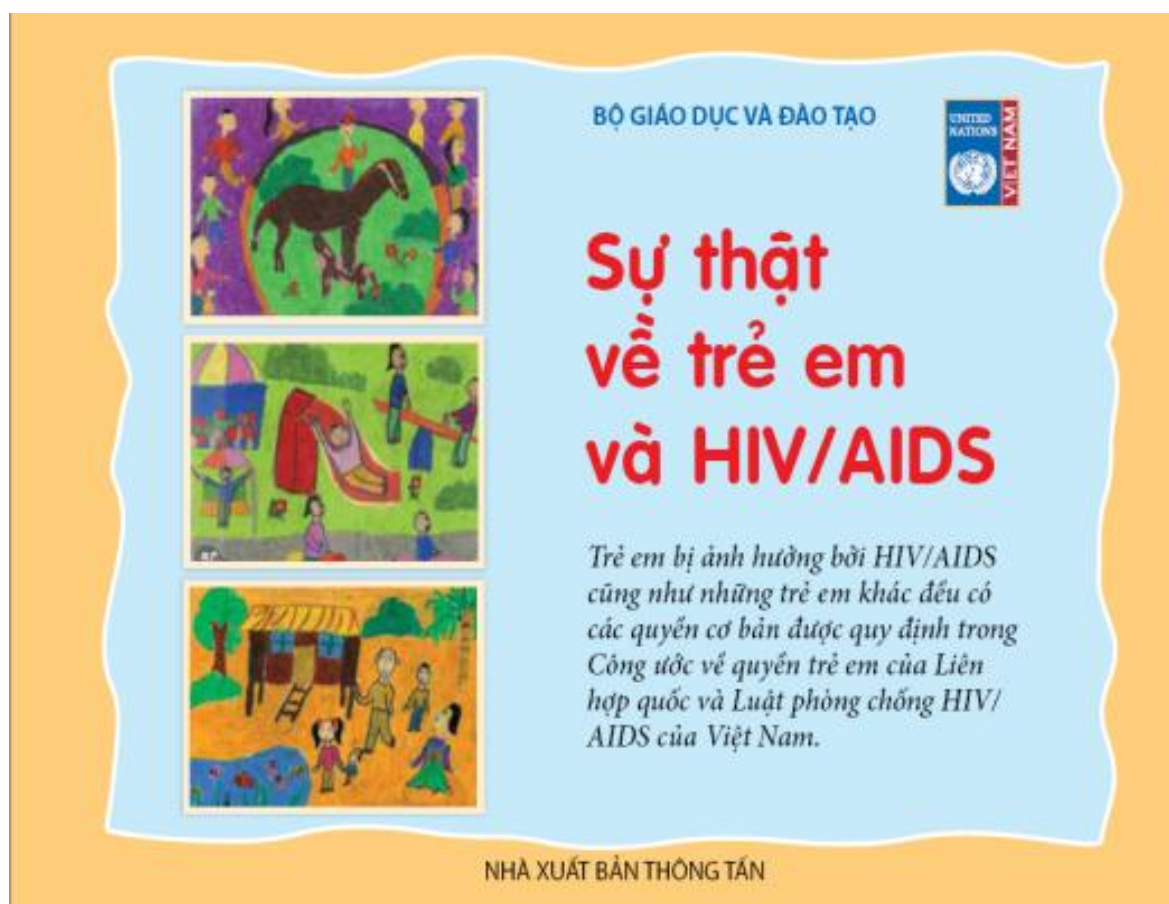


FACILITATORS' GUIDE

FACTS ON CHILDREN AND HIV/AIDS



Ministry of Education and Training

United Nations Viet Nam

...the booklet itself will not make a difference. We strongly believe how it will be used matters. Combating stigma is a long term battle. Thus, among other important action, I would like to urge all of you to promote the use of this booklet and more importantly identify creative ways to facilitate discussions and learning in school and in the community using the booklet in order to address gaps of knowledge, and particularly myths, misconceptions and doubts which have long been engraved and which perpetuate stigma and discrimination.

(from speech by UN representative at launch ceremony, Aug 2010)

About this facilitator's guide The booklet titled "Facts about children and HIV/AIDS" was published by Ministry of Education and Training (MOET) with support from the UN in Viet Nam in August 2010. The booklet itself is not enough to remove the myths about HIV and AIDS and children affected by AIDS, and reduce stigma and discrimination against these children. Strong interpersonal communication to engage community, parents and teacher are the key to change behaviours and attitude toward these children, and achieve the overall objective of stigma reduction.

This facilitators' guide is an accompanying resource of booklet to assist facilitators to conduct communication sessions and realize optimal impact of the booklet. You can download the booklet at UN Viet Nam website (<http://www.un.org.vn>)

Target audience This facilitator's guide is for anyone who conducts parental, students or community communication session on HIV stigma and discrimination. Those include education managers, teachers and principals, peer educators, and community volunteers, local authorities, NGOs staffs, religious institutions, children and family affected by HIV and AIDS.

Objective of the communication session By the end of this workshop participants will be able to:

- Identify HIV stigma related issues in their schools and communities
- provide basic facts on children and HIV/AIDS
- identify concrete action to reduce stigma and discrimination against HIV
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Approach The group meetings will be interactive, lively and fun and will make use of the strong participation of all. The group meetings to present the facts about children and HIV/AIDS will be facilitated by education managers, teachers, peer educators, and community representatives with the use of participatory methodologies that will provide space for all participants to be engaged and provide inputs.

It is important for all participants to take part in the exercises to make it

most effective for themselves, the school and community. The set-up of the room and use of open space and materials will help to encourage participation, fun and involvement and interaction and mingling of people. There will be a mix of plenary, group and individual sessions, interspersed with icebreakers and energizers.

The sessions will focus on the key facts on the booklet, concern, misconception, doubts and myth at local community and school. The group meeting will provide a chance for all participants to better understand some of the facts about HIV/AIDS, children infected and affected by HIV/AIDS, and reflect on possible changes that may be needed in order to protect the rights of the all children.

Group size

The total number of participants is ideally between 25 to 30 people. If the group is bigger, it is recommended to divide the several groups in order to keep the number of participants small enough to have warm atmosphere and enable rich discussion among participants. In case of bigger number of participants, additional facilitators or assistants would be helpful.

Role of facilitators

The communication session is best facilitated by two people, with one assistant who can handle logistics and audio. At the planning stage, the facilitators must clarify their role and responsibilities, and who handle which session.

Key building blocks for the session

The session is basically consists of three blocks: Issues, facts and actions. The duration of communication session can be adopted to situation, from one-hour to three hours, or divided into several session, these key blocks should be the considered as basic flow and concepts behind the activities.

1. **ISSUES:** Identify stigma and discrimination. Identify lack of knowledge on HIV/AIDS among parents.
2. **FACTS:** The 9 facts can be presented to parents through interactive group work and dialogue
3. **ACTIONS:** Making sure participants fully understand the 9 facts and take action.

Sample of Training sessions

1 hour session	
Time	Action
A few min	A: Welcome & agenda
	ISSUES: UNDERSTANDING STIGMA
5 min	B: Warm up game/ Agree or disagree
10 min	C: Self reflection exercise
	FACTS: PRESENTATION OF 9 FACTS
20 min	D: Group work
15 min	Presentation of nine facts
	ACTIONS: IDENTIFY CONCRETE ACTIONS
10 min	E: Identify personal action
	Wrap up

One hour session is suitable for session with parents who are working and busy. You may not have time to cover all nine facts, but pick a few key facts most relevant to the participants. They will continue reading the rest of the materials in their own time, based on initial discussion at the session.

2 hour session	
Time	Action
5 min	A: Welcome & agenda
	ISSUE: UNDERSTANDING STIGMA
10 min	B: Warm up game/ Agree or disagree
15 min	C: Self reflection exercise
	FACTS: PRESENTATION OF 9 FACTS
30 min	D: Group work
15 min	Presentation of nine facts
	ACTION: IDENTIFY CONCRETE ACTION
10 min	E: Identify personal action
	Wrap up

2 hours session is suitable for education managers, teachers and parents who need good understanding of issue of stigma and discrimination against children affected by HIV and AIDS. Communication about stigma reduction can also be done in several sessions for in-depth discussions, as well as for addressing more specific issues faced in the field. In addition, the booklet can be used flexibly to contribute to other existing HIV/AIDS activities, particularly to explain key facts about HIV, and clarify doubts or myths about HIV.

A: Welcome & warm-up

Time

A few minutes to 15 min

Material

medium size ball

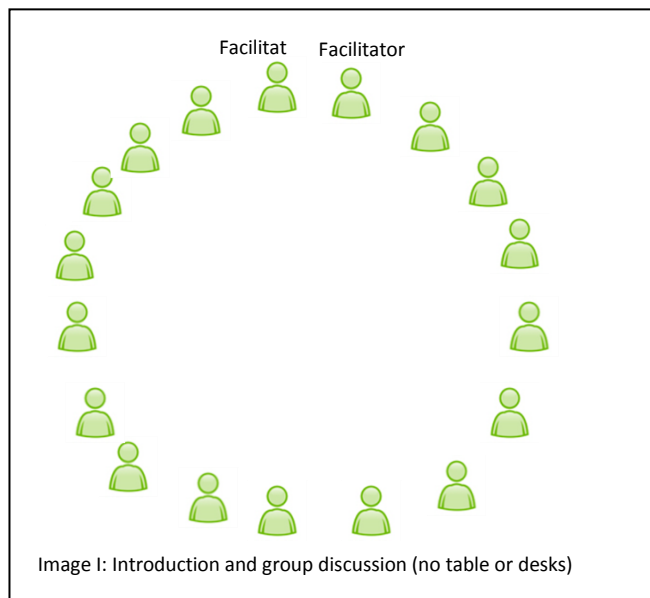
Step-by-step guide

Participants sit in a big circle, including facilitators.

1. Facilitators introduce themselves, and thank participants to come.
2. Facilitator start introduction with their name and one word about themselves, and then pass the ball to anyone in the circle.
3. The person receive the ball must to introduce him/her – name and job title, and then throw the ball to anyone in the circle.

Facilitator's note

- It is important to have complete circle without anyone stay behind in order to show the inclusive environment and anti-stigma atmosphere. (See the image I)
- No table or desks needed until the end of the session.
- Don't distribute the booklet at this stage!



B: Agree or Disagree

Time

5 min to 15 min

Step-by-step activity

1. Ask parents to stand up and gather in the open space.
2. Explain the activity, including assigning a card “Agree” to one side of the room, and “Disagree” to the other, and “unsure” in the middle
3. Facilitator asks questions and parents go to either agree or disagree side of the room.
4. Facilitator ask parents why they pick the side
5. Ask participants come back to centre point before reading the next question.

Repeat for 3 or 4 questions



Facilitator’s note

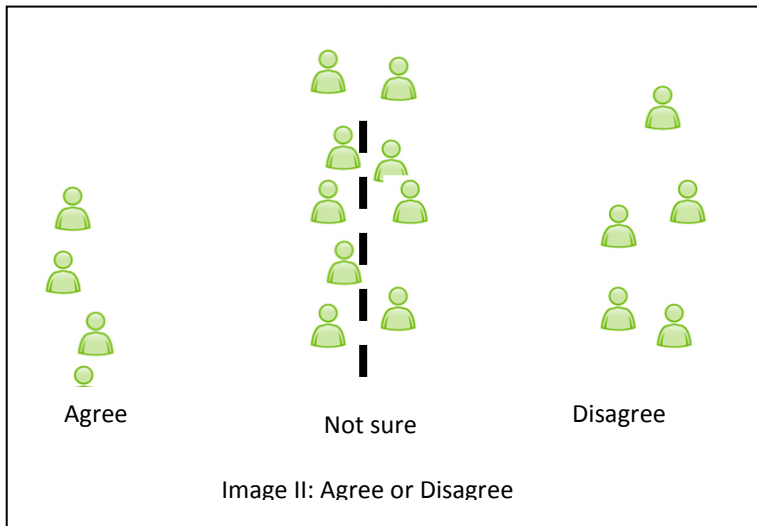
- Try to make safe environment and avoid criticizing or correcting their opinion.
- Questions must be related to stigma and discrimination
- Based on discussion and comments, participants can change their opinion and free to move to other side.

Questions for opinion poll exercise may include:

- Do you agree or disagree that children living with HIV can play and study just as all other children?
- Do you agree or disagree that if you know someone is living with HIV, you should go ahead and inform the school principal?
- Do you agree or disagree that you cantell by looking/appearance if someone is living with HIV?
- Do you agree or disagree that children living with HIV should be taken care of as

all other children?

- Do you agree or disagree that all infants born to mother with HIV acquire HIV?
- Do you agree or disagree that HIV transmission between a child with HIV and another child if these children sit next to each other in the class rooms
- Do you agree or disagree that request of submission of a child's HIV test results is a violation of children's rights?
- Do you agree or disagree that separation of children with HIV from others is an effective way for HIV prevention?



C: Self reflection

Time
10 to 15 min

Material
Paper

Step-by-step activity

Self reflection (5 min)

1. Ask participants to close eyes for a seconds, and ask *“Please close your eyes. Imagine you are (whatever the age of children of class) or any other age. Think about a time when you felt lonely or isolated with your eyes closed”*
2. Ask them silently to consider, why this event happened? why did no one offer support? why do they still remember this event to this day?
3. One minute with eye close, then ask parents to open their eyes and write down how they felt in a piece of paper (remind right here: participants do not need to write details of story, actions or who involved).

Buzz group (2-3 min)

4. Ask parents to share their **feeling**, not what details of action/events to next person.

Plenary group (5 min)

5. Ask parents to share what has been discussed at buzz group.
6. Ask them to connect to stigma at school
 - “Does stigma on HIV AIDS exist?”
 - what has been the impact/implications?”
 - “Can language be stigmatising?”
 - “What language is often used to describe children living with HIV, and children affected by HIV?”

Facilitator’s note

- This could be an emotional exercise with strong feeling of participants. Try to focus on the common words that describe the feelings (sad, disempowered, miserable, lonely)
- In case participants have not raised the language issue, the facilitator should specifically ask them “How about social evil? Children living with HIV are considered as social evil groups? How does that relate to stigma at school?” What do participants think about these words to describe children affected by AIDS such as “pitiful”, “unfortunate”, “fate”, “unhappy”? How do these words affect their self confidence and self esteem?
- Discuss and help participants to agree on the need to avoid stigmatising language.
- Speaker must be volunteers. Avoid pushing participants to talk (i.e. do not bring microphone to their face and force them to speak.)

D: Presentation of 9 facts

Time

35 to 45 min

Material

Standing poster or visual material of key messages

Step-by-step guide

Introduction to Booklet (2-3 min)

1. Briefly explain the background of booklet – what it is, how it developed.

Group work (15 min)

2. Distribute booklet to the participants.
3. Divide into nine groups and assign one fact.
4. Each group read the booklet and present back to plenary about the fact



Plenary presentation (25min)

5. Ask each group to present the fact in one or two minutes. Encourage them to use creative form such as role play.
6. Following each group presentation, ask if other groups would have any questions for clarification. Other members of the presenting group could respond to the questions or address any gaps





Wrap up: 2-3 min

7. Ask the participants to continue reading the rest of the booklet in their own time, which they did not have a chance to review thoroughly during the session. Ask them how they would communicate these messages to others

Facilitator's note

- For step 1, introduction is basically a summary of preface of the booklet. Read the preface to be prepared
- For step 3, explain to participants that due to time constraint, each group would just focus on joint reviewing of one fact during the session and they would be briefed/explained by other groups on the remaining facts.
- For step 5, It is important to stick to the content provided in the nine messages as much as possible and explain them clearly, as in many cases, the facilitator does not have or need deeper knowledge on this issue. Try to assist presenter in elaborate and not just repeating the title. Key question include "What is new to you?" "What is the core message?"

To clarify Fact number three, transmission,
Children cannot get HIV from

- Injuries - unless all children (not one, but all) have deep and open cut, and they put the cut part together and keep the position long enough to transfer enough blood from child living with HIV to others. If blood touches air or water, HIV virus dies quickly and cannot transmit.
- Biting and kissing – unless children have large open and bleeding sore or cut and transfer blood directly to some else's sore or cut in their mouth. Saliva does contain HIV, but the virus is only present in very small quantities. It is almost a bucket is needed for transmission, which is impossible.

E: Personal actions and Wrap up

Time
5 to 10 min

Material
Small card or paper (A5)

Step-by-step guide

1. Explain the purpose of the activity, which is to invite participants to identify concrete personal action, following discussion on stigma and understanding of the HIV facts
2. Ask each parent to write *one concrete action* that they can take to reduce stigma at school anonymously. Remember the feeling of stigma written at self reflection.
3. Post them on pin board.
4. Invite participants to review the cards and have a look at the proposed personal actions. If time permits, consider inviting a few to state what they will plan to do

Facilitator's note

- When explaining the activity, clarify that people will write personal concrete actions (not recommendations to organisations or slogan calling for actions)
- It is good to take a photo of the collected action for the future review.
- It is possible to use a big board or something similar for all the cards, which will be a product by the whole group.

