coping with stigma—internal and external strategies.	Prepared Materials ▪ PowerPoint: *Stigma* ▪ Prepared flip chart: Internal and External, papers for small groups, flip chart for list of strategies ▪ Handouts: *"Embarrassment" Poem* (Annex 7) ▪ Other: Stickers (for prioritization), pictures and/or words to put on 4 walls prior to starting.
Session Three: Disclosure	1 hour 25 minutes	▪ Identify key issues, challenges, and strategies related to disclosure for PLHIV in region.	▪ Show PPT: *Disclosure: To Do or Not to Do.* ▪ Conduct activity: Role plays.	Prepared Materials ▪ PowerPoint: *Disclosure: To Do or Not to Do*
Session Four: Visualization and Relaxation	20 minutes	▪ Provide an introduction to stress relief via meditation and visualization exercise.	▪ Conduct activity: Meditation.	Materials ▪ Music or cassette player and cassette tape with relaxing music Prepared Materials ▪ Other: Written meditation/relaxation (imagery script from Samuels and Bennett)
Session Five:	1 hour	▪ Review the workshop context	▪ Conduct activity: Warm-ups,	Materials

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 3				
Positive Living	15 minutes	from a personal perspective, including promoting personal strategies related to workshop content. ▪ Promote positive living, including how to reduce self-stigma and review personal experiences and the role of support groups. ▪ Review information about nutrition, exercise, stress relief, and a holistic approach to managing HIV and AIDS. ▪ Ensure that participants can describe behaviors contributing to their own health and well-being; and assess the behaviors and habits they currently practice.	icebreakers, and exercises. ▪ Show PPT: *Positive Living*. ▪ Conduct activity: Brainstorming: Healthy Lifestyle—brainstorm activities that promote health and well-being. ▪ Conduct activity: Fishbowl: Embracing Change.	▪ Flip chart, tape, markers Prepared Materials ▪ PowerPoints: *Positive Living* ▪ Prepared flip chart: Fishbowl discussion questions ▪ Handouts: *Positive Living* (Annex 8)
Session Six: Closing and Evaluation	30 minutes	▪ Wrap up the day's events and gather daily feedback on the sessions.	▪ Conduct activity: Evaluation.	Materials ▪ Post-it notes, flip chart

SUBREGIONAL CURRICULUM:				
HIV Basics by and for HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume 2*				
SESSION TITLE	**TIME**	**OBJECTIVES/ACTIVITIES**	**TRAINING/LEARNING METHODS**	**RESOURCE MATERIALS**
DAY 4				
Session One: Welcome and Review	30 minutes	▪ Provide a time for participants to lead an activity and warm up the group with an upbeat and fun start. ▪ Review housekeeping issues and the agenda for the day.	▪ Conduct activity: Participant-led warm-up exercise. ▪ Review today's agenda. ▪ Review highlights from yesterday's sessions.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ Prepared flip chart: Day 4 Agenda
Session Two: Relationships, Marriage, and Family	1 hour	▪ Discuss in a group format issues related to relationships, marriage, and family. ▪ Dispel myths or misinformation related to living with HIV and relationships or marriage and family. ▪ Provide a platform to discuss challenges, fears, and real-life stories related to these issues. ▪ Highlight the importance of support and networks when addressing personal goals related to relationships/marriage and family.	▪ Conduct activity: Relationships, Marriage, and Family discussion. Share ideas and provide real-life examples.	Materials ▪ Flip chart: to write down any overall themes
Session Three: Parent-to-Child Transmission (PTCT)	1 hour 30 minutes	▪ Review the latest information related to PTCT. ▪ Provide a platform for participants to discuss challenges, concerns, and thoughts related to PTCT, including issues they face in their own lives.	▪ Show PPT: *Parent-to-Child Transmission (PTCT)*. ▪ Conduct activity: Warm-ups, icebreakers, and exercises.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ PowerPoint: *Parent-to-Child Transmission (PTCT)*. ▪ Flip chart: PTCT
Session Four: Support Groups	1 hour 30 minutes	▪ Provide information about the process of creating a support group.	▪ Conduct activity: Positive Development. ▪ Highlight chapter on Support Groups in the *GNP+ Positive Development Manual*.	Materials ▪ Flip chart, tape, markers Prepared Materials

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 4				
				▪ Handouts*: Positive Living Chapter 5, Support Group Chapter* ▪ Other: *GNP+ Positive Development Manual*, Support Group Exercise
Session Five: Advocacy: Taking Action	1 hour	▪ Provide hope that change is possible through sharing lessons learned and experiences of PLHIV taking risks and leading change to improve the situation of PLHIV in their own communities, countries, and the world.	▪ Conduct activity: What Is Advocacy? ▪ Show PPT: *Advocacy Leading to Policy Change*.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ PowerPoint: *Advocacy Leading to Policy Change* ▪ Flip chart: Internal and External, papers for small groups, flip chart for list of strategies ▪ Other: "Taking Action" exercise
Session Six: Process Group	30 minutes	▪ Provide an opportunity for participants to share their feelings via a model called a "process group."	▪ Closing discussion for the day.	▪ Flip chart, tape, markers
Session Seven: Closing and Evaluation	30 minutes	▪ Wrap up the day's events and gather daily feedback on the sessions.	▪ Conduct activity: Evaluation and feedback.	Materials ▪ Post-its of various colors Materials ▪ Post-it notes, flip chart

SUBREGIONAL CURRICULUM:

HIV Basics by and for HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume 2*

SESSION TITLE	TIME	OBJECTIVES/ACTIVITIES	TRAINING/LEARNING METHODS	RESOURCE MATERIALS
DAY 5				
Session One: Welcome and Review	30 minutes	▪ Provide a time for participants to lead an activity and warm up the group with an upbeat and fun start. ▪ Review housekeeping issues and the agenda for the day.	▪ Conduct activity: Volunteer-led energizer or icebreaker. ▪ Have co-facilitators summarize workshop feedback, discuss housekeeping issues, and provide overview of the day's agenda.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ Prepared flip chart: Day 5 Agenda
Session Two: Community Challenges, Planning, and Developing Goals	1 hour	▪ Discuss concrete goals, objectives, and expectations related to country-level challenges. ▪ Orient participants to action planning and ways to use information from the workshop back in home country. ▪ Form country-level teams via a group exercise.	▪ Conduct activity: Small group country exercise. ▪ Brainstorm challenges related to HIV in various countries.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ Blank paper for each group
Session Three: Human Rights and HIV	1 hour	▪ Discuss and define HIV as a human rights issue. ▪ Contextualize HIV at a regional level within a human rights framework.	▪ Facilitate group discussion on the question, "What is the relevance of human rights, HIV, and personal experience?" ▪ Discuss global and regional partnerships.	Materials ▪ Flip chart, tape, markers Prepared Materials ▪ *ICW Human Rights fact sheet* (Annex 9)
Session Four: Networking	1 hour	▪ Take stock of regional and country-level activities, including ways in which participants can benefit and plug into existing activities. ▪ Create a more useful and concrete regional network from already existing informal networks of support.	▪ Facilitate discussion: Techniques for Networking. ▪ Discuss ways of communicating with each other. ▪ Review regional developments.	Materials ▪ Flip chart, tape, markers
Session Five: Closing and Presentation	1 hour	▪ Provide recognition to all participants for their hard work, participation, and	▪ Give closing remarks. ▪ Hand out certificates and conduct	Prepared Materials ▪ Certificates

SUBREGIONAL CURRICULUM:				
HIV Basics by and for HIV-Positive People in the Middle East and North Africa Region. *Investing in MENA Series—Volume 2*				
SESSION TITLE	**TIME**	**OBJECTIVES/ACTIVITIES**	**TRAINING/LEARNING METHODS**	**RESOURCE MATERIALS**
DAY 5				
of Certificates		future plans. ■ Recognize accomplishments throughout the week and a sense of closure and fellowship.	closing ceremony.	
Session Six: Final Evaluation	30 minutes	■ Receive feedback regarding the workshop, including its strengths, weaknesses, and possibilities for future work and trainings. ■ Access what can be improved upon in future work. ■ Provide a vehicle for monitoring, evaluation, and reporting.	■ Have participants fill out evaluations.	Materials ■ Handout: End-of-Workshop Evaluation (Annex 10)

ANNEX 6

TOT PARTICIPANT QUESTIONNAIRE: PRE-TRAINING ASSIGNMENT

I.   PARTICIPANT PROFILE

Name: _____

Organization: _____

Country: _____

Email Address: _____

Level of Education: _____

Languages (Speak, read and write):_____

Sex: _____   Age: _____

Family members: _____

Dietary Preference: _____

Physical Needs:_____

When did you find out you were HIV positive? When were you diagnosed with HIV?
_____
_____

II.   TRAINING EXPERIENCE

What types of training have you received?
_____
_____
_____

Are there additional subject areas that you have received training in, such as the following:
developing leadership skills____ public speaking____ advocacy____

Are there any others?

_____
_____

What kind of training do you think you need? And why?

_____
_____

As a trainer, what are your strengths?_____

What are your weaknesses?_____

How have you been able to use other trainings? Which have been most useful? Why? Which have not been so useful? Why?

_____
_____
_____

III. CURRICULUM TOPICS

GENDER:

What do you think are the important issues that we need to address in the training related to differences between men and women?

_____

How do you think being infected with HIV affects men?

_____

How do you think being infected with HIV affects women?

_____
_____

Are there any specific topics that training in the MENA Region should address?

_____
_____

What topics do you think were most helpful during the last training?

HIV Basics	Not	Somewhat	Very
Nutrition and Exercise	Not	Somewhat	Very

Disclosure	Not	Somewhat	Very
ARVs and Treatment	Not	Somewhat	Very
Pregnancy	Not	Somewhat	Very
Healthy Living	Not	Somewhat	Very
Relationships, Marriage, and Family	Not	Somewhat	Very
How to Create Support Groups	Not	Somewhat	Very
How to Network in the Region	Not	Somewhat	Very
Human Rights	Not	Somewhat	Very
Advocacy	Not	Somewhat	Very
Religious Leaders	Not	Somewhat	Very
Improving Community Support	Not	Somewhat	Very
Process Groups	Not	Somewhat	Very
Stigma	Not	Somewhat	Very

Do you think that there should be an additional section about drug and alcohol abuse?

Yes   No

If yes, please explain why.

_____
_____
_____

Do you think that there should be an additional section about violence?   Yes   No
If yes, please explain why.

_____
_____
_____

Are you involved with HIV work?   Yes   No
If yes, please explain how.

_____
_____
_____

What are the 3–4 issues that are currently most important in your life?

_____
_____

What kind of knowledge, skills, and capacity do you need in order to address the issues that you described in the question above?

_____
_____
_____

What are some steps that your local community has taken to improve the lives of people living with HIV?

_____
_____
_____

IV.   HIV KNOWLEDGE

What are the ways in which HIV is transmitted to another person?

_____
_____
_____

What are the stages of HIV disease?

_____
_____
_____

What do you think is a healthy diet for people living with HIV?

_____
_____

Name some opportunistic infections that are common for people living with HIV.

_____
_____
_____

When and how should a person begin antiretroviral therapy?

_____
_____
_____

Other Comments:

_____
_____
_____

Thank you for your time and feedback.

ANNEX 7. HANDOUT: Questions on Being a Trainer

1. Why is it important for us as HIV-positive people to become trainers in our communities?

2. What do we mean by a "trainer"?

3. What are the possible benefits of us as HIV-positive people being the ones to conduct training on HIV-related issues?

4. Why do you want to improve your training skills?

5. Who would you like to reach with your training in your community? Country? Regionally?

ANNEX 8. HANDOUT: The Power of Positive Speakers

An excerpt from *Lifting the Burden of Secrecy: A Training Manual for HIV Positive Speakers*, Asia Pacific Network of Positive People (APN+).

"Almost universally, our earliest messages about HIV and AIDS imply that those of us infected with HIV are morally blameful… [stigma and discrimination] makes people deny that HIV can affect them. After [our] HIV diagnosis, many of [us] lead a double life, unable to disclose [our] secret for fear of discrimination.

[We as] HIV-positive people…put a human face [on the epidemic] to…challenge societal attitudes. [We] show [our] communities that…people living with HIV can lead productive lives for many years. People who speak out openly about the reality of living with HIV come from all backgrounds. Some of [us] have not finished [our] primary education, while others have university degrees. Some of [us] are inspired to speak out after listening to [our] peers, whilst a few of [us] have never met another positive person before [we] go public...

The power of [us] as HIV-positive people speaking out publicly is in lifting the burden of secrecy. [None of us as a] positive person, however, should publicly disclose our status, until we are ready."

ANNEX 9. HANDOUT: IMBR Model Case Study

Ask a participant to read the following story to the group and then ask participants to identify IMBR elements in the story:

Aisha has learned about condoms from a friend who is an HIV-positive trainer. She knows how to use condoms properly. She knows that condoms prevent HIV infection. Aisha wants to prevent any risk of HIV infection but she does not want to visit the pharmacy or have condoms be delivered from the pharmacy to her home because the pharmacist and/or delivery person will know who she is and this would be embarrassing. Further, Aisha's husband is controlling and emotionally abusive, so Aisha has no negotiating power in her relationship to ask her husband to use a condom when they have sex. He would blame her and say that she must be cheating on him, even though she suspects he might be cheating on her.

Using the IMBR model, what issues related to IMBR come into play?

1. Information (what): Does Aisha have information about condoms?
2. Motivation (why): Does Aisha have motivation to use condoms? Does she have motivation not to use condoms? Which is greater?
3. Behavior Skills (how): Does Aisha know how to use condoms?
4. Resources (where): Can Aisha access condoms?

What are the barriers to her accessing condoms? What other resources could be used to help Aisha? For example, how could her husband be encouraged to use condoms? How could Aisha access condoms in a way that would not be embarrassing?

ANNEX 10. HANDOUT: Behavior Change Model: Prochaska and DiClemente Cycle of Change-Harm Reduction

One:	No real interest in change (*pre-contemplation*)
Two:	Thinking about the possibility of change (*contemplative*)
Three:	Preparing to make a change (*determination*)
Four:	Change is adopted (*action*)
Five:	Maintain change (*maintenance*)

OR

Five:	Stops change, but does not give up and tries again (*relapse*)
Six:	Change continues over time (*maintenance*)

Real-life Example:

1. No interest in medical treatment
2. Thinking about making an appointment
3. Appointment scheduled
4. Attends a medical visit
5. Misses an appointment but then reschedules
6. Continues in medical treatment every 3–6 months

ANNEX 11

DAILY FEEDBACK FORM

Please provide your feedback on the following:

Session 1: _____
Enter title of session above

What did you learn from this session?

What were the session strengths?

What were the session weaknesses?

Other Comments:

Session 2: _____
Enter title of session above

What did you learn from this session?

What were the session strengths?

What were the session weaknesses?

Other Comments:

Session 3: _____

  Enter title of session above

  What did you learn from this session?

  What were the session strengths?

  What were the session weaknesses?

  Other Comments:

Session 4: _____

  Enter title of session above

  What did you learn from this session?

  What were the session strengths?

  What were the session weaknesses?

  Other Comments:

Session 5: _____

  Enter title of session above

  What did you learn from this session?

  What were the session strengths?

  What were the session weaknesses?

  Other Comments:

Session 6: _____
       Enter title of session above

    What did you learn from this session?

    What were the session strengths?

    What were the session weaknesses?

    Other Comments:

Session 7: _____
       Enter title of session above

    What did you learn from this session?

    What were the session strengths?

    What were the session weaknesses?

    Other Comments:

Session 8: _____
       Enter title of session above

    What did you learn from this session?

    What were the session strengths?

    What were the session weaknesses?

    Other Comments:

ANNEX 12. HANDOUT: Trainer Roles and Responsibilities

Note: You could put this information on a PPT slide so that participants can follow along.

- **Needs Assessment:** Identifying knowledge and skill needs, as well as the learning expectations of participants.

- **Development:** Designing or modifying training materials to meet participants' needs and expectations.

- **Delivery:** Presenting information using appropriate communication skills, information, and tools.

- **Evaluation:** Using strategies to assess participants' achievement of learning objectives and the success of the training.

- **Ethics:** Completing the above tasks in a professional and non-stigmatizing or non-discriminatory manner, being respectful of human rights and community codes of conduct; respecting and acknowledging that many of us have engaged in stigmatized behavior, such as injecting drug use, sex work, and men having sex with men.

ANNEX 13. HANDOUT: **Trainer Ethics: Conducting Training Tasks in a Professional Manner Respectful of HIV Stigma and Discrimination, Gender, Community, and Cultural Beliefs**

Note: You could put this information on a PPT slide so that participants can follow along.

Trainer ethical considerations include the following areas:

- **Responsibility to oneself** — self-satisfaction and pride.

- **Responsibility to participants** — including not disclosing each other's HIV status, confidentiality of training processes and disclosures, moral and legal standards.

- **Responsibility to the training profession and HIV work.**[1]

- **Responsibility to your training colleagues and other PLHIV** — many others could have attended this TOT, but you were selected based on your skills and experience, and further, you committed to use this training to help others.

- **Responsibility to PLHIV** — if you are open about your HIV status, then your attitudes and behavior will be reflected in and noticed by other PLHIV in your community, country, region, and globally.

- **Responsibility to the community that is receiving your training** —including its values, beliefs, needs, and concerns.

- **Responsibility to model healthy behaviors** — particularly those related to safer sex, not sharing syringes, not practicing unsafe traditional practices, supporting respect and equality among men and women, and engaging in behaviors that do not transmit HIV.

- **Responsibility to "Do No Harm."**

ANNEX 14. HANDOUT: Comparing Pedagogy and Andragogy

Adapted from: Centre for Development and Population Activities (CEDPA). CEDPA TOT Manual.

Note: When reviewing this handout, you have the option of putting this information on a PowerPoint slide so that participants can follow along better.

	Pedagogy (classroom)	Andragogy (adult, non-formal)
Learner's Role	Follow instructions; passive reception; receive information; little responsibility for learning process	Offer ideas based on experience; interdependent; active participation; responsible for the learning process
Motivation for Learning	External: Forces of society (family, religion, tradition, etc.); learner does not see immediate benefit	From within oneself; learner sees immediate application
Choice of Content	Teacher-controlled; learner has little or no choice	Centered on life or workplace problems expressed by the learner
Method Focus	Gain facts, information	Share and build on knowledge and experiences

ANNEX 15. HANDOUT: Principles of Adult Learning

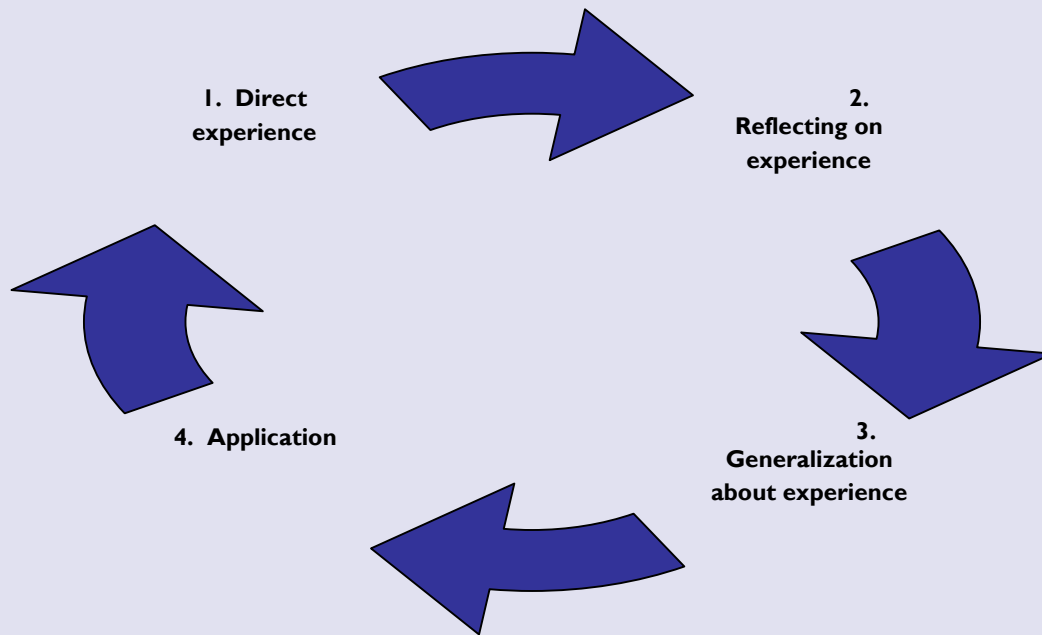*Adapted from:* Centre for Development and Population Activities (CEDPA). *CEDPA TOT Manual.*

Adult learning occurs best when it

- **Is self-directed**
  Adults can share responsibility for their own learning because they know their own needs.

- **Fills an immediate need**
  Motivation to learn is the greatest when it meets the immediate needs of the learner.

- **Is participative**
  Participation in the learning process is active, not passive.

- **Is experiential**
  The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

- **Is reflexive**
  Maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions, and derive principles for application to similar experiences in the future.

ANNEX 16. HANDOUT: Part 1: The Experiential Learning Cycle

1. Direct experience → **2. Reflecting on experience** → **3. Generalization about experience** → **4. Application** →

Explain:

1. As opposed to being a student in a lecture, **Adult Learning** requires that learners actively participate in the learning process.

2. Each of the four steps illustrated above is a part of the learning process.

3. Effective learning requires the learner to *apply* (**Phase 4**) those things learned in **Phase 3**. This is also where the learner forms *principles* based on *analysis* of **Phase 2** of the experience had in **Phase 1**.

4. The **role of the trainer** is to help the learner through this process of learning.

5. A good trainer must understand well what occurs during each phase of this learning process and must also be able to facilitate the learning process.

6. **Ask participants:** You as trainers should be able to fit your own learning experiences from yesterday and today into this cycle as well. Does anyone want to share an example?

7. Now we'll look at trainer roles and responsibilities during each phase of the learning process (**Annex 17**).

ANNEX 17. HANDOUT: Part 2: Trainer Roles and Responsibilities During the Learning Process

Adapted from: Centre for Development and Population Activities (CEDPA). *CEDPA TOT Manual.*

Phase 1: The Experience

The learner uncovers new information that prompts her/him to respond to this new experience.

Example activities to use during this phase:
- Group problem solving
- Case studies
- Role plays
- Field visits
- Skills practice
- Games
- Group tasks

Trainer's role: The trainer's primary role is to structure what has happened in Phase 1. S/he must present the objectives of the activity and clarify norms, rules, and limits. Information should be presented in a way that is meaningful to participants and will stimulate interest (e.g., by using visual aids and asking questions).

Although most processing occurs during Phase 2 (below), the trainer can ask some questions during this phase:
- Are there any questions about the task?
- Is there anything else you might need to know?
- How is everything going?
- Have you thought about…?
- Could you be more specific?
- Can you say more about that?
- Can you think of another alternative?
- Are you ready to record your work on the flip chart?
- How much time do you need?

Phase 2: Reflecting on the Experience

Learners sort out the information developed in Phase 1. They *analyze* the experience in Phase 2. Then, in Phase 3, they will identify key things they have learned.

Example activities to use during this phase:
- Small group discussion
- Participant presentations
- Large group discussion
- Reporting from small groups

Trainer's role: To help the learner reflect on what happened during Phase 1 and what the experience meant to the learner. The trainer should ensure that important elements of the experience are not ignored. A way to do this is to ask questions about what happened and how the learner reacted. The following are examples of questions a trainer might ask:

- What happened?
- How do you feel when…?
- Did anyone feel differently?
- What did you notice about…?
- How do you feel about the experience?
- Did anyone else feel the same way about that?
- Do you agree/disagree with what they are saying? Why?
- Does anyone else have something to add…?
- Does this surprise you?
- Do you realize that…?
- Why didn't you…?

The trainer uses **open-ended questions** to stimulate discussion.

Phase 3: Generalizing about the Experience

Example activities to use during this phase:

- Synthesis discussion in a large group (like our feedback discussion yesterday)
- Lectures
- Demonstration
- Reading assignments

Trainer's role: It is the conventional role of the educator to guide the learner. More than in any other phase, the trainer needs to know about the subject matter and be a credible information source. This does not mean that the trainer needs to provide all the answers during this phase. The learners will probably internalize the learning better if they find the answers for themselves.

As a guide, the trainer helps the learner focus on the implications of the experience and reflection phases so that the learner can acknowledge having learned something new. There are two basic approaches to doing this:

1. Trainer can provide a **summary** for the learners (as in a lecture or assignment)
2. Trainer can ask **probing questions** that enable the learners to reach their own conclusions (as in consensus-seeking discussion). This approach requires strong facilitation skills.

Some useful questions the trainer might ask include the following:

- What did you learn from this?
- What does all of this mean to you?
- Is there an operating principle here?
- How does all that we are talking about fit together?
- Have you gained any new insights about…?
- What are some of the major themes we have seen here?
- Are there any lessons to be learned?

Phase 4: Application

For the learner to feel that the training is significant, the new learning must relate to her or his own life. During Phase 4, the learner makes the connection between the training setting and the real world; the two are rarely the same. This link can be strengthened through practice and planning for application after training.

Example activities to use during this phase include the following:
- Action planning
- Field visits
- Practicing new skills
- Discussion

Trainer's role: It is that of a coach to the learner. As the learner tries doing things on her/his own, the trainer can provide advice and encourage the learner to try to improve new skills. The key question to ask is "How should I do this differently next time?"

Some questions the trainer can ask include the following:
- What have you enjoyed most about this?
- What do you find most difficult?
- How can you apply this in your situation at home?
- Can you imagine yourself doing this in two weeks?
- What do you look forward to doing most after the training?
- What do you think will be most difficult when you use this?
- If you were to do this in your own project, how would you do it differently?
- How could this exercise have been more meaningful to you?
- Do you anticipate any resistance when you return?
- What can you do to overcome resistance from others?
- Are there areas in which you would like more practice?
- What are some of the questions you still have?
- How could you do this better?
- How would women and men in your community react to this?

ANNEX 18. HANDOUT: Choosing Appropriate Training Techniques

Adapted from: *CEDPA TOT Manual.*

Review the following.

Presentation

A presentation is an activity that a trainer who is knowledgeable about a particular subject matter conducts to convey information, theories, or principles. Forms of presentations can range from a lecture style presentation to involving the learner directly. Presentations depend more on the trainer for content than do any other training technique or tool.

Presentations are used for the following:
1. Introducing participants to a new subject
2. Providing an overview or a synthesis
3. Conveying facts
4. Addressing a large group

Advantages of using presentations in your training include the following:
1. Covers a lot of material in a short period of time
2. Useful for large groups
3. Can be adapted to any kind of learner
4. Can precede more practical training techniques
5. The lecturer has more control than in other training situations

Things to be aware of before you decide to use a lecture-style presentation:
1. Emphasizes one-way communication
2. Is not experiential in approach
3. The learner's role is passive
4. The lecturer needs skills to be an effective presenter (such as those discussed in our verbal and nonverbal communication section earlier)
5. Inappropriate for changing behavior or for learning skills
6. Learner retention is not as great unless it is followed up with a more practical technique
7. A presentation is common in more formal situations

Process:
1. Introduce the topic; tell the learners what you will be sharing with them
2. Tell learners what you want to tell them; present the material with the help of visual aids
3. Summarize key points you have made; tell the learners what you have told them
4. Invite learners to ask questions

Demonstration

A demonstration is a presentation of a method for doing something.

Demonstrations are used for the following:
1. Teaching a specific skill or technique
2. Modeling a step-by-step approach

Advantages of using demonstrations in your training include the following:
1. Easy to focus learner's attention
2. Shows practical applications of a method
3. Involves learners when they try the method themselves

Things to be aware of before you decide to use demonstration:
1. Requires planning and practice ahead of time
2. Demonstrator needs to have enough materials for everyone to try the method
3. Not as useful in large groups
4. Requires giving feedback to learners when they try it themselves

Process:
1. Introduce the demonstration; what is the purpose?
2. Present the material you are going to use
3. Demonstrate
4. Demonstrate again, explaining each step
5. Invite the learners to ask questions
6. Have the learners practice themselves
7. Discuss how easy/difficult it was for them; summarize

Case Study

A case study is a written description of an example situation that is used for analysis and discussion.

Case studies are used for the following:
1. Discussing common problems in a typical situation
2. Providing a safe opportunity to develop problem-solving skills
3. Promoting group discussion and group problem solving

Advantages of using case studies in your training include the following:
1. Learners can relate to the situation
2. Involve an element of mystery
3. The hypothetical situation does not involve personal risks
4. Learners are involved

Things to be aware of before you decide to use a case study:
1. The case must be closely related to the learner's experience
2. Problems are often complex and multifaceted
3. There is not always just one right solution
4. Requires planning time if you need to write the case yourself
5. Discussion questions need to be designed carefully

Process:
   1. Introduce the case
   2. Give learners time to familiarize themselves with the case
   3. Present questions for discussion or the problem to be solved
   4. Give learners time to solve the problems
   5. Have some learners present their solutions/answers
   6. Discuss all possible solutions/answers
   7. Ask the learners what they have learned from the exercise
   8. Ask the learners how the case might be relevant to their own environments

Simulation

A simulation is an enactment of a real-life situation.

Simulation:
   1. Allows learners to experience decisionmaking in "real" situations without worrying about the consequences of their decisions
   2. Provides a way to apply knowledge, develop skills, and examine attitudes in the context of an everyday situation

Advantages of using simulations in your training include the following:
   1. Practical
   2. Learners are able to discover and react on their own
   3. High involvement of the learner
   4. Immediate feedback

Things to be aware of before you decide to use a simulation:
   1. Time consuming
   2. The facilitator must be well-prepared, especially with logistics
   3. A simulation is often a simplistic view of reality

Process:
   1. Prepare the learners to take on specific roles during the simulation
   2. Introduce the goals, rules, and timeframes for the simulation
   3. Facilitate the simulation
   4. Ask learners about their reactions to the simulation
   5. Ask learners what they have learned from the simulation and develop principles
   6. Ask learners how the simulation relates to their own lives
   7. Summarize

Small Group Discussion

A small group discussion is an activity that allows learners to share their experiences and ideas to solve a problem within a small group.

Small group discussions are used for the following:
1. Enhancing problem-solving skills
2. Helping participants learn from each other
3. Giving participants a greater sense of responsibility in the learning process
4. Promoting team work
5. Clarifying personal values

Advantages of using small group discussions in your training include the following:
1. Learners develop greater control over their learning
2. Participation is encouraged
3. Allows for reinforcement and clarification of lesson through discussion

Things to be aware of before you decide to use small group discussion:
1. The task given to the group needs to be very clear
2. The group should be aware of the time limits for the discussion
3. Participants should be able to listen to each other, even if they do not agree
4. Group discussion should not be dominated by one or two people
5. Questions help guide the discussion
6. Everyone should be encouraged to participate

Process:
1. Arrange the learners in groups of four to seven
2. Introduce the task that describes what should be discussed
3. Ask each group to designate a discussion **facilitator**, a **recorder,** and a person to **present** the group's findings to the larger group
4. Check to make sure that each group understands the task
5. Give groups time to discuss; this should not require the trainer's involvement unless the learners have questions for the trainer
6. Have one person from each group summarize the findings of the group (this could be a solution to a problem, answers to a question, or a summary of ideas)
7. Identify common themes that were apparent in the groups' presentations
8. Ask the learners what they have learned from the exercise
9. Ask learners how they might use what they have learned

Role Play

In a role play, two or more individuals enact parts in a scenario related to a training topic.

Role Plays:
1. Help change people's attitudes
2. Enable people to see the consequences of their actions on others

3. Provide an opportunity for learners to see how others might feel/behave in a given situation
4. Enable learners to explore alternative approaches to dealing with situations

Advantages of using role play in your training include the following:
1. Stimulating and fun
2. Engages the group's attention
3. Simulates the real world

Things to be aware of before you decide to use role play:
1. A role play is spontaneous; there is no script to follow
2. Actors must have a good understanding of their roles for the role play to succeed
3. Actors might get carried away with their roles
4. Do not require actors to play roles that they are uncomfortable playing; this includes acting in a role play where the actor plays him/herself

Process:
1. Prepare the actors so they understand their roles and the situation
2. Set the climate so the observers know what the situation involves
3. Observe the role play
4. Thank the actors and ask them how they feel about the role play; be sure that they get out of their roles and back to their real selves
5. Share the reactions and observations of the observers
6. Discuss different reactions to what happened
7. Ask the learners what they have learned and develop principles
8. Ask the learners how the situation relates to their own lives
9. Summarize

ANNEX 19. HANDOUT: Qualities of Effective HIV Trainers

- Self-awareness, including awareness of one's own emotions, emotional triggers, energy, and health
- Ability to sense the impact of the trainer's own behavior on others
- Honesty
- Ability to admit when one does not know the answer
- Ability to give and receive feedback
- Ability to encourage the taking of risks without humiliating participants
- Ability to deal with one's own feelings and the feelings of others
- Ability to make appropriate interventions
- Ability to plan, organize, and make clear presentations
- Ability to establish objectives and to move a group toward them
- Group facilitation skills
- Cultural and gender awareness and sensitivity
- Flexibility and adaptability in regard to the group's needs
- Good delivery skills for all kinds of presentations
- Ability to talk about personal experiences, not other people's
- Respect for the needs of adult learners and the ability to put adult learning theory into practice
- Patience and pacing of self according to the group's dynamics
- Effective communication skills
- Ability to deal with participants' emotions
- Ability to talk about sex, condoms, drug use, and different sexual and behavior practices that are often considered taboo
- Ability to evaluate the training event

Ask participants: Are there any qualities of effective trainers you would like to add? If so, write them on a flip chart and ask participants to add to those qualities listed on the above handout.

ANNEX 20. HANDOUT: Qualities that Hinder Training

- Using warnings and threats to get groups moving
- Intervening excessively
- Needing to be the center of the process; not allowing the group to work on its own
- Subtly or overtly insisting on particular behaviors from group members
- Having little awareness of his or her effect on others
- Inability to receive feedback
- Humiliating participants into taking risks
- Inability to respond to the process
- Avoiding giving feedback when it is painful
- Giving too much feedback
- Having poor delivery skills
- Giving unclear or disorganized presentations and/or directions
- Lack of sensitivity to cultures or viewpoints different from his or her own
- Being rigid and not adapting with regard to group's needs
- Inability to plan and organize events
- Violating needs of adult learners
- Lack of respect or positive regard for all participants
- Having poor communication skills
- Impatience and inability to pace himself or herself
- Inability or unwillingness to evaluate a training event
- Intolerance of any criticism directed at him or her
- Desire to lead at all times at the cost of balanced group participation and investment in the participatory learning process.

Ask participants: Are there any qualities of ineffective trainers you would like to add? If so, write them on a flip chart and ask participants to add to those qualities listed on the above handout.

ANNEX 21. HANDOUT: Trainer Style Continuum

Flexible _____Rigid

Humorous _____ Serious

Presenter _____ Solicitor (someone who asks for something)

Prepared_____ Free (someone who improvises and uses information "off the top of his/her head")

Confronting _____ Nurturing

High-Energy _____Low-Key

Extroverted _____Introverted

Packaged _____Adaptive (rather than sticking to a training "package" that is pre-planned, the training is adapted to the context)

ANNEX 22. HANDOUT: Training Style Workplan

Three training strengths I identified as most important to me are

1.
2.
3.

The three training weaknesses I identified that I would most like to begin changing are

1.
2.
3.

The ways I plan to begin to improve my training style weaknesses are

1.
2.
3.
4.
5.

ANNEX 23. HANDOUT: Strategies for Successful Delivery

Trainer strategies or activities that communicate the **tone to be set** and that influence **expectations** for how people will be working together include the following:

- Being on time (early), prepared, and organized
- Making your first impression (e.g., dress, eye contact, smile, work)
- Getting acquainted (your introduction, participant introductions)
- Introducing program purpose and content
- Identifying participants' expectations, goals, and objectives
- Assessing the levels of knowledge, skill, and ability of participants about training subject matter
- Negotiating, reconciling, or agreeing on goals and agendas
- Taking care of basic needs and some "comforts" and logistics
- Warm-ups, icebreakers, and energizers
- Modeling and reinforcing norms

ANNEX 24. HANDOUT: Advantages and Disadvantages of Co-facilitation

Adapted from: Family Health International. 2005. *TRG-Facilitator Training Programme and Youth Peer Education Toolkit*. Arlington, VA: FHI.

Advantages

1. Increases the ratio of trainers to each person being trained and thus provides for more coverage and individual attention. This is important in experiential training because, unlike more traditional training, the format relies on trainers facilitating and working closely with individuals and small groups to facilitate the learning process.

2. Working as a team allows each person to contribute the best of his/her talents and resources.

3. Co-facilitation allows for sharing the work of facilitating a workshop; increases energy, creativity, and participation; and reduces burnout and fatigue.

4. Co-facilitators provide diversity in styles, voices, and energy levels. Often, they also provide female and male role models for participants.

5. Co-facilitation helps to hold the attention of the group, while giving each facilitator time to "shine" and time to rest.

6. Two facilitators can manage a group better than one. The second person can help gauge participants' reactions and notice if participants understand the material. The co-facilitator can also help hand out materials and can assist in monitoring discussions when participants have been separated into small groups. They can also handle problems with the physical environment (e.g., temperature), latecomers, etc.

7. Co-facilitation provides a quicker way to improve a training session because both trainers are analyzing, evaluating, and thinking of ways to improve the session for the next time.

8. Co-facilitation allows trainers to debrief sessions together and even "let off steam" caused by design problems, troublesome participants, or other challenges. It also can result in a boost of a co-facilitation partner's self-confidence.

9. In general, co-facilitation provides a synergistic team approach.

Disadvantages

1. Takes more time to plan and debrief sessions, as there are two trainers.

2. Can cause confusion if the trainers have significantly different perspectives on the subject at hand, especially if the trainers do not acknowledge their differences.

3. Trainers may have different rhythms around the pacing and timing of interventions, and this can cause tension within the training team, as well as an uneven pace.

4. Co-training can result in too many trainer interventions, wherein the two trainers find themselves competing for upfront time or adding points to each other's interventions.

5. Co-training can result in competition rather than cooperation.

6. Co-trainers may have similar strengths and weaknesses, which means they may both wish to do or avoid doing certain training tasks and may both miss the same thing during a session.

ANNEX 25. HANDOUT: Co-facilitation Do's and Don'ts

Adapted from: Family Health International. 2005. *TRG-Facilitator Training Programme and Youth Peer Education Toolkit*. Arlington, VA: FHI.

- **Do** go over with your co-facilitator what each of you will be covering before you get to a training workshop. Be clear regarding who is doing what and in what timeframe. Make sure it is a collaborative process rather than one person giving orders and the other(s) following along without input.

- **Do** be on time, even if the cultural context in which you work encourages a polite space for being late. Be *early enough* to decide how you and your partner want to arrange the room.

- **Do** be responsible for your own time. *Don't* ask your co-facilitator to watch the clock and signal to you when your time is up. Carry a watch with you and check it so you are aware of how much time you have left.

- **Do** start and end on time, even if the cultural context in which you work may encourage a polite space for deviations from the schedule. *Don't* go over the time agreed on either with participants or with your co-facilitator. If you run out of time, and you haven't covered all that you were supposed to, stop where you are and do better next time. *Remember, participants can always stay and speak to you after the session is over.*

- **Do** support your partner's leadership. *Don't* interrupt or challenge. Wait to be invited to speak by your co-facilitator. You can talk to participants when it is your time to present to give correct information or add what you know about the subject.

- **Do** invite your co-facilitator to speak when you need help. *Don't* assume he or she will rescue you. Say "Ashraf, do you have something to add?" or "Sara, do you know the answer to that?"

- **Do** sit off to the side when your partner is presenting a subject. *Don't* sit next to your partner or hide where he or she cannot see you! Sit somewhere so that you can both make eye contact but where the person who is presenting can have the spotlight.

- **Do** focus on what your partner is saying. *Don't* do other things while your partner is presenting (like texting on your mobile phone, checking email, reading something else, leaving the room, answering your mobile phone). When presenting after your co-facilitator, try to refer to what he or she has said. If you pay attention to what your co-facilitator is saying, your participants will, too and you can include the knowledge gained in the sessions you are leading, making the learning process a richer experience for your participants.

- **Do** help when needed. *Don't* give directions for activities that contradict what your partner is trying to do.

- **Do** compliment your partner. *Don't* denigrate him or her. Tell your partner what you liked about his or her presentation (what she said and did). Positive feedback about a specific action means that action will be repeated.

- **Don't** joke with your partner if it excludes the group or demeans someone. A positive, supportive relationship between co-facilitators creates a safe learning environment for the participants. The relationship between facilitators is of primary importance to the group's learning process.

- **Don't** let gendered roles get in the way of good co-facilitation. Remember that both women and men should *lead* the workshop *equally*, and one should not dominate due to perceived gender roles from the co-facilitators, audience, or the social context in which you are training.

- **Don't** let personal beliefs or perceptions about your co-trainer as a person living with HIV affect your facilitation with the group and your co-trainer. Remember, we as positive people can stigmatize each other. We all come from different backgrounds, and we need to be supportive of our different personalities, styles, backgrounds, and experiences.

ANNEX 26. HANDOUT: Co-facilitation Quiz

Answer the following questions with <u>Agree</u> or <u>Disagree</u>.

1. When I am talking, I do not mind if my co-facilitator interrupts me to make an important point.

2. When I feel that something important should be mentioned during a workshop, I need to be able to interrupt the other facilitator so that I can make my point.

3. When my co-facilitator makes a mistake while leading a workshop, it is okay for me to correct her/him.

4. I want to be able to trust my co-facilitator to figure out when I need help facilitating.

5. The way to let your co-facilitator know that you have something to say is to raise your hand until you are acknowledged.

6. I feel uncomfortable being in charge, so I would prefer to have my co-facilitator run things.

7. When my co-facilitator talks a lot, I feel like I have to say something just to remind the group that I am there.

8. I get nervous at the beginning of each workshop because it is so hard to get started.

9. I like to be flexible to the group's needs, so I do not like to plan out exactly what we are going to cover in a workshop.

10. I am used to particular people "taking over" in the support group or our NGO, and for presentations, so I usually let them.

11. I don't like telling my co-facilitator when I am upset or nervous about a particular session; I want to avoid conflict.

ANNEX 27. HANDOUT: Checklist for Preparing a Training Course

Place

Location selected.
- Consider location availability, comfort, and practicality. Many trainings are done in free spaces provided by NGOs or faith and community groups, or in peoples' homes. If there is a charge for using space, you need to know it in advance.

Training room selected.
- Is the room large enough for all those attending?
- Is there space or additional room for small group work?
- Are there enough electrical outlets if you need to use training equipment?
- Is there sufficient light and ventilation?
- Are there screens on the windows for bugs?
- Is there adequate heat or air conditioning/fans?
- Are there bathrooms? Where are they? Are they clean and functioning properly?
- How will the room be set up? Chairs only or chairs and tables? Chairs facing the front or in a circle? Will furniture need to be removed (e.g., in someone's home)?
- Who will set up and dismantle the room? Who will clean up?
- Is there availability or space for flip charts or paper to be posted on the walls?

Food and refreshments organized.
- Do you need food or refreshments? If so, do you have a budget for this?
- How much refreshment will you need (or how many meals), and how often?
- Is there food service available at the site or within walking distance?
- For half-day sessions, will you be serving refreshments/tea?
- If food service/coffee break is available, who will serve and clean up?

Staying over and hotel accommodations organized.
- If sleeping accommodations are required, are they adequate?
- Is a deposit required for the room/hotel?
- What is the cancellation policy?
- Is the cost within the budget, and do you have the authorization to select the location?
- Have you confirmed the number of people and rooms needed if they are staying more than one day?
- Have you confirmed arrival and departure dates of participants (for hotel booking and travel)?
- Are there any local participants who would rather stay at home? Do they want to host any other participants?

Materials and Supplies

- Have you previewed all of the printed materials and made copies if needed?
- If you are going to use a computer, has the information and audio visual material been reviewed for suitability?
- If transport is required to move training materials and equipment, who will do it?
- Prepare flip charts in advance, if possible.
- If providing any trainee material, prepare trainee handouts.
- If using a computer and PowerPoint, make sure there is a screen, and prepare any PowerPoint presentations in advance. Make sure you practice and review them in advance.
- Prepare name tags (name, country, and if appropriate, organization) and red ribbons.
- Ensure that basic materials are on hand: markers for flip charts and small group work, pens, pencils, notepads, flip charts, masking tape, etc.
- Prepare pre- and post-tests.
- Prepare training evaluation forms.

Equipment

- Remember, no equipment is necessary to do a successful training. Equipment often can fail due to electricity shortages and other complications. Often we complicate our trainings by using equipment, when it would have been more effective not to use any computers or equipment. The important process in training is not the equipment but the interaction with the participants.
- If you're using equipment, arrange for any training equipment needed (overhead, laptop, VCR or DVD player, PowerPoint, cassette or CD player, screen, etc.)
- If you are showing a PowerPoint presentation or slides, have you previewed them to make sure they are arranged in the right order?
- Have you arranged for someone who knows how to run the equipment to be there (in case there is a malfunction, so they can help fix it)?
- If electricity is required, is it readily available? Is a backup source of power ready and easily accessible? Are batteries required and available? Extension cords?
- Will participants be able to see the audio-visuals? Is the projection screen well placed? Is the video monitor big enough?
- Test all electrical equipment.
- Are all supplies and instruments available that will be needed for demonstrations?

Other Trainers

- Arrange and coordinate the participation of all training staff and support staff/volunteers. Are all the necessary papers signed and permission granted? Are there translators? Are there confidentiality agreements to be signed)?
- Remind others of their participation in the session. Supply any training material necessary.
- Clarify what they will do and how it fits into the overall training.
- Arrange for any special guests, including those for the opening and closing, if it is a larger workshop.

- Send official invitations to speakers, resource persons, and special guests, including the dates, site, subject, their roles and responsibilities, and the name and telephone number of the person who will make their travel and, if necessary, lodging arrangements.
- Ask if the trainers or resource persons have any special requirements for the presentations or training sessions that they will deliver.
- Provide information to the trainers about the participants, such as their education and experience.
- Arrange for daily administrative support for trainers.

Participants

- Determine selection criteria: commitment, experience, prerequisites, and so on.

If resources and funding are available:

- Write and send invitations including title of the training, dates, place, program goals and objectives, and contact person.
- Ensure via phone call/email that all participants know their travel times and arrangements.
- Assist with travel arrangements as needed. Are travel advances required? Do participants need a pick-up from the airport or bus or train stations?
- Prepare folders with key information, including the area and training site information, agenda, informative note about the city/village where the participants will stay, and any handouts.
- Provide participants with the name and phone number of the person who can answer questions they may have about lodging, travel, and training.
- Ensure that medical services are available and easily accessible.

Budget

Remember, training can be done with no resources. Often we think we can only do training if we have lots of money or have a funder. We can be very creative with training. Yet if funding is needed and secured, make sure the budget has been carefully planned, approved, and allocated.

Optional Arrangements

Arrange for a group photograph (ensure that everyone agrees to having their photo taken and has signed a written consent form that will be kept on file).

ANNEX 28

Methods of Evaluation

- Daily participant evaluation forms (feedback sheets)
- "Pros" and "cons" lists
- Suggestion boxes
- Daily reflections
- Written pre- and post-tests
- Surveys
- Questionnaires
- On-site observations and checklists
- Focus groups
- Informal conversations
- Video review

ANNEX 29

TOT Certificate Template

Please note: you can cut and paste this template below and change it according to city, date, title, and signatories, as well as logo.

CERTIFICATE OF ACHIEVEMENT

This is to Certify that

_____

has successfully completed the

MENA Regional Training of Trainers

City, Country

Date

_____   _____

NAME
Senior Trainer
HPI
Name of Group

NAME
Senior Trainer
HPI
Name of Group

_____   _____   _____

name of facilitator   **name of facilitator**   **name of facilitator**

ANNEX 30

Final Evaluation Template

	Session Title	😁	🙂	😐	😟
1	Session 1:				
	Relevance				
	Facilitation/Speakers				
	Comments				
2	Session 2:				
	Relevance				
	Facilitation/Speakers				
	Comments				
3	Session 3:				
	Relevance				
	Facilitation/Speakers				
	Comments				
4	Session 4:				
	Relevance				
	Facilitation/Speakers				
	Comments				
5	Session 5:				
	Relevance				
	Facilitation/Speakers				
	Comments				

	Session Title	😁	😃	😐	😟
6	Session 6:				
	Relevance				
	Facilitation/Speakers				
	Comments				
7	Session 7:				
	Relevance				
	Facilitation/Speakers				
	Comments				
8	Session 8:				
	Relevance				
	Facilitation/Speakers				
	Comments				
9	Session 9:				
	Relevance				
	Facilitation/Speakers				
	Comments				
10	Session 10:				
	Relevance				
	Facilitation/Speakers				
	Comments				
11	Session 11:				
	Relevance				
	Facilitation/Speakers				
	Comments				
12	Session 12:				
	Relevance				
	Facilitation/Speakers				

	Session Title	😁	🙂	😐	😟
	Comments				
13	Session 13:				
	Relevance				
	Facilitation/Speakers				
	Comments				
14	Session 14:				
	Relevance				
	Facilitation/Speakers				
	Comments				
15	Session 15:				
	Relevance				
	Facilitation/Speakers				
	Comments				
16	Session 16:				
	Relevance				
	Facilitation/Speakers				
	Comments				
17	Session 17:				
	Relevance				
	Facilitation/Speakers				
	Comments				
18	Session 18:				
	Relevance				
	Facilitation/Speakers				
	Comments				
19	Session 19:				
	Relevance				

	Session Title	😁	😀	😐	😟
	Facilitation/Speakers				
	Comments				
20	**Feedback Groups** (General Evaluation of All Feedback Groups)				
	Relevance				
	Facilitation/Speakers				
	Comments				