

WORKSHOP 6

FACILITATOR'S GUIDELINES

*NOTE: Facilitators should read the background paper on **Gender-based Violence** (Workshop 1) and **Gender-based Violence and HIV/AIDS** (Workshop 6) before conducting this workshop.*

WORKSHOP OBJECTIVES




- ✓ To dispel some of the myths about HIV/AIDS
- ✓ To explore the connection between gender and HIV/AIDS
- ✓ To identify some of the risk factors for HIV infection in youth
- ✓ To critique dominant messages about HIV/AIDS prevention
- ✓ To develop a gender-based message about HIV/AIDS prevention

WORKSHOP LENGTH 2 HOURS

WORKSHOP OUTLINE

1. Introduction (10 minutes)
2. What are the myths about HIV/AIDS? (20 minutes)
3. Test your knowledge about gender and HIV/AIDS (15 minutes)
4. How does lipstick cause HIV/AIDS? (15 minutes)
5. The ABCs of HIV/AIDS prevention (30 minutes)
6. Closing activity (30 minutes)

WORKSHOP MATERIALS

- ✓ Markers (coloured) 
- ✓ Flip chart 
- ✓ Large sheets of paper 



Masking tape or pins



WORKSHOP HANDOUTS

Handout 1: Myths about HIV/AIDS

Handout 2: Test your Knowledge about Gender and HIV/AIDS

Handout 3: HIV/AIDS from Lipstick

Handout 4: The ABCs of HIV/AIDS Prevention

Handout 5: Gendering the ABCs of HIV/AIDS Prevention Poster (2 versions: blank, and completed)

TIPS Before You Begin

Facilitating workshops that address gender-based violence requires patience and persistence as well as an abundance of courage and commitment. The following tips, based on the feedback we received during the pilot phase, are intended to assist the facilitators in their efforts and bring success to their endeavours:

- ❖ *Due to the sometimes overwhelming subject matter, the facilitator needs to think about how to create a safe environment for discussing issues on gender-based violence. Please bear in mind that many of the exercises deal with sensitive topics which will pose some challenges for the facilitator, particularly when presenting the workshops to males and females together. The point needs to be made that females are more likely to be targets of gender-based violence. However, the task of the facilitator is to help clarify that the purpose of each activity or exercise is **not** to target all men (which results in individual men feeling blamed or defensive) but to address forms of behaviour, beliefs and attitudes that make a person feel humiliated and denigrated, and in severe cases, result in rape and child sexual abuse. It is useful to point out that men are beginning to express their support for efforts to eradicate violence against women and children (as evidenced in the Sixteen-Day Campaign of No Violence against Women and Children, and the establishment of the Departmental Men's Forum (DMF) in the Directorate for Gender Equity, NDoE).*

- ❖ *There are other materials around which facilitators might find helpful in conducting workshops on issues of gender. See for example **Starting Points for Training: A Gender Equity Workbook**, available from the National Department of Education. Facilitators would be well advised to utilise ice breakers and exercises that involve physical activity. They can work wonders to uplift the spirits.*
- ❖ *If time permits, the facilitator may wish to conduct this workshop over a longer period than the 2 hours suggested. The exercises often generate considerable discussion, and some participants will appreciate the extra time to debate among themselves. For this workshop, exercises 1 – 4 could be presented in a morning session, for example, with exercises 5 – 6 presented in an afternoon session or shortly thereafter. It is important to point out that the latter exercises focus on positive actions and strategies for schools and individuals.*
- ❖ *The workshop will benefit from the participation of outside speakers and the use of posters and videos. We provide wherever possible a list of these under **Suggested Follow-Up Activities** or **Selected Resources** at the end of each workshop. The facilitator(s) may also wish to make use of the following video available from the gender focal persons: **Video** (under 9 minutes): **“Unwanted Images: Gendered Violence in the New South Africa”**. See **Appendix VI** for suggestions on how to incorporate the video into a workshop activity.*

FOR WORKSHOP 6:

- ❖ *Note that the intention of this workshop is not to discuss orphans, absenteeism and other important issues surrounding HIV/AIDS, but to raise awareness that gender is a risk factor. Similarly, while there are important factors to consider for youth and HIV/AIDS, this workshop devotes attention to gender which is so infrequently considered in the discussion on HIV/AIDS.*

1. Introduction(10 minutes)

Handout: No handout

NOTES TO THE FACILITATOR: The introduction is designed to provide an overview of the workshop and to give the participants the opportunity to get to know the facilitator and the co-participants. The facilitators should introduce themselves and ask the participants to say a few words about themselves. Participants may need to limit their introductions to members of their small group if the workshop has a high enrolment.

The facilitator should then outline the purpose and the agenda of the workshop as outlined on the workshop-covering page. (See Tips for Workshop 6 above).

2. What are the Myths about HIV/AIDS (20 minutes)

Handout: Myths about HIV/AIDS

Materials: Flip chart, chart paper, markers

NOTES TO THE FACILITATOR: Distribute the handout titled **Myths about HIV/AIDS**. Ask people to work in small groups of 3 or 4 people to review this list of myths that are associated with HIV/AIDS. Are there any of these statements that people question? Whose interests do these myths serve? Are there other myths circulating about HIV/AIDS? What ideas do participants have for countering these myths in their classroom? Bring the group back together to share their answers. One person from each group should report. Allow time for discussion, particularly in relation to brainstorming ways of countering these myths in the classroom.

3. Test your Knowledge about Gender and HIV/AIDS (15 minutes)

Handout: Test Your Knowledge about Gender and HIV/AIDS

NOTES TO THE FACILITATOR: Distribute the handout for this exercise titled: **Test Your Knowledge About Gender and HIV/AIDS** – and give individual participants a few minutes to complete the activity. In small groups of 2 or 3 people get participants to check their answers against what others in their group answered. Bring the whole group back together and discuss the disagreements and surprises that arose in small groups. The answer sheet is distributed to the small groups so they can review their answers in relation to the research and statistics. In the large group ask for volunteers to describe how their attitudes and or opinions changed in the discussion. The point is not to determine who had the "correct answer" but how opinions have changed.

4. How does Lipstick cause HIV/AIDS? (15 minutes)

Handout: HIV/AIDS from Lipstick

Materials: Flip chart, chart paper, markers

NOTES TO THE FACILITATOR: Distribute the handout **HIV/AIDS from Lipstick**. Ask people to work in small groups of 3 or 4 people to discuss this scenario. How prevalent do they think sex for money for basics is in their school? Ask people to focus in particular on the position of girls. How free are they to refuse unprotected sex? How is poverty related to unprotected sex? Ask the groups to discuss ways that they could address the issue with parents. Bring the group back together to share their answers. Allow time for discussion with the whole group.

5. The ABCs of HIV/AIDS Prevention (30 minutes)

Handout: The ABCs of HIV/AIDS Prevention

Materials: Flip chart, chart paper, markers

NOTES TO THE FACILITATOR: Distribute the handout the **ABCs of HIV/AIDS Prevention** poster. Ask participants to work in small groups to consider the strength and limitations of the ABC message for preventing the spread of HIV infection in youth. Next, ask what barriers for girls exist for achieving **ABC**. The facilitator makes a list of the strengths and limitations when they are shared in the large group.

6. Gendering the ABCs of HIV/AIDS Prevention (30 minutes)

Handout: Gendering the ABCs of HIV/AIDS Prevention (blank)

Gendering the ABCs of HIV/AIDS Prevention (completed)

NOTES TO THE FACILITATOR: Distribute the blank version of the handout titled: **Gendering the ABC's of HIV/AIDS Prevention** poster. Participants are asked to work in small groups with one member taking the role of recorder. Each group is asked to discuss the role of gender in HIV transmission and then use this knowledge to create a gender-based HIV/AIDS prevention message. They might, for example come up with a new "ABC", but they might also come up with a plan using a new set of letters. (E.g. PGN: Protect Girls Now!). The group recorders present the posters to the large group. Following the presentation of the posters, the facilitator hands out the completed version of **Gendering the ABCs of HIV/AIDS Prevention** poster. The participants compare their responses with the message presented on the completed poster.

SUGGESTED FOLLOW-UP ACTIVITIES

- Distribute posters from the workshop and display them in strategic locations in the school.
- Hold an AIDS awareness week at your school.
- Invite an HIV/AIDS educator to speak to learners at your school.

HANDOUT 1: MYTHS ABOUT HIV/AIDS

Myths About HIV-AIDS

There are many myths about HIV/AIDS. Which ones are circulating in your community? Why do you think they keep going around? What other myths about HIV/AIDS do you hear from the learners in your school? Or in your community?

- Myth 1:** *If you really love someone, you shouldn't have to use a condom.*
- Myth 2:** *A man infected with AIDS can cure himself by having sex with a baby over a three-month period.*
- Myth 3:** *A man infected with AIDS can cure himself by having sex with a widow who has been celibate for the last few years.*
- Myth 4:** *Having sex with a virgin can cure AIDS.*
- Myth 5:**

HANDOUT 2:

TEST YOUR KNOWLEDGE ABOUT GENDER AND HIV/AIDS

Are the following statements True or False	True	False
1. A woman's biology increases her chances of getting HIV/AIDS.	T	F
2. A woman in a committed relationship doesn't have to worry about getting HIV/AIDS.	T	F
3. Risky sexual practices are difficult to unlearn.	T	F
4. If you teach sexuality education in schools, you encourage young people to have sex.	T	F
5. The HIV incidence rate among girls is three-four times higher than for boys.	T	F
6. Learners are our best resource in AIDS prevention programmes.	T	F

HANDOUT 2: (CONTINUED): SUGGESTED ANSWERS

Discuss in small groups

- 1. True.** A single episode of unprotected intercourse is risky for women who may be receiving infected semen from a male partner. In addition, sexually transmitted diseases can go undetected in women leaving them more susceptible to HIV transmission (Rees, 1998). Women's reproductive roles, particularly the pressure to bear children, heightens their compromised HIV status.
- 2. False.** Women in committed relationships may find it hard to negotiate safe sexual practices, especially when physical and sexual violence is a threat. This has repercussions for the popular ABC (abstain, be faithful, and condomise) message of many school-based educational programmes. Men's refusal to wear condoms, even in situations of consensual sex, heightens the risk of infection for themselves and for their female partners. For many males, sex is perceived as a way to prove one's masculinity. Having sex with multiple partners is one way to express male virility, especially when a sense of masculine identity is at stake (Morrell, 1999).
- 3. True.** Therefore, young people are a promising target group for HIV prevention programmes because their unsafe behavioural practices are less established than those of adults (UNAIDS, 2000).
- 4. False.** Charges that sexuality education may encourage young people's sexual activity appear to be unfounded. In a review of sex and HIV/AIDS education, UNAIDS found that contrary to this concern: "well designed programmes...are most usually associated with reduced levels of sexual activity in youth and with enhanced levels of condom use in those who are already sexually active" (UNAIDS, 1999). Such programmes can also challenge aggressive expressions of masculinity which increase the risk of HIV transmission for male and female youth.
- 5. True.** Among girls, the HIV incidence rate is three-four times higher than boys (Malloch Brown, 2000). This is due to a combination of biological and social factors. Undoubtedly the high levels of rape contribute to the spread of the AIDS virus. Additionally, desperate economic circumstances can pressure young men into survival sex with paying clients who demand unprotected intercourse. (Campbell, Mzaidume, & Williams, 1998). The myth that AIDS can be cured by having sex with a virgin has increased the risk factor for girls. Some men are seeking out young girls for unprotected sex because they believe there is no danger of HIV infection. (UNAIDS, 2000).
- 6. True.** Preventive education is most effective when young people are involved in the design and delivery of the programme. Peer education has been found to be the most successful means of changing attitudes in youth (UNAIDS, 1999).

References

- Campbell, C., Mzaidume, Y. & Williams, B. (1998). Gender as an obstacle to condom use: HIV prevention amongst commercial sex workers in a mining community, *Agenda*, 39, 50-57.
- Morrell, R. (September 20, 1999). End violence. Rape in South Africa. Beijing Plus 5 Discussion Group.
- Rees, H. (1998). The search for female-controlled methods of HIV prevention. *Agenda*, 39, 44-49.
- UNAIDS (1999). Women, HIV and AIDS. Retrieved July 12, 2000 from the World Wide Web: <http://www.avert.org/womenaid.htm>.
- UNAIDS (2000). Global strategy framework on young people with HIV/AIDS, March.

HANDOUT 3: HIV/AIDS FROM LIPSTICK

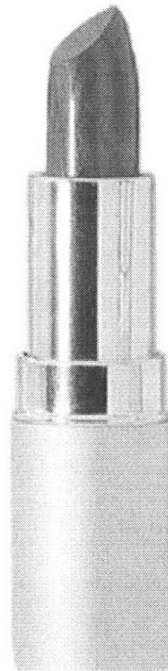
HIV/AIDS FROM LIPSTICK

Female learner: Ma'am, you can get AIDS from lipstick, can't you?

Teacher: AIDS from lipstick- how could that be ?

Female learner: Ma'am, in order to get money to buy lipstick and sanitary napkins, we have sex.

*WHAT IS THE
RELATIONSHIP
BETWEEN
POVERTY,
GENDER
AND
HIV/AIDS?*

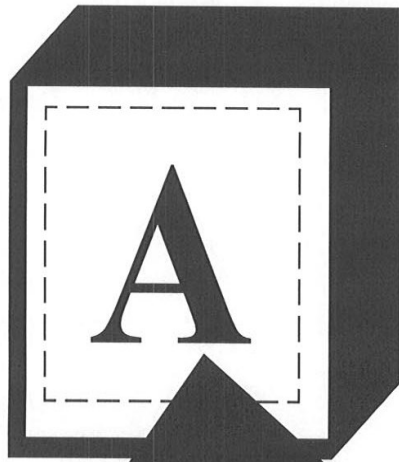


*LET'S
TALK
ABOUT
IT.*

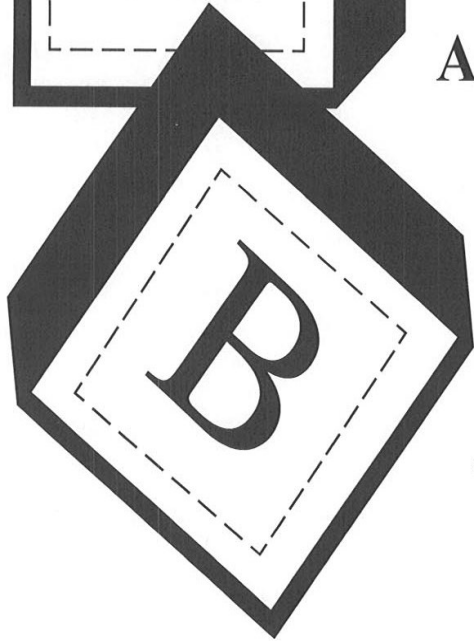
HANDOUT 4:

THE ABCS OF HIV/AIDS PREVENTION

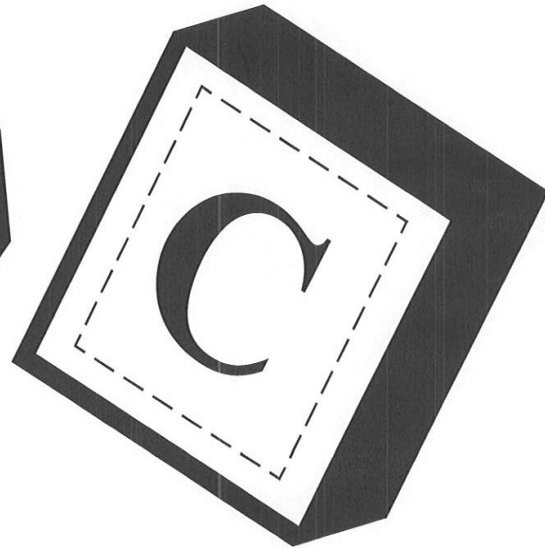
The ABCs of HIV/AIDS Prevention



Abstain



Be Faithful

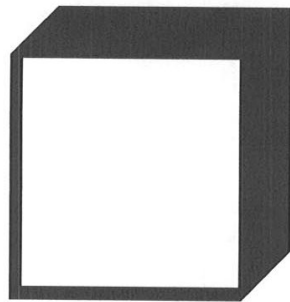


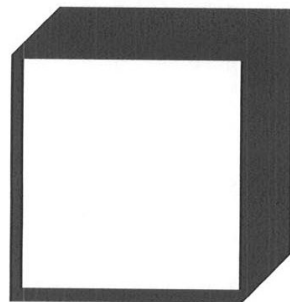
Condomise

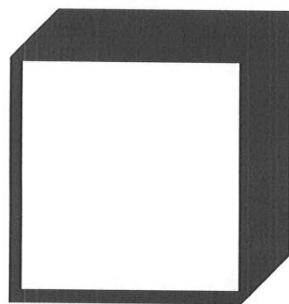
HANDOUT 5:

GENDERING THE ABCS OF HIV/AIDS PREVENTION

Gendering The ABCs of HIV/AIDS Prevention



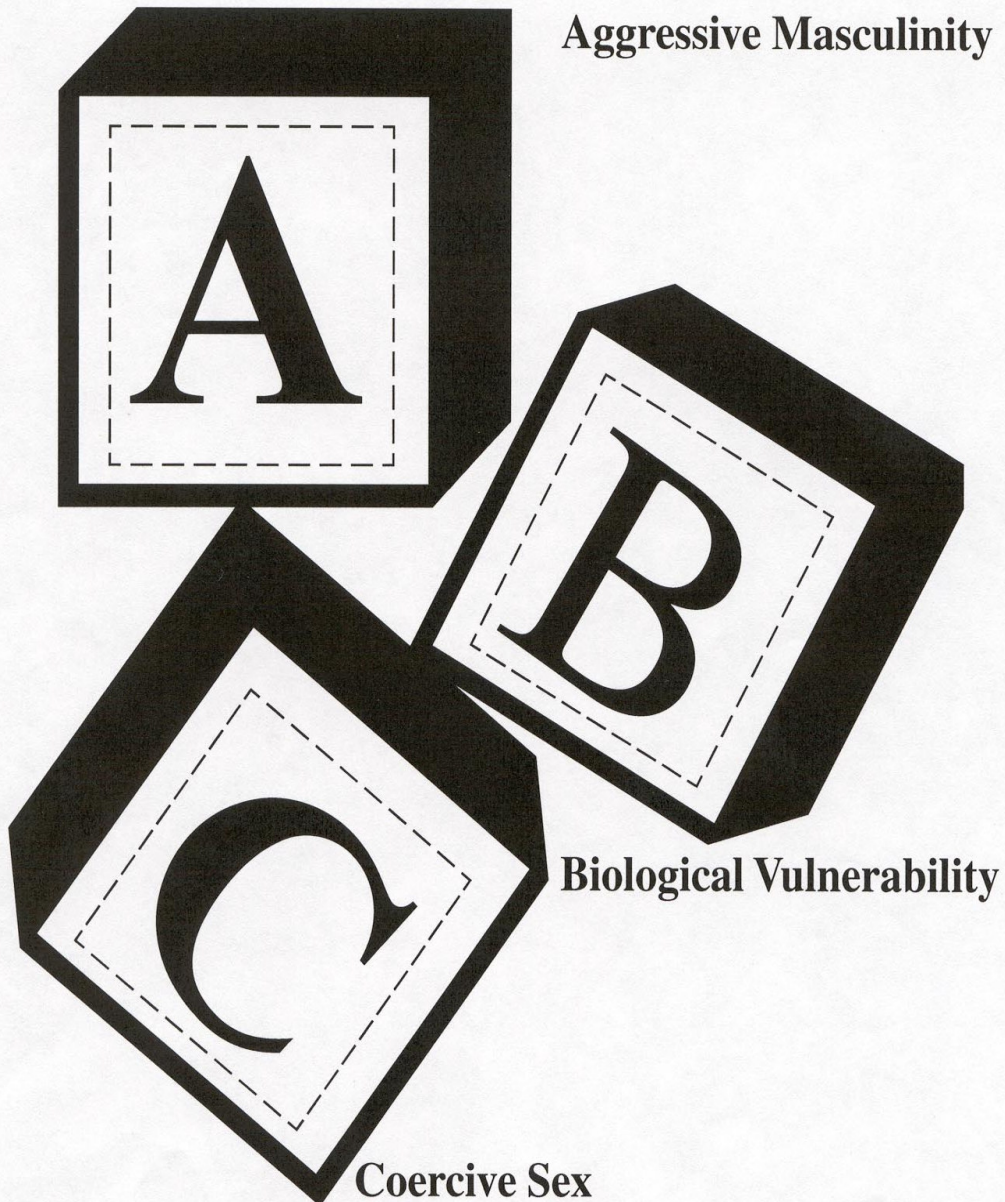




**What is meant by “gendering the ABCs of HIV/AIDS”?
Write your answers on the lines and in the spaces provided on the blocks above.**

HANDOUT 5: (CONTINUED)

**Gendering The ABCs
of HIV/AIDS Prevention**



SELECTED RESOURCES ON HIV/AIDS

Books and Articles

Agenda (2000). AIDS: Global Concerns for Women, 44.

Coombe, C. (December 2000). Keeping the education system healthy: Managing impact of HIV/AIDS on education in South Africa. *Current Issues in Comparative Education*, 3 (1): www.tc.columbia.edu/cice/

Department of Health (2000). *The AIDS Memorial Quilt: Panels in Memory of South Africans who have Died from AIDS*. Pretoria.

Department of Health (2000). *Living Openly: HIV Positive South Africans Tell Their Stories*. Pretoria.

Gilgen, D., Campbell, C., Williams, B., Taljaard, D., MacPhail, C. (2000). *The Natural History of HIV/AIDS in South Africa: A Biomedical and Social Survey*. Auckland Park.

Printed Materials

The HIV/AIDS Emergency: Guidelines for Educators. Department of Education.

Kaiser Family Foundation. (2000). *The Impending Catastrophe: A Resource Book on the Emerging HIV/AIDS Epidemic in South Africa*. (see below for contact details to obtain a copy)

Organisations

AIDS INFORMATION/ADVICE HOTLINE

1-800 Number Tel: 0800 11 23 22

Johannesburg Tel: 011 725 6710

AIDS TRAINING, INFORMATION AND COUNSELLING CENTRE (ATICC)

(Branches are to be found all over the country. Contact them for teaching aids, workshops, speakers and other resources.)

Johannesburg Tel: 011 725 6721 Fax: 011 725 5966

Capetown Tel: 021 400 3400 Fax: 021 491 5248

KAISER FAMILY FOUNDATION

<http://www.kff.org>

Headquarters: 2400 Sand Hill Road Menlo Park, CA 94025 Tel: (650) 854-9400 Fax: (650) 854-4800

Washington, D.C. Office: 1450 G Street, NW, Suite 250 Washington, DC 20005 Tel: (202) 347-5270 Fax: (202) 347-5270

