HIV & AIDS - Stigma and Violence Reduction Intervention Manual

Change is Possible!!

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Nata Duvvury
I. INTRODUCTION

Stigma and gender-based violence fuel the HIV/AIDS pandemic by limiting access to and use of HIV/AIDS-related services for prevention, treatment, care and support. Thus, HIV/AIDS programs that fail to consider stigma and gender-based violence can be only partially effective, at best.

This manual is a guide for community-based organizations to facilitate a community-led and -owned process that addresses stigma and gender-based violence in HIV/AIDS prevention efforts. It is based on findings from the Stigma and Violence Reduction Intervention (SVRI) project, conducted in Andhra Pradesh, India from 2003 to 2005. The project objective was to effect behavioral and attitudinal changes that would reduce the spread of HIV and AIDS among mobile and mobility-affected populations. More complete project findings are summarized separately.1

The SVRI project explored and described the origins and manifestations of stigma and intimate partner violence, including sexual violence experienced by mobile and mobility-affected sex workers, truckers’ helpers and truckers’ spouses. The project identified these groups as key populations because they often are victims of stigma and violence, and they can play an important role in changing norms that condone these behaviors. An intervention was designed and implemented in the project area based on the participatory research conducted with these populations and included cultural shows, advocacy meetings, networking of service providers, and a series of workshops for reflection and change.

1.1 Why Include Stigma in HIV/AIDS Prevention Efforts?

Stigma and discrimination obstruct HIV/AIDS prevention efforts because individuals fear being branded as HIV-infected if, for example, they seek testing or attempt to negotiate safe practices such as condom use with partners (Nyblade et. al., 2003). As a result, people who are not yet infected are at risk of infection, and people already infected may never know their sero-status and continue to spread the virus. In addition, people with HIV who avoid testing for fear of being stigmatized are forgoing potentially lifesaving treatment, care and support.

1.2 Why Include Gender-based Violence in HIV/AIDS Prevention Efforts?

Gender-based violence is psychological, physical or sexual violence that is rooted in the power differential between men and women. Gender-based violence is prevalent in heterosexual relationships in countries around the world, including India. An ICRW household study conducted across seven sites in India revealed that 52 percent of the nearly 10,000 women surveyed reported physical or psychological abuse perpetrated by their husbands (ICRW et al., 2000). Further, 15 percent of those women reported forced sex in the previous 12 months. Acts of violence rooted in a power dynamic also may be found in same-sex relationships, which often reflect male and female gender roles defined by culture and society. A study of men who have sex with men by the NAZ Foundation Trust, in partnership with ICRW, found that 62 percent of the respondents reported perpetrating physical, psychological or sexual violence on their partner in the previous

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1Stigma and Violence Reduction Intervention: Summary of Findings (forthcoming)
12 months (Rahman, 2002). More than 40 percent reported perpetrating sexual violence, including forced sex and not using a condom when requested.

Gender-based and sexual violence has significant implications for the spread of HIV and for HIV prevention. Sexual violence and rape place women and men at risk of infection, particularly in high prevalence settings. In addition, research conducted in diverse countries found that violence and the fear of violence acts as a significant barrier to women negotiating condom use or fidelity with their partners or choosing to leave risky relationships. Fear of violence also limits women’s use of HIV/AIDS counseling and testing services and inhibits women’s disclosure of their HIV status. For example, a study in Tanzania among women who sought HIV testing and counseling services, found that more than half of the women who did not disclose their status to their partner reported fear of a violent reaction (Maman et al. 2000). Research on how partner violence affects the ability of men in same sex relationships to negotiate condom use, disclose status or leave risky relationships is more limited, but given the levels of violence reported by same sex partners, this partner violence likely plays a role in fueling the AIDS epidemic.

Experiencing gender-based violence has been found to be a strong predictor of HIV. In the Tanzania study cited above, younger HIV-positive women (18-29 years) were almost 10 times more likely to report partner violence than similarly aged HIV-negative women (Maman et al. 2000). Further, a review of the literature on sexual and physical violence (Heise et al. 1999) found evidence that individuals who have been sexually abused as children are more likely to engage in unprotected sex, have multiple partners and trade sex for money or drugs.

1.3 Why Use Community-owned Processes?

HIV-related stigma and gender-based violence are rooted in community norms of sexuality, women’s and men’s roles and responsibilities, appropriate behavior for women, and acceptability of violence. Addressing stigma and gender-based violence requires changing these norms, which often are not explicitly expressed. Individuals need a supportive environment to evaluate and reconsider accepted norms. Programs targeting individuals shift individual perceptions but are less likely to catalyze sustained behavioral change if the larger community does not also alter its attitudes and norms. This underscores the importance of a community-led process: It creates an enabling environment for all individuals and promotes sustained change.

As the HIV/AIDS epidemic shifts from high-risk groups to the general population, especially women, rethinking strategies to address the issues fueling the epidemic becomes increasingly important. The “ABC” prevention approach—A for abstinence, B for being faithful (or reducing the number of sexual partners) and C for condom use—is important but not sufficient. For example, the ABC strategy is not effective for many married women, including women in abusive relationships who are not able to abstain because their husbands force sex on them, women who choose to be monogamous but have no control over their husband’s monogamy, or women who risk physical violence if they request condom use by their partner. Strategies addressing gender inequalities are urgently needed. These strategies should be community-focused, using methods to facilitate

“If we are to succeed in addressing two of the most critical public health problems facing us today—violence against women and the AIDS pandemic—it is also essential to challenge social norms which condone and even promote violence against women. This includes male behaviors which put themselves, their partners and children at risk of HIV infection.”

—Joy Phumaphi, Assistant Director-General of Family and Community Health
learning and reflection rather than a simple didactic transmission of information to individuals. Such an inclusive approach is more likely to be effective in addressing stigma and gender-based violence in the context of HIV and AIDS.

Community-led processes use participatory learning methods that enable community members to map out their understanding of a given situation. In particular, this process identifies factors that influence the current situation and what is needed to change it at the individual and community levels.

1.4 Guide to the Manual
This manual is divided into sections as follows: Section 2 discusses three tools that can be used in participatory development projects: participatory learning and action (PLA); community-led action research (CLAR); and transformatory workshops. The latter two methodologies draw on the basic principles of PLA, but include several innovations created through the SVRI project. Section 3 provides a general guide for implementing community-led action research. Section 4 describes the CLAR process among the key populations of the SVRI project and describes the plans of action that they developed based on this process. Finally, Section 5 discusses challenges and lessons learned in implementing a community-owned process to address stigma and gender-based violence, and Section 6 presents conclusions. Appendices I-VIII provide a sample toolkit with a series of workshops designed for the populations who participated in the SVRI project. Though these were designed specifically for this project, the activities and format can easily be adapted for use by similar projects working with other populations or in other countries.
2. TOOLS

Participatory learning and action (PLA), community-led action research (CLAR) and transformative workshops are three participatory approaches that can be used to implement development projects.

2.1 Participatory Learning and Action

Participatory learning and action (PLA) enables community members to share knowledge and insight about their community and its needs and determine ways to address those needs. In the context of HIV and AIDS, this approach increasingly is being used for community mobilization, collective analysis, creation and implementation of action plans, and monitoring and evaluation. PLA tools help empower and instill confidence in community members through experiential learning.

The main principles of PLA include the following:
- Involve local people and increase their participation and ability to help themselves;
- Learn from the experiences of local people and “hand over the stick,” empowering them to analyze, present and determine the outcome of the information collected;
- Investigate and explore a range of issues in different ways and from different angles;
- Adopt an informal approach; and
- Conduct the field work in a relaxed manner by listening and probing, without imposing, and allowing all community members to have a say.

2.2 Community-Led Action Research

Community-led action research (CLAR) is based on the PLA philosophy and became an important innovation of the SVRI project. The goals of the CLAR approach are to build ownership within the key populations (the main groups identified at the outset of the project who will participate in the CLAR and initiate an intervention), and increase community support that enables key populations to adopt behavioral change. In the SVRI project, the CLAR used a variety of tools to address selected topics. Refer to Annex I for a field guide to organizing CLAR.

The SVRI project’s CLAR modules explored the following to address stigma and gender-based violence:

(1) *Understanding the community:* Understanding community space and resources, discussion of caste and kinship structure, and social capital networks.

(2) *Knowledge of HIV and AIDS:* Knowledge of sexually transmitted infections, what is HIV, what is AIDS, what are signs of HIV and AIDS, modes of transmission, how to respond (testing, treatment), how can community/individual protect oneself, knowledge of available services, and accessibility and usage.

(3) *Attitudes toward HIV and AIDS:* Common myths and misconceptions, fears, perceptions of people with HIV and AIDS and how they are treated; perception of risk; who is at greater risk and why; who is to blame; and attitudes toward safe behaviors and whether they are feasible and perceived as protective.

(4) *Stigma’s origins, manifestations and consequences:* Commonly experienced stigmas (caste, class, gender, occupation); the link with gender roles, responsibilities and expectations; forms that stigma take; key sources of stigma (self, family, community, service providers, religion); stigma’s impact on individual’s, household’s/family’s and community’s behavior; social spaces where stigma is most debilitating; interaction of HIV stigma with other stigmas (sex worker, homosexual); coping strategies; relationship between stigma and curability/non-curability of the disease; and conceptions of death and disease.
(5) **Intimate partner violence (IPV) origins, manifestations and consequences:** What is intimate partner violence, what are the forms, how acceptable is each form, why does it happen (gender roles and expectations), how can one protect oneself from violence, who are the perpetrators, how is a perpetrator perceived, how is the victim perceived, what is the stigma associated with experiencing violence, what is the stigma associated with being a perpetrator, and what are coping mechanisms and existing support structures within the community.

(6) **Interface between intimate partner violence and HIV:** How IPV inhibits adoption of safe behaviors, what is the association between IPV and risky behaviors, what is the association between IPV and stigma, what is the relationship between IPV and accessing preventive treatment and care and support services, what is the relationship between HIV-status disclosure and IPV, what is the acceptability of IPV in a situation of HIV, where are the intervention points, what are the potential responses/interventions.

(7) **Practices:** Sexual behavior (number of partners, condom use, coercive sex), intimate partner violence, other relationship behavior, desire to know sero-status, strategies of disclosure and seeking support.

The CLAR concludes with an action plan listing activities that the key populations feel are important to undertake for enabling and supporting change among individuals.

**Participant Commitment at Devadi Village**

In a transformatory workshop with adolescent boys at Devadi Village, the participants noted a high incidence of gender-based violence and felt the need to address the issue. They decided to take an oath to show their commitment to end gender-based violence in their personal lives and at the community level. This act of taking an oath by the participants became integral to subsequent workshop sessions.

**2.3 Transformatory Workshops**

Transformative workshops are another innovative methodology developed in the SVRI project. One point raised in all of the action plans, developed at the end of each CLAR process, was the need to create a transformatory space that would include the broader community and not only key populations. For key populations who already felt stigmatized as a group, this was seen as particularly important.

Transformative workshops were created to meet this need. They are an adaptation of the CLAR modules, with an emphasis on articulating commitment to change. The transformative workshops should lead not just key populations (as in the CLAR process), but also broader communities through a learning process emphasizing personal commitment to change entrenched norms. In the SVRI project, the workshops were a key part of a broad campaign to obtain community commitment to change.
3. IMPLEMENTING THE COMMUNITY-LED ACTION RESEARCH

The CLAR process is important for developing an understanding of stigma and gender-based violence and its impact among the key populations and their communities. In the SVRI project, key populations included truckers’ spouses, truckers’ helpers and sex workers.

Before implementing CLAR, it is important to ensure that staff—including implementing partners or groups in facilitating participatory processes—have sufficient capacity and experience. If needed, organize staff training on PLA methodology that covers the participatory philosophy, origins of PLA method; facilitation skills; and appropriate tools and application of the methods and tools in the context of stigma, violence, and HIV and AIDS. The training also should assess staff perspectives on stigma and gender-based violence. Finally, highlight the importance of documentation.

The CLAR process involves building rapport with key populations and the community, conducting formative research, developing modules, pilot testing modules and implementing modules with key populations.

3.1 Building Rapport
Identify essential stakeholders for each key population, build rapport with them by explaining the purpose and objectives of the project, and solicit their support for enabling the key populations to implement local programs or plans of actions addressing HIV/AIDS-related stigma and gender-based violence. In addition, visit key populations in specific sites to explore their interest in going through a process of reflection and learning to develop their strategies to address stigma and discrimination and gender-based violence. Building support and sustaining interest of the key populations requires regular contact and takes time.

3.2 Formative Research
Qualitative research is needed to understand the origins and manifestations of stigma, levels of acceptability of gender-based violence, prevalence of gender-based violence, and depth of knowledge about HIV and AIDS. This research will help increase understanding of how communities think about these issues and identify the particular local language used to describe stigma, gender-based violence and sexuality. Findings will form the basis for developing areas of inquiry for CLAR. Hold brainstorming sessions with partners/field staff to finalize CLAR modules for the key populations. Implement a baseline survey if intervention evaluation is an objective.

3.3 Orienting Partners on CLAR and Pilot Testing
Build on PLA training by conducting an orientation session for the field staff responsible for facilitating the CLAR modules. This process involves a one-day training on the module; rotation of field workers in specific sites to explore their interest in going through a process of reflection and learning to develop their strategies to address stigma and discrimination and gender-based violence. Building support and sustaining interest of the key populations requires regular contact and takes time.

Importance of Involving Key Populations
In the SVRI project, key populations were expected to share their understanding of stigma and gender-based violence with their larger community and to seek support for collective action that would address these issues. This strategy was selected because it would be driven by the key populations, who would be able to reflect on and analyze their situations effectively as a homogenous group.

However, the truckers’ spouses in the pilot CLAR pointed out that the project’s focus on them was in fact perpetuating the myth that HIV and AIDS was a problem of truckers and sex workers, which contributed to further stigmatization of them as a group. Based on this criticism, the CLAR process was refined to include a broad cross section of women within the community, and the emphasis shifted to improving knowledge of HIV and AIDS among women in the community and requesting permission to work with these women.
Compensating for People’s Time

Compensation is likely to come up in any process that involves the community members’ time; it needs to be addressed at the beginning of the CLAR process. There was considerable discussion on whether the SVRI project participants in the pilot CLAR should be paid to compensate their loss of earnings. However, women agreed that the validity of their research and findings would be undermined if they were compensated. Given their need for community buy-in to create a plan of action and develop acceptance to change entrenched norms, participants felt forgoing compensation was worthwhile to retain “moral authority” in the eyes of their community.

This discussion and decision was cited in subsequent CLARs as well as the transformatory workshops. The willingness of community members to donate their time was instrumental in developing ownership and establishing that they were not just gaining knowledge, but also serving as change agents within their communities.

Adapting to People’s Availability

CLAR modules need to be adapted based on the availability of each key population. In the SVRI project, the sex workers and truckers’ helpers were highly mobile populations with little time to devote to a process of reflection and learning. Even the truckers’ spouses, who would seem to be more available because they are less mobile, were unable to dedicate much time to workshops because of resistance from husbands and other family members, pressure to fulfill household responsibilities, and loss of daily income for those who were employed. In fact, the SVRI project had to redesign its initial eight-day CLAR for truckers’ spouses after the women insisted that more than a three-day commitment would be a great burden. Many noted that their husbands did not really support their involvement in the process and that there was daily tension about fulfilling their household responsibilities.

Of the key populations in the SVRI project, the truckers’ helpers were the most mobile and had the least control over their time. To accommodate their schedules, the CLAR was designed for just one day.

The project’s design is not based on hard science, but rather on a best estimate of what might work. As such, flexible processes are needed to work with realities on the ground.

3.4 Developing and Implementing Modules

The success of the CLAR depends on adapting the process to the availability of each key population, being flexible about changing topics based on participant feedback, streamlining discussions so that all topics are covered (even if time is limited) and revising constantly based on each day’s experience. The annexes show the schedule and the modules developed for this particular project and can be used as a guide for similar efforts.

facilitating and note taking roles during the pilot CLAR; and debriefing at the end of each day to identify what worked, what did not, key findings or entry points in the day’s discussion on which to plan the next day’s activities. An in-depth discussion of logistical issues such as organizing food, building support for the CLAR among the rest of the community, dealing with comments and pressure from the nonparticipants in the community, also is essential.

The pilot CLAR is important because it allows staff to clearly understand the process and identify areas of weakness in facilitation. It also highlights logistical issues that need to be addressed for a smooth implementation process, helps ensure that the project’s assumptions are valid, and helps reveal potential barriers within each community. Community-specific strategies can be developed to overcome or minimize these barriers.
4. THE STIGMA AND VIOLENCE REDUCTION INTERVENTIONS PROJECT EXPERIENCE

4.1 Implementing the CLAR

4.1.1 CLAR with truckers’ spouses

Truckers’ spouses usually live in a village or community. They often manage households alone for long periods while their husbands are on the road for up to 20 days at a time. Though they have nominal independence compared to women whose husbands do not travel, truckers’ spouses are equally circumscribed in their mobility. When their husbands return, the wives are further constrained, compelled to drop whatever they are doing to meet their husbands’ needs. A three-day CLAR is optimal given these constraints. The schedule for implementation of CLAR with truckers’ spouses as a three-day process is given below. The one learning that emerged from the field is that for the first day, staff implementing

<table>
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<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
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<tbody>
<tr>
<td>1.1</td>
<td>10:00–10:30</td>
<td>Welcome and introductions</td>
<td>Game</td>
</tr>
<tr>
<td>1.2</td>
<td>10:30–10:45</td>
<td>Setting the ground rules</td>
<td>Listing</td>
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<tr>
<td>1.3</td>
<td>10:45–11:15</td>
<td>Health situation analysis</td>
<td>Listing, body mapping</td>
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<tr>
<td>1.4</td>
<td>11:45–11:50</td>
<td>TEA BREAK</td>
<td></td>
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<td>1.5</td>
<td>11:50–12:50</td>
<td>What is HIV/AIDS</td>
<td>Small group discussion</td>
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<tr>
<td>1.6</td>
<td>12:50–1:20</td>
<td>Miscommunication</td>
<td>Game</td>
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<tr>
<td>1.7</td>
<td>1:30–2:00</td>
<td>TEA BREAK</td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>2:00–2:10</td>
<td>Stigma and discrimination: our own experiences</td>
<td>Role play</td>
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<tr>
<td></td>
<td>2:10–3:10</td>
<td>Stigma and discrimination: a multilayered perspective</td>
<td>Problem tree</td>
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Day 2

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<th>Activity</th>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2.1</td>
<td>10:00–10:30</td>
<td>Recap</td>
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<tr>
<td>2.2</td>
<td>10:30–10:45</td>
<td>Energizer</td>
<td>Song, game</td>
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<td>2.3</td>
<td>10:45–11:15</td>
<td>Forms of violence</td>
<td>Listing</td>
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<tr>
<td>2.4</td>
<td>11:15–11:30</td>
<td>TEA BREAK</td>
<td></td>
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<tr>
<td>2.5</td>
<td>11:30–12:30</td>
<td>Violence in our lives</td>
<td>Role play</td>
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<tr>
<td>2.6</td>
<td>12:30–12:45</td>
<td>Energizer</td>
<td>Game</td>
</tr>
<tr>
<td>2.7</td>
<td>12:45–1:30</td>
<td>Discussion on violence</td>
<td>Small group discussion</td>
</tr>
<tr>
<td></td>
<td>1:30–2:30</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>2:30–3:30</td>
<td>Violence and HIV/AIDS</td>
<td>Large group discussion</td>
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the CLAR need to be in the area up to two hours before the start time to: follow-up with participants, help them complete chores to be free to attend the CLAR, to interact with other community members to minimize any adverse reaction, and ensure that all logistical arrangements are finalized. At the end of the first day, time should be given to decide the starting time for the next day and enlist a commitment to that time. Each day program staff should arrive early and stay late until all activities are finalized.

4.1.2 CLAR with sex workers
Sex workers have varying mobility and economic insecurity. Brothel-based sex workers are the most stable in terms of mobility—they are likely to be in a brothel for a period of time (one to several months)—and economic security. For these sex workers, building rapport with the brothel owners and convincing them of the importance of the CLAR process is critical. Highway-based and casual sex workers are highly mobile and more likely to be economically insecure. They are more difficult to

Schedule for Three-day CLAR with Sex Workers

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reach, necessitating a truncated process. The module for highway sex workers, who are the most mobile, can be adapted to one day. The exercises and the process remain essentially the same for all sex worker modules, but the time and the number of exercises are modified. Given these realities, the SVRI project adapted the CLAR as a three-day, two-day and one-day process (see Annex III). The schedule for a three-day CLAR with sex workers is given below.

Both the participatory methodology and specific topics were of interest to the sex workers who participated. They said, “Nobody had tried to discuss such issues with us in this manner. Everybody came and gave lectures, wrote [things] down and did nothing!” They suggested that such workshops be held with other parties, including brothel owners, brokers/pimps, regular partners, clients, and police.

However, some sex workers said that they could not spend more than two days in a workshop because they could not afford the loss of income.

### 4.1.3 CLAR with truckers’ helpers

Truckers’ helpers face the greatest constraint in participation, given both their demanding schedules and their need to get permission from their drivers and lorry transport offices to attend the day-long workshop. The project invested considerable effort to build regular contact and rapport with all the lorry owners and their administrative staff to generate their interest and sensitize them about the issues the project was trying to address. Obtaining this buy-in from the start helped not only to secure permission for truckers’ helpers to participate in the CLAR process, but also to secure participation in the subsequent transformatory workshops and project activities. In some cases, lorry owners’ associations

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<th>Time</th>
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<tr>
<td>2.1</td>
<td>10:00-10:30</td>
<td>Recap</td>
</tr>
<tr>
<td>2.2</td>
<td>10:30-10:45</td>
<td>Start with a song /local art form/Energizer</td>
</tr>
<tr>
<td>2.3</td>
<td>10:45-11:15</td>
<td>Forms of violence</td>
</tr>
<tr>
<td></td>
<td>11:15-11:30</td>
<td>TEA BREAK</td>
</tr>
<tr>
<td>2.4</td>
<td>11:30-12:30</td>
<td>Violence in our lives</td>
</tr>
<tr>
<td>2.5</td>
<td>12:30-12:45</td>
<td>Energizer</td>
</tr>
<tr>
<td>2.6</td>
<td>12:45-1:30</td>
<td>Discussion on violence</td>
</tr>
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<td></td>
<td>1:30-2:30</td>
<td>LUNCH BREAK</td>
</tr>
<tr>
<td>2.7</td>
<td>2:30-3:30</td>
<td>Violence and HIV/AIDS</td>
</tr>
<tr>
<td>2.8</td>
<td>3:30-4:30</td>
<td>Mobility of sex workers</td>
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<table>
<thead>
<tr>
<th>Day 3</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>10:00-10:30</td>
<td>Recap</td>
</tr>
<tr>
<td>3.2</td>
<td>10:30-11:00</td>
<td>How empowered are we?</td>
</tr>
<tr>
<td></td>
<td>11:00-11:15</td>
<td>TEA BREAK</td>
</tr>
<tr>
<td>3.3</td>
<td>11:15-12:15</td>
<td>What can we do to bring about change?</td>
</tr>
<tr>
<td>3.4</td>
<td>12:15-1:15</td>
<td>Clarifications and closing</td>
</tr>
<tr>
<td>3.5</td>
<td>1:15-1:45</td>
<td>Large group discussion</td>
</tr>
</tbody>
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However, some sex workers said that they could not spend more than two days in a workshop because they could not afford the loss of income.

### 4.1.3 CLAR with truckers’ helpers

Truckers’ helpers face the greatest constraint in participation, given both their demanding schedules and their need to get permission from their drivers and lorry transport offices to attend the day-long workshop. The project invested considerable effort to build regular contact and rapport with all the lorry owners and their administrative staff to generate their interest and sensitize them about the issues the project was trying to address. Obtaining this buy-in from the start helped not only to secure permission for truckers’ helpers to participate in the CLAR process, but also to secure participation in the subsequent transformatory workshops and project activities. In some cases, lorry owners’ associations
went further, providing their office space for organizing workshops and participating in workshops held for the truckers’ helpers.

To accommodate the time constraints of the truckers’ helpers, the project developed a one-day CLAR process with a focus on HIV and AIDS, stigma and intimate partner violence (below).

To reach a maximum number of the helpers, the one-day CLAR can be repeated consecutively over a period of time. In the SVRI project, it was repeated for nine consecutive days at various truckers’ halt points in the project area.

### 4.2 Implementing the Transformatory Workshops

The transformatory workshops were designed as a three-phase intervention. The first phase was a three-day workshop for each selected community group which covered most of the topics included in the CLAR modules and used many of the same exercises and tools. The second phase was a two-day workshop for each group, with topics modified based on issues that emerged in the first workshop. The third phase was a one-day workshop to strengthen the

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>10:00-10:30</td>
<td>Welcome and introductions</td>
<td>Game</td>
</tr>
<tr>
<td>1.2</td>
<td>10:30-10:45</td>
<td>Setting the ground rules</td>
<td>Listing</td>
</tr>
<tr>
<td>1.3</td>
<td>10:45-11:15</td>
<td>Health situation analysis</td>
<td>Listing, body mapping</td>
</tr>
<tr>
<td>1.4</td>
<td>11:15-11:30</td>
<td>TEA BREAK</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>11:30-12:30</td>
<td>What is HIV/AIDS?</td>
<td>Small and large group discussions</td>
</tr>
<tr>
<td>1.6</td>
<td>12:30-12:45</td>
<td>Miscommunication</td>
<td>Game</td>
</tr>
<tr>
<td>1.7</td>
<td>12:45-1:15</td>
<td>Stigma and discrimination: our own experiences</td>
<td>Role play</td>
</tr>
<tr>
<td>1.8</td>
<td>1:15-1:45</td>
<td>Stigma and discrimination: a multilayered approach</td>
<td>Problem tree</td>
</tr>
<tr>
<td>1.9</td>
<td>1:45-2:15</td>
<td>LUNCH BREAK</td>
<td></td>
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<tr>
<td>1.10</td>
<td>2:15-2:30</td>
<td>Forms of violence</td>
<td>Listing</td>
</tr>
<tr>
<td>1.11</td>
<td>2:30-3:00</td>
<td>Discussion on violence</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>1.12</td>
<td>3:00-3:30</td>
<td>Violence and HIV/AIDS</td>
<td>Small and large group discussions</td>
</tr>
<tr>
<td>1.13</td>
<td>3:30-4:00</td>
<td>Mobility of truckers’ helpers</td>
<td>Mapping</td>
</tr>
<tr>
<td>1.14</td>
<td>4:00-4:30</td>
<td>What can we do to bring about change?</td>
<td>Small and large group discussions</td>
</tr>
<tr>
<td>1.15</td>
<td>4:30-5:00</td>
<td>Clarifications and closing</td>
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Truckers’ helpers mentioned that the HIV/AIDS messages of other programs focused more on condom promotion. They appreciated the participatory methods and the interactive process of the SVRI project, which they found to be more effective in responding to their questions and doubts about HIV and AIDS. They suggested that similar community-based activities be undertaken for their spouses and other family members who are largely unaware of the disease.
community’s commitment to change. All the groups were then brought together for one day to share and finalize a community commitment by developing a concrete action plan and monitoring system. This plan of action was then presented at a final meeting of the community to ensure a commitment of support from the community at large.

The transformatory workshops were conducted at the village level in communities where truckers’ spouses,

**Variety and Flexibility of Transformatory Workshops**

In the SVRI project, the strategy of transformatory workshops varied according to the key populations. As suggested by truckers’ spouses, workshops were organized with all the groups in the community: women, men, adolescent girls and boys. For the sex workers, a two-day transformatory workshop was organized that included them and their regular partners. For the truckers’ helpers, one-day transformatory workshops were organized at regular intervals at various places such as truckers’ halt points, truckers’ associations, Dhabas and gas stations. One-day transformatory workshops were also held with members of the truckers’ universe like staff of the lorry associations, drivers, mechanics, and staff of the Dhabas and petrol pumps.

**Multi-Stakeholder Teams (MST)**

The multi-stakeholder team (MST) plays a critical role in supporting key populations who are often marginalized and fostering broad community support for the plans of action developed by key populations. The MST can help sustain project momentum by serving as a liaison between the key populations and groups within the community, such as “gate keepers” for the key populations; influential representatives within the community; members of associations such as youth clubs, health watch committees and women’s groups; members of local governing councils; and providers of key services such as health care.

The formation of the MST is an organic process. In the early stages of the project when time is spent building rapport with key populations, it is also necessary to solicit support from key stakeholders or “gate keepers” for each population. This initial interaction can lay the basis for forming the multi-stakeholder team, though the relationship must be constantly nurtured to increase the likelihood of retaining long-term participation and support. Depending on individual interest and availability, some of these stakeholders may be willing to later be involved in implementing the plans of actions developed by the key populations.

A more direct approach also can be used to form an MST. For example, the project can solicit potential team members by inviting them to a community meeting in which the key populations present their plan of action. In this meeting, the community can select MST representatives through an interactive process with project staff. The advantage of this approach is that the selected members likely will feel honored by being selected, which could lead to greater buy-in to the project and greater commitment to their role in facilitating project activities. They should be encouraged to take the lead in all the project activities and extend support. An active MST not only supports the implementation of interventions, but also often becomes the core for forming monitoring and advocacy groups to sustain the work initiated by the CLAR process.

In all the villages of the SVRI project, the MSTs played a crucial role: They mobilized support (especially logistical) for activities, persuaded community members to participate in planned activities, and resolved problems and tensions among community members or project staff. They took the lead in organizing rallies, scripted and acted in skits during the cultural programs, participated in advocacy meetings, and helped identify venues for and served food at health camps and exhibitions. The MSTs later participated in monitoring committees to ensure sustainability of the SVRI project.
Addressing the community as a whole by including individuals across the life cycle (young to old), in key social networks (women’s groups, youth clubs), and with influence (political and community elders, teachers) ensured that the workshops reached key populations while not targeting them as bearers of the disease. The community recognized the HIV/AIDS pandemic was a concern for everyone, fuelled by commonly held norms and not by individual idiosyncrasies.

4.3 Plans of Action
The plans of action were drawn from the CLAR process and the transformatory workshops. Key populations designed a plan of action to address stigma and violence, formed a multi-stakeholder team that would implement the plan, and monitored and evaluated action plans.

Table 4.1 summarizes the list of activities suggested for reduction of stigma and violence by the SVRI project’s key populations.

Drawing on what was learned through the CLAR, transformatory workshops, and feedback from both key populations and community stakeholders, the pilot SVRI project included the following activities:

**Awareness campaigns on HIV and AIDS, stigma, and violence:** Cultural shows and rallies were undertaken on the HIV/AIDS risk, stigma and intimate partner violence. Intensive advocacy was also undertaken on the issues of stigma, violence and HIV and AIDS with key stakeholders, such as registered medical practitioners, police officers, brothel owners, lorry association officials, panchayat leaders and community elders, to create a supportive environment for the key populations.
Creation of a transformatory space: Project participants reiterated that the CLAR was an empowering process that needed to be undertaken with various sections of the community. Participants asserted that creating an atmosphere for change required the cooperation of the entire community, not just the key populations.

Creation of support systems: Project partners networked with other organizations to provide support services such as HIV/AIDS counseling, voluntary counseling and testing, violence counseling, and legal aid.

Movement toward commitment: Community meetings resulted in a village-wide pledge to reduce HIV/AIDS-related stigma and violence in communities.

Campaign: Campaign activities included rallies that showcased slogans developed by the project on the issues of stigma, violence and HIV and AIDS; advocacy meetings; cultural programs; health camps; pamphlet distribution; one-on-one meetings; and transformatory workshops. Annex V provides a guide to undertaking campaigns.

Networking: To build lateral linkages and solidarity, the project identified other NGOs working in the area that were sensitized to the issues of stigma, discrimination and intimate partner violence in the context of HIV and AIDS.
5. CHALLENGES AND LESSONS LEARNED

5.1 Challenges

- **Breaking the silence:** In most communities, it was difficult to convince people to speak out on issues of concern related to HIV and AIDS, and to motivate them to be part of the process. It was particularly difficult in those communities where even uttering the word “HIV” or “AIDS” is taboo.

- **Mobilizing key populations:** It was a challenge not only to convince key populations to participate in the project, but also to mobilize them, particularly highway-based sex workers, their partners and brokers.

- **Capacity building:** Changing the field staff’s tendency to use a didactic approach, rather than the participatory approach that is critical to the success of CLAR and the transformatory workshops, was difficult. In addition, high turnover among the frontline staff slowed progress and occasionally undermined the quality of the processes.

- **Resource constraints:** Communities were supportive and eager to work through the project’s processes, but this enthusiasm was not matched by community resources (financial or human) needed to move the agenda forward.

- **Staying on track:** When developing the modules, it was difficult to maintain focus on the project’s issues while incorporating various topics that different sections of the community wanted covered in the transformatory workshops.

- **Ensuring safety:** Safety was of particular concern for women working in sensitive and vulnerable areas. Project teams had to develop various strategies to ensure safety of team members, such as issuing identity cards, liaising with local police authorities and relying on the multi-stakeholder teams.

5.2 Lessons Learned

5.2.1 Project planning and mobilization

- Build the confidence of frontline workers by ensuring their safety. Providing them with identification cards and keeping the local law enforcement authorities informed of project activities are two important strategies.

- Understand the context and constraints of key populations (specifically truckers’ helpers and disguised community-based sex workers) to reach and mobilize them.

- Present the project to key populations in a way that is meaningful to them. For example, it was easy to mobilize the highway sex workers once they realized the relevance of project’s issues.

5.2.2 Empowering Processes

- The innovative CLAR process, with its focus on participatory learning and action, has established a platform for reflection that is replicable with various sections of the community. Participatory methodologies are extremely powerful even in short duration because they involve participants as active learners rather than silent receivers.

- At all sites and for all the communities, the CLAR process is the first attempt to bring diverse groups together to discuss and reflect on the issues of HIV and AIDS, stigma and violence. CLAR allows participants to establish links among these issues and articulate the need to address them within their communities.

- Project processes empowered participants, underscoring the value of involving communities in reflection and action processes. The community-centered participatory process proved that it is possible to break through the silence on sensitive topics such as HIV and AIDS, sex and sexuality, gender norms, patriarchy, and intimate partner violence. For example, women who initially refused to discuss sex and sexuality...
eventually articulated their need to have a condom box at their disposal at the place of their choice.

• In communities where people initially denied knowledge and existence of anybody living with HIV and AIDS, during the intervention phase people gradually began to share information about known cases and people diagnosed with HIV started disclosing their status.

• The reflective processes helped men understand and accept the need for change in prevalent patriarchal value systems that condone violent behaviors and violence against women.

5.2.3 Enabling Environment

• Because the project is trying to address and challenge gender norms, teams facilitating the processes should have a good understanding and a balanced perception on these norms. The disempowered status of women and their vulnerability was openly discussed in the community for the first time during the CLARs. This discussion provided an opening to change this norm.

• By involving adolescent boys and girls in the intervention, at the community’s suggestion, the adolescents (particularly the girls) had an unprecedented opportunity to clarify their doubts; build their knowledge; and voice their concerns on issues of reproductive health, sex and sexuality, and their vulnerabilities. This paved the way for the younger generation to reflect on and analyze gender norms.

• Perception and practice of stigma was common. The intervention activities created an enabling environment, which led to the acceptance of people living with HIV and AIDS, and their active participation in transformatory workshops and all other activities of the project.

• Networking with government, nongovernment organizations, community-based organizations and media has been a great support and strength to the project in creating a larger enabling environment.
6. CONCLUSION

HIV/AIDS-related stigma is deep-rooted and can undermine intended outcomes of any AIDS project. Enormous patience is required to overcome stigma to ensure that messages being promoted are actually received and understood. Often even “high risk” groups do not attend AIDS programs because of stigma.

In addition to stigma, violence plays a pernicious role in fueling the AIDS epidemic. Initial analysis of baseline data shows that intimate partner violence affects access to prevention, treatment, care and support services. Violence is uniformly experienced by sex workers and truckers’ spouses; both groups reported an inability to negotiate condom use with intimate partners.

The SVRI project shows that behavioral and attitudinal changes related to HIV/AIDS stigma and gender-based violence are possible: The key to securing a commitment to change harmful norms with respect to stigma and violence is community participation, with a focus on empowering the communities.
List of Annexes

Annex I: Field Guide
Annex II: Community-Led Action Research (CLAR) Module for Truckers’ Spouses
Annex III: CLAR Modules for Sex workers
Annex IV: One-Day CLAR Modules for Truckers’ Helpers
Annex V: Guide for Initiating the Campaign
Annex VI: CLAR Three-Day and Two-Day Transformatory Workshops with Men and Women
Annex VII: CLAR Three-Day and Two-Day Transformatory Workshops with Girls and Boys
Annex VIII: Final One-Day Transformatory Workshop All Groups

References

Antonio Maria Costa


ICRW. 2000.


Disentangling HIV and AIDS Stigma in Ethiopia, Tanzania and Zambia. Washington, DC: ICRW.


ANNEX I

FIELD GUIDE
ANNEX I

FIELD GUIDE FOR COMMUNITY-LED ACTION RESEARCH (CLAR)

**Keep your objectives in mind**
Before beginning the formative research process, it is important to review the objectives of the research so that both the type of information being collected and the reasons for collecting it are clear. When reviewing objectives, also keep in mind how this information will be used during the later phases of the project. This step is essential to avoid collecting unnecessary information.

**Have sufficient materials**
Ensure that sufficient materials are available to conduct formative research. For many of the exercises, local materials can be used (such as sticks, seeds, leaves and empty containers). However, it is also useful to have the following materials available:

- Large sheets of paper
- Marker pens in different colors
- Tape
- Colored chalk
- Rubber bands or folders to keep all the materials together
- Seeds/beans/colored buttons
- Scissors
- Pencils and pens
- Erasers
- Glue

Let your field supervisor know if these materials are missing or if you need anything else. In addition, you should be given:

- Note pads to write down observations and the results of the exercises
- A copy of this field guide

**Teamwork and coordination**
The formative research process will be overseen by field supervisors and assistant field supervisors. The field supervisor and assistant field supervisors will be responsible for:

1. Planning and assigning the activities for each day to the teams.
2. Ensuring that supplies, note paper, etc. are available.
3. Ensuring that venues for the activities are arranged in advance.
4. Ensuring that venues are available at set times during the day and can be reached in case of the need for scheduling changes.
5. Documenting each day’s events.
6. Reviewing the sequencing, scheduling and reporting of activities and making any necessary changes.

All the exercises will be carried out by a team of two or more fieldworkers. In a two-person team, one person will play the role of the facilitator/moderator and the other will play the role of documenter/observer.

The facilitator will lead the discussion, initiate the use of methodology and ask probing questions as necessary. S/he will also be responsible for introducing the team to the community and explaining the purpose of the exercise.

The documenter/observer will record all the discussions and visual representations of the exercises and will observe the process, especially with regard to any non-verbal communications that need to be recorded. S/he can also assist the facilitator as necessary in the discussions.
Each workshop contains a sequence of activities for the fieldworkers, with less sensitive, broader issues sequenced first. More complex and sensitive issues are sequenced later so that the fieldworkers have the opportunity to get to know community members and gain their respect and confidence. If the sequence as it is designed is not workable or is problematic, the fieldworkers should inform the field supervisors and suggest changes.

At the end of each session, the fieldworkers should discuss the findings of the exercise, review notes taken during the session, identify key points and record any special concerns or findings.

**Interacting with the community**
1. Remember to follow local courtesies and customs that facilitate goodwill.
2. Wear simple clothing so that people do not feel that there is a great distinction between you and them.
3. Be aware of who is important in the community and who can help with contacts, information and logistics.
4. Keep an eye out for any problems or situations where community members may be offended or uncooperative. Share and try to resolve these with the team.
5. Develop informal and social relations with community members so that they see you as a friend and not just an outsider. This can be done by, for example, sharing meals and casual conversations.
6. Try to answer the questions that community members ask in a courteous and appropriate manner. For example:
   - If asked something while conducting an exercise, wait until the exercise is complete before responding.
   - If you don’t know the answer to a question, tell the community members that you will check and get back to them. Make sure to do so in a timely manner.
   - If you can direct them to someone else who can help them better, do so.
7. Many topics are sensitive and personal. Make sure you maintain confidentiality, especially when it involves an individual rather than a group—don’t name names.

**Data collection**
1. Choose a suitable time and place for the community members to conduct the exercises.
2. Use local materials to the greatest extent possible.
3. Keep your eyes and ears open—listen to what community members have to say even when you’re not formally conducting an exercise.
4. If community members offer an important lead during an exercise—even if it is not planned or expected—follow it.
5. Ask probing questions during and after you have completed an exercise. Remember that doing an exercise, such as a map, is only a first step. Keep the objectives of the research in mind so that you can ask essential questions about what the community has done or mentioned. This will help you to obtain better information about the issues that are important to the research.
6. Don’t be judgmental—don’t indicate by your facial expressions or body language that you either approve or disapprove of what community members are saying. Never respond to a participant with astonishment, impatience or criticism. Remember that there are no right or wrong answers and we are not there to “correct” the information that community members give us. Rather, we are there to get their perspectives on different issues.
7. If asked your opinion, say something like “I, of course, have my opinion, but it is yours that we are interested in today.” If really pushed to say
something, you can offer to discuss your opinions after the activity is completed.

8. Show interest by using expressions like “I see” or “That’s interesting.”

9. Be aware of those people who dominate the process and those who are not participating. Try to bring those who are quiet or shy into the process.

10. Do not accept one person’s opinion as the opinion of the whole group. Elicit the opinion of other participants.

11. Do not discourage participants from discussion among themselves, as long as they are talking about the question asked and not an unrelated topic.

12. Don’t be afraid to allow silences. It is at these moments that a person who was speaking may continue or another person may decide to talk.

13. Diplomatically discourage more than one person from talking at the same time.

14. Listen to the discussion and make notes of non-verbal communication such as hesitation, laughter and silences.

15. Share good results and bad experiences with other team members so that they can learn from them.

16. When using a specific tool, don’t limit yourself to the procedures of the tool—these procedures have been provided only as guidelines. Remember that spontaneous discussion among community members is positive and should be encouraged because it can provide useful insight. Remember to always keep in mind the overall purpose of the project and the broad themes and topics that you want to explore. Doing so will allow you to facilitate an appropriate discussion with the community members while you are doing the exercises.

17. Because many issues you are discussing are sensitive, the respondents may at times be silent. You may have to try different ways of introducing the same topic (don’t keep repeating the same question; be creative and ask in another way).

18. Adapt the methods you have been taught to best suit the particular situation you are in.

19. Introduce the members of the team and the purpose of each exercise at the beginning of the activity.

After data collection
After completing an exercise or a series of activities, remember to ask yourself:

- What did this tell me?
- How did this information contribute to the objectives of the research?
- What other information should be collected?
- How does this information need to be clarified?

The answers to these questions should be discussed in your debriefings with each other and within the whole group so that you can plan for subsequent activities with the community.

Recording, documentation and debriefing
Written documentation and synthesis of information generated throughout the fieldwork is one of the most important parts of the research process. It is the only way for those of us who are not actually in the field to understand all the valuable work you actually do. It is also the only way we can communicate our findings to the community, the government and other agencies interested in doing this type of project.

Each day you will be documenting your work in three different ways:

1. **During the field exercise**, using the recording form and observation sheet.

2. **After the field exercise**. With your other field team member(s), you will elaborate on points that were noted quickly during field work and fill in any information gaps on the recording form and observation sheet.
3. **Debriefing session at the end of each day**, during which you will:

   - Report on and share your field exercises and experiences.
   - Discuss and synthesize information from the entire group and come up with common themes, problems and issues that have emerged so far.
   - Identify additional issues you might want to explore or on which you might need clarification.
   - Determine activities for the next day.
   - Contribute to a summary report for the day (the final report is the field supervisor’s responsibility).

### During the field exercise

- Recording during the field exercise is the note taker’s responsibility.

- Each field exercise has a designated recording form and observation sheet that should be part of your toolkit for that exercise. In addition, take a notebook along to jot down any extra notes, in case there are problems with the recording form or the exercise takes an unexpected turn. You will also use a tape recorder for some exercises.

- Certain standard information can be filled in on the observation form (such as date, time, etc.) even before beginning the field exercise.

- To the best of his/her ability, the note taker should:
  1. Fill in recording forms.
  2. Copy any visuals.
     - Carefully copy any diagrams so that they are as close to the original version as possible.
     - Record the meanings of all symbols used.
     - Write down which participants were active in creating the visuals.

4. Take notes on such concerns as how the group members interact, cooperate and participate and whether the group as a whole is lively, silent or dominated by one or two people.

5. While recording is important, it is also important to listen to what the participants are saying, help the facilitator as needed and make sure that the objectives of the exercise are met. In the interest of completing these other tasks, it is okay to defer filling in some details until after the exercise is completed.

### After the field exercise

It is easy to lose or forget much of the information that is generated during the field exercise, as well as your thoughts and impressions, if they are not recorded immediately. The field team should therefore sit down together right after the exercise and:

1. Fill in details and gaps on the recording form and observation sheet about the visuals, discussion and any other key points of the exercise.
2. If a tape recorder was used, go to a private location and listen to the recording to fill in gaps in your notes.
3. Take notes on your ideas, impressions and assessment of the session on the observation sheet.
4. Take notes on the most important points to relate to others at the debriefing session.

### Debriefing sessions

- The entire field team should meet once a day to review, analyze and document that day’s work. In rural areas, this will most likely be in the evening. In urban areas, if many field activities take place in the evening, then this session can take place the next morning.
Initially, the field supervisor should be the facilitator for each debriefing session. However, after some practice, other team members should also take the lead in facilitating. One team member should be designated to take notes and another to work on the flip chart (i.e., to write down important points, issues and themes and to develop new visuals for categorizing information).

Each team should be well prepared with their recording materials and key points.

Use a board, wall or table for team members to display the visuals from their field activity and as a general presentation space.

Set a start and end time. Allot about 5-7 minutes for each team to report the highlights of their fieldwork and half to one hour for discussion, synthesis of the day’s activities and planning for the next day.

Begin the discussion with each team quickly presenting the highlights (e.g., sharing visuals or presenting what they have recorded and observed) of their day. Keep a note of the highlights on the flip chart.

The facilitator should then lead a discussion with the following questions as a guide:

1. Have we completed all the methods?
2. What were the major successes?
3. What were the major problems?
4. What key issues are emerging? Make a list of these issues on the flip chart and use notes from the presentations to mark which issues emerge from which activities.
5. Arrange the findings from each activity that relate to those issues under each issue heading.
6. Pay special attention to and spend some time discussing issues that became evident through several activities or that are surprising or confusing.
7. Summarize the results under each issue heading.

Using diagrams, charts, visual aids and notes from the flip chart, the facilitator should now lead a discussion based on the following synthesis questions:

8. What conclusions can we draw at this time?
9. What patterns or connections are evident?
10. What differences do we see?
11. What questions do we have now? What information do we need? What needs to be clarified? (These questions should be listed on a chart.)
12. What methods are next on the agenda?
13. How can we get answers to and elaborate on what we have discussed? Which methods will we use next? Are the available tools sufficient for obtaining this information?
14. Who is responsible for each method? Are they prepared? Do they need help?
15. What should we keep on doing? What should we stop doing? Start doing?

It is the field supervisor’s responsibility to record a comprehensive summary of each debriefing session in a daily report. To avoid confusion, this report should be completed before the next day’s debriefing session.

**Important questions to keep in mind**

It is important to keep the following issues in mind during the formative research process so that you can effectively facilitate and observe activity sessions in the field.

**Before any activity**, ask yourself the following questions:

- What am I trying to understand or learn from this activity?
- Will I know when I have learned that particular lesson? How?
• How does this activity link with past or future ones?
• What are my opinions about the subject? Where do they come from? Do they work as filters or am I able to consider different ideas?
• Am I preparing for this activity based on my own opinions or assumptions, or do my questions invite new ideas and other opinions?
• What are my assumptions? What am I basing these on? Will I be able to accept information that does not match what I currently believe? How will I deal with that distinction?
• If I get confused or worried, with whom will I discuss my concerns?
• Who has different ideas than me in the group and can challenge some of my opinions or assumptions?

**During any activity**, ask yourself the following questions:

• Am I paying attention to body language and non-verbal cues?
• What is happening with my own filters?
• Am I jumping to quick conclusions or waiting for the participants to say all they have to say?
• Am I asking enough probing questions? Do I understand the reasons why people do, say or believe what they do?

**After any activity**, ask yourself the following questions:

• What do I still not understand? What do I wish I had asked about? How do I build these insights into another exercise or activity?
• How do I feel about the community members and how do I think they feel about me? Will I be comfortable working with them (and will they be comfortable working with me) again? If not, how do I need to change my behavior?
• What have I learned? In what ways do I better understand their beliefs, knowledge, or practices? How am I going to link this with other activities or findings?
• If I were asked to report back to any community what I have learned from being there, what would I say?
ANNEX II

COMMUNITY-LED ACTION RESEARCH (CLAR) MODULE FOR TRUCKERS’ SPOUSES
## Schedule for Three-day CLAR with Truckers’ Spouses

### Day 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>10:00–10:30</td>
<td>Welcome and introductions</td>
<td>Game</td>
</tr>
<tr>
<td>1.2</td>
<td>10:30–10:45</td>
<td>Setting the ground rules</td>
<td>Listing</td>
</tr>
<tr>
<td>1.3</td>
<td>10:45–11:45</td>
<td>Health situation analysis</td>
<td>Listing, body mapping</td>
</tr>
<tr>
<td>1.4</td>
<td>11:45–11:50</td>
<td><strong>TEA BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>11:50–12:50</td>
<td>What is HIV/AIDS</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>1.6</td>
<td>12:50–12:55</td>
<td>Miscommunication</td>
<td>Game</td>
</tr>
<tr>
<td>1.7</td>
<td>12:55–13:00</td>
<td><strong>LUNCH BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>1:10–1:15</td>
<td>Stigma and discrimination: our own experiences</td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>1:15–2:15</td>
<td>Stigma and discrimination: a multilayered perspective</td>
<td>Problem tree</td>
</tr>
</tbody>
</table>

### Day 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>10:00–10:30</td>
<td>Recap</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>10:30–10:45</td>
<td>Energizer</td>
<td>Song, game</td>
</tr>
<tr>
<td>2.3</td>
<td>10:45–11:15</td>
<td>Forms of violence</td>
<td>Listing</td>
</tr>
<tr>
<td>2.4</td>
<td>11:15–11:30</td>
<td><strong>TEA BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>11:30–12:30</td>
<td>Violence in our lives</td>
<td>Role play</td>
</tr>
<tr>
<td>2.6</td>
<td>12:30–12:45</td>
<td>Energizer</td>
<td>Game</td>
</tr>
<tr>
<td>2.7</td>
<td>12:45–13:00</td>
<td>Discussion on violence</td>
<td>Small group discussion</td>
</tr>
<tr>
<td></td>
<td>1:00–1:10</td>
<td><strong>LUNCH</strong></td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>1:10–1:30</td>
<td>Violence and HIV/AIDS</td>
<td>Large group discussion</td>
</tr>
</tbody>
</table>

### Day 3

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>10:00–10:30</td>
<td>Recap</td>
<td>Presentations</td>
</tr>
<tr>
<td>3.2</td>
<td>10:30–11:00</td>
<td>How empowered are we?</td>
<td>Empowerment circle</td>
</tr>
<tr>
<td>3.3</td>
<td>11:00–11:15</td>
<td><strong>TEA BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>11:15–12:15</td>
<td>What can be changed?</td>
<td>Role play</td>
</tr>
<tr>
<td>3.5</td>
<td>12:15–1:15</td>
<td>What can we do to bring about change?</td>
<td>Large group discussion</td>
</tr>
<tr>
<td>3.6</td>
<td>1:15–1:45</td>
<td>Clarifications and closing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:45–2:00</td>
<td><strong>LUNCH</strong></td>
<td></td>
</tr>
</tbody>
</table>
MODULES FOR THREE-DAY CLAR PROCESS WITH TRUCKERS’ SPOUSES

Day 1

**Activity 1.1: Welcome and introductions**

**Purpose:** To help participants get to know each other.

**Tool:** Game

**Materials:** Picture cards of animals and birds

**Duration:** 30 minutes

**Process:** Several pictures of animals and birds are scattered on the floor. Participants are asked to pick up the picture of their choice. Each participant is given time to associate herself with the chosen picture and asked to narrate the following:

- Their name
- Native place of birth
- Occupation
- Education
- Reason why the particular picture was chosen

**Suggestions for facilitator:** This exercise aims to make the participants comfortable with speaking and interacting in a group. The facilitator should ensure that all participants give information about themselves and should ask questions if someone is particularly shy.

**Activity 1.2: Setting the ground rules**

**Purpose:** To ensure effective facilitation and high levels of participation.

**Tool:** Listing

**Materials:** Charts, markers, tape

**Duration:** 15 minutes

**Process:** The facilitator discusses the importance of having rules for effective participation and completion of the three-day workshop. The participants are encouraged to propose and set the rules themselves. The facilitator lists proposed rules on a chart, which is prominently displayed for the duration of the workshop.

**Suggestions for facilitator:** If the participants are not forthcoming with ideas, the facilitator should begin the discussion by asking “When can we have session breaks for tea and lunch?” The facilitator should ensure that an inclusive list of rules is generated.

**Activity 1.3: Health situation analysis**

**Purpose:** To help participants talk freely about their bodies without inhibitions and to reflect on their health status and concerns.

**Tool:** Body mapping

**Materials:** Charts, markers, tape

**Duration:** 60 minutes

**Process:** Participants are asked to spread out four chart papers and tape them together to form a big sheet. One of the participants is asked to volunteer to lie down on the sheet to provide an outline of a body. Once the outline is made by others in the group, participants are asked to identify those body parts that are visible and those that are covered by clothes. Then the participants are asked to identify the body parts that they like and the ones they dislike and say why they feel that way. They are then asked to draw body parts that make them feel uncomfortable or embarrassed.

Once the body map is complete, the participants are asked to identify the common diseases that are associated with various body parts indicated on the body map. Special emphasis is placed on reproductive health problems.
**Suggestions for facilitator:** The facilitator should encourage participants to start with general body parts and then ask them to identify and draw sexual organs. Participants should also be encouraged to use local names for the body parts and diseases. During the identification of diseases, the facilitator should start with general illnesses and then lead the discussion toward reproductive issues and sexually transmitted diseases.

---

**Activity 1.4: What is HIV/AIDS?**

**Purpose:** To assess the knowledge and understanding of participants with regard to HIV/AIDS.

**Tool:** Small group discussion

**Materials:** Charts, markers, tape, character cards

**Duration:** 60 minutes

**Process:** Participants are divided into two groups. Each group is asked to discuss, write down and present their views on the following questions:

1. What is HIV/AIDS? What are the symptoms?
2. How does HIV/AIDS spread? What are the reasons why HIV/AIDS spreads?
3. What are precautionary measures to prevent HIV/AIDS? What medical facilities are available to deal with the disease?
4. Who is most vulnerable to getting HIV/AIDS?

When the last question is asked, participants are given character cards depicting different categories of people in the community, including a businessman, farmer, soldier, school girl/boy, housewife, orphan, sex worker, mason, tailor and police. Participants are requested to discuss who is more vulnerable and less vulnerable to HIV/AIDS and why, as well as how the disease affects different people. After the discussions, each group is asked to make a presentation about their conclusions to the other group.

**Suggestions for facilitator:** This exercise aims to determine the awareness levels of the participants and their perceptions of vulnerability to HIV/AIDS. If the participants raise any questions or doubts, the facilitator should note these concerns and convey to the participants that they will be addressed during the final workshop session.

---

**Activity 1.5: Miscommunication**

**Purpose:** To create understanding among the participants how any message or information can become distorted when it is conveyed among a large number of people.

**Tool:** Game

**Materials:** —

**Duration:** 15 minutes

**Process:** Participants are asked to sit in a circle. A message is whispered into one of the participant’s ears and s/he is asked to whisper the same message to the next participant. After the message is transmitted in a full round and reaches the first participant again, s/he is asked to say what the final message is and compare it with the initial message. The facilitator then leads a discussion on how messages are distorted.

**Suggestions for facilitator:** The facilitator should relate how messages about taboo subjects such as HIV/AIDS are often distorted and misinformation is spread. Participants should be encouraged to talk openly about these topics and the importance of seeking correct information from reliable sources.

---

**Activity 1.6: Energizer**

**Purpose:** To rejuvenate the participants after lunch.

**Tool:** Songs or other forms of local art

**Materials:** —

**Duration:** 15 minutes

**Process:** Interested participants are requested to perform a song or any other form of local art.
Suggestions for facilitator: The facilitator should ensure that all participants take part in the energizer.

Activity 1.7: Stigma and discrimination: our own experiences

Purpose: As a prelude to the following session, this activity helps participants to initiate and brainstorm on stigma and discrimination.

Tool: Role play

Materials: ——

Duration: 60 minutes

Process: Participants are asked to describe situations in their daily lives in which they observe stigma and discrimination. Participants are requested to volunteer to choose and enact through a role play any of the situations that have been described. The group then discusses causes of stigmatization and the impact of stigma and discrimination on the victim depicted in the role play.

Suggestions for facilitator: Although spontaneity is important in the role play, volunteers who come forward to take part in this activity should be encouraged to discuss and reach a common understanding with other participants before proceeding. The role play should ideally be kept short (i.e., up to five minutes) in order to sustain the interest of the group.

Discussions after the role plays are the most important part of the reflective process. During the discussions, the facilitator should make sure that the participants do not focus on the performances themselves, but are encouraged to ask questions related to the “why,” “who,” “what,” “when” and “where.”

Activity 1.8: Stigma and discrimination: a multilayered perspective

Purpose: To help participants reflect on and analyze the many layers of stigma and discrimination that exist in society and their implications in the context of HIV/AIDS.

Tool: Problem tree

Materials: Charts, markers, tape

Duration: 60 minutes

Process: The facilitator explains the purpose of the problem tree tool. A group discussion helps identify the ways in which people living with HIV/AIDS face stigma and discrimination at the family, society and occupational levels and the causes and impact of self-imposed stigma. Participants are given the opportunity to reflect on the different types of stigma faced by HIV-positive women and men and on issues such as access to prevention, treatment and care and support services.

Participants are then divided into two groups and asked to draw a tree diagram by marking various levels of stigma and discrimination as roots and their various impacts as branches. Following completion

Figure 2.1: Tree analysis: A multilayered perspective on stigma and its impact, the CLAR workshop with truckers’ spouses.
of the drawings, each group tapes its diagram on the wall and makes a presentation to the full group.

Suggestions for facilitator: The facilitator should make sure that each group includes at least one person who can write. All the participants should be encouraged to play some role in drawing the outline of the tree and filling in its components. The facilitator should also ensure that the discussions and presentations on the diagrams are reflective and elicit lessons and new understanding.

Activity 2.1: Recap

**Purpose:** To briefly recap the previous day’s activities and connect the previous day’s activities to the present day’s sessions.

**Tool:** —

**Materials:** Previous days notes on a chart, tape

**Duration:** 30 minutes

**Process:** A volunteer is asked to make a presentation on the previous day. S/he is asked to briefly recap the previous day’s activities.

**Suggestions for facilitator:** While formulating the ground rules for the workshop, the facilitator should ensure that one of the participants assumes responsibility each day to make a presentation of the previous day’s activities and discussions. The facilitator should motivate participants to come forward by reassuring them that doing so is not a test, but part of the voluntary participation that is needed to refresh the group.

Activity 2.2: Energizer

**Purpose:** To rejuvenate the participants for active participation.

**Tool:** Songs and other forms of local art

**Materials:** —

**Duration:** 15 minutes.

**Process:** Interested participants are requested to perform a song or any other form of local art as an energizer.

**Suggestions for facilitator:** The facilitator should ensure that all participants take part in the energizer.

Activity 2.3: Forms of violence

**Purpose:** To initiate a reflective analysis on violence and its various forms that the participants witness and experience in their lives.

**Tool:** Listing

**Materials:** Charts, markers, tape

**Duration:** 30 minutes

**Process:** Participants are asked to discuss and list the various forms of violence that they experience and witness in their lives at the family, societal and occupational levels.

**Figure 2.2:** Tree analysis: types of violence discussed in the CLAR workshop with truckers’ spouses.
Suggestions for facilitator: If the discussion is very general and the participants are unable to identify forms of violence, the facilitator should provide some guidance by classifying the violence into categories, such as physical, emotional and sexual.

— TEA BREAK —

Activity 2.4: Violence in our lives

Purpose: To help participants reflect on the violence that they face in their individual lives.

Tool: Role play

Materials: ——

Duration: 60 minutes

Process: Participants are asked to think of the violence they face in their daily lives and to depict it by performing a role play with different characters.

Suggestions for facilitator: Discussions of violence faced in everyday life can be emotionally stressful for participants. The facilitator should therefore handle the issue very carefully and ensure that the role play chosen addresses the wider context of violence, not individual cases.

Although spontaneity is important during the role play, volunteers who come forward to participate in it should be encouraged to reach a common understanding among themselves before beginning. The role play should ideally be kept short (i.e., up to five minutes) in order to sustain the interest of the group.

Discussions after the role plays are the most important part of the reflective process. During the discussions, the facilitator should make sure that the participants do not focus on the performances themselves, but are encouraged to ask questions related to the “why,” “who,” “what,” “when” and “where.”

Activity 2.5: Energizer

Purpose: To give the participants some emotional relief after the stressful, preceding session on violence.

Tool: Game (called “Fruit salad”)

Materials: ——

Duration: 15 minutes

Process: Participants are asked to form a circle and choose from among three different fruit names. Going around the circle, each participant in turn is linked to particular fruit. (For example, the first person could be a mango, the next a banana, the third an orange and the fourth another mango.) The naming continues until every participant, as well as the facilitator, has picked one of the three fruit names.

The facilitator then stands in the center of the circle and calls out the name of one of the fruits. Participants with that name have to shift to another place in the circle. Any person who doesn’t find a place in the circle is left in the middle and has to call out the next fruit name. If someone calls out “fruit salad,” everyone has to jump up and find another place in the circle.

Suggestions for facilitator: To end the game, the facilitator should end up in the middle of the circle again by being slow to make a move.

Activity 2.6: Discussion on violence

Purpose: To initiate reflective analysis related to the earlier role play on violence and its various forms that the participants may experience in their daily lives.

Tool: Small group discussion

Materials: Charts, markers, tape

Duration: 45 minutes
**ANNEX II**

**Process:** Participants are asked to form two groups and discuss the instances and the perpetrators of violence that women face at the family, societal and occupational levels. Each group is asked to make a presentation after their own discussion.

**Suggestions for facilitator:** The facilitator should ensure that participants discuss all the forms of violence that take place at various levels that were listed in the earlier exercise.

---

**Activity 2.7: Violence and HIV/AIDS**

**Purpose:** To initiate a discussion on the interface between HIV/AIDS, violence and the vulnerability of women.

**Tool:** Large group discussion

**Materials:** Charts, markers, tape

**Duration:** 60 minutes

**Process:** The facilitator leads this interactive session to establish linkages between the violence women face in their lives and their vulnerability to HIV/AIDS.

**Suggestions for facilitator:** Given the fact that HIV/AIDS is a problem increasingly faced by women, the facilitator should have a clear understanding of the issues surrounding women’s vulnerability to the disease. The facilitator should discuss violence in the context of the social and biological vulnerability of women to HIV/AIDS.

---

**Activity 3.1: Recap**

**Purpose:** To briefly recap the previous day’s activities and connect them with the current day’s sessions.

**Tool:** Presentations

---

**Figure 2.3:** Analysis of the linkages between HIV/AIDS and violence in the CLAR workshop for truckers' spouses.

---
Materials: Previous day’s notes on a chart, tape

Duration: 30 minutes

Process: A volunteer is asked to make a presentation on the previous day. S/he is asked to briefly recap the previous day’s activities.

Suggestions for facilitator: While formulating the ground rules for the workshop, the facilitator should ensure that one of the participants assumes responsibility each day to make a presentation of the previous day’s proceedings. The facilitator should motivate participants to come forward by reassuring them that doing so is not a test, but part of the voluntary participation that is needed to refresh the group.

Activity 3.2: How empowered are we?

Purpose: To reflect on how empowered participants behave with regard to various aspects of their lives.

Tool: Empowerment circle

Materials: Charts, markers, tape

Duration: 30 minutes

Process: Participants discuss what empowerment means to them and list empowerment indicators in the context of HIV/AIDS. Participants then draw a big circle with spokes originating from the center of the circle. The spokes represent the indicators of empowerment that were identified and are given a weight equal to the number of indicators identified. Starting from 0 to 100 with an interval of 10, each spoke is marked at an equal distance from the periphery to the center. Each of the participants is asked to assess herself in relation to the indicators and to select where she stands on the empowerment scale.

Suggestions for facilitator: Empowerment indicators could include access to information, decision-making power, control over one’s body, control over resources and the ability to question and reason. The facilitator should use locally available materials to mark the circle, such as different types of seeds, Bindis and pebbles.

— TEA BREAK —

Activity 3.3: What can be changed?

Purpose: To ignite a thought process on what should change and how change can be achieved.

Tool: Role play

Materials: —

Duration: 60 minutes

Process: Participants are asked to re-enact the role plays they performed earlier depicting stigma and violence in their lives, this time introducing desired behavior and attitudinal changes among the characters. The volunteers who staged the role plays during the sessions on stigma and violence are asked to come forward, while the rest of the participants are asked to recollect the role plays and the characters. Participants are then asked to suggest positive behaviors and attitudinal changes that the characters representing both perpetrators and victims of stigma and violence could adopt. The volunteers are given sufficient time to make changes and re-enact the role plays.
**ANNEX II**

**Suggestions for facilitator:** While the participants are the ones to suggest changes to be made in the role plays, the facilitator should ensure that only positive attitudinal and behaviors are incorporated.

---

**Activity 3.4: What can we do to bring about change?**

**Purpose:** To generate community-based plans of action among the participants.

**Tool:** Large group discussion

**Materials:** ——

**Duration:** 60 minutes

**Process:** Participants are asked to break into two groups and discuss the following issues:

- How to increase the level of awareness on HIV/AIDS among spouses and the general community in which they live.
- How to reduce the stigma associated with HIV/AIDS.
- How to reduce violence at various levels and the intimate partner violence (IPV) associated with HIV/AIDS.

Participants are then asked to make presentations on various activities and to discuss what role they can play in those activities and the kind of support they expect from others.

**Suggestions for facilitator:** The facilitator should ensure that a practical and feasible strategy is developed that clearly marks the roles and responsibilities of everyone involved in the action plan. A possible time line and participatory monitoring and evaluation plan should also be integrated into the action plan.

---

**Activity 3.5: Clarifications and closing**

**Purpose:** To clear up any doubts raised by the participants during the activity sessions. To thank participants for their involvement and ideas.

**Tool:** Large group discussion.

**Materials:** ——

**Duration:** 30 minutes

**Process:** The facilitator addresses any doubts (previously recorded by an observer) that were raised by the participants during the workshop sessions. The project team thanks the participants for their active involvement and seeks pledges for further cooperation in the future.

**Suggestions for facilitator:** The facilitator should have clear and correct information on HIV/AIDS, knowledge about support services available nearby and other relevant information that can be used to answer any doubts raised by the participants.
ANNEX III

COMMUNITY-LED ACTION RESEARCH (CLAR) MODULES FOR SEX WORKERS
# Schedule for Three-day CLAR with Sex Workers

## Day 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>10:00-10:30</td>
<td>Welcome and introductions</td>
<td>Game</td>
</tr>
<tr>
<td>1.2</td>
<td>10:30-10:45</td>
<td>Setting the ground rules</td>
<td>Listing</td>
</tr>
<tr>
<td>1.3</td>
<td>10:45-11:45</td>
<td>Health situation analysis</td>
<td>Listing, body mapping</td>
</tr>
<tr>
<td><strong>11:45-12:00</strong></td>
<td><strong>TEA BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>12:00-12:30</td>
<td>Why do sex work?</td>
<td>Small and large group discussions, listing</td>
</tr>
<tr>
<td>1.5</td>
<td>12:30-1:30</td>
<td>What is HIV/AIDS?</td>
<td>Small and large group discussions</td>
</tr>
<tr>
<td><strong>1:30-2:00</strong></td>
<td><strong>LUNCH BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>2:00-2:15</td>
<td>Energizer</td>
<td>Song, other form of local art</td>
</tr>
<tr>
<td>1.7</td>
<td>2:15-2:30</td>
<td>Miscommunication</td>
<td>Game</td>
</tr>
<tr>
<td>1.8</td>
<td>2:30-3:30</td>
<td>Stigma and discrimination: our own experiences</td>
<td>Role play</td>
</tr>
<tr>
<td>1.9</td>
<td>3:30-4:30</td>
<td>Stigma and discrimination: a multilayered perspective</td>
<td>Problem tree</td>
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</table>

## Day 2

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>10:00-10:30</td>
<td>Recap</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>10:30-10:45</td>
<td>Start with a song /local art form/Energizer</td>
<td>Song, other form of local art</td>
</tr>
<tr>
<td>2.3</td>
<td>10:45-11:15</td>
<td>Forms of violence</td>
<td>Listing</td>
</tr>
<tr>
<td><strong>11:15-11:30</strong></td>
<td><strong>TEA BREAK</strong></td>
<td></td>
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</tr>
<tr>
<td>2.4</td>
<td>11:30-12:30</td>
<td>Violence in our lives</td>
<td>Role play</td>
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<td>Energizer</td>
<td>Game</td>
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<tr>
<td>2.6</td>
<td>12:45-1:30</td>
<td>Discussion on violence</td>
<td>Small group discussion</td>
</tr>
<tr>
<td><strong>1:30-2:30</strong></td>
<td><strong>LUNCH BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>2:30-3:30</td>
<td>Violence and HIV/AIDS</td>
<td>Large group discussion</td>
</tr>
<tr>
<td>2.8</td>
<td>3:30-4:30</td>
<td>Mobility of sex workers</td>
<td>Mapping</td>
</tr>
</tbody>
</table>

## Day 3

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
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Day 1

Activity 1.1: Welcome and introductions

**Purpose:** To help participants get to know each other.

**Tool:** Game

**Materials:** Picture cards of animals and birds

**Duration:** 30 minutes

**Process:** Several pictures of animals and birds are scattered on the floor. Participants are asked to pick up the picture of their choice. Each participant is given time to associate herself with the chosen picture and asked to narrate the following:

- Their name
- Native place of birth
- Occupation
- Education
- Reason why the particular picture was chosen

**Suggestions for facilitator:** This exercise aims to make the participants comfortable with speaking and interacting in a group. The facilitator should ensure that all participants give information about themselves and should ask questions if someone is particularly shy.

Activity 1.2: Setting the ground rules

**Purpose:** To ensure effective facilitation and high levels of participation.

**Tool:** Listing

**Materials:** Charts, markers, tape

**Duration:** 15 minutes

**Process:** The facilitator discusses the importance of having rules for effective participation and completion of the three-day workshop. The participants are encouraged to propose and set the rules themselves. The facilitator lists proposed rules on a chart, which is prominently displayed for the duration of the workshop.

**Suggestions for facilitator:** If the participants are not forthcoming with ideas, the facilitator should begin the discussion by asking, “When can we have session breaks for tea and lunch?” The facilitator should ensure that an inclusive list of rules is generated.

Activity 1.3: Health situation analysis

**Purpose:** To help participants talk freely about their bodies without inhibitions and to reflect on their health status and concerns.

**Tool:** Listing, body mapping

**Materials:** Charts, markers, tape

**Duration:** 60 minutes

**Process:** Participants are asked to spread out four chart papers and tape them together to form a big sheet. One of the participants is asked to volunteer to lie down on the sheet to provide an outline of a body. Once the outline is made by others in the group, participants are asked to identify those body parts that are visible and those that are covered by clothes. Then the participants are asked to identify the body parts that they like and the ones they dislike and say why they feel that way. They are then asked to draw body parts that make them feel uncomfortable or embarrassed.

Once the body map is complete, the participants are asked to identify the common diseases that are associated with various body parts indicated on the body map. Special emphasis is placed on reproductive health problems.

**Suggestions for facilitator:** The facilitator should encourage participants to start with general body parts and then ask them to identify and draw sexual organs. Participants should also be encouraged to use local names for the body parts and diseases. During the identification of diseases, the facilitator should start with general illnesses and then lead the discussion toward reproductive issues and sexually transmitted diseases.
Activity 1.4: Why do sex work?

**Purpose:** To reflect and analyze the reasons why participants do sex work and continue to be active in the profession.

**Tool:** Small and large group discussions, listing

**Materials:** Charts, markers, tape

**Duration:** 30 minutes

**Process:** Participants are divided into two groups to discuss the factors that forced them to take up sex work as a profession and the reasons that they stay in it. Each group then shares its observations and reactions with the larger group.

**Suggestions for facilitator:** Because it could be traumatic for the participants to reflect on their past and present situations, the facilitator should sensitively address the emotions of participants and find ways to motivate them to share.

Activity 1.5: What is HIV/AIDS?

**Purpose:** To assess the knowledge and understanding of participants with regard to HIV/AIDS.

**Tool:** Small group discussion

**Materials:** Charts, markers, tape, character cards

**Duration:** 60 minutes

**Process:** Participants are divided into two groups. Each group is asked to discuss, write down, and present their views on the following questions:

1. What is HIV/AIDS? What are the symptoms?
2. How does HIV/AIDS spread? What are the reasons why HIV/AIDS spreads?
3. What are precautionary measures to prevent HIV/AIDS? What medical facilities are available to deal with the disease?
4. Who is most vulnerable to getting HIV/AIDS?

When the last question is asked, participants are given character cards depicting different categories of people in the community, including a businessman, farmer, soldier, school girl/boy, housewife, orphan, sex worker, mason, tailor and police officer. Participants are requested to discuss who is more vulnerable and less vulnerable to HIV/AIDS and why, as well as how the disease affects different people. After the discussions, each group is asked to make a presentation about their conclusions to the other group.

**Suggestions for facilitator:** This exercise aims to determine the awareness levels of the participants and their perceptions of vulnerability to HIV/AIDS. If the participants raise any questions or doubts, the facilitator should note these concerns and convey to the participants that they will be addressed during the final workshop session.

Activity 1.6: Energizer

**Purpose:** To rejuvenate the participants after lunch.

**Tool:** Songs or other forms of local art

**Materials:** —-

**Duration:** 15 minutes

**Process:** Interested participants are requested to perform a song or any other form of local art.

**Suggestions for facilitator:** The facilitator should ensure that all participants take part in the energizer.

Activity 1.7: Miscommunication

**Purpose:** To create understanding among the participants how any message or information can become distorted when it is conveyed among a large number of people.

**Tool:** Game

**Materials:** —-

**Duration:** 15 minutes
**Process:** Participants are asked to sit in a circle. A message is whispered into one of the participant’s ears and s/he is asked to whisper the same message to the next participant. After the message is transmitted in a full round and reaches the first participant again, s/he is asked to say what the final message is and compare it with the initial message. The facilitator then leads a discussion on how messages are distorted.

**Suggestions for facilitator:** The facilitator should relate how messages about taboo subjects such as HIV/AIDS are often distorted and misinformation is spread. Participants should be encouraged to talk openly about these topics and the importance of seeking correct information from reliable sources.

---

**Activity 1.8: Stigma and discrimination: our own experiences**

**Purpose:** As a prelude to the following session, this activity helps participants to initiate and brainstorm on stigma and discrimination.

**Tool:** Role play

**Materials:** ——

**Duration:** 60 minutes

**Process:** Participants are asked to describe situations in their daily lives in which they observe stigma and discrimination. Participants are requested to volunteer to choose and enact through a role play any of the situations that have been described. The group then discusses causes of stigmatization and the impact of stigma and discrimination on the victim depicted in the role play.

**Suggestions for facilitator:** Although spontaneity is important in the role play, volunteers who come forward to take part in this activity should be encouraged to discuss and reach a common understanding with other participants before proceeding. The role play should ideally be kept short (i.e., up to five minutes) in order to sustain the interest of the group.

**Discussions after the role plays are the most important part of the reflective process. During the discussions, the facilitator should make sure that the participants do not focus on the performances themselves, but are encouraged to ask questions related to the “why,” “who,” “what,” “when” and “where.”**

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**Activity 1.9: Stigma and discrimination: a multilayered perspective**

**Purpose:** To help participants reflect on and analyze the many layers of stigma and discrimination that exist in society and their implications in the context of HIV/AIDS.

**Tool:** Problem tree

**Materials:** Charts, markers, tape

**Duration:** 60 minutes

**Process:** The facilitator explains the purpose of the problem tree tool. A group discussion helps identify the ways in which people living with HIV/AIDS face stigma and discrimination at the family, society and occupational levels and the causes and impact of self-imposed stigma. Participants are given the opportunity to reflect on the different types of stigma faced by HIV-positive women and men and on issues such as access to prevention, treatment and care and support services.

Participants are then divided into two groups and asked to draw a tree diagram by marking various levels of stigma and discrimination as roots and their various impacts as branches. Following completion of the drawings, each group tapes its diagram on the wall and makes a presentation to the full group.

**Suggestions for facilitator:** The facilitator should make sure that each group includes at least one person who can write. All the participants should be encouraged to play some role in drawing the outline of the tree and filling in its components. The facilitator should also ensure that the discussions and presentations on the diagrams are reflective and elicit lessons and new understanding.
Day 3

Activity 2.1: Recap

**Purpose:** To briefly recap the previous day’s activities and connect the previous day’s activities to the present day’s sessions.

**Tool:** —-

**Materials:** Previous days notes on a chart, tape

**Duration:** 30 minutes

**Process:** A volunteer is asked to make a presentation on the previous day. S/he is asked to briefly recap the previous day’s activities.

**Suggestions for facilitator:** While formulating the ground rules for the workshop, the facilitator should ensure that one of the participants assumes responsibility each day to make a presentation of the previous day’s activities.

Activity 2.2: Energizer

**Purpose:** To rejuvenate the participants for active participation.

**Tool:** Songs and other forms of local art

**Materials:** —-

**Duration:** 15 minutes

**Process:** Interested participants are requested to perform a song or any other form of local art as an energizer.

**Suggestions for facilitator:** The facilitator should ensure that all participants take part in the energizer.

Activity 2.3: Forms of violence

**Purpose:** To initiate a reflective analysis on violence and its various forms that the participants witness and experience in their lives.

**Tool:** Listing

**Materials:** Charts, markers, tape

**Duration:** 30 minutes

**Process:** Participants are asked to discuss and list the various forms of violence that they experience and witness in their lives at the family, societal and occupational levels.

**Suggestions for facilitator:** If the discussion is very general and the participants are unable to identify forms of violence, the facilitator should provide some guidance by classifying the violence into categories, such as physical, emotional, and sexual.

— TEA BREAK —

Activity 2.4: Violence in our lives

**Purpose:** To help participants reflect on the violence that they face in their individual lives.

**Tool:** Role play

**Materials:** —-

**Duration:** 60 minutes

**Process:** Participants are asked to think of the violence they face in their daily lives and to depict it by performing a role play with different characters.

**Suggestions for facilitator:** Discussions of violence faced in everyday life can be emotionally stressful for participants. The facilitator should therefore handle the issue very carefully and ensure that the role play chosen addresses the wider context of violence, not individual cases.

Although spontaneity is important during the role play, volunteers who come forward to participate in it should be encouraged to reach a common understanding among themselves before beginning. The role play should ideally be kept short (i.e., up to five minutes) in order to sustain the interest of the group.

Discussions after the role plays are the most important part of the reflective process. During the
discussions, the facilitator should make sure that the participants do not focus on the performances themselves, but are encouraged to ask questions related to the “why,” “who,” “what,” “when” and “where.”

Activity 2.5: Energizer

**Purpose:** To give the participants some emotional relief after the stressful preceding session on violence.

**Tool:** Game (called “Fruit salad”)

**Materials:** —

**Duration:** 15 minutes

**Process:** Participants are asked to form a circle and choose from among three different fruit names. Going around the circle, each participant in turn is linked to particular fruit. (For example, the first person could be a mango, the next a banana, the third an orange and the fourth another mango.) The naming continues until every participant, as well as the facilitator, has picked one of the three fruit names.

The facilitator then stands in the center of the circle and calls out the name of one of the fruits. Participants with that name have to shift to another place in the circle. Any person who doesn’t find a place in the circle is left in the middle and has to call out the next fruit name. If someone calls out “fruit salad,” everyone has to jump up and find another place in the circle.

**Suggestions for facilitator:** To end the game, the facilitator should end up in the middle of the circle again by being slow to make a move.

Activity 2.6: Discussion on violence

**Purpose:** To initiate reflective analysis related to the earlier role play on violence and its various forms that the participants experience in their daily lives.

**Tool:** Small group discussion

**Materials:** Charts, markers, tape

**Duration:** 45 minutes

**Process:** Participants are asked to form two groups and discuss the instances and the perpetrators of violence that women face at the family, societal and occupational levels. Each group is asked to make a presentation after their own discussion.

**Suggestions for facilitator:** The facilitator should ensure that participants discuss all the forms of violence that take place at various levels that were listed in the earlier exercise.

— LUNCH BREAK —

Activity 2.7: Violence and HIV/AIDS

**Purpose:** To initiate a discussion on the interface between HIV/AIDS, violence and the vulnerability of women.

**Tool:** Large group discussion

**Materials:** Charts, markers, tape

**Duration:** 60 minutes

**Process:** The facilitator leads this interactive session to establish linkages between the violence women face in their lives and their vulnerability to HIV/AIDS.

**Suggestions for facilitator:** Given the fact that HIV/AIDS is a problem increasingly faced by women, the facilitator should have a clear understanding of the issues surrounding women’s vulnerability to the disease. The facilitator should discuss violence in the context of the social and biological vulnerability of women to HIV/AIDS.

Activity 2.8: Mobility of sex workers

**Purpose:** To understand the mobility of sex workers and to discuss various issues associated with that mobility.

**Tool:** Mapping

**Materials:** Charts, markers, tape

**Duration:** 60 minutes
**Process:** Participants are asked to list the various places they go to sell sex. Once the whole group completes the listing, participants are asked to depict the sites they have identified through pictures and to note the site-specific problems they face (such as harassment and violence) in the form of a map.

**Suggestions for facilitator:** The facilitator should ensure that the mapping exercise includes the following information:

- Frequency of visits
- Distance traveled
- Mode of transportation
- Preference for certain sites

**Activity 3.1: Recap**

**Purpose:** To briefly recap the previous day’s activities and connect the previous day’s activities to the present day’s sessions.

**Tool:** —

**Materials:** Previous day’s notes on a chart, tape

**Duration:** 30 minutes

**Process:** A volunteer is asked to make a presentation on the previous day. S/he is asked to briefly recap the previous day’s activities.

**Suggestions for facilitator:** The facilitator should motivate participants to come forward by reassuring them that doing so is not a test, but part of the voluntary participation that is needed to refresh the group.

**Activity 3.2: How empowered are we?**

**Purpose:** To reflect on how empowered participants behave with regard to various aspects of their lives.

**Tool:** Empowerment circle

**Materials:** Charts, markers, tape

**Activity 3.3: What can be changed?**

**Purpose:** To ignite a thought process on what should change and how change can be achieved.

**Tool:** Role play

**Materials:** —

**Duration:** 60 minutes

**Process:** Participants are asked to re-enact the role plays they performed earlier depicting stigma and violence in their lives, this time introducing desired behavior and attitudinal changes among the characters. The volunteers who staged the role plays during the sessions on stigma and violence are asked to come forward, while the rest of the participants are asked to recollect the role plays and the characters. Participants are then asked to suggest positive behaviors and attitudinal changes that the characters representing both perpetrators and victims of stigma and violence could adopt. The volunteers are given sufficient time to make changes and re-enact the role plays.
Suggestions for facilitator: While the participants are the ones to suggest changes to be made in the role plays, the facilitator should ensure that only positive attitudinal and behaviors are incorporated.

Activity 3.4: What can we do to bring about change?

Purpose: To generate community-based plans of action among the participants.

Tool: Small and large group discussions

Materials: —

Duration: 60 minutes

Process: Participants are asked to break into two groups and discuss the following issues:

- How to increase the level of awareness on HIV/AIDS among spouses and the general community in which they live.
- How to reduce the stigma associated with HIV/AIDS.
- How to reduce violence at various levels.
- The intimate partner violence (IPV) associated with HIV/AIDS.

Participants are then asked to make presentations on various activities and to discuss what role they can play in those activities and the kind of support they expect from others.

Suggestions for facilitator: The facilitator should ensure that a practical and feasible strategy is developed that clearly marks the roles and responsibilities of everyone involved in the action plan. A possible time line and participatory monitoring and evaluation plan should also be integrated into the action plan.

Activity 3.5: Clarifications and closing

Purpose: To clear up any doubts raised by the participants during the activity sessions and to thank participants for their involvement and ideas.

Tool: Large group discussion.

Materials: —

Duration: 30 minutes

Process: The facilitator addresses any doubts (previously recorded by an observer) that were raised by the participants during the workshop sessions. The project team thanks the participants for their active involvement and seeks pledges for further cooperation in the future.

Suggestions for facilitator: The facilitator should have clear and correct information on HIV/AIDS, knowledge about support services available nearby and other relevant information that can be used to answer any doubts raised by the participants.

NOTE: The three-day module can be adapted for either a two-day or one-day CLAR. The time schedules for both are given on the next two pages.
## Two-day CLAR with Sex Workers

### Day 1

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<th>Tool</th>
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<td>Welcome and introductions</td>
<td>Game</td>
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<td>1.2</td>
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<td>Setting the ground rules</td>
<td>Listing</td>
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<td>1.3</td>
<td>10:45-11:45</td>
<td>Health situation analysis</td>
<td>Listing, body mapping</td>
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<tr>
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<td><strong>TEA BREAK</strong></td>
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<tr>
<td>1.4</td>
<td>11:55-12:25</td>
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<td>Small and large group discussions, listing</td>
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<tr>
<td>1.5</td>
<td>12:25-1:30</td>
<td>What is HIV/AIDS?</td>
<td>Small and large group discussions</td>
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<tr>
<td>1:30-2:00</td>
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<td>1.6</td>
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<td>Song, other form of local art</td>
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<tr>
<td>1.7</td>
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<td>Miscommunication</td>
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<td>2:25-3:15</td>
<td>Stigma and discrimination: our own experiences</td>
<td>Role play</td>
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<tr>
<td>2:25-3:15</td>
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<tr>
<td>3:15-4:10</td>
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<td>Problem tree</td>
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### Day 2

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<td>2:00-3:00</td>
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<td>Large group discussion</td>
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<td>2.7</td>
<td>3:00-4:00</td>
<td>Mobility of sex workers</td>
<td>Mapping</td>
</tr>
<tr>
<td>2.8</td>
<td>4:00-4:30</td>
<td>How empowered are we?</td>
<td>Empowerment circle</td>
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<tr>
<td>2.9</td>
<td>4:30-5:30</td>
<td>What can we do to bring about change?</td>
<td>Small and large group discussions</td>
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## One-day CLAR with Sex Workers

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ANNEX IV

ONE-DAY COMMUNITY-LED ACTION RESEARCH MODULES FOR TRUCKERS’ HELPERS
### Activity 1.1: Welcome and introductions

**Purpose:** To help participants get to know each other.

**Tool:** Game

**Materials:** Picture cards of animals and birds

**Duration:** 30 minutes

**Process:** Several pictures of animals and birds are scattered on the floor. Participants are asked to pick up the picture of their choice. Each participant is given time to associate herself with the chosen picture and asked to narrate the following:

- Their name
- Native place of birth
- Occupation
- Education
- Reason why the particular picture was chosen

**Suggestions for facilitator:** This exercise aims to make the participants comfortable with speaking and interacting in a group. The facilitator should ensure that all participants give information about themselves and should ask questions if someone is particularly shy.

### Activity 1.2: Setting the ground rules

**Purpose:** To ensure effective facilitation and high levels of participation.

**Tool:** Listing

**Materials:** Charts, markers, tape

**Duration:** 15 minutes

**Process:** The facilitator discusses the importance of having rules for effective participation and completion of the three-day workshop. The participants are encouraged to propose and set the rules themselves. The facilitator lists proposed rules.
on a chart, which is prominently displayed for the
duration of the workshop.

Suggestions for facilitator: If the participants are
not forthcoming with ideas, the facilitator should
begin the discussion by asking "When can we have
session breaks for tea and lunch?" The facilitator
should ensure that an inclusive list of rules is
generated.

Activity 1.3: Health situation analysis

Purpose: To help participants talk freely about their
bodies without inhibitions and to reflect on their
health status and concerns.

Tool: Listing, body mapping

Materials: Charts, markers, tape

Duration: 30 minutes

Process: Participants are asked to spread out four
chart papers and tape them together to form a big
sheet. One of the participants is asked to volunteer to
lie down on the sheet to provide an outline of a body.
Once the outline is made by others in the group,
participants are asked to identify those body parts
that are visible and those that are covered by clothes.
Then the participants are asked to identify the body
parts that they like and the ones they dislike and say
why they feel that way. They are then asked to draw
body parts that make them feel uncomfortable or
embarrassed.

Once the body map is complete, the participants are
asked to identify the common diseases that are
associated with various body parts indicated on the
body map. Special emphasis is placed on
reproductive health problems.

Suggestions for facilitator: The facilitator should
courage participants to start with general body
parts and then ask them to identify and draw sexual
organs. Participants should also be encouraged to use
local names for the body parts and diseases. During
the identification of diseases, the facilitator should
start with general illnesses and then lead the
discussion toward reproductive issues and sexually
transmitted diseases.

— TEA BREAK —

Activity 1.4: What is HIV/AIDS?

Purpose: To assess the knowledge and understanding
of participants with regard to HIV/AIDS.

Tool: Small and large group discussion

Materials: Charts, markers, tape, character cards

Duration: 60 minutes

Process: Participants are divided into two groups.
Each group is asked to discuss, write down and
present their views on the following questions:

1. What is HIV/AIDS? What are the symptoms?
2. How does HIV/AIDS spread? What are the
reasons why HIV/AIDS spreads?
3. What are precautionary measures to prevent
HIV/AIDS? What medical facilities are
available to deal with the disease?
4. Who is most vulnerable to getting HIV/AIDS?

When the last question is asked, participants are
given character cards depicting different categories of
people in the community, including a businessman,
farmer, soldier, school girl/boy, housewife, orphan,
sex worker, mason, tailor and police officer.
Participants are requested to discuss who is more
vulnerable and less vulnerable to HIV/AIDS and
why, as well as how the disease affects different
people. After the discussions, each group is asked to
make a presentation about their conclusions to the
other group.

Suggestions for facilitator: This exercise aims to
determine the awareness levels of the participants
and their perceptions of vulnerability to HIV/AIDS.
If the participants raise any questions or doubts, the
facilitator should note these concerns and convey to
the participants that they will be addressed during the
final workshop session.
Activity 1.5: Miscommunication

Purpose: To create understanding among the participants how any message or information can become distorted when it is conveyed among a large number of people.

Tool: Game

Materials: ——

Duration: 15 minutes

Process: Participants are asked to sit in a circle. A message is whispered into one of the participant’s ears and s/he is asked to whisper the same message to the next participant. After the message is transmitted in a full round and reaches the first participant again, s/he is asked to say what the final message is and compare it with the initial message. The facilitator then leads a discussion on how messages are distorted.

Suggestions for facilitator: The facilitator should relate how messages about taboo subjects such as HIV/AIDS are often distorted and misinformation is spread. Participants should be encouraged to talk openly about these topics and the importance of seeking correct information from reliable sources.

Activity 1.6: Stigma and discrimination: our own experiences

Purpose: As a prelude to the following session, this activity helps participants to initiate and brainstorm on stigma and discrimination.

Tool: Role play

Materials: ——

Duration: 30 minutes

Process: Participants are asked to describe situations in their daily lives in which they observe stigma and discrimination. Participants are requested to volunteer to choose and enact through a role play any of the situations that have been described. The group then discusses causes of stigmatization and the impact of stigma and discrimination on the victim depicted in the role play.

Suggestions for facilitator: Although spontaneity is important in the role play, volunteers who come forward to take part in this activity should be encouraged to discuss and reach a common understanding with other participants before proceeding. The role play should ideally be kept short (i.e., up to five minutes) in order to sustain the interest of the group.

Discussions after the role plays are the most important part of the reflective process. During the discussions, the facilitator should make sure that the participants do not focus on the performances themselves, but are encouraged to ask questions related to the “why,” “who,” “what,” “when” and “where.”

Activity 1.7: Stigma and discrimination: a multilayered perspective

Purpose: To help participants reflect on and analyze the many layers of stigma and discrimination that exist in society and their implications in the context of HIV/AIDS.

Tool: Problem tree

Materials: Charts, markers, tape

Duration: 30 minutes

Process: The facilitator explains the purpose of the problem tree tool. A group discussion helps identify the ways in which people living with HIV/AIDS face stigma and discrimination at the family, society and occupational levels and the causes and impact of self-imposed stigma. Participants are given the opportunity to reflect on the different types of stigma faced by HIV-positive women and men and on issues such as access to prevention, treatment and care and support services.

Participants are then divided into two groups and asked to draw a tree diagram by marking various levels of stigma and discrimination as roots and their various impacts as branches. Following completion
of the drawings, each group tapes its diagram on the wall and makes a presentation to the full group.

Suggestions for facilitator: The facilitator should make sure that each group includes at least one person who can write. All the participants should be encouraged to play some role in drawing the outline of the tree and filling in its components. The facilitator should also ensure that the discussions and presentations on the diagrams are reflective and elicit lessons and new understanding.

— LUNCH BREAK —

Activity 1.8: Forms of violence

Purpose: To initiate a reflective analysis on violence and its various forms that the participants witness and experience in their lives.

Tool: Listing

Materials: Charts, markers, tape

Duration: 15 minutes

Process: Participants are asked to discuss and list the various forms of violence that they experience and witness in their lives at the family, societal and occupational levels.

Suggestions for facilitator: If the discussion is very general and the participants are unable to identify forms of violence, the facilitator should provide some guidance by classifying the violence into categories, such as physical, emotional and sexual.

Activity 1.9: Discussion on violence

Purpose: To initiate reflective analysis related to the earlier role play on violence and its various forms that the participants experience in their daily lives.

Tool: Small group discussion

Materials: Charts, markers, tape

Duration: 30 minutes

Process: Participants are asked to form two groups and discuss the instances and the perpetrators of violence that women face at the family, societal and occupational levels. Each group is asked to make a presentation after their own discussion.

Suggestions for facilitator: The facilitator should ensure that participants discuss all the forms of violence that take place at various levels that were listed in the earlier exercise.

Activity 1.10: Violence and HIV/AIDS

Purpose: To initiate a discussion on the interface between HIV/AIDS, violence and the vulnerability of women.

Tool: Small and large group discussion

Materials: Charts, markers, tape

Duration: 30 minutes

Process: The facilitator leads this interactive session to establish linkages between the violence women face in their lives and their vulnerability to HIV/AIDS.

Suggestions for facilitator: Given the fact that HIV/AIDS is a problem increasingly faced by women, the facilitator should have a clear understanding of the issues surrounding women’s vulnerability to the disease. The facilitator should discuss violence in the context of the social and biological vulnerability of women to HIV/AIDS.

Activity 1.11: Mobility of truckers’ helpers

Purpose: To understand the mobility of truckers’ helpers and to discuss their vulnerability to HIV/AIDS at various locations.

Tool: Mapping

Materials: Charts, markers, tape

Duration: 30 minutes

Process: Participants are asked to list the various places they go as a part of their job. Once the whole group completes the listing, participants are asked to depict the sites they have identified through pictures and to indicate them in the form of a map. They are
then asked to discuss the various places where they could engage in multiple sexual relations and could be vulnerable to HIV infection.

Suggestions for facilitator: The facilitator should ensure that the mapping exercise includes the following information:

- Frequency of visits
- Distance traveled
- Preference
- Safe sex practices and reasons for following them

Activity 1.12: What can we do to bring about change?

Purpose: To generate community-based plans of action among the participants.

Tool: Small and large group discussions

Materials: ——

Duration: 30 minutes

Process: Participants are asked to break into two groups and discuss the following issues:

- How to increase the level of awareness on HIV/AIDS among spouses and the general community in which they live.
- How to reduce the stigma associated with HIV/AIDS.
- How to reduce violence at various levels.
- The intimate partner violence (IPV) associated with HIV/AIDS.

Activity 1.13: Clarifications and closing

Purpose: To clear up any doubts raised by the participants during the activity sessions and to thank participants for their involvement and ideas.

Tool: Large group discussion

Materials: ——

Duration: 30 minutes

Process: The facilitator addresses any doubts (previously recorded by an observer) that were raised by the participants during the workshop sessions. The project team thanks the participants for their active involvement and seeks pledges for further cooperation in the future.

Suggestions for facilitator: The facilitator should have clear and correct information on HIV/AIDS, knowledge about support services available nearby and other relevant information that can be used to answer any doubts raised by the participants.
ANNEX V

GUIDE FOR INITIATING THE CAMPAIGN
The proposed intervention strategy for the Stigma Violence Reduction Intervention (SVRI) project consists of campaigns and transformatory workshops with local communities. It is based on the vision that such activities would help attain project objectives in terms of creating a broader environment, engaging communities in a commitment to action and addressing issues of stigma, discrimination and violence.

Campaigns and transformatory workshops are part of a multi-pronged approach to reach communities in an intensive and sustained manner. The campaign would be an initial activity to set the stage for a more intensive series of workshops involving all stakeholders.

I. GUIDELINES FOR ORGANIZING A CAMPAIGN

What is a campaign?
A campaign is one of the most effective tools available for advocacy of any cause. A campaign is defined in many ways and can be one of many types. However, the common feature of all campaigns is that they have a clear goal and are limited to a specific period of time. In the context of HIV/AIDS and related issues, a campaign is usually a time-specific, planned, coordinated and organized course of action designed to shift opinion, simulate action and/or change behaviors and attitudes.

For the SVRI project, the key elements of the campaign include a rally, culminating in a meeting during the day, and a cultural program, video show or slide show in the evening.

What is an effective campaign?
Effective campaigns use a variety of interlinked resources, tools and tactics to articulate arguments that facilitate change or action, build momentum, create energy and engage and involve target groups.

Good campaigners exploit the ways in which public opinion and pressure can influence shifts in cultural behaviors and practices. Preparation is required for a campaign to be successful. A comprehensive plan should be developed at the outset that includes the following elements:

- A starting point
- An achievable goal and measurable objectives
- A slogan and identity
- Defined target groups and settings
- Key messages
- Key materials
- Key activities
- Monitoring and evaluation
- An end point

1. A Starting Point: Why Do We Need a Campaign?

During the reflective process of community-led action research, key populations focus on awareness building around the issues of HIV/AIDS, stigma, discrimination and intimate partner violence. Such activities are important elements in plans of action that are designed to address these issues and bring about behavioral and attitudinal changes throughout the community.

Based on the suggestions articulated by the communities and inputs by implementing partners, a consensus was reached on using campaigns as an intervention strategy to reach the communities.

2. An Achievable Goal and Measurable Objectives

The goal of a campaign should be clear and achievable. It should also be a little ambitious so as to excite the
imagination of potential participants. Often the goal is the articulation of a “dream.” An example of the goal of the campaign could be to “improve the adoption of safe sex practices and the utilization of HIV prevention services by affecting positive change in both behavior and attitudes related to HIV/AIDS.”

**The aim.** The campaign aims help describe the way to reach the “target” or “final destination.” While goals often articulate a dream, campaign aims should be more realistic in what they set out to achieve. They should be practical enough to reassure participants that they will see progress toward the goal and a return on their investment, if and when they get involved.

**The central aim.** In this campaign, the key point is “to support key populations and their communities in the implementation of their plans to reduce stigma and intimate partner violence by providing technical assistance, capacity building and material support.”

**Objectives.** An objective should be a measurable action or activity. If aims describe where we want to go and what the campaign should look like, the objectives should help us understand how we will get there. Objectives should always be formulated to include a verb that describes the campaign activity. Methods like rallies, meetings and cultural activities can ensure that awareness-raising campaigns make key issues visible to the larger community.

**3. An Identity or Slogan**

Campaigns benefit greatly from developing their own easily recognized identity that links various elements. This usually involves developing a logo and/or a slogan or name that is in line with the issues being raised. The logo or name should be short and crisp to catch public attention, for example, “Stop stigma and violence.”

**4. Defined Target Groups and Settings**

Good campaigns develop different strategies and approaches for different constituents or target groups, such as the general public in a village or truckers on the highways.

To ensure effective coverage, the following groups could be involved in a campaign:

- Sexually active youth
- Adolescent groups (girls and boys)
- Networks of people living with HIV/AIDS
- NGOs working on relevant issues
- Teachers
- Health care staff at clinics and hospitals
- Local politicians, village elders and opinion makers
- Journalists and other media representatives

**5. Developing Key Messages**

Once a campaign establishes who is to be targeted through which setting, a campaign should then develop its key messages. Often there are core messages that apply to everyone targeted in the campaign and specific messages developed for particular target groups.

To achieve maximum impact, messages should be clear, short and concise. Good slogans are short and simple. Often they can be interpreted in different ways. Keeping the same slogan for the life of the campaign provides continuity and facilitates recognition and linkages.

**6. Developing Key Materials**

Generally speaking, a good campaign will have a variety of materials that will usually include such items as banners, placards, posters, pamphlets and a megaphone.

**Banners**

The title and the logo for a rally should be prominently printed on a banner. Banners can be displayed at public places at a reasonable height so that the messages are clearly visible. Banners can also be held during the rallies.

Make sure that no unnecessary words are used. For example, if you want to advertise an event, do not write “Mass Meeting. Venue: school premises. Time: 8.30pm, Date: April 3.” You can simply write “Mass
meeting, school premises, 8.30pm, April 3.” This will enable you to write larger letters and people will be able to read the banner more easily. Use the largest letters possible on the banner.

When the banners are tied up at public places, make sure to make holes in several places on the banner to allow airflow, to use good quality sticks and ropes, and to choose places where the banners will get maximum attention but not inconvenience anyone.

**Placards**

It is important that placards be as large and bold as possible to attract attention and be easily read. Some useful tips for producing good placards include:

- Make the placards as large as possible.
- Keep the writing as big as possible so that people can read it easily.
- Make sure that the messages are spelled correctly. Spelling mistakes and other errors look unprofessional.
- Use as few words as possible. Avoid using full sentences. For example, write “Unite against HIV/AIDS stigma and discrimination” instead of “Let us unite in the fight against stigma and discrimination caused by HIV/AIDS.”
- Use colors that make your placard stand out and attract attention.
- Do not put too many words and images on the placards. Although this may be beautiful, if the design is too busy the most important information may not reach the audience.

**Pamphlets**

Pamphlets should be used when you want to give people more information than you can put on a banner or placard. Pamphlets can be used to:

- Explain HIV/AIDS to the community;
- Inform people about care and treatment facilities;
- Win support for a campaign; and/or
- Include key findings from a baseline study conducted in that area to highlight the importance of addressing particular issues.

It is important to produce pamphlets that attract attention and make people want to read them. Before you start, make sure that you discuss the purpose, the message, the target audience and the content.

If you are printing on both sides of a pamphlet, each side should have an interesting headline to grab people’s attention. Each side should also carry your organization’s logo or name, since it’s hard to know which side of the pamphlet people will see first.

Keep your language simple by avoiding long words and jargon. The best pamphlets are short and simple. Make sure that all your facts are correct.

Do not make the layout too dense with lots of small type. Leave some space in between sections of text, either as empty white space or for logos or pictures, making it easier for people to read. Use bold headlines that catch people’s attention and sound interesting.

Check spelling and proofread your pamphlet carefully. Before you take it to the printer, make a copy since printers sometimes lose or damage master copies.

When planning distribution of pamphlets, think carefully about the target group before you start, since different sectors of people gather in different places.

It is good to distribute pamphlets when holding rallies, at meetings or cultural programs. People’s attention is already fixed and a pamphlet gives the opportunity to explain work to those who do not have time to stay for the entire event.

The best way to distribute information is door-to-door, with a team dropping them off at each house in the targeted area. Distribution can also take place through colleges, transportation companies, factories or other targeted venues.

7. **Organizing Key Activities**

In addition to materials, a series of campaign actions or activities should be organized in order to achieve success. A campaign should always aim to have active participation.
A mobilizing strategy should aim to reach the broader public, to get key messages out and to mobilize support. Most of the human resources should be spent on this part of the campaign. Mobilization is hard work. Remember that it is easier to influence people and involve them in your campaign if staff interacts and engages with them directly.

A specific mobilization strategy depends on the nature and target of the campaign. Sufficient time should be spent on careful planning. The strategy should focus on the following:

- Identify where target audiences are located;
- Decide which outreach methods will be most effective and then organize activities such as workshops, road shows, door-to-door canvassing, sectoral meetings and forums (i.e., where a speaker addresses a specific target group such as students, workers, or church congregations), street theater, exhibitions, sport events and entertainment events;
- Get key individuals and organizations, such as local personalities, popular figures and leaders of organizations, to publicly back you;
- Do not talk too much, but instead organize some activities that will mobilize and involve people; and
- Determine the phases of the campaign and when the campaign will peak.

Aims and objectives of the rally or other event should be defined and the following elements determined.

- The expected outcome should be clear;
- Detailed activities should be listed;
- Work should be divided among the staff;
- Key messages for the project should reflect local issues, be short, simple and striking, have clear start and end points, and relate to all stakeholders;
- Understandable language should always be used; and
- A route map for the rally or other event should be finalized in consultation with local villagers.

In addition, a resource person should be identified by the staff well in advance and should be provided with details about the issues being addressed in the project. The identified resource person should be reminded about the event, travel arrangements for pick up and drop off should be made, and an alternative plan should be in place in case the resource person is unable to attend the event.

Ensure maximum participation
Display materials (such as placards, banners, pamphlets, leaflets and hand-outs) should be prepared in time and be available in sufficient numbers.

Key messages should be emphasized during sloganeering. Participants should distribute slogans among themselves in order to sustain the pace of the campaign and to reduce the burden borne by any one person. The decided route of the rally should be adhered to and abrupt changes shouldn’t be made because this could result in confusion and chaos.

Materials for the rally
The following materials should be gathered for the rally:

- Banners with details, such as the issues in focus, place, date and organization;
- Placards;
- Megaphone;
- Pamphlets; and
- Water and refreshments for the participants.

Meetings
The staff should ensure that all the arrangements for the meeting are completed well in advance. Several steps can be taken to accomplish this:

1. Project objectives should be revisited;
2. Staff should facilitate an interactive session with the resource person and participants to clarify information and questions on HIV/AIDS and related issues;
3. Refreshments should be served only during the interactive session; 
4. Thanks for participant involvement should be expressed; and 
5. Announcements regarding cultural programs should be made.

**Required materials and arrangements**
The following materials should be gathered and the following arrangements should be made for the meeting:

- Comfortable and decent seating arrangements;
- Refreshments;
- Volunteers; and
- Pamphlets.

**The cultural program**
Partners should work with a writer to develop a script that covers all the issues being addressed through the project. The project partners should facilitate the formation of a performing cultural troupe from within the community. The cultural program should be inclusive and not target a specific population. The staff should initially view the rehearsals of the cultural troupe in order to provide input and make necessary changes.

Required resources for the cultural program include:

- A public address system;
- Lighting; and
- Seating arrangements.

**8. Monitoring and Evaluation**
When developing a campaign plan, it is important to have a monitoring and evaluation strategy in place. To ensure effective monitoring and evaluation, it is essential to have clearly defined and measurable objectives. Monitoring and evaluation can take many forms. Both formal and informal research should be encouraged throughout the life span of a campaign in order to inform new approaches, make midcourse corrections as needed and develop ideas. Monitoring and evaluation is not an activity that should be left until the end of a campaign, but should occur throughout it. Campaigns usually consider two different types of indicators as part of monitoring and evaluation, qualitative and quantitative.

*Qualitative indicators* explore the emotional responses of target groups to specific elements of a campaign in some detail and are often used as development tools. For example, focus groups can be used to determine the design approach of key messages on the issues being addressed or to inform the design of a pamphlet.

*Quantitative indicators* are more likely to provide formal milestones with which to measure progress in reaching the campaign goal. These might include assessing how many people have been reached by the campaign or have taken action as a result of the campaign at certain intervals.

It is sometimes easier to monitor how far a campaign has progressed rather than the immediate effect it has had on behaviors. Bearing this in mind, and depending on the time scale of the campaign, it can be useful to have both medium-term objectives that examine the reach of the campaign and longer-term objectives that examine behavioral change. Most campaigns around health and social issues recognize that there is often a time lag between getting a message across to a target group and encouraging the group to change its behavior or take a specific action.

Examples of monitoring and evaluation activities might include the following:

- Focus groups commenting on draft materials;
- Feedback forms (to be used with literate participants);
- A tally of the number of all campaign materials distributed;
- Research to show the percentage of target group participants who have seen campaign materials;
- Research to show the percentage of target group participants that can recall a campaign message;
• Research to show the percentage of target group participants that claim to have changed their behavior or taken an action since the start of the campaign;
• The number of names on a petition; and
• Analysis of the numbers of participants accessing care or treatment since the launch of the campaign.

9. Defining An End Point

Given the massive challenges in addressing HIV and AIDS and associated issues such as stigma and violence, it is usually difficult to reach the objectives set out at the beginning of a project or campaign. It is essential that all people involved in the response maintain a level of optimism and hope in order to encourage and increase the level of action and commitment needed to achieve established goals.

It is important that campaigns be limited to a specific time period rather than continuing to pursue the same goals indefinitely, since the environment and context will inevitably change. They need to have an end point that is defined at the outset. At that point, a new campaign may be needed with a different focus.

It is always good practice to plan to prepare a report on the success and challenges of a campaign, which will help inform future campaigns that aim to tackle similar issues. The report should acknowledge the contributions of everyone who was involved in the campaign and summarize the progress made toward reaching the campaign’s initial goals.

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**Campbell Checklist**

When developing a campaign it can be useful to use the following checklist to determine whether the campaign includes:

**A starting point**
- Does the campaign establish a clear rationale?
- Does it build consensus and engage potential critics?
- Is it based on a simple stakeholder analysis?
- Is there an official launch planned?

**An achievable goal and measurable objectives**
- Are these achievable and clear, with realistic deliverables?
- Do they describe the why, where, what, when and how of the project?

**A slogan and identity**
- Is this short and simple?

**Defined target groups and settings**
- Does the campaign reach all the groups identified by the key populations?
- Does the campaign include all the issues identified by the key populations?

**Key messages**
- Are these messages clear, short and concise?

- Does the campaign have both core messages and targeted messages?

**Key materials**
- Is a variety of materials planned?
- Have all materials been prepared in surplus numbers?

**Key actions**
- Has the mobilization activity been planned?
- Does the campaign involve active participation?
- Are all the arrangements for the rally, meeting and cultural show ready?

**Monitoring and evaluation**
- Are monitoring and evaluation processes integrated into the lifespan of the campaign?
- Will this process include both qualitative and quantitative research?

**An end point**
- When will the campaign end?
- What plans are there for a report and project documentation?
To prepare a good report, it is essential to consider the following:

- All the processes of the campaign should be clearly documented;
- Pictoral and photo documentation is essential;
- Whenever possible, audio and video recording should take place;
- Key messages, the contents of pamphlets, scripts of the cultural program, speeches and interactions with the resource person should be documented; and
- Immediate responses of the community should be documented.

II. GUIDELINES FOR ORGANIZING TRANSFORMATORY WORKSHOPS

These activities should be planned so that participants can be guided through participatory modules on HIV/AIDS, interpersonal communication, stigma and violence.

Pre-transformatory workshop activities include:

- Organization of a village-level meeting of all stakeholders (such as Panchayat members, opinion leaders, self-help group leaders and youth) who are informed about the objectives of the intervention plan and its components. This broad involvement will help create a positive environment and is crucial since engagement with the community has to be sustained for 5 to 6 months;
- Identification of various groups (such as adolescent groups, youth groups, local opinion leaders and others) that are active in the villages;
- Among these groups, identification of willing and committed members who can take the lead and be a part of similar workshops to be held with their respective groups;
- Organization of small group meetings, to be held at least a week in advance, with identified participants. These participants are briefed about both the project and proposed workshop. Discussion should occur to finalize the date, time and venue of the workshops;
- Reminders to the participants about their consent to be involved in the workshops through a postcard invitation, to be received about four days before the event;
- Personal visits to the households of the participants to remind them about their consent to be involved, to take place about two days in before the event; and
- An additional visit to the households of participants in the morning on the day of the workshops.

Pre-transformatory workshop arrangements should include:

- Checking all necessary workshop materials such as banners, handouts, pamphlets, charts, markers, tape recorders, cameras and tarpaulins as well as seating arrangements;
- Choosing a venue that is spacious and convenient and has proper ventilation and a power source, if available;
- Food, water, tea and snacks;
- A clear division of tasks among staff; and
- The presence of NGO staff and organizers in the village hours ahead of the time set to start the workshops in order to help mobilize participants and take care of necessary logistics.

Resources:
ANNEX VI

COMMUNITY-LED ACTION RESEARCH
THREE-DAY AND TWO-DAY TRANSFORMATORY
WORKSHOPS WITH MEN AND WOMEN
## ANNEX VI

### Phase I: Three-day Schedule

#### Day 1

**Session 1: HIV/AIDS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>10:00-10:10</td>
<td>Welcome and introduction</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>10:10-10:25</td>
<td>Introduction of participants</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>10:25-10:35</td>
<td>Setting the ground rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:35-10:45</td>
<td><strong>TEA BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>10:45-11:15</td>
<td>Open discussion</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>11:15-12:15</td>
<td>Knowledge-building session on HIV/AIDS</td>
<td>Lecture</td>
</tr>
<tr>
<td>1.6</td>
<td>12:15-12:30</td>
<td>Reflection on knowledge building</td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>12:30-1:15</td>
<td>Demystifying the disease</td>
<td>Listing</td>
</tr>
<tr>
<td>1.8</td>
<td>1:15-1:30</td>
<td>Sharing CLAR and PLAR findings on HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:30-2:30</td>
<td><strong>LUNCH BREAK</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Session 2: Relationship communication**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>2:30-2:50</td>
<td>Muddling messages</td>
<td>Game</td>
</tr>
<tr>
<td>2.2</td>
<td>2:50-3:20</td>
<td>Choosing the topic</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>2.3</td>
<td>3:20-4:05</td>
<td>With whom do they talk and what do they talk about?</td>
<td>Listing, scoring</td>
</tr>
<tr>
<td></td>
<td>4:05-4:15</td>
<td><strong>TEA BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>4:15-4:45</td>
<td>Testing the water: decision making and risk behavior</td>
<td>Game</td>
</tr>
<tr>
<td>2.5</td>
<td>4:45-5:15</td>
<td>Negotiation skills</td>
<td>Role play</td>
</tr>
<tr>
<td>2.6</td>
<td>5:15-5:25</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>5:25-5:30</td>
<td>Wrap up and planning for the next day</td>
<td></td>
</tr>
</tbody>
</table>

#### Day 2

**Session 3: Stigma and discrimination**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>10:00-10:10</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>3.2</td>
<td>10:10-10:20</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>10:20-10:50</td>
<td>Stigma and discrimination: animals and occupations</td>
<td>Picture cards</td>
</tr>
<tr>
<td>3.4</td>
<td>10:50-11:20</td>
<td>We are all in the same boat</td>
<td>Game</td>
</tr>
<tr>
<td></td>
<td>11:20-11:30</td>
<td><strong>TEA BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>11:30-12:00</td>
<td>Blame continuum: who is to blame?</td>
<td>Large group discussion</td>
</tr>
<tr>
<td>3.6</td>
<td>12:00-12:30</td>
<td>Being a stigmatizer and being stigmatized: our own experiences</td>
<td>Large group discussion</td>
</tr>
<tr>
<td>3.7</td>
<td>12:30-1:30</td>
<td>Positive views of men and women</td>
<td>Storyline</td>
</tr>
</tbody>
</table>
### Day 2 / Session 3: Stigma and discrimination (continued)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8</td>
<td>2:30-2:40</td>
<td>Energizer</td>
<td>Song, other form of local art</td>
</tr>
<tr>
<td>3.9</td>
<td>2:40-2:50</td>
<td>Sharing CLAR and PLAR findings on stigma and discrimination</td>
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</table>

### Session 4: Violence

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>2:50-3:20</td>
<td>How women and men should behave</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>4.2</td>
<td>3:20-4:05</td>
<td>Mapping violence in the life cycle of men and women</td>
<td>Small group discussion, mapping</td>
</tr>
<tr>
<td>4.3</td>
<td>4:15-5:00</td>
<td>Forms of violence: causes, consequences and solutions</td>
<td>Problem tree exercise</td>
</tr>
<tr>
<td>4.4</td>
<td>5:00-5:15</td>
<td>Feedback</td>
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</tr>
<tr>
<td>4.5</td>
<td>5:15-5:25</td>
<td>Wrap up and planning for the next day</td>
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</table>

### Day 3

#### Session 4: Violence (continued)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6</td>
<td>10:00-10:10</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>4.7</td>
<td>10:10-10:20</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td>10:20-11:20</td>
<td>Violence, vulnerability and HIV/AIDS</td>
<td>Case study, small group discussion</td>
</tr>
<tr>
<td>4.9</td>
<td>11:30-11:40</td>
<td>Sharing CLAR and PLAR findings on violence</td>
<td></td>
</tr>
</tbody>
</table>

#### Session 5: Commitment to action

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>11:40-12:00</td>
<td>Community involvement</td>
<td>Game</td>
</tr>
<tr>
<td>5.2</td>
<td>12:00-12:15</td>
<td>Sharing successful initiatives</td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>12:15-12:45</td>
<td>Where are we and what can be done?</td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>12:45-1:15</td>
<td>Participatory monitoring and evaluation systems</td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>1:15-1:30</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>5.6</td>
<td>1:30-1:45</td>
<td>Closing ceremony</td>
<td></td>
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</table>

**LUNCH**
Day 1

Session 1: HIV/AIDS

Activity 1.1: Introduction

**Purpose:** To welcome and thank the participants for their presence and willingness to be part of the transformatory workshop for the next three days.

**Tool:** —

**Materials:** —

**Duration:** 10 minutes

**Process:** Both the facilitator and participants briefly introduce themselves.

**Suggestions for facilitator:** —

Activity 1.2: Introduction of participants

**Purpose:** To familiarize the participants with each other.

**Tool:** Game

**Materials:** —

**Duration:** 15 minutes

**Process:** The self-introductory process should start with a game that helps participants mingle with each other and stimulates their participation. After the game, the participants are asked to introduce themselves by telling their names.

**Suggestions for the facilitator:** The facilitator should choose a game in which all the participants can take part. Although the participants might already know each other from their community, the game should create a congenial atmosphere and encourage collective participation.

Activity 1.3: Setting the ground rules

**Purpose:** To establish necessary ground rules to ensure the successful completion of the transformatory workshop.

**Tool:** Listing

**Materials:** Charts, markers, double-sided tape

**Duration:** 10 minutes

**Process:** The facilitator discusses the importance of having rules for effective participation and completion of the workshop. The participants are encouraged to set the rules themselves. The facilitator lists them on a chart, which is prominently displayed for the remainder of the workshop.

**Suggestions for the facilitator:** If the participants are not forthcoming, the facilitator should start the discussion by asking, “When can we have session breaks for tea and lunch?” The facilitator should also make sure that ground rules are established to:

- Stick to the time agreed upon;
- Ensure everyone’s participation;
- Speak one person at a time;
- Respect others’ view points; and
- Share responsibility for mobilizing participants, arranging food and facilitating workshop logistics. This is particularly important because participants who share responsibilities gain a sense of ownership and empowerment.

— TEA BREAK —

Activity 1.4: Open discussion

**Purpose:** To understand the participants’ perceptions and knowledge of HIV/AIDS. To create a platform for the later knowledge-building session on HIV/AIDS.

**Tool:** Large group discussion

**Materials:** Charts, double-sided tape, sketch pens

**Duration:** 30 minutes

**Process:** The participants are asked to say what immediately comes to mind when they hear “HIV/AIDS” (i.e., feelings, attitudes or information). The
words and statements expressed are then listed on a chart, which in turn forms the basis for discussion.

**Suggestions for the facilitator:** The facilitator should have a set of pre-formulated questions to help him/her facilitate the discussion. The questions could include the following:

- What is HIV?
- What is AIDS?
- What is the relationship between HIV and AIDS?
- What are the routes of transmission of HIV?
- What are the symptoms of AIDS?
- What is the relationship between HIV/AIDS and sexually transmitted infections?
- What are precautionary measures to prevent HIV infection?
- What are treatments and cures for HIV/AIDS?
- What do you know about HIV/AIDS services?

Any other questions and concerns raised by the participants during this activity should be noted and clarified during the knowledge-building session.

**Activity 1.5: Knowledge-building session on HIV/AIDS**

**Purpose:** To clear up misconceptions among participants and provide them with correct information on HIV/AIDS and the use of condoms.

**Tool:** Lecture

**Materials:** Flip charts, posters, handouts, condom demonstration kit

**Duration:** 60 minutes

**Process:** The facilitator starts the session with information on the emergence of the disease, the first reported cases, current statistics and other basic facts. Using educational materials and flip charts, s/he addresses knowledge gaps and misconceptions among the participants and provides them with correct information on HIV/AIDS. Demonstrations of male and female condoms are conducted to emphasize the correct usage of condoms for HIV prevention. Details about both public and private HIV/AIDS-related services are provided to the participants.

**Suggestions for the facilitator:** The facilitator should be able to establish a good rapport with and confidence among the participants and create an enabling environment. Doing so is essential to ensure that the information provided on HIV/AIDS and condoms is viewed as positive.

The facilitator should be knowledgeable of all the latest information and recent developments in the field of HIV/AIDS. S/he should have information, education and communication materials such as flip charts and posters. Whenever possible, educational materials should be distributed to the participants. Once the facilitator demonstrates how to use condoms, they should be distributed among the participants, who should then be encouraged to repeat the demonstration. The facilitator should also provide information about local HIV/AIDS services.

**Activity 1.6: Reflection on knowledge building**

**Purpose:** To clarify the questions and concerns of participants following the knowledge-building session.

**Tool:** —

**Materials:** Flip charts, posters, handouts

**Duration:** 15 minutes

**Process:** After the knowledge-building session, participants are encouraged to seek answers to their questions and clarify any concerns.

**Suggestions for the facilitator:** The facilitator should create an environment in which all participants feel comfortable asking questions and expressing concerns. The facilitator should also take notice of participants who are not very active and make a point of interacting with them.
Activity 1.7: Demystifying the disease

**Purpose:** To help demystify HIV/AIDS by equating the disease with others who have also been connected with personal stigma. To help the participants view HIV/AIDS in the same way as any other manageable disease.

**Tool:** Listing

**Materials:** Charts, double-sided tape, markers, sketch pens

**Duration:** 30 minutes

**Process:** This interactive session starts with the participants listing a few chronic and common diseases known to them. They then identify diseases that were once (i.e., 20–30 years ago) considered stigmatizing and give reasons for such beliefs. The present status of these diseases and associated reasons for ongoing stigma are also discussed. A comparison is drawn between these diseases and HIV/AIDS and emphasis is placed on how all diseases can be managed.

**Suggestions for the facilitator:** The facilitator should make sure that diseases such as tuberculosis and leprosy are mentioned and discuss how perceptions of these diseases have changed over time due to breakthroughs in prevention and treatment. A similar analysis should then be done with regard to HIV/AIDS. Diabetes should be included among the listed diseases in order to convey the need for continuous medication because, as is the case with HIV/AIDS, there is no cure for diabetes. The facilitator should have a clear understanding about the diseases mentioned above, including their etiology and treatment. The discussion should be facilitated by developing a matrix such as the one shown in figure 6.1.

Activity 1.8: Sharing CLAR (Community Led Action Research) and PLAR (Participatory Learning Action and Research) findings on HIV/AIDS

**Purpose:** To highlight the awareness levels and perceptions of local people on HIV/AIDS. To ascertain their needs and commitment with regard to stopping the spread of the disease.

**Tool:** —

**Materials:** Notes on the findings from CLAR and PLAR

**Duration:** 10 minutes

**Process:** Team members share findings on HIV/AIDS knowledge, perceptions, attitudes, behaviors and practices from both the baseline studies and action plans generated as a part of the CLAR and PLAR projects.

**Suggestions for the facilitator:** The facilitator should establish a sense of ownership among the participants by helping them to relate to the awareness levels of the local population. The facilitator should also highlight the action plans for awareness creation among all sectors of the community, i.e., adolescents, men, women and opinion leaders.

--- LUNCH BREAK ---

Session 2: Relationship communication

Activity 2.1: Muddling messages

**Purpose:** To reinvigorate participants and make them laugh. To humorously foster appreciation for how easy it is to misunderstand what someone has said.

**Tool:** Game

**Materials:** A slip of paper with a phrase written on it

**Duration:** 20 minutes
### Figure 6.1: Matrix: Demystification of HIV/AIDS in a transformatory workshop with men.

**Process:** Participants are asked to sit in a circle. The facilitator writes a phrase on a piece of paper and asks a participant to come forward, read the phrase, remember it and put the slip safely away. Then the participant is asked to whisper the phrase quietly to the next person. This is repeated until the phrase has been whispered to every person in the circle. Each person should only whisper what they heard and s/he is not allowed to have the phrase repeated. Finally, the last person is asked to say out loud what s/he heard and the first person is asked to read what the original phrase actually was.

**Suggestions for the facilitator:** Any phrase related to HIV/AIDS should be related to how misconceptions are spread. Emphasis should be placed on the importance of open communication about the disease.

### Activity 2.2: Choosing the topic

**Purpose:** This exercise underscores the importance of communication in the context of HIV/AIDS.
Emphasis is placed on the need for community members to talk openly on issues such as safe sex and HIV/AIDS.

**Tool:** Small group discussion

**Materials:** Charts, double-sided tape, markers, sketch pens

**Duration:** 30 minutes

**Process:** The participants are divided into two groups and given three topics to choose from. They discuss the chosen topic within groups and then nominate one person to present their discussions. After the two presentations, the facilitator asks the groups why they chose a particular topic and not the others. Participants are encouraged to assess the objective of the exercise and, if they didn’t choose the topics related to sex and HIV/AIDS, why not. Topics to choose from could include recently released movies; the impact of movies and TV serials on youth; and sex and sexually transmitted diseases among men and women.

**Suggestions for the facilitator:** If the participants choose to discuss the topics related to sex and HIV/AIDS, the facilitator should observe if they seem nervous or shy when presenting the group discussions. The facilitator should also emphasize the need for open discussion and communication within a family and in the community on taboo subjects such as sex and HIV/AIDS in order to effectively prevent the spread of the disease in the community.

**Activity 2.3: With whom do they talk and what do they talk about?**

**Purpose:** To give participants the chance to reflect on who they communicate with in their daily lives, which topics they focus on, and barriers to communication.

**Tool:** Listing, scoring

**Materials:** Charts, double-sided tape, markers, sketch pens

**Duration:** 45 minutes

**Process:** Participants are divided into two groups and asked to list who among their family community members they interact with in their daily lives. They are then asked to identify from this list the people with whom they feel able to discuss sex, sexually transmitted infections and HIV/AIDS. The participants are also asked to score the identified people with regard to how comfortable they are discussing these topics. Each group makes a presentation and discusses their conclusions.

**Suggestions for the facilitator:** After the participants list community and family members, a matrix such as the one below should be developed within each group in order to facilitate scoring.

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Sex</th>
<th>STIs</th>
<th>HIV/AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Husband</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wife</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
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</tbody>
</table>

**Figure 6.2:** With whom do they communicate? Exercise in a transformatory workshop.
During the interactive analysis, the facilitator should probe participants with regard to what they talk about, what they do not talk about and the reasons for this distinction. Emphasis should be placed on the importance of discussing issues related to sex and HIV/AIDS.

— TEA BREAK —

**Activity 2.4: Testing the water: decision-making and risk behavior**

**Purpose:** To help participants reflect on their own patterns of risk behavior when they make decisions.

**Tool:** Game

**Materials:** Rope, chalk pieces

**Duration:** 30 minutes

**Process:** An explanation is given to the participants that when we examine things that happen inside us, we are able to make decisions. The fact that this is an individual activity in personal reflection is emphasized.

The participants are asked to gather on one side of the meeting room. Two parallel lines are drawn or two parallel ropes are laid down to depict a stream. The facilitator stands on the other side of the room and asks participants to enact the best way to get into the water if they want to cross the stream: plunging directly in or testing the water and taking one’s time?

The facilitator then indicates two separate places for participants to stand depending on which option they choose. Once all the participants cross the stream and form two groups, the participants who “took the plunge” are named “jumpers” and the others are named “thinkers.” The participants are asked whether this is the most common way they actually reach decisions and then discuss the importance of the thought process needed to reach a decision.

**Suggestions for the facilitator:** The facilitator should make sure that participants discuss how an individual behaves differently in different circumstances, how “jumpers” and “thinkers” could have conflicts or benefit from living alongside each other, what the positive aspects of each approach are and the reasons why people adopt these different approaches.

**Activity 2.5: Negotiation skills**

**Purpose:** To give the participants a chance to reflect on the importance of negotiating skills (assertiveness) in their relationships in order to reduce the risk of HIV/AIDS.

**Tool:** Role play

**Materials:** Situations for the role play

**Duration:** 30 minutes

**Process:** Volunteers among the participants are asked to a enact role play. Scenarios are:

For women: If a wife suspects that her husband has sexual relations with others, how can she negotiate with her husband to stop doing so and to use condoms with her?

For men: When men experience peer pressure to visit sex workers, how can they address this and how do they negotiate the use of condoms?
An interactive analysis follows the role play that addresses the following questions:

- What are the different ways that the victim in the role plays could assert herself/himself?
- Do the role plays mirror the real life experiences of the participants?
- What are the factors in real life situations that influence whether one asserts oneself in the above situations?
- Why are assertive negotiation and communication skills important?

**Suggestions for the facilitator:** During the discussions, the facilitator should encourage participants to make linkages between HIV/AIDS and the vulnerability of the characters in the role plays.

**Activity 2.6: Feedback**

**Purpose:** To get feedback from the participants on the sessions and logistics of the day. To help project leaders make necessary changes in the way that the sessions are organized and arrangements made.

**Tool:** ——

**Materials:** Feedback forms, sketch pens

**Duration:** 10 minutes

**Process:** The facilitator briefs the participants about the purpose of the feedback activity and suggests that they honestly indicate their feelings on the forms supplied.

**Suggestions for the facilitator:** If there are illiterate participants in the workshop, the facilitator should design the feedback forms using pictures that represent feelings about the sessions and arrangements. At the end of the day during the debriefing session, the facilitating team should go through the feedback forms and follow up on the suggestions of the participants. They should try to make the changes and improvements in the sessions and arrangements that have been requested.

**Activity 2.7: Wrap up and planning for the next day**

**Purpose:** To summarize the activities that have taken place and ask a volunteer to present a recap to the group before the next day’s session. To thank the participants for their involvement.

**Tool:** ——

**Materials:** Charts, markers

**Duration:** 5 minutes

**Process:** The facilitator summarizes the day’s sessions and asks for a volunteer to present a brief recap before the next day’s sessions. Participants are thanked for their time and interest and are reminded about the next day’s activities and their commitment to attend.

**Suggestions for facilitator:** While formulating the ground rules for the workshop, the facilitator should ensure that each day a participant assumes responsibility for making a presentation about the earlier day’s activities. The facilitator should motivate the participants to come forward and assure them that doing so is not a test, but a way to review the issues involved and ensure free participation.
Day 2

Session 3: Stigma and discrimination

Activity 3.1: Energizer

**Purpose:** To start the day on a cheerful note

**Tool:** Energizer

**Materials:** Song or other form of local art

**Duration:** 10 minutes

**Process:** Participants are asked to present any of their local songs or folk art.

**Suggestions for facilitator:** The facilitator should ensure that all the participants take part in the energizer.

Activity 3.2: Review

**Purpose:** To recap the previous day’s activities. To lay a foundation for connecting the previous day’s activities with the current day’s sessions.

**Tool:** —

**Materials:** —

**Duration:** 10 minutes

**Process:** A request is made that a participant volunteers to present the gist of the previous day’s activities to the rest of the group.

**Suggestions for facilitator:** The facilitator should express appreciation for the volunteer after his/her presentation and motivate any of the other participants to volunteer to do the same the next day.

Activity 3.3: Stigma and discrimination: animals and occupations

**Purpose:** To energize participants. To highlight the concept of stigma in general and in the context of HIV/AIDS in particular.

**Tool:** Picture cards

**Materials:** Picture cards of animals and human characters paired together, charts, markers

**Duration:** 30 minutes

**Process:** Participants are given a pair of picture cards and asked to choose one among them. Each person is asked to present their choices and discuss why they chose a certain pair and not others. Participants then discuss the various reasons that stigma exists in general and in the context of HIV/AIDS in particular.

**Suggestions for facilitator:** The facilitating team should be careful to pair the picture cards on the basis of stigmatized and non-stigmatized animals, occupations, etc. The facilitator should make an effort to forge common understanding among all the participants about stigma in the context of HIV/AIDS.

Activity 3.4: We are all in the same boat

**Purpose:** To help participants recognize that all people are at risk of getting HIV and that there is no point in stigmatizing those who already are infected.

**Tool:** Game

**Materials:** Charts, markers

**Duration:** 30 minutes

**Process:** Participants are asked to stand in a line facing the same direction. The facilitator explains the game by saying: “Where you are standing is the bank of a pond, when I say ‘in the pond’ you should take one step forward. If I say ‘on the bank’ you shouldn’t move.” Once the game begins, the instructions are repeated faster and if anyone makes a mistake s/he is asked to leave the game. After a few minutes, the game is stopped and participants discuss what happened.

In general, everyone laughs when the first person makes a mistake. That person is asked how s/he felt. Other participants are also asked the same question and their responses noted. The ideas that “we are all in the same boat” and that there is no difference
between “us and them” are expressed. Emphasis is placed on the fact that we all face and have to live with the HIV/AIDS epidemic together and that we all take risks at one time or another. The key message conveyed during this activity is that there is no point in stigmatizing and blaming those who are already infected or affected.

Suggestions for facilitator: The facilitator should explain how the patterns of HIV/AIDS are changing into a generalized epidemic in India (or the particular country context) and that the dominant perception that only people of certain occupations and behaviors are vulnerable to HIV infection no longer holds true.

— TEA BREAK —

Activity 3.5: Blame continuum: who is to blame?

Purpose: To help participants develop ways of looking at perceptions of risk behavior in relation to gender and to discuss and explore stigma around HIV/AIDS in relation to gender. To explain the factors that contribute to women being more stigmatized than men.

Tool: Large group discussion

Materials: Charts, markers

Duration: 30 minutes

Process: Participants are asked to list the occupations and activities that men and women are involved in. They are then asked to identify “who is most likely and least likely to bring HIV/AIDS into one’s family.” The facilitator probes with the question, “Generally in society, who is blamed more for bringing HIV/AIDS into a family, women or men?” A discussion then takes place on whether women are blamed more than men; what makes someone more likely to be blamed; and how blame is linked to gender.

Suggestions for facilitator: The facilitator should discuss how in the Indian (or particular country) context, HIV/AIDS is increasingly a problem faced by women. The facilitator should also emphasize the strong trend of married women falling victim to HIV/AIDS runs contrary to popular notions.

Activity 3.6: Being a stigmatizer and being stigmatized: our own experiences

Purpose: To recollect personal experiences of both being stigmatized and stigmatizing others, and to share how one felt. To give participants the chance to relate to and visualize the feelings of stigmatized people.

Tool: Large group discussion

Materials: Charts, markers, double-sided tape

Duration: 30 minutes

Process: Closing their eyes, participants are asked to think about and recollect times in their lives in which they felt isolated or rejected because they were seen to be different than others and instances when they stigmatized others. Each participant is then asked to share his/her feelings, which are recorded on a chart by the facilitator. During the ensuing discussion, the facilitator relates the feelings of the participants to the feelings of those groups that are often stigmatized, such as sex workers and people living with HIV/AIDS.

Suggestions for facilitator: The facilitating team should be very careful not to reinforce existing notions about people in particular occupations or people living with HIV/AIDS.

Activity 3.7: Positive views of men and women

Purpose: To help participants reflect on the various manifestations of stigma and discrimination against HIV-positive men and women. To help participants understand that a destigmatized environment will help people living with HIV/AIDS lead longer and more productive lives.

Tool: Storyline
ANNEX VI

Materials: Charts, markers, double-sided tape
Duration: 60 minutes

Process: Participants are divided into two groups. One group is given the task of developing a storyline on an HIV-positive man and the other on an HIV-positive woman. Both groups are then asked to make presentations of their storylines and to discuss who the stigmatizers and stigmatizing situations are and the impact of stigma on individuals. After an interactive analysis, the facilitator should ask the participants how the behaviors and attitudes of the stigmatizers and the conditions and situations in the storyline should change in order to destigmatize the situation.

Suggestions for facilitator: The facilitator should develop a matrix like the one below to record who the stigmatizers are, stigmatizing situations and the impact of stigma on individuals. During the discussion, the facilitator should focus on how stigma is a hurdle for the effective implementation of HIV/AIDS prevention programs. Emphasis should also be placed on how stigma discourages individuals from accessing services for testing and treatment or from disclosing their HIV-positive status, increasing the chance of passing on the infection to his/her sexual partners.

<table>
<thead>
<tr>
<th>Stigmatizers</th>
<th>Stigmatizing situations</th>
<th>Impact of stigma</th>
<th>Changes needed to de-stigmatize</th>
<th>Impact of a positive scenario</th>
</tr>
</thead>
<tbody>
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</table>

Figure 6.5: Matrix for stigmatizing storyline.

— LUNCH BREAK —

Activity 3.8: Energizer

Purpose: To rejuvenate the participants for active participation.

Tool: Song or other form of local art

Materials: ——
Duration: 15 minutes

Process: Interested participants are requested to perform a song or any other form of local art.

Suggestions for facilitator: The facilitator should ensure that all the participants take part in the energizer.

Activity 3.9: Sharing CLAR and PLAR findings on stigma and discrimination

Purpose: To highlight the findings on perceptions of stigma and discrimination from the CLAR and PLAR projects. To help participants relate to the information and the action plans that some of them developed.

Tool: ——
Materials: ——
Duration: 10 minutes

Process: Findings on knowledge, perceptions, attitudes, behaviors and practices related to stigma and discrimination and the action plans generated as a part of CLAR and PLAR are shared with all the participants.

Suggestions for the facilitator: The facilitator should try to establish a sense of ownership among the participants by helping them to understand the awareness level of the local population. The facilitator should encourage understanding of stigma and discrimination and the action plans that can help create awareness among all sectors of the community, including adolescents, men, women and opinion leaders.
Session 4: Violence

Activity 4.1: How women and men should behave

**Purpose:** To reflect on the manifestations of gender constructs in the community.

**Tool:** Small group discussion

**Materials:** Charts, markers, double-sided tape

**Duration:** 30 minutes

**Process:** Participants are divided into two groups. One group is given the task of discussing how a woman should behave and the other group the task of discussing how a man should behave. The groups then present their discussions to the other group. The responses of the participants are used to explain patriarchy in society and established gender roles.

**Suggestions for facilitator:** The facilitator should elaborate on how the norms of gender are constructs of culture and society. The facilitator should also stress the importance and possibility of change in such constructs and how things are currently changing.

Activity 4.2: Mapping violence in the life cycle of men and women

**Purpose:** To establish the linkage between gender discrimination and violence. To help participants reflect on the violence that men and women face.

**Tool:** Small group discussion, mapping

**Materials:** Charts, markers, double-sided tape

**Duration:** 45 minutes

**Process:** Participants are divided into two groups and given the task of mapping violence at the various life stages (i.e., childhood, adolescence, youth and old age) of both men and women. The groups then present their discussions. Interactive analysis is used to examine the linkages between violence, gender roles and discrimination.

**Suggestions for facilitator:** The facilitator should ask the participants first to map various stages in the lives of men and women and then to identify the violence they face at each stage. Discussions should help establish the linkages between patriarchal norms and violence and highlight how women are victims of violence at every stage of their lives.

— TEA BREAK —

Activity 4.3: Forms of violence: causes, consequences and solutions

**Purpose:** To help the participants reflect on, understand and assess the various forms of violence and their causes, consequences and solutions.

**Tool:** Problem tree exercise

**Materials:** Charts, markers, double-sided tape

**Duration:** 45 minutes

**Process:** Participants are divided into two groups. Each group is asked to draw a tree diagram depicting the causes of violence as roots and the forms of violence and their consequences as branches. After the tree diagram is completed, the participants are asked to identify strategies to decrease the various forms of violence they identified and write them on the tree map. The groups are then asked to present their “problem tree” for the other group.

**Suggestions for facilitator:** The facilitator should make sure that each group has at least one person who can write and that all the participants play some role in drawing the tree. The facilitator should also ensure that the discussion on the diagrams and the presentations are reflective and result in real learning. Participants are asked to split into groups and the same task is given to each one in order to elicit different opinions and to ease facilitation of the activity.

Activity 4.4: Feedback

**Purpose:** To get feedback from the participants on the sessions and logistics of the day. To help project
leaders make necessary changes in the way that the sessions are organized and arrangements made.

**Tool:** ——

**Materials:** Feedback forms, sketch pens

**Duration:** 10 minutes

**Process:** The facilitator briefs the participants about the purpose of the feedback activity and suggests that they honestly indicate their feelings on the forms supplied.

**Suggestions for the facilitator:** If there are illiterate participants in the workshop, the facilitator should design the feedback forms using pictures that represent feelings about the sessions and arrangements. At the end of the day during the debriefing session, the facilitating team should go through the feedback forms and follow up on the suggestions of the participants. They should try to make the changes and improvements in the sessions and arrangements that have been requested.

**Activity 4.5: Wrap up and planning for the next day**

**Purpose:** To summarize the activities that have taken place and ask a volunteer to present a recap to the group before the next day’s session. To thank the participants for their involvement.

**Tool:** ——

**Materials:** Charts, markers

**Duration:** 5 minutes

**Process:** The facilitator summarizes the day’s sessions and asks for a volunteer to present a brief recap before the next day’s sessions. Participants are thanked for their time and interest and are reminded about the next day’s activities and their commitment to attend.

**Suggestions for facilitator:** The facilitator should motivate the participants to come forward and assure them that doing so is not a test, but a way to review the issues involved and to ensure free participation.

**Day 3**

**Session 4: Violence (cont.)**

**Activity 4.6: Energizer**

**Purpose:** To start the day on a cheerful note.

**Tool:** Song or other form of local art

**Materials:** ——

**Duration:** 10 minutes

**Process:** Participants are asked to present any songs or other forms of local folk art.

**Suggestions for facilitator:** The facilitator should ensure that all the participants take part in the energizer.

**Activity 4.7: Review**

**Purpose:** To recap the previous day’s activities. To lay a foundation for connecting the previous day’s activities with the current day’s sessions.

**Tool:** ——

**Materials:** ——

**Duration:** 10 minutes

**Process:** A request is made that a participant volunteers to present the gist of the previous day’s activities to the rest of the group.

**Suggestions for facilitator:** The facilitator should express appreciation for the volunteer after his/her presentation and motivate any of the other participants to volunteer to do the same the next day.

**Activity 4.8: Violence, vulnerability and HIV/AIDS**

**Purpose:** To establish connections between violence and vulnerability to HIV/AIDS.

**Tool:** Case study, small group discussion

**Materials:** Case studies of a man and a woman, charts, paper, sketch pens, double-sided tape
ANNEX VI

**Duration:** 60 minutes

**Process:** Participants are divided into two groups. One group is given a case study of a man and the other group a case study of a woman. The groups are asked to analyze the violence that occurs in each case and the vulnerability of the characters to HIV/AIDS. After interactive analysis and discussion, the participants reconstruct and present the same case studies but with more positive scenarios.

**Suggestions for facilitator:** The facilitator should have two case studies ready for this exercise, as follows.

*In the case study of a woman,* the woman’s husband is alcoholic, violent and engages in multiple sexual relations. The woman does not have any room for negotiation and communication.

After providing this case study to the participants, the discussion should focus on the question of the ways in which the woman is vulnerable to HIV/AIDS and the important causes of her vulnerability. When reconstructing the case study, participants should focus on issues that would have to be addressed so that the woman wouldn’t be vulnerable.

*In the case study of a man,* a young man experiences peer pressure and gets involved in alcoholism and multiple sexual relations. Despite knowing the risks, he will not use condoms. After some time, he tests positive for HIV but doesn’t disclose his status and continues to engage in unprotected sex.

After providing this case study to the participants, the discussion should focus on the factors that made the man vulnerable to HIV. Questions should be asked about whether it is justifiable for a man to not disclose his HIV status and the potential consequences for his sexual partners. When reconstructing the case study, participants should focus on the issues that would have to be addressed so that the man wouldn’t become a victim of HIV/AIDS and what he should have done after testing positive for HIV.

— TEA BREAK —

**Activity 4.9: Sharing CLAR and PLAR findings on violence**

**Purpose:** To highlight the findings from the CLAR and PLAR studies on violence. To help participants relate to this information and the plans of action that some of them developed.

**Tool:** —

**Materials:** Notes on the findings from CLAR and PLAR projects

**Duration:** 10 minutes

**Process:** Findings on the knowledge, perceptions, attitudes, behaviors and practices related to violence from both the baseline studies and the action plans generated as part of the PLAR and CLAR projects are shared with all the participants.

**Suggestions for facilitator:** The facilitator should establish a sense of ownership among the participants by helping them to relate to the awareness levels of the local population. The facilitator should also highlight the action plans for awareness creation among all sectors of the community, i.e., adolescents, men, women and opinion leaders.

**Session 5: Commitment to Action**

**Activity 5.1: Community involvement**

**Purpose:** To illustrate in a funny way how individuals and communities are better equipped to find solutions for their own problems than outsiders.

**Tool:** Game (“Knotty problem”)

**Materials:** —

**Duration:** 15 minutes

**Process:** Two participants are asked to volunteer to act as professional health workers (i.e., outsiders). They leave the room until they are called back. Meanwhile the rest of the participants are asked to stand in a circle, hold hands with their neighbors and entangle themselves into a knot. Participants should
be told not to drop their hands and also not to help the outsiders. The outsiders are then asked to come back and, following verbal instructions, to unravel the knot in three minutes. After three minutes, the outsiders are asked to stop and the participants in the knot are asked to disentangle themselves instead. During an interactive analysis of the exercise, the participants think about how the community itself can find solution for its problems rather than outsiders.

**Suggestions for facilitator:** The facilitator should explain to the participants that this exercise illustrates the major role that a community plays in solving its own problems. S/he should emphasize that sometimes people only need a little input from the outside to make great strides in their achievements. The facilitator should also encourage the participants to relate this game to their own lives and communities.

**Activity 5.2: Sharing successful initiatives**

**Purpose:** To present participants with initiatives through which communities can successfully address the issues of stigma, violence and HIV/AIDS.

**Tool:** ——

**Materials:** Notes on successful initiatives

**Duration:** 15 minutes

**Process:** The facilitator describes some successful community initiatives that can help address various issues and analyzes the community’s role in such efforts. Participants are encouraged and motivated to take similar initiatives in their own communities.

**Suggestions for facilitator:** The facilitator should have examples prepared of community initiatives in the project area (or other relevant places) on the issues of stigma, violence and HIV/AIDS. The facilitator should encourage participants to relate the success of other projects to their own circumstances when dealing with issues they face in their daily lives.

**Activity 5.3: Where are we and what can be done?**

**Purpose:** To ask participants to relate the issues discussed in earlier sessions to circumstances in their own communities and villages. To develop an action plan for additional efforts in the future.

**Tool:** ——

**Materials:** Charts, markers, double-sided tape

**Duration:** 30 minutes

**Process:** With the wide range of topics discussed in the preceding days as context, participants are asked to assess the situation of HIV/AIDS-related stigma and violence in their communities and villages. After this assessment, participants are asked how they can collectively work toward bringing about change. The facilitator then seeks commitment from volunteers to act as co-facilitators in the next transformatory workshops to be conducted in the community.

**Suggestions for facilitator:** In those communities and villages where the activities carried out do not have reported cases of HIV/AIDS, the facilitator should work to build the confidence of HIV-positive people to disclose their status and seek support. The facilitator should emphasize how the activities help create an enabling environment and reduce stigma and violence in the intervention area. As part of a plan of action, participants should be encouraged to assume responsibilities and form committees to implement the initiative, for example on HIV/AIDS awareness and the reduction of stigma, discrimination and violence.

**Activity 5.4: Participatory Monitoring and Evaluation Systems (PM&ES)**

**Purpose:** To develop a community-based participatory monitoring and evaluation plan with the participants.

**Tool:** ——
Materials: Charts, markers, double-sided tape
Duration: 30 minutes

Process: The facilitator asks the participants to think about which indicators would help assess both their own commitment and the commitment of the committees they have formed to reduce stigma, discrimination and violence in the context of HIV/AIDS. The participants are also asked about the best way to communicate what they have learned through the transformatory workshop to other members of the community who could not take part.

Suggestions for facilitator: The facilitator should develop a matrix such as the one below to facilitate a clear PM&ES plan with the participants.

---

### Activity 5.5: Feedback

**Purpose:** To get feedback from the participants on the sessions and logistics of the day. To help project leaders make necessary changes in the way that the sessions are organized and arrangements made.

**Tool:** ——

**Materials:** Feedback forms, sketch pens

**Duration:** 10 minutes

**Process:** The facilitator briefs the participants about the purpose of the feedback activity and suggests that they indicate their feelings on the forms supplied.

**Suggestions for the facilitator:** If there are illiterate participants in the workshop, the facilitator should design the feedback forms using pictures that represent feelings about the sessions and arrangements. At the end of the day during the debriefing session, the facilitating team should go through the feedback forms and follow up on the suggestions of the participants. They should try to make the changes and improvements in the sessions and arrangements that have been requested.

---

### Activity 5.6: Closing ceremony

**Purpose:** To wrap up the transformatory workshop, remind participants about the next course of action and seek through a pledge their commitment to creating change. To thank the participants for their involvement and interest.

**Tool:** ——

**Materials:** ——

**Duration:** 15 minutes

**Process:** The facilitator reiterates the need to address the issues discussed in the transformatory workshop, thanks the participants for taking part and reminds them about the future course of action. Participants are encouraged to take a pledge to follow through on the commitments they made in the action plan created earlier on stigma, discrimination and violence related to HIV/AIDS.

**Suggestions for facilitator:** Pledge-taking is an important activity to build a sense of ownership and commitment to the issues addressed. The facilitator should therefore consider the specific local situation and develop an appropriate, relevant pledge.

---

<table>
<thead>
<tr>
<th>Activity/program you've proposed</th>
<th>How do you want to conduct the planned activity?</th>
<th>Where and with whom?</th>
<th>Indicators of progress</th>
<th>How can we assess change among community members?</th>
<th>Means of verification</th>
<th>Timeframe</th>
</tr>
</thead>
</table>

**Figure 6.6:** PM&ES matrix
## ANNEX VI

### Phase II: Two-day Schedule

#### Day 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>10:00-10:10</td>
<td>Welcome and introduction</td>
<td>Game</td>
</tr>
<tr>
<td>1.2</td>
<td>10:10-10:20</td>
<td>Setting the ground rules</td>
<td>Listing</td>
</tr>
<tr>
<td>1.3</td>
<td>10:20-10:50</td>
<td>Let's look back</td>
<td>Small group discussion, timeline</td>
</tr>
<tr>
<td></td>
<td>10:50-11:00</td>
<td><strong>TEA BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>11:00-12:00</td>
<td>Health situation analysis</td>
<td>Body map, listing</td>
</tr>
<tr>
<td>1.5</td>
<td>12:00-1:00</td>
<td>Reproductive health</td>
<td>Interactive discussion</td>
</tr>
<tr>
<td>1.6</td>
<td>1:00-1:30</td>
<td>Gender values in society</td>
<td>Listing, large group discussion</td>
</tr>
<tr>
<td></td>
<td>1:30-2:15</td>
<td><strong>LUNCH BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>2:15-2:30</td>
<td>Energizer</td>
<td>Game</td>
</tr>
<tr>
<td>1.8</td>
<td>2:30-3:00</td>
<td>Markers of masculinity and femininity</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>1.9</td>
<td>3:00-4:00</td>
<td>Gender and power imbalances</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>1.10</td>
<td>4:00-4:10</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>1.11</td>
<td>4:10-4:55</td>
<td>What is love?</td>
<td>Listing, small and large group discussions</td>
</tr>
<tr>
<td>1.12</td>
<td>4:55-5:00</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>1.13</td>
<td>5:00-5:10</td>
<td>Wrap up and planning for the next day</td>
<td></td>
</tr>
</tbody>
</table>

#### Day 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>10:00-10:10</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>2.2</td>
<td>10:10-10:20</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>10:20-11:05</td>
<td>Loving and non-loving relationships</td>
<td>Role plays, small group discussion</td>
</tr>
<tr>
<td></td>
<td>11:05-11:15</td>
<td><strong>TEA BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>11:15-12:15</td>
<td>Violence: perpetrators and victims</td>
<td>Listing, small group discussion</td>
</tr>
<tr>
<td>2.5</td>
<td>12:15-12:25</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>2.6</td>
<td>12:25-12:55</td>
<td>What is sex?</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>2.7</td>
<td>12:55-1:40</td>
<td>Sexuality, violence and HIV/AIDS</td>
<td>Storyline, small group discussion</td>
</tr>
<tr>
<td></td>
<td>1:40-2:20</td>
<td><strong>LUNCH BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>2:20-2:30</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>2.9</td>
<td>2:30-3:00</td>
<td>Stigma and the rights of people living with HIV/AIDS</td>
<td>Listing</td>
</tr>
<tr>
<td>2.10</td>
<td>3:00-3:45</td>
<td>HIV/AIDS testing and treatment</td>
<td>Interactive discussion, game</td>
</tr>
<tr>
<td>2.11</td>
<td>3:45-4:45</td>
<td>Quiz</td>
<td>Quiz</td>
</tr>
<tr>
<td>2.12</td>
<td>4:45-5:15</td>
<td>Commitment to collective action</td>
<td>Game, small group discussion</td>
</tr>
<tr>
<td>2.13</td>
<td>5:15-5:30</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>2.14</td>
<td>5:30-5:45</td>
<td>Closing ceremony</td>
<td></td>
</tr>
</tbody>
</table>
Activity 1.1: Welcome and introductions

Purpose: To welcome and thank the participants for their presence and willingness to be part of the transformative workshop for the next two days. To briefly introduce both the facilitator and participants.

Tool: Game

Materials: —

Duration: 10 minutes

Process: —

Suggestions for facilitator: —

Activity 1.2: Setting the ground rules

Aim and Purpose: To establish necessary ground rules to ensure the successful completion of the transformative workshop.

Tool: Listing

Material: Charts, markers, double-sided tape

Duration: 10 minutes

Process: The facilitator discusses the importance of having rules for effective participation and completion of the two-day workshop. The participants are encouraged to set the rules themselves. The facilitator lists them on a chart, which is prominently displayed for the remainder of the workshop.

Suggestions for the facilitator: The facilitator should ask the volunteers who have been recruited for the second phase of the project to lead the exercise and develop the ground rules for the two-day workshop. The facilitator should chime in if the volunteers leave anything out. By sharing responsibility for organizing the event, participants gain a sense of ownership and improve their capacities.

Activity 1.3: Let’s look back

Purpose: To spark reflection among participants on the changes that have occurred both at the individual and community levels.

Tool: Small group discussion, timeline

Materials: —

Duration: 30 minutes

Process: Participants are asked to form two groups and discuss if they noticed any changes regarding the issues of stigma, violence and HIV/AIDS following the initiation of Stigma Violence Reduction Intervention (SVRI) activities. They are also asked to describe the changes through a timeline and to note any relevant examples. The two groups then present their conclusions.

Suggestions for facilitator: The facilitator should remind the participants about the Participatory Monitoring and Evaluation plan they developed during phase I of the project and request that each participant talks about his/her commitment during the last workshop, what was and wasn’t achieved, the reasons why and how they think their participation in the SVRI activities brought about changes in their own attitudes and behavior.

— TEA BREAK —

1.4 Health situation analysis

Purpose: To help participants talk freely about their bodies without inhibitions and to reflect on their health status and concerns.

Tool: Body mapping

Materials: Charts, markers, tape

Duration: 30 minutes

Process: Participants are asked to spread out four chart papers and tape them together to form a big sheet. One of the participants is asked to volunteer to lie down on the sheet to provide an outline of a body. Once the outline is made by others in the group,
participants are asked to identify those body parts that are visible and those that are covered by clothes. Then the participants are asked to identify the body parts that they like and the ones they dislike and say why they feel that way. They are then asked to draw body parts that make them feel uncomfortable or embarrassed.

Once the body map is complete, the participants are asked to identify the common diseases that are associated with various body parts indicated on the body map. Special emphasis is placed on reproductive health problems.

_Suggestions for facilitator:_ The facilitator should encourage participants to start with general body parts and then ask them to identify and draw sexual organs. Participants should also be encouraged to use local names for the body parts and diseases. During the identification of diseases, the facilitator should start with general illnesses and then lead the discussion toward reproductive issues and sexually transmitted diseases.

### 1.5 Reproductive health

**Purpose:** To create awareness among the participants about reproductive health, sexually transmitted diseases and HIV/AIDS.

---

**Tool:** —-

**Materials:** Flip charts

**Duration:** 60 minutes

**Process:** Flip charts and other information, education and communication materials are used to explain the anatomy and physiology of male and female reproductive systems; sexually transmitted diseases; and HIV/AIDS the transmission, symptoms and methods of prevention.

_Suggestions for facilitator:_ The facilitator should be knowledgeable about the latest information on various issues related to reproductive health, sexually transmitted diseases and the treatment of HIV/AIDS. Wherever possible, education materials should be distributed among the participants. The facilitator should also have information available about local sexually transmitted diseases and HIV/AIDS services.

---

**Activity 1.6: Gender values in society**

**Purpose:** To examine prevalent attitudes and beliefs about gender and create a forum for discussion on gender issues.

**Tool:** Small group discussion

** Materials:** Charts, double-sided tape, sketch pens

**Duration:** 30 minutes

**Process:** Participants are divided into two groups. Both groups list and present local proverbs and sayings on men and women that convey prevalent gender values. A discussion is then initiated on gender inequality

_Suggestions for facilitator:_ The facilitator should encourage participants to reflect on how common proverbs and other expressions (including swear words) often portray women in a negative light. The facilitator should discourage participants from using these sayings and words.

---

— LUNCH BREAK —

---
**Activity 1.7: Energizer**

**Purpose:** To encourage participants to reflect on how they perceive things around them in relation to prevalent gender norms.

**Tool:** Game

**Materials:** —

**Duration:** 15 minutes

**Process:** Each participant is asked to pick one thing that exists in the vicinity of the workshop and to describe how and why it represents men or women. This exercise helps spur a discussion on community-based perceptions of masculinity and femininity.

---

**Activity 1.8: Markers of masculinity and femininity**

**Purpose:** To facilitate reflection on existing societal norms on masculinity and femininity.

**Tool:** Small group discussion

**Material:** Charts, double-sided tape, sketch pens

**Duration:** 30 minutes

**Process:** Participants are divided into two groups, each of which is asked to list the characters they associate with being a man and a woman. Each group then presents its conclusions. The facilitator initiates a discussion to help the participants gain a clear understanding of concepts of masculinity and femininity.

**Suggestions for facilitator:** The facilitator should ask if any of the participants would like to say what they inferred from this exercise.

---

**Activity 1.9: Gender and power imbalances**

**Purpose:** To help participants recognize that men and women are treated differently in society and that power is vested primarily in men.

**Tool:** Small group discussion

**Material:** Cardboard, ropes, stick, scissors, charts, markers

**Duration:** 60 minutes

**Process:** Participants are requested to sit in a circle. Materials are provided so that participants can make a simple scale, one plate of which is marked as “male” and the other as “female.” Participants are then divided into two groups. Each group is given a few questions on topics such as decision-making power, control of resources, freedom, mobility, control over one’s body, the power to question and reason, the power of participation, stigma, violence and HIV/AIDS. The groups are also asked to draw male and female faces on two separate sheets of paper. They then place pebbles—each of which represents answers to the questions which they identified with either men or women—on the sheets. After this exercise, each group has to collect the pebbles on each of the two sheets (i.e., that depict either men or women) and put them in the corresponding sides of the simple scale. Each group has to discuss the results and present its conclusions to the rest of the participants.

**Suggestions for facilitator:** The facilitator should ask if any of the participants would like to say what they inferred from this exercise.

---

**Activity 1.10: Energizer**

**Purpose:** To rejuvenate the participants for active participation.

**Tool:** Songs, other forms of local art

**Materials:** —

**Duration:** 15 minutes

**Process:** Interested participants are requested to perform a song or any other form of local art.

**Suggestions for facilitator:** The facilitator should ensure that all the participants take part in the energizer.
Activity 1.11: What is love?

**Purpose:** To explore what participants mean by love and to develop a consensus on the topic.

**Tool:** Listing, large and small group discussions

**Materials:** ——

**Duration:** 45 minutes

**Process:** Participants are asked to say words that express love. They are asked if everybody agrees about these terms and which ones apply to different types of relationships, such as husband and wife, boyfriend and girlfriend, lovers (who are not publicly recognized as couples) and brother and sister. If participants come up with other words to describe any of the relationships, consensus is sought.

After this discussion, the participants are divided into two groups and each one is given one of the following topics: “love between friends or family members” or “love between partners, a relationship that is publicly recognized and in which sex takes place.” Each group has to identify three qualities that it expects to be present in each of these relationships. Each group then should present their discussions, first with regard to the qualities that they would show to a partner (e.g., husband or wife) who loves them and then with regard to the qualities that they expect from a loving partner. Finally, if differences are expressed with regard to the qualities of love, these are highlighted and participants are asked to define the differences more clearly.

**Suggestions for facilitator:** The facilitator should encourage the participants to try to explain why these differences exist. For example, questions could include:

- What differences does the existence of sex, a formal contract or public recognition of a liaison have on the qualities of the relationships?
- Does love equal sex or does love equal marriage? Do they automatically go together?
- If love does not equal marriage, what are the minimum levels of respect that each member of a couple should show the other?

Activity 1.12: Feedback

**Purpose:** To get feedback from the participants on the sessions and logistics of the day. To help project leaders make necessary changes in the way that the sessions are organized and arrangements are made.

**Tool:** ——

**Materials:** Feedback forms, sketch pens

**Duration:** 10 minutes

**Process:** The facilitator briefs the participants about the purpose of the feedback activity and suggests that they honestly indicate their feelings on the forms supplied.

**Suggestions for the facilitator:** If there are illiterate participants in the workshop, the facilitator should design the feedback forms using pictures that represent feelings about the sessions and arrangements. At the end of the day during the debriefing session, the facilitating team should go through the feedback forms and follow up on the suggestions of the participants. They should try to make the changes and improvements in the sessions and arrangements that have been requested.

Activity 1.13: Wrap up and planning for the next day

**Purpose:** To summarize the activities that have taken place and ask a volunteer to present a recap to the group before the next day’s session. To thank the participants for their involvement.

**Tool:** ——

**Materials:** Charts, markers

**Duration:** 5 minutes

**Process:** The facilitator summarizes the day’s sessions and asks for a volunteer to present a brief recap before the next day’s sessions. Participants are thanked for their time and interest and are reminded about the next day’s activities and their commitment to attend.
Suggestions for facilitator: While formulating the ground rules for the workshop, the facilitator should ensure that each day a participant assumes responsibility for making a presentation about the earlier day’s activities. The facilitator should motivate the participants to come forward and assure them that doing so is not a test, but a way to review the issues involved and ensure free participation.

Activity 2.1: Energizer

Purpose: To start the day on a cheerful note.

Tool: Songs and other forms of local art

Materials: —

Duration: 10 minutes

Process: Participants are asked to present local songs and folk art.

Suggestions for facilitator: The facilitator should ensure that all the participants take part in the energizer.

Activity 2.2: Review

Purpose: To recap the previous day’s activities. To lay a foundation for connecting the previous day’s activities with the current day’s sessions.

Tool: —

Materials: —

Duration: 10 minutes

Process: A request is made that a participant volunteers to present the gist of the previous day’s activities to the rest of the group.

Suggestions for facilitator: The facilitator should express appreciation for the volunteer after his/her presentation and motivate any of the other participants to volunteer to do the same the next day. The facilitator should also fill in any missing gaps in the information given.

Activity 2.3: Loving and unloving relationships

Purpose: To explore further what the participants mean by “love” and what they seek in relationships.

Tool: Role play, small group discussion

Materials: Charts, markers, sketch pens, double-sided tape

Duration: 45 minutes

Process: The participants should be asked to divide into two groups. One group enacts a role play depicting loving and the other unloving sexual relationships.

Once the role plays have been performed, the participants are asked to regroup and discuss the following questions and share their opinions with the rest of the participants:

- What do they think are loving qualities in their relationships?
- What do they think are unloving qualities in their relationships?
- What advice, if any, would they give about relationships, and to whom?

After presentations by each group, participants are asked to discuss what it is that people look for in their relationships, including in both recognized relationships (such as marriage) and other relationships (such as love affairs)?

Participants are also asked whether the role play in any way altered or strengthened their views on the qualities they look for in their own relationships.

Suggestions for facilitator: This exercise should help the participants to reflect on the influence of prevalent social norms on the behaviors of individuals within families and communities. The facilitator should ensure that everyone has a chance to express his/her views during the discussions and that arguments do not develop.
Activity 2.4: Violence: perpetrators and victims

Purpose: To encourage participants to think about their notions of violence and to reflect on their experiences as both victims and perpetrators of violence.

Tool: Listing and small group discussion

Materials: Charts, double tape, markers, sketch pens

Duration: 60 minutes

Process: Participants should be divided into two groups and given a task to either:

- Discuss and list out the contexts in their daily lives in which they think it is justified to use force or show physical strength; or
- Discuss when the use of physical force is wrong and unacceptable.

The above questions are then to be discussed in light of the views expressed earlier in the workshop, but now in the context of women and men as specific participants:

In the context of women:
- How do they feel being victims of violence?
- What are the reasons they think they are being victimized?
- What do they think men want to achieve through violence?
- How do they cope with violence in their lives?
- What do they think should be done to reduce violence?
- What can they do as individuals to reduce violence in their lives?

In the context of men:
- How do they feel being perpetrators of violence?
- Against whom do they engage in violence?
- What are the reasons they do so?
- What do they think they gain by engaging in violence?
- How do they think the victims of their violence feel?
- Have they also been victims of violence at some point of their life?
- Do they ever relate their behavior to their own earlier victimization?

Activity 2.5: Energizer

Purpose: To refresh the participants and rejuvenate them for effective participation in following sessions.

Tool: Songs and other forms of local art

Materials: ——

Duration: 10 minutes

Process: Participants are asked to present local folk art and songs.

Suggestions for facilitator: The facilitator should ensure that all the participants take part in the energizer.

Activity 2.6: What is sex?

Purpose: To elucidate prevailing notions about both safe and unsafe sex and to define and discuss sex in locally familiar terms.

Tool: Small group discussion

Materials: Charts, double-sided tape, markers, sketch pens.

Duration: 30 minutes

Process: Participants are divided into two groups and asked to discuss what they think about the
following topics and how they are defined in local terms:

- Sex
- Sexuality
- Sexual identity
- Safe and unsafe sex

Each group is asked to share its discussions in the larger group and to reach a consensus on the meanings of the terms.

**Suggestions for facilitator:** After the groups make their presentations, the facilitator should pose the following questions to spark discussion and encourage a broader understanding of the issues:

- When is “sexual intercourse” included within the definition of sexuality? Does the term play a large or small role in the definition?
- How does culture influence sexuality?
- How is sexuality different between males and females?
- Do men and women view relationships in the same way?
- Do men and women have the same sexual health needs?

**Activity 2.7: Sexuality, violence and HIV/AIDS**

**Purpose:** To establish the linkage between sexuality, violence and vulnerability to HIV/AIDS.

**Tool:** Storyline

**Materials:** Charts, markers, sketch pens, double-sided tape

**Duration:** 45 minutes

**Process:** Participants are divided into two groups. Each one is assigned the task of developing a storyline on how notions of masculinity in society can make a man violent and subsequently increase women’s vulnerability to HIV/AIDS. Two groups are asked to make presentations of this storyline.

After discussion takes place, one of the storylines should be selected. Using this as a basis, participants then construct a positive storyline in the larger group in which notions of masculinity are questioned.

**Suggestions for facilitator:** The facilitator should encourage participants who participated in phase I of the transformatory workshop to recollect the lessons they learned from the exercise that linked violence, vulnerability and HIV/AIDS. One of the two storylines presented that captures the issue best should be adopted in order to construct a positive storyline.

— LUNCH BREAK —

**Activity 2.8: Energizer**

**Purpose:** To refresh the participants and rejuvenate them for effective participation in following sessions

**Tool:** Songs and other forms of local art

**Materials:** —-

**Duration:** 10 minutes

**Process:** The participants are asked to present songs or other local folk art.

**Suggestions for facilitator:** The facilitator should ensure that all participants take part in the energizer.

**Activity 2.9: Stigma and the rights of people living with HIV/AIDS**

**Purpose:** To understand and assess the prevailing levels of stigma that people living with HIV/AIDS (PLHA) face in their communities and to discuss the rights of this group.

**Tool:** Listing

**Material:** Charts, sketch pens, double-sided tape

**Duration:** 30 minutes
**Process**: Participants are asked to list various places where people living with HIV or AIDS are or could be stigmatized in their communities and who stigmatizes them. Based on the outcomes of this exercise, the facilitator then encourages open discussion and debate about the general perceptions of the rights of people living with HIV or AIDS.

**Suggestions for facilitator**: The facilitator should discuss the legal provisions for people living with HIV or AIDS in order to enhance understanding among participants of the rights of people living with HIV or AIDS. The discussion on general perceptions of the rights of people living with HIV or AIDS should be based on the outcomes of the listing exercise and some of the following questions:

- Do you think that people living with HIV or AIDS should stay with their family members?
- Do you think people living with HIV or AIDS should share food and utensils with their family members?
- Do you think that an HIV-positive child should attend school?
- Do you think that an HIV-positive child should be allowed to play with other children?
- Do you think that people living with HIV or AIDS should work alongside others?
- Do you think that it is right to remove a person living with HIV or AIDS from his/her service job?
- Do you think people living with HIV or AIDS should be stripped of their rights to property and decision making?
- Do you think people living with HIV or AIDS should seek treatment in the same hospitals where others do?

The facilitator should note the responses in the following matrix and lead the discussion on the rights of people living with HIV or AIDS.

<table>
<thead>
<tr>
<th>Yes/no</th>
<th>Why? Because…</th>
<th>I Do they have rights?</th>
<th>Legal framework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 2.10: HIV/AIDS testing and treatment**

**Purpose**: To assess levels of knowledge of participants and to give correct information on HIV/AIDS testing and treatment.

**Tool**: Game

**Materials**: Bowl, slips of paper, whistle, charts

**Duration**: 30 minutes

**Process**: Participants are asked to stand in a circle and a chair is placed in its center. The slips of paper on which questions related to HIV/AIDS testing and treatment are written are put in a bowl and the bowl placed on the chair. The facilitator explains the game. All participants are to move in circle around the chair and when the facilitator blows the whistle the participants are to stop. The person who is in front of the chair picks a slip from the bowl, reads the question and answers it. If the participant is illiterate, the facilitator reads the question aloud. The person who picked up the slip leaves the circle and the game continues until all the participants have answered a question. If a participant cannot give a correct answer, other participants are given a chance to answer—if no one can answer the particular question, the facilitator provides the answer.

**Suggestions for facilitator**: The facilitator should be careful to ensure that any participant who cannot answer a question is not laughed at or made fun of.
Participants should be told that not everybody can know all the right answers and that the most important thing is to have an interest in learning.

**Activity 2.11: Quiz**

**Purpose:** To assess levels of understanding among participants with regard to the issues addressed during the first and second phases of the transformatory workshops.

**Tool:** Quiz

**Materials:** Quiz questions, charts, sketch pens, double-sided tape

**Duration:** 60 minutes

**Process:** Participants are divided into two groups. The members of each group choose a representative and a name for the group. The facilitator then poses pre-formulated questions and presents visuals to each group, which discusses them. Answers are presented by the group representatives. If a group can’t answer the question, it is passed on to the next group to answer. If the second group also fails to answer, then the facilitator answers.

**Suggestions for facilitator:** The questions included in the quiz should be pre-formulated based on the issues addressed in the community-led action research and transformatory workshops. The facilitator should tell the participants that winning or losing is not the key issue. Rather, emphasis should be placed on the goals of being able to think and work in a group, listen to others, absorb information and understand new things.

**Activity 2.12: Commitment to collective action**

**Purpose:** To convey to the participants that each of them should help advance the key messages learned and do their part to bring about change at the individual and community levels.

**Tool:** Spider web game, small group discussion

**Materials:** Ball of string, charts, sketch pens, double-sided tape

**Duration:** 30 minutes

**Process:** Participants are asked to sit in a circle. One participant is given a ball of string and asked to pass it on to any other participant while saying his/her name and holding one end tight. The second participant is asked to repeat the process until everyone in the circle has held the string and formed a network of string crisscrossing the circle. The participants are asked to look at how each one of them is connected by a string and how he/she should hold the string firmly to keep the spider web intact. Participants then discuss how each one is important and needs to support others in order to fulfill his/her commitment to action.

**Suggestions for facilitator:** The facilitator should ask the participants to integrate the lessons learned from this phase of the transformatory workshops and contribute to the plans of action that were previously generated. The facilitator should also ask the participants to recollect the commitments they made earlier.

**Activity 2.13: Feedback**

**Purpose:** To get feedback from the participants on the sessions and logistics of the day. To help project leaders make necessary changes in the way that the sessions are organized and arrangements made.

**Tool:** ——

**Materials:** Feedback forms, sketch pens

**Duration:** 10 minutes

**Process:** The facilitator briefs the participants about the purpose of the feedback activity and suggests that they honestly indicate their feelings on the forms supplied.
Suggestions for the facilitator: If there are illiterate participants in the workshop, the facilitator should design the feedback forms using pictures that represent feelings about the sessions and arrangements. At the end of the day during the debriefing session, the facilitating team should go through the feedback forms and follow up on the suggestions of the participants. They should try to make the changes and improvements in the sessions and arrangements that have been requested.

Activity 2.14: Closing ceremony

Purpose: To wrap up the transformatory workshop, remind the participants about the next course of action and thank all involved.

Tools: ——

Materials: ——

Duration: 15 minutes

Process: The facilitator reiterates the need to continue to address the issues discussed in the transformatory workshop, express gratitude to the participants for taking part in the workshop and remind them about the future course of action.

Suggestions for facilitator: ——
ANNEX VII

COMMUNITY-LED ACTION RESEARCH
THREE-DAY AND TWO-DAY
TRANSFORMATORY WORKSHOPS
WITH BOYS AND GIRLS
# Phase I: Three-day Schedule

## Day 1

### Session 1: HIV/AIDS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>10:00-10:10</td>
<td>Welcome and introductions</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>10:10-10:25</td>
<td>Introduction of participants</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>10:25-10:35</td>
<td>Setting the ground rules</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>10:35-10:45</td>
<td>TEA BREAK</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>10:45-11:30</td>
<td>Let's talk about the human body</td>
<td>Body mapping</td>
</tr>
<tr>
<td>1.6</td>
<td>11:30-12:00</td>
<td>Open discussion</td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>12:00-1:00</td>
<td>Knowledge-building session on HIV/AIDS</td>
<td>Lecture</td>
</tr>
<tr>
<td>1.8</td>
<td>1:00-1:30</td>
<td>Reflection on knowledge building</td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>2:00-2:25</td>
<td>Demystifying the disease</td>
<td>Listing</td>
</tr>
<tr>
<td>1.10</td>
<td>2:25-2:30</td>
<td>Sharing Community Led Action Research (CLAR) and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participatory Learning Action Research (PLAR)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>findings on HIV/AIDS</td>
<td></td>
</tr>
</tbody>
</table>

### Session 2: Relationship communication

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>2:30-2:50</td>
<td>Muddling messages</td>
<td>Game</td>
</tr>
<tr>
<td>2.2</td>
<td>2:50-3:20</td>
<td>Choosing the topic</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>2.3</td>
<td>3:20-4:05</td>
<td>With whom do they talk and what do they talk about?</td>
<td>Listing, scoring</td>
</tr>
<tr>
<td>2.4</td>
<td>4:05-4:15</td>
<td>TEA BREAK</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>4:15-4:45</td>
<td>Testing the water: decision-making and risk behavior</td>
<td>Game</td>
</tr>
<tr>
<td>2.6</td>
<td>4:45-5:15</td>
<td>Negotiation skills</td>
<td>Role play</td>
</tr>
<tr>
<td>2.7</td>
<td>5:15-5:25</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>5:25-5:30</td>
<td>Wrap up and planning for the next day</td>
<td></td>
</tr>
</tbody>
</table>

## Day 2

### Session 3: Stigma and discrimination

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>10:00-10:10</td>
<td>Energizer</td>
<td>Song, other form of local art</td>
</tr>
<tr>
<td>3.2</td>
<td>10:10-10:20</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>10:20-10:50</td>
<td>Stigma and discrimination: animals and occupations</td>
<td>Picture cards</td>
</tr>
<tr>
<td>3.4</td>
<td>10:50-11:20</td>
<td>We are all in the same boat</td>
<td>Game</td>
</tr>
<tr>
<td>3.5</td>
<td>11:20-11:30</td>
<td>TEA BREAK</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>11:30-12:00</td>
<td>Blame continuum: who is to blame?</td>
<td>Large group discussion</td>
</tr>
</tbody>
</table>
### Day 2 / Session 3: Stigma and discrimination (continued)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6</td>
<td>12:00-12:30</td>
<td>Being a stigmatizer and being stigmatized: our own experiences</td>
<td>Large group discussion</td>
</tr>
<tr>
<td>3.7</td>
<td>12:30-1:30</td>
<td>Positive views of men and women</td>
<td>Storyline</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>LUNCH BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td>2:30-2:40</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>3.9</td>
<td>2:40-2:50</td>
<td>Sharing CLAR and PLAR findings on stigma and discrimination</td>
<td></td>
</tr>
</tbody>
</table>

#### Session 4: Violence

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>2:50-3:20</td>
<td>How women and men should behave</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>4.2</td>
<td>3:20-4:05</td>
<td>Mapping violence in the life cycle of men and women</td>
<td>Small group discussion, mapping</td>
</tr>
<tr>
<td>4:05-4:15</td>
<td>TEA BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>4:15-5:00</td>
<td>Forms of violence: causes, consequences and solutions</td>
<td>Problem tree</td>
</tr>
<tr>
<td>4.4</td>
<td>5:00-5:15</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>5:15-5:25</td>
<td>Wrap up and planning for the next day</td>
<td></td>
</tr>
</tbody>
</table>

### Day 3

#### Session 4: Violence (continued)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6</td>
<td>10:00-10:10</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>4.7</td>
<td>10:10-10:20</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td>10:20-11:20</td>
<td>Violence and vulnerability to HIV/AIDS</td>
<td>Case study, small group discussion</td>
</tr>
<tr>
<td>11:20-11:30</td>
<td>TEA BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.9</td>
<td>11:30-11:40</td>
<td>Sharing CLAR and PLAR findings on violence</td>
<td></td>
</tr>
</tbody>
</table>

#### Session 5: Commitment to Action

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>11:40-12:00</td>
<td>Community involvement</td>
<td>Game</td>
</tr>
<tr>
<td>5.2</td>
<td>12:00-12:15</td>
<td>Sharing successful initiatives</td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>12:15-12:45</td>
<td>Where are we and what can be done?</td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>12:45-1:15</td>
<td>Participatory monitoring and evaluation systems</td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>1:15-1:30</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>5.6</td>
<td>1:30-1:45</td>
<td>Closing ceremony</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>LUNCH</td>
</tr>
</tbody>
</table>
Day 1

Session 1: HIV/AIDS

Activity 1.1: Welcome and introductions

Purpose: To welcome and thank the participants for their presence and willingness to be part of the transformatory workshop for the next two days. To briefly introduce both the facilitator and participants.

Tool: —

Materials: —

Duration: 10 minutes

Process: —

Suggestions for facilitator: —

Activity 1.2: Introduction of participants

Purpose: To familiarize the participants with each other.

Tool: Game

Materials: —

Duration: 15 minutes

Process: The self-introductory process should start with a game that helps participants mingle with each other and stimulates their participation. After the game, the participants are asked to introduce themselves by telling their names.

Suggestions for the facilitator: The facilitator should choose a game in which all the participants can take part. Although the community members might already know each other, the game chosen should create a congenial atmosphere and facilitate collective participation.

Activity 1.3: Setting the ground rules

Purpose: To establish necessary ground rules to ensure the successful completion of the transformatory workshop.

Tool: Listing

Materials: Charts, markers, double-sided tape

Duration: 10 minutes

Process: The facilitator discusses the importance of having rules for effective participation and completion of the workshop. The participants are encouraged to set the rules themselves. The facilitator lists them on a chart, which is prominently displayed for the remainder of the workshop.

Suggestions for the facilitator: If the participants are not forthcoming, the facilitator should start the discussion by asking, "When can we have session breaks for tea and lunch?" The facilitator should also make sure that ground rules are established to:

- Stick to the time agreed upon;
- Ensure everyone’s participation;
- Speak one person at a time;
- Respect other view points; and
- Share responsibility for mobilizing participants, arranging food and facilitating workshop logistics. This is particularly important because participants who share responsibilities gain a sense of ownership and empowerment.

TEA BREAK

Activity 1.4: Let's talk about the human body

Purpose: To introduce participants in a non-threatening way to the anatomy of the body of both sexes. To encourage participants to feel comfortable about talking about matters concerning their bodies, particularly their reproductive organs.

Tool: Body mapping

Materials: Charts joined to form a big sheet, sketch pens

Duration: 45 minutes
**ANNEX VII**

**Process:** Participants are asked to draw an outline of their own body on the flip chart paper. The easiest way to do this is for a group member to lie down and for someone to draw around his/her body. Once the body outline has been drawn, participants add in the body parts that are visible and those that are covered by clothes. They identify body parts they particularly like and those that they dislike and say why they feel this way. They then draw or mention any body part that makes them feel uncomfortable or embarrassed and indicate which parts are "private" using local names. Participants then identify various diseases associated with the different body parts. Effort is made to focus the discussion on sexually transmitted diseases. Once the drawings and listings are completed, the participants repeat the same process by drawing a body map of the opposite sex.

**Suggestions for the facilitator:** Since this activity aims to reduce inhibitions among adolescents and to enable them to talk about the body parts of both sexes, the facilitator should encourage participants to start with general body parts and then ask them to identify and draw sexual organs. Participants should also be encouraged to use local names for the body parts and diseases. During the identification of diseases, the facilitator should start with general illnesses and then go into reproductive and sexually transmitted diseases.

**Activity 1.5: Open discussion**

**Purpose:** To understand the participants' perceptions and knowledge of HIV/AIDS. To create a platform for the later knowledge-building session on HIV/AIDS.

**Tool:** Large group discussion

**Materials:** Charts, double-sided tape, sketch pens

**Duration:** 30 minutes

**Process:** The participants are asked to say what immediately comes to mind when they hear "HIV/AIDS" (i.e., feelings, attitudes or information). The words and statements expressed are then listed on a chart, which in turn forms the basis for discussion.

**Suggestions for the facilitator:** The facilitator should have a set of pre-formulated questions to help him/her facilitate the discussion. The questions could include the following:

- What is HIV?
- What is AIDS?
- What is the relationship between HIV and AIDS?
- What are the routes of transmission of HIV?
- What are the symptoms of AIDS?
- What is the relationship between HIV/AIDS and sexually transmitted infections?
- What are precautionary measures to prevent HIV infection?
- What are treatments and cures for HIV/AIDS?
- What do you know about HIV/AIDS services?

Any other questions and concerns raised by the participants during this activity should be noted and clarified during the knowledge-building session.

**Activity 1.6: Knowledge-building session on HIV/AIDS**

**Purpose:** To clear up misconceptions among participants and to provide them with correct information on HIV/AIDS and the use of condoms.

**Tool:** Lecture

**Materials:** Flip charts, posters, handouts, condom demonstration kit

**Duration:** 60 minutes

**Process:** The facilitator starts the session with information on the emergence of the disease, the first reported cases, current statistics and other basic facts. Using educational materials and flip charts, s/he addresses knowledge gaps and misconceptions among the participants and provides them with correct information on HIV/AIDS. Demonstrations of male and female condoms are conducted to emphasize the correct usage of condoms for HIV prevention. Details
about both public and private HIV/AIDS-related services are provided to the participants.

**Suggestions for the facilitator:** The facilitator should be able to establish a good rapport with and confidence among the participants and create an enabling environment. Doing so is essential to ensure that the information provided on HIV/AIDS and condoms is viewed as positive.

The facilitator should be knowledgeable of all the latest information and recent developments in the field of HIV/AIDS. S/he should have information, education and communication materials such as flip charts and posters. Whenever possible, educational materials should be distributed to the participants. Once the facilitator demonstrates how to use condoms, they should be distributed among the participants, who should then be encouraged to repeat the demonstration. The facilitator should also provide information about local HIV/AIDS services.

**Activity 1.7: Reflection on knowledge building**

**Purpose:** To clarify the questions and concerns of participants following the knowledge-building session.

**Tool:** ——

**Materials:** Flip charts, posters, handouts

**Duration:** 15 minutes

**Process:** After the knowledge-building session, participants are encouraged to seek answers to their questions and clarify any concerns.

**Suggestions for the facilitator:** The facilitator should create an environment in which all participants feel comfortable asking questions and expressing concerns. The facilitator should also take notice of participants who are not very active and make a point of interacting with them.

--- LUNCH BREAK ---

**Activity 1.8: Demystifying the disease**

**Purpose:** To help demystify HIV/AIDS by equating the disease with others that have also been connected with personal stigma. To help the participants view HIV/AIDS in the same way as any other manageable disease.

**Tool:** Listing

**Materials:** Charts, double-sided tape, markers, sketch pens

**Duration:** 30 minutes

**Process:** This interactive session starts with the participants listing a few chronic and common diseases known to them. They then identify diseases that were once (i.e., 20-30 years ago) considered stigmatizing and give reasons for such beliefs. The present status of these diseases and associated reasons for ongoing stigma are also discussed. A comparison is drawn between these diseases and HIV/AIDS and emphasis is placed on how all diseases can be managed.

**Suggestions for the facilitator:** The facilitator should make sure that diseases such as tuberculosis and leprosy are mentioned and discuss how perceptions of these diseases have changed over time due to breakthroughs in prevention and treatment. A similar analysis should then be done with regard to HIV/AIDS. Diabetes should be included among the
listed diseases in order to convey the need for continuous medication since, as is the case with HIV/AIDS, there is no cure for diabetes. The facilitator should have a clear understanding about the diseases mentioned above, including their etiology and treatment. The discussion should be facilitated by developing a matrix such as the one shown in figure 7.2.

Activity 1.9: Sharing Community Led Action Research (CLAR) and Participatory Learning Action Research (PLAR) findings on HIV/AIDS

**Purpose:** To highlight the awareness levels and perceptions of local people on HIV/AIDS. To ascertain their needs and commitment with regard to stopping the spread of the disease.

**Tool:** ——

**Materials:** Notes on the findings from CLAR and PLAR

**Duration:** 10 minutes

**Process:** Team members share findings on HIV/AIDS knowledge, perceptions, attitudes, behaviors and practices from both the baseline studies and action plans generated as a part of the CLAR and PLAR projects.

**Suggestions for the facilitator:** The facilitator should establish a sense of ownership among the participants by helping them to relate to the awareness levels of the local population. The facilitator should also highlight the action plans for awareness creation among all sectors of the community, i.e., adolescents, men, women and opinion leaders.

**Session 2: Relationship communication**

**Activity 2.1: Muddling messages**

**Purpose:** To reinvigorate participants and make them laugh. To humorously foster appreciation for how easy it is to misunderstand what someone has said.

**Tool:** Game

**Materials:** A slip of paper with a phrase written on it

**Duration:** 20 minutes

**Process:** Participants are asked to sit in a circle. The facilitator writes a phrase on a piece of paper and asks a participant to come forward, read the phrase, remember it and put the slip safely away. Then the participant is asked to whisper the phrase quietly to the next person. This is repeated until the phrase has been whispered to every person in the circle. Each person should only whisper what they heard and s/he is not allowed to have the phrase repeated. Finally, the last person is asked to say out loud what s/he heard and the first person is asked to read what the original phrase actually was.

**Suggestions for the facilitator:** Any phrase related to HIV/AIDS should be related to how misconceptions are spread. Emphasis should be placed on the importance of open communication about the disease.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Earlier situation (20-30 years ago)</th>
<th>Reasons</th>
<th>Present situation</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>TB</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leprosy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 7.2:** Matrix for demystifying diseases.
Activity 2.2: Choosing the topic

**Purpose:** This exercise underscores the importance of communication in the context of HIV/AIDS. Emphasis is placed on the need for community members to talk openly on issues such as safe sex and HIV/AIDS.

**Tool:** Small group discussion

**Materials:** Charts, double-sided tape, markers, sketch pens

**Duration:** 30 minutes

**Process:** The participants are divided into two groups and given three topics to choose from. They discuss the chosen topic within groups and then nominate one person to present their discussions. After the two presentations, the facilitator asks the groups why they chose a particular topic and not the others. Participants are encouraged to assess the objective of the exercise and, if they didn't choose the topics related to sex and HIV/AIDS, why not. Topics to choose from could include recently released movies; favorite games or sports; the impact of movies and TV serials on youth; major festivals in the village; the roles of adolescent girls; bodily changes in adolescent boys and girls; and sex.

**Suggestions for the facilitator:** If the participants choose to discuss the topics related to sex and HIV/AIDS, the facilitator should observe if they seem nervous or shy when presenting the group discussions. The facilitator should also emphasize the need for open discussion and communication within a family and in the community on taboo subjects such as sex and HIV/AIDS in order to effectively prevent the spread of the disease in the community.

### Table

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Sex</th>
<th>STIs</th>
<th>HIV/AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Husband</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wife</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 7.3:** With whom do they communicate? Exercise in a transformatory workshop.

Activity 2.3: With whom do they talk and what do they talk about?

**Purpose:** To give participants the chance to reflect on who they communicate with in their daily lives, which topics they focus on, and barriers to communication.

**Tool:** Listing, scoring

**Materials:** Charts, double-sided tape, markers, sketch pens

**Duration:** 45 minutes

**Process:** Participants are divided into two groups and asked to list who among their family community members they interact with in their daily lives. They are then asked to identify from this list the people with whom they feel able to discuss sex, sexually transmitted infections and HIV/AIDS. The participants are also asked to score the identified people with regard to how comfortable they are discussing these topics. Each group makes a presentation and discusses their conclusions.

**Suggestions for the facilitator:** After the participants list community and family members, a matrix such as the one below should be developed within each group in order to facilitate scoring. During the interactive analysis, the facilitator should probe participants with regard to what they talk about, what they do not talk about, and the reasons for this distinction. Emphasis should be placed on the importance of discussing issues related to sex and HIV/AIDS.

--- TEA BREAK ---
Activity 2.4: Testing the water: decision-making and risk behavior

**Purpose:** To help participants reflect on their own patterns of risk behavior when they make decisions.

**Tool:** Game

**Materials:** Rope, chalk pieces

**Duration:** 30 minutes

**Process:** An explanation is given to the participants that when we examine things that happen inside us, we are able to make decisions. The fact that this is an individual activity in personal reflection is emphasized.

The participants are asked to gather on one side of the meeting room. Two parallel lines are drawn or two parallel ropes are laid down to depict a stream. The facilitator stands on the other side of the room and asks participants to enact the best way to get into the water if they want to cross the stream: plunging directly in or testing the water and taking one’s time?

The facilitator then indicates two separate places for participants to stand depending on which option they chose. Once all the participants cross the stream and form two groups, the participants who “took the plunge” are named “jumpers” and the others are named “thinkers.” The participants are asked whether this is the most common way they actually reach decisions and then discuss the importance of the thought process needed to reach a decision.

**Suggestions for the facilitator:** The facilitator should make sure that participants discuss how an individual behaves differently in different circumstances, how “jumpers” and “thinkers” could have conflicts or benefit from living alongside each other, what the positive aspects of each approach are, and the reasons people adopt these different approaches.

---

Activity 2.5: Negotiation skills

**Purpose:** To give the participants a chance to reflect on the importance of negotiating skills (assertiveness) in their relationships in order to reduce the risk of HIV/AIDS.

**Tool:** Role play

**Materials:** Situations for the role play

**Duration:** 30 minutes

**Process:** In the case of adolescent girls, participants are divided into married and unmarried groups. If there aren't many participants in one group, participants should be asked to choose which of the following two situations is most relevant to them. The groups then enact a role play.

*For adolescent married girls:* If a wife suspects that her husband is having sexual relations with others, how can she negotiate with her husband to stop doing so and to use condoms with her?

*For adolescent unmarried girls:* A man is stalking a girl and harassing her by saying that he likes her and would marry her. The girl dislikes him. How can the girls be assertive in refusing him?

*For adolescent boys:* When boys experience peer pressure to visit sex workers, how can they address this and how do they negotiate the use of condoms?

An interactive analysis follows the role play that addresses the following questions:

---

*Figure 7.4:* Role play on negotiation skills with adolescent girls in Devadi.
• What are the different ways that the victim in the role plays could assert herself/himself?

• Do the role plays mirror the real life experiences of the participants?

• What are the factors in real life situations that influence whether one asserts oneself in the above situations?

• Why are assertive negotiation and communication important?

**Suggestions for the facilitator:** During the discussions, the facilitator should encourage participants to make linkages between HIV/AIDS and the vulnerability of the characters in the role plays.

---

**Activity 2.6: Feedback**

**Purpose:** To get feedback from the participants on the sessions and logistics of the day. To help project leaders make necessary changes in the way that the sessions are organized and arrangements made.

**Tool:** ——

**Materials:** Feedback forms, sketch pens

**Duration:** 10 minutes

**Process:** The facilitator briefs the participants about the purpose of the feedback activity and suggests that they honestly indicate their feelings on the forms supplied.

**Suggestions for the facilitator:** If there are illiterate participants in the workshop, the facilitator should design the feedback forms using pictures that represent feelings about the sessions and arrangements. At the end of the day during the debriefing session, the facilitating team should go through the feedback forms and follow up on the suggestions of the participants. They should try to make the changes and improvements in the sessions and arrangements that have been requested.

**Activity 2.7: Wrap up and planning for the next day**

**Purpose:** To summarize the activities that have taken place and ask a volunteer to present a recap to the group before the next day’s session. To thank the participants for their involvement.

**Tool:** ——

**Materials:** Charts, markers

**Duration:** 5 minutes

**Process:** The facilitator summarizes the day’s sessions and asks for a volunteer to present a brief recap before the next day’s sessions. Participants are thanked for their time and interest and are reminded about the next day’s activities and their commitment to attend.

**Suggestions for facilitator:** While formulating the ground rules for the workshop, the facilitator should ensure that each day a participant assumes responsibility for making a presentation about the earlier day’s activities. The facilitator should motivate the participants to come forward and assure them that doing so is not a test, but a way to review the issues involved and to ensure free participation.

---

**Day 2**

**Session 3: Stigma and discrimination**

**Activity 3.1: Energizer**

**Purpose:** To start the day on a cheerful note

**Tool:** Energizer

**Materials:** Song or other form of local art

**Duration:** 10 minutes

**Process:** Participants are asked to present any of their local songs or folk art.

**Suggestions for facilitator:** The facilitator should ensure that all the participants take part in the energizer.
Activity 3.2: Review

Purpose: To recap the previous day’s activities. To lay a foundation for connecting the previous day’s activities with the current day’s sessions.

Tool: —

Materials: —

Duration: 10 minutes

Process: A request is made that a participant volunteers to present the gist of the previous day’s activities to the rest of the group.

Suggestions for facilitator: The facilitator should express appreciation for the volunteer after his/her presentation and motivate any of the other participants to volunteer to do the same the next day.

Activity 3.3: Stigma and discrimination: animals and occupations

Purpose: To energize participants. To highlight the concept of stigma in general and in the context of HIV/AIDS in particular.

Tool: Picture cards

Materials: Picture cards of animals and human characters paired together, charts, markers

Duration: 30 minutes

Process: Participants are given a pair of picture cards and asked to choose one among them. Each person is asked to present their choices and discuss why they chose a certain pair and not others. Participants then discuss the various reasons that stigma exists in general and in the context of HIV/AIDS in particular.

Suggestions for facilitator: The facilitating team should be careful to pair the picture cards on the basis of stigmatized and non-stigmatized animals, occupations, etc. The facilitator should make an effort to forge common understanding among all the participants about stigma in the context of HIV/AIDS.

Activity 3.4: We are all in the same boat

Purpose: To help participants recognize that all people are at risk of getting HIV and that there is no point in stigmatizing those who already are infected.

Tool: Game

Materials: Charts, markers

Duration: 30 minutes

Process: Participants are asked to stand in a line facing in the same direction. The facilitator explains the game by saying: “Where you are standing is the bank of a pond, when I say ‘in the pond’ you should take one step forward. If I say ‘on the bank’ you shouldn’t move.” Once the game begins, the instructions are repeated faster and if anyone makes a mistake s/he is asked to leave the game. After a few minutes, the game is stopped and participants discuss what happened.

In general, everyone laughs when the first person makes a mistake. That person is asked how s/he felt. Other participants are also asked the same question and their responses noted. The ideas that “we are all in the same boat” and that there is no difference between “us and them” are expressed. Emphasis is placed on the fact that we all face and have to live with the HIV/AIDS epidemic together and that we all take risks at one time or another. The key message conveyed during this activity is that there is no point in stigmatizing and blaming those who are already infected.

Suggestions for facilitator: The facilitator should express appreciation for the volunteer after his/her presentation and motivate any of the other participants to volunteer to do the same the next day.

Activity 3.3: Stigma and discrimination: animals and occupations

Purpose: To energize participants. To highlight the concept of stigma in general and in the context of HIV/AIDS in particular.

Tool: Picture cards

Materials: Picture cards of animals and human characters paired together, charts, markers

Duration: 30 minutes

Process: Participants are given a pair of picture cards and asked to choose one among them. Each person is asked to present their choices and discuss why they chose a certain pair and not others. Participants then discuss the various reasons that stigma exists in general and in the context of HIV/AIDS in particular.

Suggestions for facilitator: The facilitating team should be careful to pair the picture cards on the basis of stigmatized and non-stigmatized animals, occupations, etc. The facilitator should make an effort to forge common understanding among all the participants about stigma in the context of HIV/AIDS.

— TEA BREAK —
Activity 3.5: Blame continuum: who is to blame?

**Purpose:** To help participants develop ways of looking at perceptions of risk behavior in relation to gender and to discuss and explore stigma around HIV/AIDS in relation to gender. To explain the factors that contribute to women being more stigmatized than men.

**Tool:** Large group discussion

**Materials:** Charts, markers

**Duration:** 30 minutes

**Process:** Participants are asked to list the occupations and activities that men and women are involved in. They are then asked to identify “who is most likely and least likely to bring HIV/AIDS into one’s family.” The facilitator probes with the question “Generally in society, who is blamed more for bringing HIV/AIDS into a family, women or men?” A discussion then takes place on whether women are blamed more than men; what makes someone more likely to be blamed; and how blame is linked to gender.

**Suggestions for facilitator:** The facilitator should discuss how in the Indian (or particular country) context, HIV/AIDS is increasingly a problem faced by women. The facilitator should also emphasize that the strong trend of married women who have only a single sexual partner falling victim to HIV/AIDS runs contrary to popular notions of who is vulnerable.

Activity 3.6: Being a stigmatizer and being stigmatized: our own experiences

**Purpose:** To recollect personal experiences of both being stigmatized and stigmatizing others, and to share how one felt. To give participants the chance to relate to and visualize the feelings of stigmatized people.

**Tool:** Large group discussion

**Materials:** Charts, markers, double-sided tape

**Duration:** 30 minutes

**Process:** Closing their eyes, participants are asked to think about and recollect times in their lives in which they felt isolated or rejected because they were seen to be different than others and instances when they stigmatized others. Each participant is then asked to share his/her feelings, which are recorded on a chart by the facilitator. During the ensuing discussion, the facilitator relates the feelings of the participants to the feelings of those groups that are often stigmatized, such as sex workers and people living with HIV/AIDS.

**Suggestions for facilitator:** The facilitating team should be very careful not to reinforce existing notions about people in particular occupations or people living with HIV/AIDS.

Activity 3.7: Positive views of men and women

**Purpose:** To help participants reflect on the various manifestations of stigma and discrimination against HIV-positive men and women. To help participants understand that a de-stigmatized environment will help people living with HIV/AIDS lead longer and more productive lives.

**Tool:** Storyline

**Materials:** Charts, markers, double-sided tape

**Duration:** 60 minutes

**Process:** Participants are divided into two groups. One group is given the task of developing a storyline on an HIV-positive man and the other on an HIV-positive woman. Both groups are then asked to make presentations of their storylines and to discuss who the stigmatizers and stigmatizing situations are and the impact of stigma on individuals. After an interactive analysis, the facilitator should ask the participants how the behaviors and attitudes of the stigmatizers and the conditions and situations in the storyline should change in order to de-stigmatize the situation.

**Suggestions for facilitator:** The facilitator should develop a matrix like the one shown in figure 7.5 to
record who the stigmatizers are, stigmatizing situations and the impact of stigma on individuals. During the discussion, the facilitator should focus on how stigma is a hurdle for the effective implementation of HIV/AIDS prevention programs. Emphasis should also be placed on how stigma discourages individuals from accessing services for testing and treatment or from disclosing their HIV-positive status, in turn increasing the chance of passing on the infection to his/her sexual partners.

--- LUNCH BREAK ---

**Activity 3.8: Energizer**

**Purpose:** To rejuvenate the participants for active participation.

**Tool:** Song or other form of local art

**Materials:** ——

**Duration:** 15 minutes

**Process:** Interested participants are requested to perform a song or any other form of local art.

**Suggestions for facilitator:** The facilitator should ensure that all the participants take part in the energizer.

**Activity 3.9: Sharing CLAR and PLAR findings on stigma and discrimination**

**Purpose:** To highlight the findings on perceptions of stigma and discrimination from the CLAR and PLAR projects. To help participants relate to the information and the action plans that some of them developed.

**Tool:** ——

**Materials:** ——

**Duration:** 10 minutes

**Process:** Findings on knowledge, perceptions, attitudes, behaviors and practices related to stigma and discrimination and the action plans generated as a part of CLAR and PLAR are shared with all the participants.

**Suggestions for the facilitator:** The facilitator should try to establish a sense of ownership among the participants by helping them to understand the awareness level of the local population. The facilitator should encourage understanding of stigma and discrimination and the action plans that can help create awareness among all sectors of the community, including adolescents, men, women and opinion leaders.

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**Figure 7.5: Matrix for stigmatizing activity.**

<table>
<thead>
<tr>
<th>Stigmatizers</th>
<th>Stigmatizing situations</th>
<th>Impact of stigma</th>
<th>Changes needed to de-stigmatize</th>
<th>Impact of a positive scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Session 4: Violence**

**Activity 4.1: How women and men should behave**

**Purpose:** To reflect on the manifestations of gender constructs in the community.

**Tool:** Small group discussion

**Materials:** Charts, markers, double-sided tape

**Duration:** 30 minutes

**Process:** Participants are divided into two groups. One group is given the task of discussing how a woman should behave and the other group the task of discussing how a man should behave. The groups then present their discussions to the other group. The responses of the participants are used to explain patriarchy in society and established gender roles.
Suggestions for facilitator: The facilitator should elaborate on how the norms of gender are constructs of culture and society. The facilitator should also stress the importance and possibility of change in such constructs and how things are currently changing.

Activity 4.2: Mapping violence in the life cycle of men and women

Purpose: To establish the linkage between gender discrimination and violence. To help participants reflect on the violence that men and women face.

Tool: Small group discussion, mapping

Materials: Charts, markers, double-sided tape

Duration: 45 minutes

Process: Participants are divided into two groups and given the task of mapping violence at the various life stages (i.e., childhood, adolescence, youth and old age) of both men and women. The groups then present their discussions. Interactive analysis is used to examine the linkages between violence, gender roles and discrimination.

Suggestions for facilitator: The facilitator should ask the participants first to map various stages in the lives of men and women and then to identify the violence they face at each stage. Discussions should help establish the linkages between patriarchal norms and violence and highlight how women are victims of violence at every stage of their lives.

— TEA BREAK —

Activity 4.3: Forms of violence: causes, consequences and solutions

Purpose: To help the participants reflect on, understand and assess the various forms of violence and their causes, consequences and solutions.

Tool: Problem tree exercise

Materials: Charts, markers, double-sided tape

Duration: 45 minutes

Process: Participants are divided into two groups. Each group is asked to draw a tree diagram depicting the causes of violence as roots and the forms of violence and their consequences as branches. After the tree diagram is completed, the participants are asked to identify strategies to decrease the various forms of violence they identified and write them on the tree map. The groups are then asked to present their “problem tree” for the other group.

Suggestions for facilitator: The facilitator should make sure that each group has at least one person who can write and that all the participants play some role in drawing the tree. The facilitator should also ensure that the discussion on the diagrams and the presentations are reflective and result in real learning. Participants are asked to split into groups and the same task is given to each one in order to elicit different opinions and to ease facilitation of the activity.

Activity 4.4: Feedback

Purpose: To get feedback from the participants on the sessions and logistics of the day. To help project leaders make necessary changes in the way that the sessions are organized and arrangements made.

Tool: —

Materials: Feedback forms, sketch pens

Duration: 10 minutes

Process: The facilitator briefs the participants about the purpose of the feedback activity and suggests that they honestly indicate their feelings on the forms supplied.

Suggestions for the facilitator: If there are illiterate participants in the workshop, the facilitator should design the feedback forms using pictures that represent feelings about the sessions and arrangements. At the end of the day during the debriefing session, the facilitating team should go through the feedback forms and follow up on the suggestions of the participants. They should try to
make the changes and improvements in the sessions and arrangements that have been requested.

**Activity 4.5: Wrap up and planning for the next day**

**Purpose:** To summarize the activities that have taken place and ask a volunteer to present a recap to the group before the next day’s session. To thank the participants for their involvement.

**Tool:** —

**Materials:** Charts, markers

**Duration:** 5 minutes

**Process:** The facilitator summarizes the day’s sessions and asks for a volunteer to present a brief recap before the next day’s sessions. Participants are thanked for their time and interest and are reminded about the next day’s activities and their commitment to attend.

**Suggestions for facilitator:** While formulating the ground rules for the workshop, the facilitator should ensure that each day a participant assumes responsibility for making a presentation about the earlier day's activities. The facilitator should motivate the participants to come forward and assure them that doing so is not a test, but a way to review the issues involved and to ensure free participation.

**Activity 4.6: Energizer**

**Purpose:** To start the day on a cheerful note.

**Tool:** Song or other form of local art

**Materials:** —

**Duration:** 10 minutes

**Process:** Participants are asked to present any songs or other forms of local folk art.

**Suggestions for facilitator:** The facilitator should ensure that all the participants take part in the energizer.

**Activity 4.7: Review**

**Purpose:** To recap the previous day’s activities. To lay a foundation for connecting the previous day’s activities with the current day’s sessions.

**Tool:** —

**Materials:** —

**Duration:** 10 minutes

**Process:** A request is made that a participant volunteers to present the gist of the previous day’s activities to the rest of the group.

**Suggestions for facilitator:** The facilitator should express appreciation for the volunteer after his/her presentation and motivate any of the other participants to volunteer to do the same the next day.

**Activity 4.8: Violence and vulnerability to HIV/AIDS**

**Purpose:** To establish connections between violence and vulnerability to HIV/AIDS.

**Tool:** Case study, small group discussion

**Materials:** Case studies of a man and a woman, charts, paper, sketch pens, double-sided tape

**Duration:** 60 minutes

**Process:** Participants are divided into two groups. One group is given a case study of a man and the other group a case study of a woman. The groups are asked to analyze the violence that occurs in each case and the vulnerability of the characters to HIV/AIDS. After interactive analysis and discussion, the participants reconstruct and present the same case studies but with more positive scenarios.

**Suggestions for facilitator:** The facilitator should have two case studies ready for this exercise, as follows.
In the case study of a woman, the woman’s husband is alcoholic, violent and engages in multiple sexual relations. The woman does not have any room for negotiation and communication.

After providing this case study to the participants, the discussion should focus on the question of the ways in which the woman is vulnerable to HIV/AIDS and the important causes of her vulnerability. When reconstructing the case study, participants should focus on issues that would have to be addressed so that the woman wouldn’t be vulnerable.

In the case study of a man, a young man experiences peer pressure and gets involved in alcoholism and multiple sexual relations. Despite knowing the risks, he will not use condoms. After some time, he tests positive for HIV but doesn’t disclose his status and continues to engage in unprotected sex.

After providing this case study to the participants, the discussion should focus on the factors that made the man vulnerable to HIV. Questions should be asked about whether it is justifiable for a man to not disclose his HIV status and the potential consequences for his sexual partners. When reconstructing the case study, participants should focus on the issues that would have to be addressed so that the man wouldn’t become a victim of HIV/AIDS and what he should have done after testing positive for HIV.

Activity 4.9: Sharing CLAR and PLAR findings on violence

Purpose: To highlight the findings from the CLAR and PLAR studies on violence. To help participants relate to this information and the plans of action that some of them developed.

Tool: ——

Materials: Notes on the findings from CLAR and PLAR projects

Duration: 10 minutes

Process: Findings on the knowledge, perceptions, attitudes, behaviors and practices related to violence from both the baseline studies and the action plans generated as part of the PLAR and CLAR projects are shared with all the participants.

Suggestions for facilitator: The facilitator should establish a sense of ownership among the participants by helping them to relate to the awareness levels of the local population. The facilitator should also highlight the action plans for awareness creation among all sectors of the community, i.e., adolescents, men, women and opinion leaders.

Session 5: Commitment to Action

Activity 5.1: Community involvement

Purpose: To illustrate in a funny way how individuals and communities are better equipped to find solutions for their own problems than outsiders.

Tool: Game (“Knotty problem”)

Materials: ——

Duration: 15 minutes

Process: Two participants are asked to volunteer to act as professional health workers (i.e., outsiders). They leave the room until they are called back. Meanwhile the rest of the participants are asked to stand in a circle, hold hands with their neighbors and entangle themselves into a knot. Participants should be told not to drop their hands and also not to help the outsiders. The outsiders are then asked to come back and, following verbal instructions, to unravel the knot in three minutes. After three minutes, the outsiders are asked to stop and the participants in the knot are asked to disentangle themselves instead. During an interactive analysis of the exercise, the participants think about how the community itself can find solutions for its problems rather than outsiders.

Suggestions for facilitator: The facilitator should explain to the participants that this exercise illustrates the major role that a community plays in solving its own problems. S/he should emphasize that sometimes people only need a little input from the outside to
make great strides in their achievements. The facilitator should also encourage the participants to relate this game to their own lives and communities.

**Activity 5.2: Sharing successful initiatives**

**Purpose:** To present participants with initiatives through which communities can successfully address the issues of stigma, violence and HIV/AIDS.

**Tool:** —

**Materials:** Notes on successful initiatives

**Duration:** 15 minutes

**Process:** The facilitator describes some successful community initiatives that can help address various issues and analyzes the community’s role in such efforts. Participants are encouraged and motivated to take similar initiatives in their own communities.

**Suggestions for facilitator:** The facilitator should have examples prepared of community initiatives in the project area (or other relevant places) on the issues of stigma, violence and HIV/AIDS. The facilitator should encourage participants to relate the success of other projects to their own circumstances when dealing with issues they face in their daily lives.

**Activity 5.3: Where are we and what can be done?**

**Purpose:** To ask participants to relate the issues discussed in earlier sessions to circumstances in their own communities and villages. To develop an action plan for additional efforts in the future.

**Tool:** —

**Materials:** Charts, markers, double-sided tape

**Duration:** 30 minutes

**Process:** With the wide range of topics discussed in the preceding days as context, participants are asked to assess the situation of HIV/AIDS-related stigma and violence in their communities and villages. After this assessment, participants are asked how they can collectively work toward bringing about change. The facilitator then seeks commitment from volunteers to act as co-facilitators in the next transformatory workshops to be conducted in the community.

**Suggestions for facilitator:** In those communities and villages where the activities carried out do not have reported cases of HIV/AIDS, the facilitator should work to build the confidence of HIV-positive people to disclose their status and seek support. The facilitator should emphasize how the activities help create an enabling environment and reduce stigma and violence in the intervention area.

As part of a plan of action, participants should be encouraged to assume responsibilities and form committees to implement the initiative, for example on HIV/AIDS awareness and the reduction of stigma, discrimination and violence.

**Activity 5.4: Participatory Monitoring and Evaluation Systems (PM&ES)**

**Purpose:** To develop a community-based participatory monitoring and evaluation plan with the participants.

**Tool:** —

**Materials:** Charts, markers, double-sided tape

**Duration:** 30 minutes

**Process:** The facilitator asks the participants to think about which indicators would help assess both their own commitment and the commitment of the committees they have formed to reduce stigma, discrimination and violence in the context of HIV/AIDS. The participants are also asked about the best way to communicate what they have learned through the transformatory workshop to other members of the community who could not take part.

**Suggestions for facilitator:** The facilitator should develop a matrix such as the one above to facilitate a clear PM&ES plan with the participants.
Activity 5.5: Feedback

**Purpose:** To get feedback from the participants on the sessions and logistics of the day. To help project leaders make necessary changes in the way that the sessions are organized and arrangements made.

**Tool:** ——

**Materials:** Feedback forms, sketch pens

**Duration:** 10 minutes

**Process:** The facilitator briefs the participants about the purpose of the feedback activity and suggests that they honestly indicate their feelings on the forms supplied.

**Suggestions for the facilitator:** If there are illiterate participants in the workshop, the facilitator should design the feedback forms using pictures that represent feelings about the sessions and arrangements. At the end of the day during the debriefing session, the facilitating team should go through the feedback forms and follow up on the suggestions of the participants. They should try to make the changes and improvements in the sessions and arrangements that have been requested.

Activity 5.6: Closing ceremony

**Purpose:** To wrap up the transformatory workshop, remind participants about the next course of action and seek through a pledge their commitment to creating change. To thank the participants for their involvement and interest.

**Tool:** ——

**Materials:** ——

**Duration:** 15 minutes

**Process:** The facilitator reiterates the need to address the issues discussed in the transformatory workshop, thanks the participants for taking part and reminds them about the future course of action. Participants are encouraged to take a pledge to follow through on the commitments they made in the action plan created earlier on stigma, discrimination and violence related to HIV/AIDS.

**Suggestions for facilitator:** Pledge-taking is an important activity to build a sense of ownership and commitment to the issues addressed. The facilitator should therefore consider the specific local situation and develop an appropriate, relevant pledge.

--- LUNCH BREAK ---
## Phase II: Two-day Schedule

### Day 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>10:00-10:10</td>
<td>Welcome and introductions</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>10:10-10:20</td>
<td>Setting the ground rules</td>
<td>Listing</td>
</tr>
<tr>
<td>1.3</td>
<td>10:20-10:50</td>
<td>Let’s look back</td>
<td>Small group discussion, timeline</td>
</tr>
<tr>
<td></td>
<td>10:50-11:00</td>
<td>TEA BREAK</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>11:00-12:00</td>
<td>Bodily changes in adolescent boys and girls</td>
<td>Small group discussion, tree exercise</td>
</tr>
<tr>
<td>1.5</td>
<td>12:00-1:00</td>
<td>Reproductive health</td>
<td>Interactive discussion</td>
</tr>
<tr>
<td>1.6</td>
<td>1:00-1:30</td>
<td>Gender values in society</td>
<td>Listing, large group discussion</td>
</tr>
<tr>
<td></td>
<td>1:30-2:15</td>
<td>LUNCH BREAK</td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>2:15-2:30</td>
<td>Energizer</td>
<td>Game</td>
</tr>
<tr>
<td>1.8</td>
<td>2:30-3:00</td>
<td>Markers of masculinity and femininity</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>1.9</td>
<td>3:00-4:00</td>
<td>Gender and power imbalances</td>
<td>Small group discussion</td>
</tr>
<tr>
<td>1.10</td>
<td>4:00-4:10</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>1.11</td>
<td>4:10-4:55</td>
<td>What is love?</td>
<td>Listing, large and small group discussions</td>
</tr>
<tr>
<td>1.12</td>
<td>4:55-5:00</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>1.13</td>
<td>5:00-5:10</td>
<td>Wrap up and planning for the next day</td>
<td></td>
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</table>

### Day 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Topic</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>10:00-10:10</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>2.2</td>
<td>10:10-10:20</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>10:20-11:05</td>
<td>Loving and non-loving relationships</td>
<td>Role plays, small group discussion</td>
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<tr>
<td></td>
<td>11:05-11:15</td>
<td>TEA BREAK</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>11:15-12:15</td>
<td>Violence: perpetrators and victims</td>
<td>Listing, small group discussion</td>
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<tr>
<td>2.5</td>
<td>12:15-12:25</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
</tr>
<tr>
<td>2.6</td>
<td>12:25-12:55</td>
<td>What is sex?</td>
<td>Small group discussion</td>
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<tr>
<td>2.7</td>
<td>12:55-1:40</td>
<td>Sexuality, violence and HIV/AIDS</td>
<td>Storyline, small group discussion</td>
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<td>1:40-2:20</td>
<td>LUNCH BREAK</td>
<td></td>
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<tr>
<td>2.8</td>
<td>2:20-2:30</td>
<td>Energizer</td>
<td>Song or other form of local art</td>
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<tr>
<td>2.9</td>
<td>2:30-3:00</td>
<td>Stigma and the rights of people living with HIV/AIDS</td>
<td>Listing</td>
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<tr>
<td>2.10</td>
<td>3:00-3:45</td>
<td>HIV/AIDS testing and treatment</td>
<td>Interactive discussion, game</td>
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<tr>
<td>2.11</td>
<td>3:45-4:45</td>
<td>Quiz</td>
<td>Quiz</td>
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<td>2.12</td>
<td>4:45-5:15</td>
<td>Commitment to action</td>
<td>Game, small group discussion</td>
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<tr>
<td>2.13</td>
<td>5:15-5:30</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>2.14</td>
<td>5:30-5:45</td>
<td>Closing ceremony</td>
<td></td>
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</tbody>
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Day 1

Activity 1.1: Welcome and introductions

Purpose: To welcome and thank the participants for their presence and willingness to be part of the transformatory workshop for the next two days. To briefly introduce both the facilitator and participants.

Tool: ——

Materials: ——

Duration: 10 minutes

Process: ——

Suggestions for facilitator: ——

Activity 1.2: Setting the ground rules

Purpose: To establish necessary ground rules to ensure the successful completion of the transformatory workshop.

Tool: Listing

Material: Charts, markers, double-sided tape

Duration: 10 minutes

Process: The facilitator discusses the importance of having rules for effective participation and completion of the two-day workshop. The participants are encouraged to set the rules themselves. The facilitator lists them on a chart, which is prominently displayed for the remainder of the workshop.

Suggestions for the facilitator: The facilitator should ask the volunteers who have been recruited for the second phase of the project to lead the exercise and develop the ground rules for the two-day workshop. The facilitator should chime in if the volunteers leave anything out. By sharing responsibility for organizing the event, participants gain a sense of ownership and improve their capacities.

Activity 1.3: Let’s look back

Purpose: To spark reflection among participants on the changes that have occurred both at the individual and community levels.

Tool: Small group discussion, timeline

Materials: ——

Duration: 30 minutes

Process: Participants are asked to form two groups and discuss if they noticed any changes regarding the issues of stigma, violence and HIV/AIDS following the initiation of Stigma Violence Reduction Intervention (SVRI) activities. They are also asked to describe the changes through a timeline and to note any relevant examples. The two groups then present their conclusions.

Suggestions for facilitator: The facilitator should remind the participants about the Participatory Monitoring and Evaluation plan they developed during phase I of the project and request that each participant talks about his/her commitment during the last workshop, what was and wasn’t achieved, the reasons why and how they think their participation in the SVRI activities brought about changes in their own attitudes and behavior.

— TEA BREAK —

Activity 1.4: Bodily changes in adolescent boys and girls

Purpose: To help participants understand and reflect upon the physical changes that occur during adolescence and the emotional, psychological and social implications of these changes.

Tool: Small group discussion, tree exercise

Materials: Charts, double-sided tape, sketch pens

Duration: 60 minutes

Process: Participants are asked to form two groups. One group discusses the physical changes that occur among boys and the emotional, psychological and
social implications of these changes, while the other group discusses the same with regard to girls. Both groups develop a tree diagram.

Suggestions for facilitator: The facilitator should ask participants to list all the bodily changes that occur and discuss their various implications. The changes should then be depicted by participants as the roots and the implications as the branches of a tree.

Activity 1.5: Reproductive health

Purpose: To create awareness among the participants about reproductive health, sexually transmitted diseases and HIV/AIDS.

Tool: —

Materials: Flip charts

Duration: 60 minutes

Process: Flip charts and other information, education and communication materials are used to explain the anatomy and physiology of male and female reproductive systems; sexually transmitted diseases; and HIV/AIDS the transmission, symptoms and methods of prevention.

Suggestions for facilitator: The facilitator should be knowledgeable about the latest information on various issues related to reproductive health, sexually transmitted diseases and the treatment of HIV/AIDS. Wherever possible, education materials should be distributed among the participants. The facilitator should also have information available about local services for sexually transmitted disease and HIV/AIDS.

Activity 1.6: Gender values in society

Purpose: To examine prevalent attitudes and beliefs about gender and to create a forum for discussion on gender issues.

Tool: Small group discussion

Materials: Charts, double-sided tape, sketch pens

Duration: 30 minutes

Process: Participants are divided into two groups. Both groups list and present local proverbs and sayings on men and women that convey prevalent gender values. A discussion is then initiated on gender inequality.

Suggestions for facilitator: The facilitator should encourage participants to reflect on how common proverbs and other expressions (including swear words) often portray women in a negative light. The facilitator should discourage participants from using these sayings and words.

— LUNCH BREAK —

Activity 1.7: Energizer

Purpose: To encourage participants to reflect on how they perceive things around them in relation to prevalent gender norms.

Tool: Game

Materials: —

Duration: 15 minutes
Process: Each participant is asked to pick one thing that exists in the vicinity of the workshop and to describe how and why it represents men or women. This exercise helps spur a discussion on community-based perceptions of masculinity and femininity.

Suggestions for facilitator: —-

**Activity 1.8: Markers of masculinity and femininity**

Purpose: To facilitate reflection on existing societal norms on masculinity and femininity.

Tool: Small group discussion

Material: Charts, double-sided tape, sketch pens

Duration: 30 minutes

Process: Participants are divided into two groups, each of which is asked to list the characters they associate with being a man and a woman. Each group then presents its conclusions. The facilitator initiates a discussion to help the participants gain a clear understanding of concepts of masculinity and femininity.

Suggestions for facilitator: To ensure an effective discussion, the facilitator should provide participants with some broad categories on which to base the discussion, such as physical appearance, conduct, responsibilities, privileges and sexuality.

**Activity 1.9: Gender and power imbalances**

Purpose: To help participants recognize that men and women are treated differently in society and that power is vested primarily in men.

Tool: Small group discussion

Material: Cardboard, ropes, stick, scissors, charts, markers

Duration: 60 minutes

Process: Participants are requested to sit in a circle. Materials are provided so that participants can make a simple scale, one plate of which is marked as “male” and the other as “female.” Participants are then divided into two groups. Each group is given a few questions on topics such as decision-making power, control of resources, freedom, mobility, control over one’s body, the power to question and reason, the power of participation, stigma, violence and HIV/AIDS. The groups are also asked to draw male and female faces on two separate sheets of paper. They then place pebbles—each of which represents answers to the questions which they identified with either men or women—on the sheets. After this exercise, each group has to collect the pebbles on each of the two sheets (i.e., that depict either men or women) and put them in the corresponding sides of the simple scale. Each group has to discuss the results and present its conclusions to the rest of the participants.

Suggestions for facilitator: The facilitator should ask if any of the participants would like to say what they inferred from this exercise.

**Activity 1.10: Energizer**

Purpose: To rejuvenate the participants for active participation.

Tool: Songs, other forms of local art

Materials: —-

Duration: 15 minutes

Process: Interested participants are requested to perform a song or any other form of local art.

Suggestions for facilitator: The facilitator should ensure that all the participants take part in the energizer.

**Activity 1.11: What is love?**

Purpose: To explore what participants mean by love and to develop a consensus on the topic.

Tool: Listing, large and small group discussions

Materials: —-

Duration: 45 minutes
Process: Participants are asked to say words that express love. They are asked if everybody agrees about these terms and which ones apply to different types of relationships, such as husband and wife, boyfriend and girlfriend, lovers (who are not publicly recognized as couples) and brother and sister. If participants come up with other words to describe any of the relationships, consensus is sought. After this discussion, the participants are divided into two groups and each one is given one of the following topics: “love between friends or family members” or “love between partners, a relationship that is publicly recognized and in which sex takes place.” Each group has to identify three qualities that it expects to be present in each of these relationships. Each group then should present their discussions, first with regard to the qualities that they would show to a partner (e.g., husband or wife) who loves them and then with regard to the qualities that they expect from a loving partner. Finally, if differences are expressed with regard to the qualities of love, these are highlighted and participants are asked to define the differences more clearly.

Suggestions for facilitator: The facilitator should encourage the participants to try to explain why these differences exist. For example, questions could include:

- What differences does the existence of sex, a formal contract or public recognition of a liaison have on the qualities of the relationships?
- Does love equal sex or does love equal marriage? Do they automatically go together?
- If love does not equal marriage, what are the minimum levels of respect that each member of a couple should show the other?

Activity 1.12: Feedback

Purpose: To get feedback from the participants on the sessions and logistics of the day. To help project leaders make necessary changes in the way that the sessions are organized and arrangements are made.

Tool: ——

Materials: Feedback forms, sketch pens

Duration: 10 minutes

Process: The facilitator briefs the participants about the purpose of the feedback activity and suggests that they honestly indicate their feelings on the forms supplied.

Suggestions for the facilitator: If there are illiterate participants in the workshop, the facilitator should design the feedback forms using pictures that represent feelings about the sessions and arrangements. At the end of the day during the debriefing session, the facilitating team should go through the feedback forms and follow up on the suggestions of the participants. They should try to make the changes and improvements in the sessions and arrangements that have been requested.

Activity 1.13: Wrap up and planning for the next day

Purpose: To summarize the activities that have taken place and ask a volunteer to present a recap to the group before the next day’s session. To thank the participants for their involvement.

Tool: ——

Materials: Charts, markers

Duration: 5 minutes

Process: The facilitator summarizes the day’s sessions and asks for a volunteer to present a brief recap before the next day’s sessions. Participants are thanked for their time and interest and are reminded about the next day’s activities and their commitment to attend.

Suggestions for facilitator: While formulating the ground rules for the workshop, the facilitator should ensure that each day a participant assumes responsibility for making a presentation about the earlier day’s activities. The facilitator should motivate the participants to come forward and assure them that doing so is not a test, but a way to review the issues involved and to ensure free participation.
Day 2

**Activity 2.1: Energizer**

**Purpose:** To start the day on a cheerful note.

**Tool:** Songs and other forms of local art

**Materials:** ——

**Duration:** 10 minutes

**Process:** Participants are asked to present local songs and folk art.

**Suggestions for facilitator:** The facilitator should ensure that all the participants take part in the energizer.

---

**Activity 2.2: Review**

**Purpose:** To recap the previous day’s activities. To lay a foundation for connecting the previous day’s activities with the current day’s sessions.

**Tool:** ——

**Materials:** ——

**Duration:** 10 minutes

**Process:** A request is made that a participant volunteers to present the gist of the previous day’s activities to the rest of the group.

**Suggestions for facilitator:** The facilitator should express appreciation for the volunteer after his/her presentation and motivate any of the other participants to volunteer to do the same the next day. The facilitator should also fill in any missing gaps in the information given.

---

**Activity 2.3: Loving and unloving relationships**

**Purpose:** To explore further what the participants mean by “love” and what they seek in relationships.

**Tool:** Role play, small group discussion

**Materials:** Charts, markers, sketch pens, double-sided tape

**Duration:** 45 minutes

**Process:** The participants should be asked to divide into two groups. One group enacts a role play depicting loving and the other unloving sexual relationships.

Once the role plays have been performed, the participants are asked to regroup and discuss the following questions and share their opinions with the rest of the participants:

- What do they think are loving qualities in their relationships?
- What do they think are unloving qualities in their relationships?
- What advice, if any, would they give about relationships, and to whom?

After presentations by each group, participants are asked to discuss what it is that people look for in their relationships, including in both recognized relationships (such as marriage) and other relationships (such as love affairs)?

Participants are also asked whether the role play in any way altered or strengthened their views on the qualities they look for in their own relationships.

**Suggestions for facilitator:** This exercise should help the participants to reflect on the influence of prevalent social norms on the behaviors of individuals within families and communities. The facilitator should ensure that everyone has a chance to express his/her views during the discussions and that arguments do not develop.

— TEA BREAK —

**Activity 2.4: Violence: perpetrators and victims**

**Purpose:** To encourage participants to think about their notions of violence and to reflect on their
experiences as both victims and perpetrators of violence.

**Tool:** Listing and small group discussion

**Materials:** Charts, double tape, markers, sketch pens

**Duration:** 60 minutes

**Process:** Participants should be divided into two groups and given a task to either:
- Discuss and list out the contexts in their daily lives in which they think it is justified to use force or show physical strength; or
- Discuss when the use of physical force is wrong and unacceptable.

Once each group shares its views, participants are requested to break into the same groups. The above questions are then to be discussed in light of the views expressed earlier in the workshop, but now in the context of adolescent boys and girls as specific participants:

**In the context of adolescent boys:**
- How do they feel being perpetrators of violence?
- Against whom do they engage in violence?
- What are the reasons they do so?
- What do they think they gain by engaging in violence?
- How do they think the victims of their violence feel?
- Have they been victims of violence at some point of their life?
- Do they ever relate their behavior to their own earlier victimization?

**In the context of adolescent girls:**
- How do they feel being victims of violence?
- What are the reasons they think they are being victimized?
- What do they think boys and men want to achieve through violence?
- How do they cope with violence in their lives?
- What do they think should be done to reduce violence?
- What can they do as individuals to reduce violence in their lives?

The two groups are then asked to present their views and discussions to the rest of the participants.

**Suggestions for facilitator:** The facilitator should note that at any point in time, existing notions about the perpetration of violence should not be reinforced. The discussion should be facilitated in such a way as to ensure critical reflection among the participants. Because this discussion on violence could be traumatic for some of the participants, the facilitator should be sensitive to the needs of particular participants.

**Activity 2.5: Energizer**

**Purpose:** To refresh the participants and rejuvenate them for effective participation in following sessions.

**Tool:** Songs and other forms of local art

**Materials:** —-

**Duration:** 10 minutes

**Process:** Participants are asked to present local folk art and songs

**Suggestions for facilitator:** The facilitator should ensure that all the participants take part in the energizer.

**Activity 2.6: What is sex?**

**Purpose:** To elucidate prevailing notions about both safe and unsafe sex and to define and discuss sex in locally familiar terms.

**Tool:** Small group discussion

**Materials:** Charts, double-sided tape, markers, sketch pens.

**Duration:** 30 minutes
Process: Participants are divided into two groups and asked to discuss what they think about the following topics and how they are defined in local terms:

- Sex;
- Sexuality;
- Sexual identity; and
- Safe and unsafe sex.

Each group is asked to share its discussions in the larger group and to reach a consensus on the meanings of the terms.

Suggestions for facilitator: After the groups make their presentations, the facilitator should pose the following questions to spark discussion and encourage a broader understanding of the issues:

- When is “sexual intercourse” included within the definition of sexuality? Does the term play a large or small role in the definition?
- How does culture influence sexuality?
- How is sexuality different between males and females?
- Do men and women view relationships in the same way?
- Do men and women have the same sexual health needs?

Activity 2.7: Sexuality, violence and HIV/AIDS

Purpose: To establish the linkage among sexuality, violence and vulnerability to HIV/AIDS.

Tool: Storyline

Materials: Charts, markers, sketch pens, double-sided tape

Duration: 45 minutes

Process: Participants are divided into two groups. Each one is assigned the task of developing a storyline on how notions of masculinity in society can make a man violent and subsequently increase women’s vulnerability to HIV/AIDS. Two groups are asked to make presentations of this storyline.

After discussion takes place, one of the storylines should be selected. Using this as a basis, participants then construct a positive storyline in the larger group in which notions of masculinity are questioned.

Suggestions for facilitator: The facilitator should encourage participants who participated in phase I of the transformatory workshop to recollect the lessons they learned from the exercise that linked violence, vulnerability and HIV/AIDS. One of the two storylines presented that captures the issue best should be adopted in order to construct a positive storyline.

— LUNCH BREAK —

Activity 2.8: Energizer

Purpose: To refresh the participants and rejuvenate them for effective participation in following sessions

Tool: Songs and other forms of local art

Materials: ——

Duration: 10 minutes

Process: The participants are asked to present songs or other local folk art.

Suggestions for facilitator: The facilitator should ensure that all participants take part in the energizer.

Activity 2.9: Stigma and the rights of people living with HIV/AIDS

Purpose: To understand and assess the prevailing levels of stigma that people living with HIV/AIDS face in their communities and to discuss the rights of this group.

Tool: Listing

Material: Charts, sketch pens, double-sided tape

Duration: 30 minutes
**Process:** Participants are asked to list various places where people living with HIV/AIDS are or could be stigmatized in their communities and who stigmatizes them. Based on the outcomes of this exercise, the facilitator then encourages open discussion and debate about the general perceptions of the rights of people living with HIV/AIDS.

**Suggestions for facilitator:** The facilitator should discuss the legal provisions for people living with HIV/AIDS in order to enhance understanding among participants of their rights. The discussion on general perceptions of the rights of people living with HIV/AIDS should be based on the outcomes of the listing exercise and some of the following questions:

- Do you think that people living with HIV/AIDS should stay with their family members?
- Do you think people living with HIV/AIDS should share food and utensils with their family members?
- Do you think that an HIV-positive child should attend school?
- Do you think that an HIV-positive child should be allowed to play with other children?
- Do you think that people living with HIV/AIDS should work alongside others?
- Do you think that it is right to remove a person living with HIV/AIDS from his/her service job?
- Do you think people living with HIV/AIDS should be stripped of their rights to property and decision making?
- Do you think people living with HIV/AIDS should seek treatment in the same hospitals where others do?

The facilitator should note the responses in the following matrix and lead the discussion on the rights of people living with HIV/AIDS.

### Activity 2.10: HIV/AIDS testing and treatment

**Purpose:** To assess levels of knowledge among participants and to give correct information on HIV/AIDS testing and treatment.

**Tool:** Game

**Materials:** Bowl, slips of paper, whistle, charts

**Duration:** 30 minutes

**Process:** Participants are asked to stand in a circle and a chair is placed in its center. The slips of paper on which questions related to HIV/AIDS testing and treatment are written are put in a bowl and the bowl placed on the chair. The facilitator explains the game. All participants are to move in a circle around the chair and when the facilitator blows the whistle the participants are to stop. The person who is in front of the chair picks a slip from the bowl, reads the question and answers it. If the participant is illiterate, the facilitator reads the question aloud. The person who picked up the slip leaves the circle and the game continues until all the participants have answered a question. If a participant cannot give a correct answer, other participants are given a chance to answer—if no one can answer the particular question, the facilitator provides the answer.

**Suggestions for facilitator:** The facilitator should be careful to ensure that any participant who can not answer a question is not laughed at or made fun of. Participants should be told that not everybody can know all the right answers and that the most important thing is to have an interest in learning.

<table>
<thead>
<tr>
<th>Yes/no</th>
<th>Why? Because…</th>
<th>Do they have rights?</th>
<th>Legal framework</th>
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**Figure 7.8:** Matrix for discussion of rights of people living with HIV/AIDS.
Activity 2.11: Quiz

**Purpose:** To assess levels of understanding among participants with regard to the issues addressed during the first and second phases of the transformatory workshops.

**Tool:** Quiz

**Materials:** Quiz questions, charts, sketch pens, double-sided tape

**Duration:** 60 minutes

**Process:** Participants are divided into two groups. The members of each group choose a representative and a name for the group. The facilitator then poses pre-formulated questions and presents visuals to each group, which discusses them. Answers are presented by the group representatives. If a group can’t answer the question, it is passed on to the next group to answer. If the second group also fails to answer, then the facilitator answers.

**Suggestions for facilitator:** The questions included in the quiz should be pre-formulated based on the issues addressed in the community-led action research and transformatory workshops. The facilitator should tell the participants that winning or losing is not the key issue. Rather, emphasis should be placed on the goals of being able to think and work in a group, listen to others, absorb information and understand new things.

Activity 2.12: Commitment to collective action

**Purpose:** To convey to the participants that each should help advance the key messages learned and do their part to bring about change at the individual and community levels.

**Tool:** Spider web game, small group discussion

**Materials:** Ball of string, charts, sketch pens, double-sided tape

**Duration:** 30 minutes

**Process:** Participants are asked to sit in a circle. One participant is given a ball of string and asked to pass it on to any other participant while saying his/her name and holding one end tight. The second participant is asked to repeat the process until everyone in the circle has held the string and formed a network of string crisscrossing the circle. The participants are asked to look at how each one of them is connected by a string and how he/she should hold the string firmly to keep the spider web intact. Participants then discuss how each one is important and needs to support others in order to fulfill his/her commitment to action.

**Suggestions for facilitator:** The facilitator should ask the participants to integrate the lessons learned from this phase of the transformatory workshops and contribute to the plans of action that were previously generated. The facilitator should also ask the participants to recollect the commitments they made earlier.

Activity 2.13: Feedback

**Purpose:** To get feedback from the participants on the sessions and logistics of the day. To help project leaders make necessary changes in the way that the sessions are organized and arrangements made.

**Tool:** ——

**Materials:** Feedback forms, sketch pens

**Duration:** 10 minutes

Figure 7.9: Adolescent girls at the transformatory workshop II, Rajiv Gandhi Colony.
Process: The facilitator briefs the participants about the purpose of the feedback activity and suggests that they honestly indicate their feelings on the forms supplied.

Suggestions for the facilitator: If there are illiterate participants in the workshop, the facilitator should design the feedback forms using pictures that represent feelings about the sessions and arrangements. At the end of the day during the debriefing session, the facilitating team should go through the feedback forms and follow up on the suggestions of the participants. They should try to make the changes and improvements in the sessions and arrangements that have been requested.

Activity 2.14: Closing ceremony

Purpose: To wrap up the transformatory workshop, remind the participants about the next course of action and thank all involved.

Tools: —

Materials: —

Duration: 15 minutes

Process: The facilitator reiterates the need to continue to address the issues discussed in the transformatory workshop, express gratitude to the participants for taking part in the workshop and remind them about the future course of action.
ANNEX VIII

FINAL ONE-DAY TRANSFORMATORY WORKSHOP ALL GROUPS
## Activity 1.1: Coming together

**Purpose:** To welcome the participants and explain the purpose of the final workshop.

**Tool:** —-

**Materials:** —-

**Duration:** 30 minutes

**Process:** The participants are welcomed and thanked for their presence and willingness to be part of the final one-day transformatory workshop. The facilitator states the purpose of the workshop and makes it clear that the goal is to develop a common vision and develop a collective action plan to address stigma, discrimination and intimate partner violence in the context of HIV/AIDS. The participants then introduce themselves.

**Suggestions for facilitator:** Because this workshop could be very large, care should be taken to ensure that the venue chosen is spacious and that all the groups can work both together and with some degree of privacy.

## Activity 1.2: Setting the ground rules

**Purpose:** To establish ground rules that will help ensure successful completion of the transformatory workshop.

**Tool:** Listing

**Material:** Charts, markers, double-sided tape

**Duration:** 10 minutes

**Process:** All four groups join for a discussion on the importance of having rules for effective participation and completion of the workshop. The participants are encouraged to set the rules themselves. The facilitator should list them on the chart and prominently display the list for the rest of the day.

**Suggestions for facilitator:** Since all the participants will have already done this exercise in other workshops, two from different groups should be asked to facilitate.

### Table: One-day Transformatory Workshop Module for All Groups

<table>
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<th>Activity</th>
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<th>Tool</th>
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<td>1.4</td>
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<td>Condom use</td>
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<tr>
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<td>Feedback</td>
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<td>1.7</td>
<td>12:00-1:00</td>
<td>Sharing thoughts</td>
<td>Large group discussion</td>
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<td>1:00-1:30</td>
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<td>1:30-2:30</td>
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<td>1.10</td>
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<td>Visioning</td>
<td>Drawing</td>
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<td>1.11</td>
<td>3:30-3:40</td>
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<td></td>
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</tbody>
</table>
Activity 1.3: Looking in

Purpose: To facilitate reflection among the participants on the changes that have occurred at both the individual and community levels.

Tool: Small group discussion

Materials: Charts, double-sided tape, sketch pens

Duration: 30 minutes

Process: The larger group is asked to regroup into four groups of men, women, adolescent boys and adolescent girls (i.e., the same groups as participated in the prior transformatory workshops). These groups should reflect on and discuss the following:

- What is our knowledge of HIV/AIDS and associated issues like stigma, discrimination and violence?
- After participating in the transformatory workshops, how do we, as a group, perceive changes among ourselves regarding issues of stigma and violence?
- What is our assessment of earlier commitments, both individually and as a group?
- What cooperation do we expect from the other groups in our community?
- What special requests do we want to convey to other groups in the community?

After the four groups brainstorm on their own, they should be asked to choose representatives to make presentations to the larger group.

Suggestions for facilitator: A matrix based on the above questions should be developed. A situation analysis of perspectives before and after the intervention will help participants streamline their responses.

Activity 1.4: Condom use

Purpose: To assess if awareness and usage of condoms in sexual relations were enhanced as a result of the intervention.

Tool: Secret ballot exercise

Materials: Ballot papers, voting procedure charts, double-sided tape, sketch pens

Duration: 30 minutes

Process: Participants in each group are requested to participate in a secret condom ballot. They are given pieces of paper with questions on condom awareness and usage. Once they answer the questions, they fold their papers and put them in the ballot box.

Suggestions for facilitator: The facilitator should assure the participants that the ballot is secret and that they don’t need to provide their names or identities. The facilitator should also request that participants honestly answer the questions asked.

The facilitator should have pre-designed ballot papers prepared with questions and a way to provide yes or no responses. A corner in the room should be chosen to put a box for the ballots. To help the participants who are illiterate, a pictorial guide for voting should be displayed near the ballot box. The facilitator should also help the illiterate participants by reading out each question so that participants can mark their responses.

Questions for the ballot could include:

1. Do you think by participating in workshops and other activities, your awareness on condoms has increased?
2. Are you married?
3. If you are married, has condom usage with your spouse increased following the workshops?
4. Do you have other sexual relations with anyone besides your spouse?
5. If yes, have you increased condom usage with other partners?

For truckers’ helpers, men and adolescent boys two extra questions could also be included:
6. Do you have sexual relations with sex workers?
7. If yes, have you increased condom usage with them?

— TEA BREAK —

Activity 1.5: How do you feel?

Purpose: To capture the feelings of the participants on project-related issues and to assess the changes that have occurred following the workshops.

Tool: Feedback

Materials: Feedback forms, sketch pens

Duration: 30 minutes

Process: The facilitator briefs the participants about the purpose of the exercise and distributes feedback forms. The facilitator then asks the participants to record their feelings on the forms. Illiterate participants should be encouraged to seek the help of the facilitators or literate participants in completing the feedback forms.

Suggestions for facilitator: The facilitator should have sufficient numbers of pre-designed feedback forms. The “yes” or “no” questions asked should focus on the feelings of the participants with regard to a range of concerns, including:
- Participation in the project activities;
- Attitudes about people living with HIV/AIDS;
- Whether husbands are justified in hitting their wives in various situations;
- Reactions to someone in the neighborhood who beats his wife;
- Whether change is possible; and
- Any other suggestions.

The facilitator should assure the participants that the feedback forms are secret and that they do not need to provide their names or identities. Participants should also be asked to honestly answer the questions on the forms.

Activity 1.6: Sharing thoughts

Purpose: To share experiences and commitments with other workshop groups. To help all the groups gain insight into the understanding of others about the issues raised. To explore how participants can help support and extend cooperative efforts. To create a foundation for collective consensus and commitment.

Tool: Large group discussion

Materials: Charts, double-sided tape, sketch pens

Duration: 60 minutes

Process: Following discussions within the individual groups, all the groups reassemble for a plenary meeting. Each group presents what has been discussed in their own group. While the groups are presenting, a list is made of the commitments and support obtained from the other groups.

Figure 8.2: Phase-III Transformatory workshop: women sharing thoughts at Rajiv Gandhi Colony.
Suggestions for facilitator: The facilitator should encourage the groups of women and adolescent girls to present their thoughts in the larger group. The facilitator should ensure that men and adolescent boys do not overreact or interrupt these presentations.

Activity 1.7: Collective commitment

Purpose: To help the participants discuss and develop systems and processes necessary for collective, sustained action. To work in mixed groups in order to narrow the physical and knowledge gaps that exist among the participants from across the community. To enhance interpersonal communication.

Tool: Small group discussion

Materials: Charts, double-sided tape, sketch pens

Duration: 60 minutes

Process: This activity occurs in five stages:

1. A game is played in order to form mixed groups of participants from among the four groups;

2. The mixed groups discuss the systems and processes that should be in place based on the commitments of the individual groups and the support needed to realize their vision;

3. Specific groups made up of representatives from the Gram Panchayat, teachers and service providers are integrated into the process in order to discuss their contribution to the community-based plan;

4. These groups then plan and assume responsibility for organizing the final village meeting; and

5. All the groups share their discussions in the larger group. The facilitator encourages voluntary participation of 4–5 participants in listing the common views gleaned from the presentations.

Suggestions for facilitator: The facilitator should focus on the systems and processes that need to be in place in order to sustain the action plans and committees that have been developed and to start new initiatives once the NGO withdraws. The facilitator should elicit commitments from opinion leaders and service providers to sustain the plans and help to reduce stigma, discrimination and intimate partner violence in the context of HIV/AIDS.

Activity 1.8: Visioning

Purpose: To help participants develop a collective vision for a community free of stigma, discrimination and violence.

Tool: Drawing

Materials: Large white cloth, charts, paper, markers

Duration: 60 minutes

Process: The volunteers note the salient points in the earlier exercise, display them prominently and read them aloud. Each participant is then encouraged to draw his/her vision of the community pictorially on the white cloth taped to the wall.

Suggestions for facilitator: The vision activity should be displayed at the final village meeting. Doing so will help convey what the participants of the workshops imagine is needed in order for the community as a whole to reduce stigma, discrimination, violence and HIV/AIDS.
Activity 1.9: Closing ceremony

**Purpose:** To thank the participants for coming together and participating in the workshops. To congratulate them on their wonderful efforts and visions.

**Tool:** —

**Materials:** White sheet scroll, markers

**Duration:** 10 minutes

**Process:** As part of the closing ceremony, the participants should be encouraged to leave an impression (e.g., drawing or signature) on the scroll of a white sheet. The sheet should be spread across the gathering area as a symbol of widespread participation and commitment.