



COLLECTION *of* TRAINING CURRICULA

*for Women Living With HIV
in Jamaica*





COLLECTION *of* TRAINING CURRICULA

*for Women Living With HIV
in Jamaica*

Collection of Training Curricula for Women Living with HIV in Jamaica

A publication of:

Jamaica AIDS Support for Life
4 Upper Musgrave Avenue
Kingston 5
Jamaica

Tel +1 (876) 978-2345

E-mail: infojasl2010@gmail.com

Website: www.jasforlife.org

Prepared by Eve for Life

Graphics prepared by Norman Cooper

Published with the support of UN Women and The European Commission

Copyright © 2012

Table of Contents

List of Acronyms.....	7
Introduction.....	8
Module 1 . Personal Development.....	11
Unit 1. Introduction to Training and Learning.....	12
Unit 2. Discovering the Authentic Me.....	13
Unit 3. Communication Skills.....	14
Unit 4. Leadership.....	15
Unit 5 Parenting Skills.....	16
Unit 6 Money Management.....	17
Unit 7. Employability.....	18
Module 2. Life Skills.....	20
Unit 1. Introduction to Training and Learning.....	21
Unit 2. Skills Building 1; Sexually Transmitted Infections.....	22
Unit 3. Skills Building 2. Decision Making and Relationships.....	23
Unit 4. Disclosure.....	24
Unit 5. Practicing the Skills.....	25
Module 3. Gender, HIV and Human Rights.....	26
Unit 1. Introduction and Expectation Setting.....	27
Unit 2. I am Woman.....	28
Unit 3. Damsels in Distress.....	29
Unit 4. Human Rights and HIV and AIDS.....	30
Module 4. Advocacy: Mobilizing Jamaican Women	
Living with HIV to Take Action.....	32
Unit 1. Introduction and Expectation Setting.....	33
Unit 2. Introduction to Advocacy.....	34
Unit 3 Developing Practical Skills to Carry out Advocacy Work.....	35
Unit 4 Planning and Implementing the Advocacy Work.....	36
Unit 5 Developing Advocacy Messages.....	36
Unit 6 Implementing an Advocacy Plan.....	37
Unit 7 Monitoring and Evaluation Plan.....	38

Module 5 Media and Social Communication.....	39
Unit 1 Introduction and Expectation Setting.....	40
Unit 2 Using Traditional Media.....	41
Unit 3 Using Social Media.....	41
Unit 4 Using Social Media 2.....	42

List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
BCC	Behaviour Change Communication
CBO	Community-Based Organisation
HIV	Human Immunodeficiency virus
FBO	Faith-Based Organisation
IEC	Information, Education, and Communication
ICPD	International Conference on Population and Development
MDG	Millennium Development Goal
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
STI	Sexually Transmitted Infection

Introduction

This collection of training curricula is intended as a guide for nongovernmental organisations (NGOs) or individuals who provide training for women living with HIV. It provides guidelines on issues to be covered for building women's communication, leadership, advocacy and life skills; personal development and gender, HIV and Human Rights issues.

Providing women living with HIV with the requisite skills to improve their well being is an important part of a comprehensive approach to providing prevention, treatment, care and support services. The approach described in the collection is based on Eve for Life's successful experience in helping to empower women living with HIV. It also builds upon training guides developed by UN Women, the International HIV/AIDS Alliance, Family Care International and the German Foundation for World Population (DSW). Finally, the collection is influenced by focus group discussions held in the four regional health authorities with infected women.

The curricula in this document is designed to be used as a reference for persons experienced in carrying out these training activities, but it can also be used by those persons wishing to design their own training activities. We hope that those working to support women living with HIV will find this collection useful.

Overview of the Curricula

Each curriculum is designed for three-day training workshops. The training covers five modules:

Module 1 – Personal Development

- . Unit 1 – Introduction to Training and Learning (1 hr 15 mins)
- . Unit 2 – Discovering the Authentic Me² (2 hrs 30 mins)
- . Unit 3 – Communication Skills (2 hrs 30 mins)
- . Unit 4 – Leadership (4 hrs)
- . Unit 5 – Parenting Skills (4 hrs 15 mins)
- . Unit 6 – Money Management (2 hrs 40 mins)
- . Unit 7 – Employability (4 hrs 30 mins)

Module 2 – Life Skills

- . Unit 1 - Introduction to Training and Learning (1 hr 15 mins)
- . Unit 2 – Skills Building 1: STIs (5 hr)
- . Unit 3 – Skills Building 2: Decision Making and Relationships (4 hrs 15 mins)
- . Unit 4 – Disclosure (2 hrs 30 mins)
- . Unit 5 – Practising the Skills (4 hrs 45 mins)

Module 3 – Gender, HIV and Human Rights

- . Unit 1 – Introduction and Expectation Setting (1 hr 15 mins)
- . Unit 2 – I am Woman (4 hrs 40 mins)
- . Unit 3 – Damsels in Distress (2 hrs 45 mins)
- . Unit 4 – Human Rights and HIV and AIDS⁷ (5 hrs 15mins)

Module 4 – Advocacy – Mobilizing Jamaica Women Living with HIV to Take Action

- . Unit 1 – Introduction and Expectation Setting (1 hr 15 mins)
- . Unit 2 – Introduction to Advocacy (2 hrs 15 mins)
- . Unit 3 – Developing Practical Skills to Carry out Advocacy Work (4 hrs 30 mins)
- . Unit 4– Planning and Implementing the Advocacy Work (3 hrs 45 mins)
- . Unit 5 – Developing Advocacy Messages (3 hrs 30 mins)
- . Unit 6 – Implementing an Advocacy Plan (3 hrs 30 mins)
- . Unit 7 – Monitoring and Evaluation Plan (2 hrs 30 mins)

Module 5 - Media and Social Communication

- . Unit 1 – Introduction and Expectation Setting (1 hr 15 mins)
- . Unit 2 – Using Traditional Media (5 hrs)
- . Unit 3 – Using Social Media (5 hrs)
- . Unit 4 – Using Social Media (4 hrs)

Each module of the curriculum is organised as follows:

- Unit Title
- Learning Objectives
- Unit Overview, which includes session topics and the suggested time to be allocated to each topic
- Materials needed
- Notes to the Trainer on essential points to cover

Training Methodology

This collection of training curricula is based on Lewin’s three-stage formulation¹ of the learning process.

Lewin proposed that there are three stages in the learning process:

- **Unfreezing:** Before unfreezing, participants do not attach sufficient importance to the problem or desire new behaviour. The training methods that should be used early in the programme, therefore, are those that offer maximum stimulation and involvement.
- **Moving:** Exploration, trial and error, new knowledge and experiments are all events required to move and learn. Case studies, individual exercises and practising new skills are some methods that can enhance moving or learning.
- **Refreezing:** This is the final stage and involves participants using the new knowledge and understanding, the skills from the training that have proved useful and acceptable into their personal daily routines, jobs and social lives.

¹ Lewin, K. *Group Decision and Social Change* in T.N. Newcomb and E. Hartley (eds), *Readings in Social Psychology*, New York: Holt, 1947. Accessed May 2, 2011 at <http://www.crossroad.to/Quotes/brainwashing/kurt-lewin-change.htm>

As such, trainers are encouraged to prepare case studies, role plays, individual assignments and reflection to ensure learning takes place. For learning to take place, it is important that:

- There is enough time for reflection.
- Participants must be involved. No involvement means no learning
- Practice is important. For every new skill that is taught, an exercise must be designed to practice.
- Provide opportunities for the participant to react to what she sees, hears and feels. This will also enable you to understand the needs of the participant

Content Delivery

It is recommended that a team of at least two trainers conduct each training activity. In addition to prior experience in facilitating trainings, the team of trainers should have experience and expertise in gender, HIV and human rights issues and in working with women living with HIV. Both trainers should be present throughout the training, and can arrange how best to carry out their functions. The division of sessions between the trainers should reflect their own expertise. It is also recommended that a debriefing session takes place at the end of each day where the trainers meet to review the day's work and to adjust plans for the next day if needed.

Trainers should ensure they read each training design and do research needed to adequately prepare for the sessions. Most of the sessions are highly interactive and therefore, the trainers should prepare handouts and activities before hand.

Additionally, trainers should:

- Prepare and organize all materials needed for each session (handouts, flipcharts, markers, etc.) before hand.
- Anticipate questions. Prepare responses and examples to help improve understanding and move the discussions forward.

MODULE 1

PERSONAL DEVELOPMENT

GENERAL OBJECTIVES

- To improve awareness of self, self esteem and assertiveness among women living with HIV
- To build the capacity of women to develop life plans
- To improve self development for employability
- Improved management of income to increase self esteem and self worth

The module consists of a six unit workshop to be conducted over three days

UNIT 1: INTRODUCTION TO TRAINING AND LEARNING



LEARNING OBJECTIVES

By the end of this session, participants will:

1. Get to know other participants
2. Understand the training objectives
3. Share individual expectations
4. Develop ground rules of the training workshop
5. Review the training schedule.

TIME: 1 hour 15 minutes

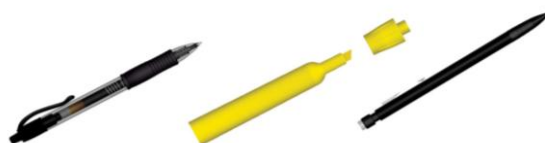
UNIT OVERVIEW

Introductions and Reviewing Training Objectives **(20 mins)**

Setting Ground Rules **(15 mins)**

Expectations/Fears **(20 mins)**

Agenda: Discussion **(20 mins)**



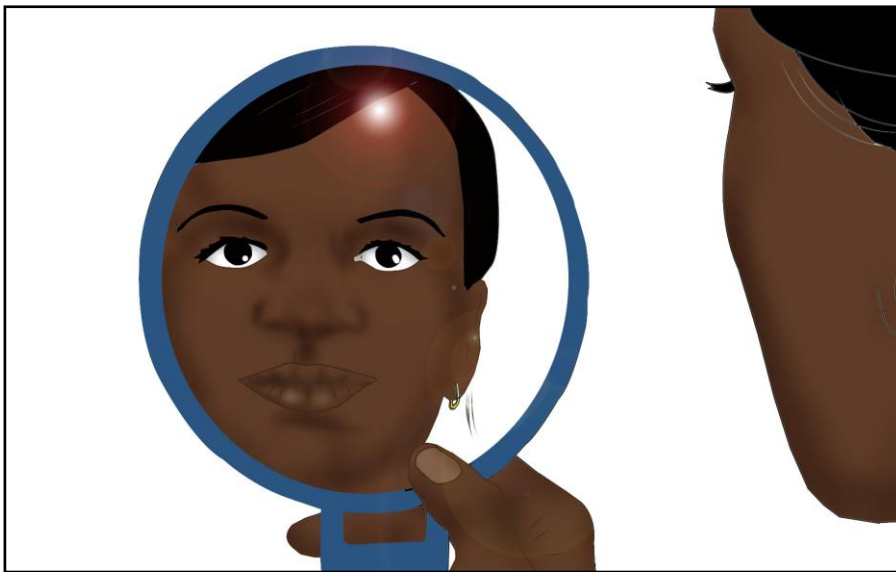
Unit 2: DISCOVERING THE AUTHENTIC ME²

LEARNING OBJECTIVES

By the end of this session, participants will:

- Learn a range of practical skills to enhance their emotional well-being in preparation for prevention, treatment, care and support services and programmes
- Understand that HIV is not who they are

Time: 2 hours 30 minutes



UNIT OVERVIEW

1. Who Am I: Important keys to defining self **(1 hour 30 minutes)**
2. Why Am I: Setting up a Successful Strategy for Self Growth **(60 minutes)**

NOTES ON UNIT 2

Who am I?

This session should cover important keys to defining self through an exploration of the human life cycle from conception, highlighting the divine mystery of the birthing process and the unlimited potential within each person.

²Discovering the Authentic Me is a copyright programme developed by Eve for Life for use with newly diagnosed HIV-positive women. Used with the permission of Eve for Life.

Why am I?

This should entail a guided exercise on how to set up a successful strategy for self-growth. It allows the participants individually to identify, analyse and acknowledge limiting beliefs and behaviours. It will engage participants in creating SMART goals and BCC plans for their lives.

MATERIALS

- Projector
 - Video on the birthing process
 - Notepads
 - Pens, pencils
 - Diaries
-

UNIT 3: COMMUNICATION SKILLS

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- List barriers to good communication.
- Identify good communication skills.

Time: 2 hours 30 minutes

UNIT OVERVIEW

1. Defining Communication **(30 minutes)**
2. Modes of Communication **(20 minutes)**
3. Types of Communication **(30 minutes)**
4. Barriers to communication **(40 minutes)**
5. Communication Strategies **(30 minutes)**



NOTES FOR UNIT 3

This unit is very useful for women living with HIV especially those in leadership or who aspire to become leaders. The unit should provide training in the modes of communication, types of communication and effective communication. Participants should be guided in formulating definitions of communication and consensus reached on a final definition to be used. The facilitator should then highlight the four basic types of communication that will help participants to react most effectively when confronted with difficult person/situations. It will also help them recognize when they are using manipulative behaviour to get their own needs met.

Participants will also learn to identify internal and external barriers to communication and will learn strategies to deliver clear and consistent messages that are simple, direct, and with a minimal number of filters and interpreters.

MATERIALS

- Flip chart
 - Projector
 - Handouts on Communication
 - Pens, pencils
 - Notebooks
 - Markers
-

UNIT 4: LEADERSHIP³

LEARNING OBJECTIVES

- By the end of the session, participants will be able to:
- Identify and define the characteristics of an effective leader
- List leadership styles and assess their personal styles and practices
- Develop skills and strategies for managing self and others

Time: 4 hours

UNIT OVERVIEW

1. Characteristic of positive leaders **(60 minutes)**
2. Leadership Styles **(60 minutes)**
3. Roles and responsibilities of peer leaders in the HIV response **(60 minutes)**
4. Coping and Self Management **(60 minutes)**



**I CAN MAKE
A DIFFERENCE**

³ Facilitators are encouraged to use Advancing Women's Leadership and Advocacy for AIDS Action training manual produced by the Centre for Development and Population Activities.

NOTES ON UNIT 4

The unit covers information on basic leadership styles and explores roles, responsibilities, characteristics and relevance of peer leaders in the national HIV response. It covers coping and self management through exploring barriers to effective leadership and engages participants in defining personal leadership roles and goals using life mapping.

MATERIALS

- Flip chart
 - Projector
 - Handouts on leadership
 - Pens, pencils
 - Notebooks
 - Markers
-

UNIT 5: PARENTING SKILLS⁴

LEARNING OBJECTIVES

By the end of the session, participants will:

- Understand the key parenting styles
- Develop the skills to improve their parenting
- Learn how to prepare their children for life after diagnosis

Time: 4 hours 15 minutes

UNIT OVERVIEW

1. Understanding Parenting Styles **(60 minutes)**
2. Defining child development **(30 minutes)**
3. How to disclose HIV status to children **(60 minutes)**
4. How to deal with grief and loss **(60 minutes)**
5. Defining values **(45 minutes)**

UNIT 5 NOTES

HIV-related stigma affects not only persons living with HIV, but also their families including children. In a society where stigma and discrimination is high, the coping mechanism of women to deal with rearing can be tested. The unit should cover parenting styles and participants guided through various activities to determining their own parenting styles and how they impact family life.

⁴ Adapted from Eve for Life Parenting for Positives manual

Participants should develop life maps outlining where they are now in their parenting and where they expect to be in the next year. Additionally, participants should learn about the stages of child development and what to expect in each stage so they can prepare adequately for them. The importance of how to disclose HIV status to children and how to deal with grief and loss in the HIV affected family will also be done.

MATERIAL

- Flip chart
- Projector
- Handouts on Parenting
- Pens, pencils
- Notebooks
- Markers



UNIT 6: MONEY MANAGEMENT

LEARNING OBJECTIVES

By the end of the session, participants will:

- Be able to make simple budgets and financial plans
- Be aware of entities that offer grants for income
- generating projects

Time: 2 hours 40 minutes



UNIT OVERVIEW

1. Making household budget and managing the family income **(60 minutes)**
2. Creating your own employment **(40 minutes)**
3. How to apply for grants and loans to finance income generating activities **(60 minutes)**

UNIT 6 NOTES

1. Making household budget and managing the family income: Participants will learn how to make simple budget.
2. Creating Own employment: In this session, participants will learn how to identify their own personal skills and how to make them into viable business. They will also learn simple marketing strategies and how to monitor and evaluate their businesses.
3. How to apply for grants and loans: Participants will learn how to identify entities that offer grants/loans and what is needed to access these grants/loans

MATERIAL

- Flip chart
 - Projector
 - Handouts on budgeting
 - List of agencies that provide grants/loans to women living with HIV
 - Pens, pencils
 - Notebooks
 - Markers
-

UNIT 7: EMPLOYABILITY

LEARNING OBJECTIVES

By the end of the session, participants will:

- Learn how to prepare resumes
- Learn how to write job application letters
- Learn how to prepare for job interviews

Time: 4 hours 30 minutes

UNIT OVERVIEW

1. Preparing a CV/resume **(1 hour 30 minutes)**
2. Writing a job application letter **(1 hour 30 minutes)**
3. Preparing for an interview **(1 hour 30 minutes)**

UNIT 7 NOTES

This unit gives detailed explanations as well as step by step processes for creating an effective resume; it explores the resume as the entry point to successful employment.

Writing a job application letter will introduce participants to tips and principles of writing effectively and how to link applications and resume with specific job requirements. The unit will also cover the DOs and DON'Ts when attending a job interview.

MATERIAL

- Flip chart
- Projector
- Handouts on 'How to Write a Resume'; 'How to write job applications'
- Pens, pencils
- Notebooks
- Markers



MODULE 2

LIFE SKILLS

MODULE 2

Life Skills

GENERAL OBJECTIVES

- To provide women with the information and practical skills to prevent and treat Sexually Transmitted Infections
- To enhance the coping skills of women living with HIV through practical skills
- To improve decision making skills among women living with HIV

UNIT 1: INTRODUCTION TO TRAINING AND LEARNING

LEARNING OBJECTIVES

By the end of this session, participants will:

1. Get to know other participants;
2. Understand the training objectives
3. Share individual expectations
4. Develop ground rules of the training workshop;
5. Review the training schedule.

TIME: 1 hour 15 minutes

UNIT OVERVIEW

Introductions and Reviewing Training Objectives **(20 minutes)**

Setting Ground Rules **(15 minutes)**

Expectations/Fears **(20 minutes)**

Agenda: Discussion **(20 minutes)**

MATERIALS

Flip Chart, tape, markers, pens, post-its

UNIT 2: SKILLS BUILDING 1: SEXUALLY TRANSMITTED INFECTIONS (STI)

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Name and identify at least five sexually transmitted infections, their symptoms and management
- Define the terms: window period, HIV, AIDS, opportunistic infections and ARVs and what they have to do with HIV disease progression
- Demonstrate proper application of a male and a female condom.
- Demonstrate refusal skills using role play.

Time: 5 hours

UNIT OVERVIEW

1. Understanding Sexually transmitted Infections and impact on the health of positive women **(1 hour 30 minutes)**
2. Disease Progression and Safer Sex for Positive women **(1 hour 30 minutes)**
3. Responsibilities of HIV positive persons in prevention **(60 minutes)**
4. Strategies for positive prevention for couples and individuals **(60 minutes)**

UNIT 2 NOTES

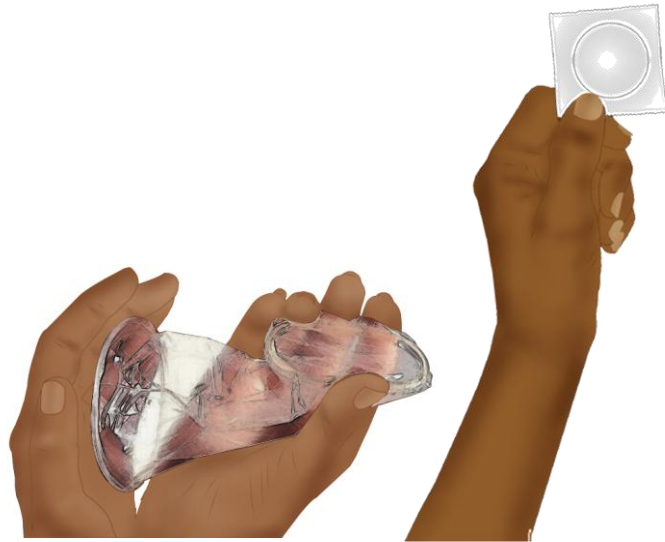
A key gap among women living with HIV is the limited knowledge about sexually transmitted infections, how to identify and treat them. The unit should provide an understanding of STI's and the impact on the health of positive women, the progression of HIV and AIDS and safer sex options for positive women as a target group.

Additionally, the unit should address the responsibilities of HIV positive persons in prevention and how to reduce the risk of re-infection and/or infection to others. Key strategies for positive prevention for couples and individuals will also be taught in order to build healthy casual and intimate relationships.



MATERIALS

- Dildos
- Vagina models
- Condoms
- Projector
- Handouts on STIs
- Flip Chart
- Tape
- Markers, pens
- Post-its



UNIT 3: SKILLS BUILDING 2: DECISION MAKING AND RELATIONSHIPS



LEARNING OBJECTIVES

Participants will be able to:

- Identify important factors in making a decisions
- Identify specific life skills that are missing or need reinforcement in their lives
- Identify and list some consequences of drug use
- List potential problems that might occur in a group
- Identify typical “lines” people use to pressure others for sex

TIME: 4 hours 15 minutes

UNIT OVERVIEW

- Decision making skills: Drug Use and HIV **(1 hour 30 minutes)**
- Decision making Skills: Adherence and Family Planning **(60 minutes)**
- Relationship Skills: Negotiating sexual relationships **(60 minutes)**
- Dealing with conflict: **(45 minutes)**

UNIT 3 NOTES

The unit will provide knowledge and guidelines to make decisions in relation to Drug Use and HIV, exploration of the link between personal values and decision making and adherence and family Planning enabling the participant to make informed decisions surrounding key issues related to complete health.

It will expose the participants to relationship skills building strategies and how to negotiate healthy sexual relationships and will increase awareness of the advantages of Femidom (female condom) in the lives of HIV positive women. It provides information on dealing with conflicts and Identifying strategies to cope with problems that arise in peer and support groups.

MATERIALS

- Projector
- Flip Chart
- Tape
- Markers, pens
- Post-its



UNIT 4: DISCLOSURE

LEARNING OBJECTIVES

By the end of the session, participants will:

- Understand the pros of disclosure
- Learn the skills to disclose their status to family and partners
- Be able to identify services to support disclosures

Time: 2 hours 30 minutes

UNIT OVERVIEW

1. To tell or not to tell **(60 minutes)**
2. Partner referral **(45 minutes)**
3. Discordant couples **(45 minutes)**

UNIT 4 NOTES

The unit will provide guidelines, strategies and skills, aimed at empowering participants 'To tell or not to tell' HIV status, understanding the relevance of partner referral in the

national response and increased awareness on Discordant couples. It explores fears related to disclosure, HIV stigma and discrimination, gender roles and norms and how to manage confidentiality.

MATERIALS

- Handouts on 'How to disclose'
 - Flip Chart
 - Tape
 - Markers, pens
-

UNIT 5: PRACTICING THE SKILLS

LEARNING OBJECTIVES

By the end of the session, participants will:

- Show competence in the skills learnt
- Improve their ability to address challenges and risks associated with HIV status

TIME: 4 hours 45 minutes

UNIT OVERVIEW

- Condom Skills **(60 minutes)**
- HIV 101 group presentation skills **(60 minutes)**
- Disclosure **(60 minutes)**
- Relationship skills: Strategizing appropriate responses to common pick up lines **(45 minutes)**
- Workshop Evaluation **(60 minutes)**

UNIT 5 NOTES

The unit provides for skills competence, through demonstrations, coaching, and participants practice. Individual assessments will be done using learning guides and checklists for monitoring and evaluation

MATERIALS

- | | |
|-----------------|--------------------|
| ▪ Dildos | ▪ Handouts on STIs |
| ▪ Vagina models | ▪ Flip Chart |
| ▪ Condoms | ▪ Tape |
| ▪ Projector | ▪ Markers, pens |
-

MODULE 3

GENDER, HIV AND HUMAN RIGHTS



MODULE 3

Gender, HIV and Human Rights

GENERAL OBJECTIVES

- To understand the risks and challenges faced by HIV-positive women within a gender and human rights framework
- To promote an understanding of the human rights implications of HIV and AIDS on HIV-positive women

UNIT 1: INTRODUCTION AND EXPECTATION SETTING

LEARNING OBJECTIVES

By the end of this session, participants will:

- Get to know each other;
- Understand the training objectives
- Share individual expectations
- Develop ground rules of the training workshop;
- Review the training schedule.

TIME: **1 hour 15 minutes**

UNIT OVERVIEW

1. Introductions and Reviewing Training Objectives **(20 minutes)**
2. Setting Ground Rules **(15 minutes)**
3. Expectations/Fears **(20 minutes)**
4. Agenda: Discussion **(20 minutes)**

MATERIALS

Flip Chart, tape, markers, pens, post-its

UNIT 2: I AM WOMAN⁵

LEARNING OBJECTIVES

By the end of this session, participants will:

- Be aware of the global situation of women living with HIV.
- Understand the difference between gender and sex
- Understand how gender impacts on HIV
- Understand the link between gender and sexuality.

TIME: 4 hours 40 minutes

UNIT OVERVIEW

1. Women and HIV: The global situation **(40 minutes)**
2. Women and HIV: The Caribbean Situation **(30 minutes)**
3. Gender Identity, Roles and Relationships **(1 hour 30 minutes)**
4. Gender socialisation **(60 minutes)**
5. Gender and Sexuality **(60 minutes)**

UNIT 2 NOTES

1. Women and HIV: The global situation: This should be a global analysis of the gender related socio-economic causes and consequences of the epidemic.
2. Women and HIV: The Caribbean Situation: This should be an analysis of the HIV situation in the Caribbean especially its impact on women.
3. Gender Identity, Roles and Relationships: This will explore definitions and attitudes as it relates to gender, sex, gender roles, gender identity, gender stereotypes.
4. Gender Socialisation: This will explore societal norms, values and beliefs about gender.
5. Gender and Sexuality: This will explore human sexuality, sexual norms, influences, myths surrounding male/female sexuality



⁵ Adapted from Eve for Life Training manual: Damsels Arise! Sexual and Reproductive Health and Rights Training Guide for HIV Positive Women

MATERIALS

- Projector
- Handouts on: Global Statistics on HIV; Key definitions gender, sex, gender roles, gender identity, gender stereotypes.
- Flip Chart
- Tape
- Markers, pens

UNIT 3: DAMSELS IN DISTRESS⁶

LEARNING OBJECTIVES

By the end of this session, participants will:

- Understand why women are more vulnerable to HIV
- Understand how gender influences male and female vulnerabilities
- Understand the link between gender-based violence and HIV

TIME: 2 hours 45 minutes

UNIT OVERVIEW

1. HIV and the Female body **(60 minutes)**
2. Gender socialisation and Men's HIV risk **(60 minutes)**
3. Gender-based Violence that and HIV **(45 minutes)**

UNIT 3 NOTES

1. HIV and the Female Body: This will explore women's vulnerability and risk to HIV
2. Gender Socialisation and Men's HIV risk: This will explore how gender norms, values and beliefs make men vulnerable to HIV
3. Gender-based Violence and HIV: An exploration of the risk of HIV transmission as a result of violence against women.

MATERIALS

- Projector
- Handouts on: Male/Female Anatomy; Gender-based Violence.
- Flip Chart
- Tape
- Markers, pens



⁶ Adapted from Eve for Life Training manual: Damsels Arise! Sexual and Reproductive Health and Rights Training Guide for HIV Positive Women

UNIT 4: HUMAN RIGHTS AND HIV AND AIDS⁷

LEARNING OBJECTIVES

By the end of this session, participants will:

- Improve their understanding about human rights and HIV
- Be aware of the legal and ethical issues that affect women living with HIV

TIME: 5 hour 15 minutes

UNIT OVERVIEW

Sessions:

1. What are human rights? **(30 minutes)**
2. Key International Human Rights Instruments **(45 minutes)**
3. Gender-based stigma and discrimination and women living with HIV **(60 minutes)**
4. Sexual and Reproductive Health and Rights and the HIV positive women **(1 hour 30 minutes)**
5. Legal and ethical issues affecting men and women living with HIV (partner notification, abortion, breast feeding, disclosure) **(1 hour 30 minutes)**

UNIT 4 NOTES

Sessions:

1. What are human rights? – Large group discussion and exploration of the definition of human rights, types of rights and the source of these rights.
2. Key International Human Rights Instruments – Interactive session on key Human Rights Instruments such as the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
3. Gender-based stigma and discrimination and women living with HIV. The session will explore stigma and discrimination and social norms and values that impact women living with HIV
4. Sexual and Reproductive Health and Rights and the HIV positive women. The session explores issues of sex, sexuality, sexual health, reproductive health and the rights of positive women to enjoy these rights.
5. Legal and ethical issues affecting men and women living with HIV (partner notification, abortion, breast feeding, and disclosure) – The session will explore key legal and ethical issues that affect the lives of people living with HIV from a rights perspective.



⁷Adapted from UN Women, 2000, Gender, HIV and Human Rights: A training Manual

MATERIALS

- Projector
- Handouts on: Key Human Rights Instruments; Sexual and Reproductive Health
- Flip Chart
- Tape
- Markers, pens

MODULE 4

ADVOCACY: MOBILISING JAMAICAN WOMEN LIVING WITH HIV TO TAKE ACTION

MODULE 4

Advocacy: Mobilising Jamaican Women Living with HIV to take action

GENERAL OBJECTIVES

- Explore the role of advocacy in ensuring that key national and international policy commitments are translated into programmes and services for women living with HIV.
- Build women's understanding of advocacy in relation to behavior change communication (BCC) or Information, Education, and Communication (IEC) strategies;
- Build the capacity of HIV-positive women to plan, implement, monitor and evaluate an advocacy campaign.

UNIT 1: INTRODUCTION AND EXPECTATION SETTING

LEARNING OBJECTIVES

By the end of this session, participants will:

- Get to know each other
- Understand the training objectives
- Share individual expectations
- Develop ground rules of the training workshop;
- Review the training schedule.

TIME: 1 hour 15 minutes

UNIT OVERVIEW

1. Introductions and Reviewing Training Objectives **(20 minutes)**
2. Setting Ground Rules **(15 minutes)**
3. Expectations/Fears **(20 minutes)**
4. Agenda: Discussion **(20 minutes)**

MATERIALS

Flip Chart, tape, markers, pens, post-its

UNIT 2: INTRODUCTION TO ADVOCACY

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Define “advocacy” and why it is done
- Distinguish advocacy activities from Behaviour change communication (BCC) and Information, Education, and Communication (IEC) activities
- Understand the different forms of advocacy



Time: 2 hours 15 minutes

UNIT OVERVIEW

1. Defining Advocacy **(60 minutes)**
2. Advocacy vs. BCC or IEC **(45 minutes)**
3. Advocates for Women living with HIV **(30 minutes)**

UNIT 2 NOTES

This Unit should cover an introduction to advocacy, explores the differences between advocacy and IEC and identifying allies for women living with HIV. Participants should be guided to understand what is advocacy, why and how it is done. During this session, participants will form working groups and jointly identify issues that will be the focus of their advocacy plans.

Areas to be covered in each session include:

1. Defining Advocacy

- What is Advocacy?
- Why do we advocate?
- How do we advocate?

2. Advocacy vs. BCC/IEC

- What is Behaviour Change Communication?
- What is Information Education Communication (IEC)?
- What can Advocacy/BCC/IEC change?
- Who are the targets?
- Does BCC/IEC target people who have influence over others?
- Indicators of Success

3. Advocates for Women living with HIV

- Who can be advocates for women living with HIV?

MATERIALS

- Projector
 - Handouts: What is Advocacy; Examples of advocacy case studies; Levels of advocacy
 - Flip Chart
 - Tape
 - Markers, pens
-

UNIT 3: DEVELOPING PRACTICAL SKILLS TO CARRY OUT ADVOCACY WORK

LEARNING OBJECTIVES

By the end of the session, participants will:

- Learn to analyse and influence policy and programmes
- Learn how to produce briefing notes and position papers
- Learn how to lobby
- Learn how to write and make a simple presentation

TIME: **4 hours 30 minutes**

UNIT OVERVIEW

1. Analysing and influencing legislation or policies **(60 minutes)**
2. Preparing a briefing note or position paper **(1 hour 10 minutes)**
3. Lobbying or face-to-face meetings **(1 hour 10 minutes)**
4. Writing and delivering a presentation **(1 hour 10 minutes)**

MATERIALS

- Projector
 - Flip Chart
 - Tape
 - Markers, pens
-

UNIT 4: PLANNING AND IMPLEMENTING THE ADVOCACY WORK

LEARNING OBJECTIVES

By the end of this session, participants will:

- Have a clear understand of the required steps in planning an advocacy campaign;
- Have learnt the skills to develop advocacy goal and objectives
- Be able to determine whether advocacy objectives are SMART.

TIME: 3 hours 45 minutes

UNIT OVERVIEW

1. Steps in Planning Advocacy Work: The advocacy planning framework **(60 minutes)**
2. Selecting an Advocacy issue/problem **(35 minutes)**
3. Defining and developing Goals and Objectives **(60 minutes)**
4. Identifying target Audience **(30 minutes)**
5. Identifying allies and opposition **(40 minutes)**

UNIT 4 NOTES

This session covers an overview of the steps in planning an advocacy campaign and how to develop advocacy goals and objectives. The working groups formed in the first unit and will then develop advocacy goals and objectives based directly on their previous policy and programme analysis. The working groups will also focus on how to identify and analyse target audiences and then choose appropriate activities and materials based on who their target audience.

MATERIALS

- Projector
 - Flip Chart
 - Tape
 - Markers, pens
-

UNIT 5: DEVELOPING ADVOCACY MESSAGES

LEARNING OBJECTIVES

By the end of this session, participants will:

- Review and identify the characteristics of an effective message
- Define, analyze, and develop effective advocacy messages.

TIME: 3 hours 30 minutes

UNIT OVERVIEW

1. Characteristics of Effective Messages **(40 minutes)**
2. Defining Advocacy Messages **(40 minutes)**
3. Developing Advocacy Messages **(1 hour and 30 minutes)**

UNIT 5 NOTES

This unit should review and define effective advocacy messages and participants guided in developing advocacy messages specifically for their target audiences.

MATERIALS

- Projector
 - Flip Chart
 - Tape
 - Markers, pens
-

UNIT 6: IMPLEMENTING AN ADVOCACY PLAN

LEARNING OBJECTIVES

By the end of this session, participants will:

- Define and identify resources needed for an advocacy campaign
- Develop an implementation plan for their advocacy campaign
- Develop a monitoring and evaluation plan for the advocacy campaign

TIME: 3 hours 30 minutes

UNIT OVERVIEW

1. Developing an Advocacy Implementation Plan **(1 hour and 40 minutes)**
2. Defining Resources **(20 minutes)**
3. Develop Budget for advocacy **(1 hour 30 minutes)**

UNIT 6 NOTES

Participants in their working groups should develop at least three Advocacy Implementation Plans, based on issues selected earlier. They should determine the resources need and develop a simple budget to carry out activities.

MATERIALS

Flip Chart, Tape, Markers, pens, Laptops

UNIT 7: MONITORING AND EVALUATING PLAN

LEARNING OBJECTIVES

At the end of the unit, participants will:

- Understand the importance of monitoring and evaluation
- Be able to develop Monitoring and Evaluation Plans for their advocacy activities.

TIME: 2 hours and 30 minutes

UNIT OVERVIEW

1. Developing a Monitoring and Evaluation Plan (2 hours 30 minutes)

UNIT 7 NOTES

The facilitator should guide the participant into how to do their monitoring and evaluation plans. In their working groups, participants will review the stages in planning their advocacy campaigns and develop monitoring and evaluation plans for them.

MODULE 5

MEDIA AND SOCIAL COMMUNICATION



MODULE 5

Media and Social Communication

GENERAL OBJECTIVES

- Increase awareness of media as a means of disseminating information and for advocacy.
- Improve use and knowledge of the range of social media available to women living with HIV
- Improve the ability of HIV-positive women to create networks and build Community
- Increase opportunities to offer peer support through the internet

UNIT 1: INTRODUCTION AND EXPECTATION SETTING

LEARNING OBJECTIVES

By the end of this session, participants will:

- Get to know each other
- Understand the training objectives
- Share individual expectations
- Develop ground rules of the training workshop
- Review the training schedule.

TIME: **1 hour 15 minutes**

UNIT OVERVIEW

1. Introductions and Reviewing Training Objectives **(20 minutes)**
2. Setting Ground Rules **(15 minutes)**
3. Expectations/Fears **(20 minutes)**
4. Agenda: Discussion **(20 minutes)**

MATERIALS

- Flip Chart
 - Tape
 - Markers, pens
 - Post-its
-

UNIT 2: USING TRADITIONAL MEDIA

LEARNING OBJECTIVES

By the end of this session participants will:

- Better understand how to communicate with the media
- Be more aware of what media outlets are available
- Better understand how to approach journalists and how to handle journalists who approach them

Time: 5 hours

UNIT OVERVIEW

1. How to communicate with the media **(1 hour 30 minutes)**
2. How to write an effective press release **(1 hour 30 minutes)**
3. How to organise a press event **(60 minutes)**
4. How to do media interviews **(60 minutes)**

UNIT 2 NOTES

This unit will guide participants in thinking about how they interact with the media. They will be taught various tools to communicate such as, through press releases, press conferences and one-on-one interviews.

MATERIAL

- Flip Chart
 - Markers, pens
 - Video Camera
 - Projector
-

UNIT 3: USING SOCIAL MEDIA

LEARNING OBJECTIVES

By the end of this session participants will:

- Demonstrate familiarity with the range and variety of social media tools.
- Review social media for use in HIV prevention, treatment, care and support.

TIME: 5 hours



UNIT OVERVIEW

- Social Media as a tool to disseminate information (**2 hours**)
- How to conduct research (**60 minutes**)
- Information communication technology the way forward (**2 hours**)

UNIT 3 NOTES

Social Media as a tool to disseminate information will define social media, the advantages and disadvantages, confidentiality, ethics and anonymity.

Information communication technology the way forward will cover the use of social media; Facebook, My Space, Twitter, email, web-browsing

MATERIAL

Flip Chart, Markers, Pens, Internet, Projector

UNIT 4: USING SOCIAL MEDIA 2

LEARNING OBJECTIVES

By the end of the unit, participants will be able to:

- Reflect critically on the use of social media and identify strategies for their effective implementation.
- Write their own blogs
- Set up their own face book accounts
- Develop plan on how to use social media for advocacy

TIME: 4 HOURS

UNIT OVERVIEW

1. How to blog – practical steps to start your own blog (**2 hours**)
2. How to set up and use Face book for advocacy (**2 hours**)

UNIT 4 NOTES

Participants will learn how to create their own blogs and set up face book accounts

MATERIAL

Flip Chart, Markers, Pens, Internet



