



International
Labour
Office



Learning materials



**On the right track
A training toolkit
on HIV/AIDS
for the railway sector**



On the right track

A training toolkit on HIV/AIDS for the railway sector

Learning materials

This toolkit has been produced as a joint initiative of the International Union of Railways (UIC), the International Transport Workers' Federation (ITF) and the International Labour Organization (ILO).

It is intended for policy-makers, managers, and workers in the railway industry. It can be used by governments (ministries of railways), railway enterprises in the public and private sector, workers' organizations, railway medical services and their partners to help them develop HIV/AIDS policies and programmes in the railway sector.

It can be used by all those who are involved in dealing with HIV/AIDS – employers, trade unions, training institutions (formal and informal) and government agencies.

Together we can fight HIV/AIDS.

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Why this toolkit?

There is already a huge amount of literature about HIV/AIDS. Do we need more?

Yes. As long as workers in the railway industry are at risk of being infected with the HIV virus, as long as they cannot get advice, care or treatment, as long as railway companies are at risk of losing skilled drivers and helpers, we all need to find ways of spreading the key messages about HIV and AIDS. There are no training materials dealing with the issue aimed specifically at the railway industry, so the toolkit fills an important gap.

What is in the toolkit?

The toolkit contains four booklets together with other materials:

■ **Fact sheets about HIV/AIDS**

There are many myths and misconceptions about HIV/AIDS. The set of eight fact sheets explains the facts.

■ **HIV/AIDS: A resource book**

This booklet looks at the impact of HIV/AIDS – how it is a threat to railway enterprises and how railway workers are particularly vulnerable to the infection.

It also explains about the social partners in the railway industry, namely workers and employers who have come together to develop the toolkit with the International Labour Organization (ILO).

The booklet also provides suggestions on how railway enterprises and railway trade unions can work together on the issue of HIV/AIDS. This involves a comprehensive response at the workplace, and also a recognition of the importance of railway systems for the prevention and treatment of HIV/AIDS as well as care and support for many sections of the population.

The booklet includes a glossary with definitions and abbreviations used in the toolkit.

■ **Learning materials**

This booklet contains learning activities, games and role plays for use in education and awareness-raising programmes.

■ **Facilitators' guide**

This booklet provides a guide to the education methods that should be used with the toolkit. It will help you to run training programmes aimed at changing behaviour in the railway industry so that risky practices can be reduced. It explains the methods that can create successful adult learning.

- ***ILO code of practice on HIV/AIDS and the world of work***
- ***Using the ILO code of practice on HIV/AIDS and the world of work: Guidelines for the transport sector***
- **A CD-ROM containing:**
 - PowerPoint presentations
 - An electronic version of *An ILO code of practice on HIV/AIDS and the world of work*
 - An electronic version of *Using the ILO code of practice on HIV/AIDS and the world of work: Guidelines for the transport sector*
- **Condoms (male and female)**



Foreword

This toolkit on HIV/AIDS for the railway sector follows on from the successful similar toolkit developed for the road transport sector. HIV/AIDS can have a serious impact on railway enterprises, since railway workers are particularly at risk because of the nature of their work. But railways can also make a significant contribution to the overall response to HIV/AIDS, and a railway-specific response can attract support from government, managers, trade unions, employees and the public who use the railway.

It is for this reason that the social partners in the global railway industry – the International Union of Railways (UIC), representing railway enterprises, and the International Transport Workers' Federation (ITF), representing workers – have come together with the International Labour Organization (ILO), an agency of the United Nations, to prepare this toolkit.

The ILO's focus on different economic sectors is achieved through its Sectoral Activities Department. The Department has cooperated with the ILO Programme on HIV/AIDS and the World of Work (ILO/AIDS) to create policies and networks that guide and support the actions of ILO constituents on HIV/AIDS, and also to sensitize and mobilize leaders in the transport sector. Much remains to be done in addressing the fundamental factors and risks, including trans-boundary risks, to railway workers and the communities with which they interact.

It is hoped that the toolkit will strengthen the capacity of ILO constituents to respond to and manage the impact of HIV/AIDS in the railways sector. It will assist in the implementation of the *ILO code of practice on HIV/AIDS in the world of work* and the *Guidelines for the transport sector* developed by the Sectoral Activities Department together with ILO/AIDS. It is designed to enable railway workers, operators and managers to respond to the epidemic in their workplace.

The toolkit is based on the principle of joint collaboration and action between workers and employers, and their organizations, as a basis for an effective response to HIV/AIDS by the railways sector – a sector that can have a far-reaching influence on the local and national community in general.

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About this booklet

This part of the toolkit provides learning activities for a wide range of situations including formal seminars for policy-makers, formal training courses for managers, trade union officials and members, and awareness raising in informal settings for railway workers.

There are four types of exercise:



Learning activity. These require breaking up into groups and carrying out a small task, such as responding to a statement. In your group, you might need to write something on a flipchart.



Role play. You will have to pretend to be somebody else.



Energizers. Energizers are short activities that are good to use to break up longer days – and can also make important points



Demonstrations. These are, as the name suggests, instructions to showing how something works – in this case, condoms.

We have also included a short play. You can use this as a basis for your own short drama.



Contents

| | |
|---|-----------|
| Introduction | 1 |
| General activities..... | 3 |
| HIV/AIDS and the workplace – fact and fiction..... | 3 |
| Dealing with fears about HIV/AIDS at work..... | 4 |
| HIV/AIDS and its impact at work | 5 |
| Gender and education..... | 6 |
| Exercises for policy-makers | 7 |
| Action against AIDS – the national picture | 8 |
| Comparing policies..... | 9 |
| Workplace policies | 10 |
| Supporting communities | 11 |
| Counselling..... | 12 |
| Creating a safe workplace..... | 13 |
| Prevention in the community | 14 |
| Awareness raising in informal situations | 15 |
| Walk the plank | 16 |
| Body parts – avoiding embarrassment..... | 17 |
| Find a friend | 18 |
| Flash cards | 19 |
| How is HIV transmitted?..... | 20 |
| Myths about HIV and AIDS | 21 |
| Talking about AIDS (learning activity)..... | 22 |
| Talking about AIDS (role play)..... | 23 |
| Using condoms | 24 |
| How difficult is it to use a condom? | 25 |

| | |
|---|-----------|
| Condomize!..... | 26 |
| Correct use of a male condom..... | 27 |
| Correct use of a female condom..... | 29 |
| How big is a condom?..... | 31 |
| Testing..... | 33 |
| Why not take the test?..... | 33 |
| A short play: <i>There is always hope</i>..... | 34 |
| Some suggested “menus”..... | 37 |



Introduction

Few issues are as important in the world today as HIV/AIDS, and those of us who work in the railway industry cannot afford to ignore it.

The profits of some railway enterprises have been severely affected by HIV and AIDS. Absenteeism on the part of workers who are unwell can have a severe impact on operations, yet it is costly for railway enterprises to provide comprehensive medical support. But providing HIV and AIDS training, prevention and treatment through well-planned policies and programmes is a good investment.

HIV/AIDS can have a devastating effect on individual workers, their families and railway enterprises. In some situations it would be difficult to provide services if skilled railway workers were absent through sickness. When large numbers of workers are ill, medical services and the finances of benefit schemes provided by railway enterprises will be placed under pressure. The impact on individual workers and their families is no less serious. There are now millions of “AIDS orphans” and the families of those who are unable to work can suffer considerable financial hardship.

HIV/AIDS is not something that affects only those who are ill, or their families. It can have a serious impact on a railway enterprise as well as on the national economy of a country.

One key lesson from three decades of HIV/AIDS programmes is that the response cannot be left to a Ministry of Health alone. As HIV affects different sectors, a sectoral response is called for. A railway-specific response can attract support from government, managers, trade unions, employees and the public who use the railway.

At the same time, it is important to recognize that we now know how to respond to HIV/AIDS. With proper care, support and treatment, those who are infected are able to continue in work for many years.

Railway enterprises have a special role to play in preventing the transmission of HIV. They reach millions of people who travel, and in some countries imaginative and ground-breaking education initiatives in the industry are playing a vital role in national campaigns about HIV/AIDS.

This is why the social partners in the global railway industry – the International Union of Railways (UIC) representing railway enterprises, and the International Transport Workers' Federation (ITF) representing workers – have come together with the International Labour Organization, a United Nations agency, to prepare this toolkit. Its aim is to help educate and inform all those involved in the industry about the threat from HIV/AIDS and what we can do about it.

We hope you will find the toolkit useful – and spread the message that HIV/AIDS is a serious problem, but it is also a problem we can do something about.

HIV/AIDS is a threat to our industry. We can beat it – working together.

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GENERAL ACTIVITIES



Learning activity HIV/AIDS and the workplace – fact and fiction

Aims

To help you think about why HIV/AIDS is a workplace issue.

Task

In your group, discuss the following statements. State whether you agree or disagree, and give your reasons.

“HIV/AIDS is spread by ignorance, prejudice and complacency.”

“Now that antiretroviral drugs are available, HIV/AIDS is not an issue.”

“HIV/AIDS is more than a health issue. It affects us all.”

“Several workers in our enterprise have, sadly, died from AIDS. But we have always replaced them. There is such high unemployment, that any worker can be replaced.”

“Yes, HIV/AIDS is a problem in our country. If it affects our company, we will deal with it by dismissing workers and paying them compensation.”

“HIV/AIDS is spread by sex and drug use. People bring it upon themselves.”

“The workplace is not the right place to discuss things like safe sex.”

“HIV-positive staff should not be in contact with the passengers; if necessary they could be transferred to a position where they have no contact with passengers.”

GENERAL ACTIVITIES

Learning activity

Dealing with fears about HIV/AIDS at work



Aims

To consider some of the problems which fear and ignorance about HIV/AIDS can create.

Task

In your group, discuss the following situations. How should a manager or union official respond?

- Workers refuse to eat with, or use the same toilet as a worker known to be HIV-positive.
- Workers demand protective clothing because of their fear of being at risk of HIV infection.
- Management propose to move a worker known to be HIV+ from a post where he or she meets the public.
- First-aiders have resigned their positions because they fear they are at risk from HIV/AIDS infection if they carry out first aid procedures (e.g. mouth-to-mouth resuscitation).



Learning activity

HIV/AIDS and its impact at work



Group work

In your group, think about your workplace. What might be the consequences if a worker:

- was off sick for one month with an opportunistic illness caused as a result of being infected with HIV?
- had to leave the employment because he was too ill with AIDS?
- died as a result of AIDS?

GENERAL ACTIVITIES

Learning activity Gender and education



Aims To think about how workers can be encouraged to understand HIV/AIDS.

Task In your group, think about the education and information available at your enterprise about HIV/AIDS.

Think about whether the messages given by this education and information apply equally to both men and women.

Think about the different ways in which men and women perceive certain issues, such as:

- The way HIV is spread among men and women.
- The myths about how HIV is spread and how it is “cured”.
- What protection is available to men and women workers to limit the spread of HIV.
- What rights and responsibilities women and men have, both at the workplace and in the home.

Now, decide if you need to review the education and information available at your enterprise.



EXERCISES FOR POLICY-MAKERS

These exercises may be especially useful in workshops, to help develop an enterprise policy.

EXERCISES FOR POLICY-MAKERS

Learning activity

Action against AIDS – the national picture



Aims To discuss national policy about HIV/AIDS.

Task You need to work in a group.

Obtain the national plan of action against AIDS. If a national plan or policy dealing specifically with the world of work exists, use that. Prepare a short report on the key features of the plan, especially those which might impact on railway enterprises.



Learning activity

Comparing policies



Aims

To help you to compare different workplace policies.

Task

Compare two workplace policies on HIV/AIDS at work. One should be your own railway enterprise, if possible. Decide which policy best meets the standards of the ILO code of practice, and which you prefer, and why.

| Key principle (from section 4 of the ILO code of practice) | Policy 1: Your comments | Policy 2: Your comments |
|---|----------------------------|----------------------------|
| Workplace issue | | |
| Non-discrimination | | |
| Gender equality | | |
| Healthy work environment | | |
| Social dialogue | | |
| Screening | | |
| Confidentiality | | |
| Dismissal | | |
| Prevention | | |
| Care & support | | |
| What is the “ownership” of the policy? Is it endorsed by head management? | | |

EXERCISES FOR POLICY-MAKERS

Learning activity Workplace policies



Aims To analyse workplace policies on HIV/AIDS.

Task Read through and compare two different workplace policies on HIV/AIDS.
Which are the strong and weak points of each policy?
Which do you prefer and why?



Learning activity

Supporting communities



Aims

To help you think about support for communities around railway premises.

Task

Consider the communities who gather around or live close to railway premises such as stations or yards.

Include informal groups of workers such as vendors and porters, as well as marginalized groups such as injecting drug users or sex workers.

What are the ways in which railway enterprises can support these groups?

EXERCISES FOR POLICY-MAKERS

Learning activity Counselling



Aims

To help you see if you are following best practices on counselling.

Task

In your group, use the checklist to review the counselling provision at your railway enterprise.

1. Does your company provide HIV/AIDS counselling at the workplace?
2. If the answer is yes, how do you make sure the service remains confidential?
3. If the answer is no, do you think your company should consider doing this or not?
4. Do the human resource/welfare staff know where to refer employees who may need HIV counselling?
5. Has the company attempted to check on the professional training and expertise of the counselling staff employed by the agencies you are sending employees to?
6. Do the welfare staff know what the recommended counselling involves and what areas it covers? In other words, how comprehensive is the counselling?
7. Once you have referred an employee to a counselling service or organization, what measures do the welfare staff take to ensure that the company provides continued support to the employee and continues to liaise with any relevant service?
8. Does your company give time off with pay for workers who need access to counselling services?



Learning activity

Creating a safe workplace



Aims

To help you think about the HIV-friendly workplace.

Task

A safe or decent workplace is one where workers would have little fear in disclosing their HIV status at work. In your group, think about the main things that have to be done in order to make sure the work environment is considered HIV-sensitive. Put your report onto a flip chart.

EXERCISES FOR POLICY-MAKERS

Learning activity Prevention in the community



Aims To think about how prevention messages might be spread in the community.

Task Ajit, who worked at the railway workshop for many years, has recently died from an AIDS-related disease. He was a good worker, an active member of the union. He was respected by management in negotiations.

Ajit had accepted his diagnosis and at the union meeting before he left work for the last time, urged that the union and management should “do something in the community” about the disease.

It has been suggested that a delegation from the factory should visit the local school and support the AIDS-awareness campaign which is going on there.

The delegation is to be invited to speak to an audience of the school students. In your group, decide:

- What key messages should be put across?
- How will the delegation present these messages?
- Are there any special issues to be aware of?
- What about Ajit’s children? Will they be there? If so, will that affect what you would say?



AWARENESS RAISING IN INFORMAL SITUATIONS

This section contains simple materials for awareness raising and informal education.

They are designed to be used in situations outside a formal classroom, indeed, where there is no building. They can be used with workers who do not feel comfortable reading.

You may need to make some changes, depending on the languages used in your country, and the cultural context.

AWARENESS RAISING IN INFORMAL SITUATIONS

Energizer Walk the plank



You need a plank of wood long enough for at least six people to stand on. It should not be more than approximately 30 centimetres wide.

As this involves close physical contact, you need to think about your group. Some people might feel uncomfortable about doing this, especially if you have a mixed group of men and women,

Get everybody to stand up and form a large circle around the plank of wood. Ask for volunteers to stand on the plank of wood. Get as many as possible standing on the plank. It is good if they holding on to each other.

Now explain that hundreds of years ago there was a practice of forcing people to “walk the plank” on ships. The plank would be stretched out over the sea, and pirates, or the enemies they had captured, would be forced to walk along the plank until they fell into the sea and drowned – or were eaten by sharks.

Explain that this is such a plank and the floor around it is the sea. **AND YOU ARE A HUNGRY SHARK WAITING TO EAT ANYBODY WHO STEPS OFF THE PLANK!**

Now ask the volunteers on the plank of wood to rearrange themselves in alphabetical order, *without stepping off the plank of wood*. It is good to circle around, pretending to be the shark, and pretending to wait to catch those who “fall off”. If anybody does, they rejoin the circle.

Depending on the group, and the names, it usually takes a few minutes. If it is too easy, ask them to repeat using first names (if they used last names for the alphabetical order) or vice versa.

Now, finish off by asking “Why do we do this exercise?” The point is that HIV/AIDS is a threat to everybody – workers, employers, families – and we need to work together to defeat it.

It is much more complicated to write down these instructions than to actually do the exercise. It has worked successfully in many countries. Try it! Do not worry about making yourself into a shark and looking silly.



Energizer

Body parts – avoiding embarrassment



Aims

To break the ice about discussing sex. The main way that the virus is transmitted is through sex. We can't pretend otherwise. We have to be able to talk about sex.

Task

Take a plain piece of paper. Each participant writes down two or three words describing sexual practices or parts of the body.

Put all the pieces of paper into a hat. Mix them up.

Everyone picks out a piece of paper, and reads out the words.

If you really cannot do this, leave your piece of paper blank!

This exercise is best used in contexts where the participants share a common identity – because then the words will be better known to all. And it can be worth waiting until the group has been together for a while, so that they feel relaxed.

AWARENESS RAISING IN INFORMAL SITUATIONS

Energizer Find a friend



Aims To get people moving around.

Task You need plain paper and a pen.

On one piece of paper write a C (for condom) and on another piece of paper write a + (for HIV-positive). Do not tell anybody about these two pieces of paper. Every participant is given a sheet of paper. Every sheet of paper is plain EXCEPT the two you have written on.

Everybody is now asked to walk about the room, and shake hands with at least three people. They must write down the names of those they shake hands with.

When everybody has done that for a few minutes, get everybody to sit down.

Now ask for the person with the piece of paper with + written on it, to stand up. Explain that this stands for a person who is HIV-positive. Ask him or her to read out the names of the three people they shook hands with. Ask them to stand up and to read out the names of the people THEY shook hands with. Repeat the process.

Almost everybody should now be standing up. Explain that this represents all the people who could be traced back to one individual who is infected, and that they too would be at risk of becoming infected, especially if that person was highly infectious – say in the month of so after they became infected.

Now ask if anybody has the C written on their piece of paper. Ask them to hold it up. Explain that because this person used a condom, he or she was not at risk.

(Of course, the virus is NOT transmitted by shaking hands. You can remind participants about this.)



Energizer

Flash cards – Don't die of ignorance!



Aims

To remind people how the HIV virus can be transmitted.

Task

You need cards or large pieces of paper (A4 or A5 size are best).

Write the following, one on each card (you can add your own suggestions too):

- KISSING
- HAVING SEX WITHOUT A CONDOM
- MOSQUITO OR INSECT BITES
- CASUAL PHYSICAL CONTACT
- HELPING A WORKER WHO IS BLEEDING AFTER AN ACCIDENT
- SHAKING HANDS
- COUGHING
- BLOOD TRANSFUSION
- SNEEZING
- USING COMMON TOILETS
- SHARING FOOD AND DRINK

Hold the flash cards up one at a time and ask: “Does this cause HIV to be transmitted?”

AWARENESS RAISING IN INFORMAL SITUATIONS

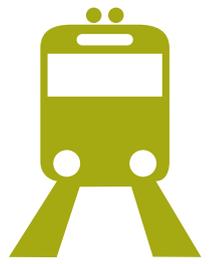
Learning activity

How is HIV transmitted?



Aims To discuss how the HIV virus is transmitted.

Task Work with your neighbour, in pairs. Discuss all the ways you think that HIV can be spread. Swap your list with the next pair. Put a tick where you think the other group is right, a cross where you think it is wrong, and then display the chart for everyone to see.



Learning activity

Myths about HIV and AIDS



Aims

To practise answers to common attitudes and myths about HIV and AIDS.

Background

Because HIV/AIDS is associated with one of the most important, but intimate and private parts of people's lives, there is reluctance to talk about the myths that surround it.

Task

Work in pairs. Each pair must write on a large piece of paper (as large as possible) some of the ideas about HIV/AIDS or STIs that they may have heard. They need to leave some space for a reply. They then pass their paper to another pair and receive a different paper. The pieces of paper can be pasted onto the wall and further discussion held.

Each pair now prepares a response to the ideas.

For example:

- *"Having sex with a virgin will cure AIDS."*
- *"You will not catch a disease if you have a shower or wash immediately after sex."*

AWARENESS RAISING IN INFORMAL SITUATIONS

Learning activity Talking about AIDS



Task

In your pair or group, discuss the following statements. Decide whether you agree or disagree, and give your reasons.

- *“Now that antiretroviral drugs are available, HIV/AIDS is not an issue.”*
- *“HIV/AIDS is a serious problem. But I am more likely to die from a road accident, robbers or some other disease.”*
- *“My job is stressful, I need to release the tension. If I want to have sex, I don’t care what the woman wants.”*
- *“Girlfriend, wife, or a woman I give a lift to – it’s all the same to me.”*
- *“The workplace is not the right place to discuss things like sex.”*
- *“All this talk about AIDS is from people who want us to stop having sex. They don’t want us to enjoy ourselves.”*
- *“Most workers I know die before they are 50 years old. The job is dangerous and unhealthy. Why should I worry about AIDS?”*



Role play Talking about AIDS



Aim To practise talking to workers about HIV/AIDS.

Task You will be divided into groups of four. In each group:

- one person will be union activist/manager/AIDS counsellor
- one will be a worker
- two will be observers

Scenario: The activist/manager/AIDS counsellor approaches the worker to find out how much he knows about HIV/AIDS. If the worker has a wife/girlfriend – what is his attitude about casual sex on the road or about using a condom? If he or she is a parent, the activist/manager/AIDS counsellor should try to find out what they are doing to inform their children about the risks.

Observers: Keep careful note of the concerns expressed by the worker. Does the activist/manager/AIDS counsellor provide helpful answers?

USING CONDOMS

Here are some exercises to get people more comfortable in talking about condoms and using them.



Learning activity

How difficult is it to use a condom?



Aim To counter the argument that using a condom is difficult.

Task Ask participants to compare a task they might do at work, for example, repairing the Permanent Way, with putting on a condom. Ask them to describe each step in the process. If you have a flip chart you can write this up using this table.

| Changing a tyre | Putting on a condom |
|-----------------|---------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
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| | |

USING CONDOMS

Energizer Condomize!



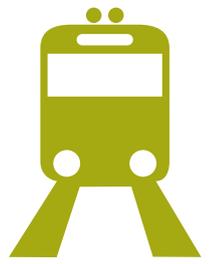
Aim To overcome anxieties about and resistance to condom use.

Task Ask participants to write down on a piece of paper why they will not use a condom, or the reasons their partner gives for not using a condom. (Remember there are female condoms too!)

Put all the pieces of paper into a hat or box.

Pick one and read it out. The educator can write the different reasons given on the flip chart or the board, so that everybody can see them.

Then discuss the different reasons given. Do you agree with any of them? What do you think?



Demonstration

Correct use of a male condom



Aim To provide participants with the opportunity to practise using condoms.

Background If a condom breaks during sex, it is more likely to be because the user has not handled or put it on properly than because of a problem with storage or manufacture. Therefore, it is vitally important that peer educators help participants to learn how to use a condom.

Materials Condoms, wooden models of a penis, broom handles or bananas.

 **Time 30 minutes**

Instructions

Step 1

Find a suitable model – ideally a wooden model of a penis – with which to demonstrate how to put on a condom. Other similarly shaped objects, such as a banana or the end of a broom handle, can also be used. If none of these is available, two fingers may be used.

Step 2

Explain that participants need to protect themselves and that condoms, if used correctly, provide excellent protection.

Step 3

Using your model, demonstrate how to put on a condom, while highlighting the following points:

- Check the expiry date and look for signs of wear such as discoloured, torn or brittle wrappers. Do not use condoms that have passed the expiry date or seem old.
- Tear the package carefully along one side. It is better not to do this using teeth or fingernails, to avoid damaging the condom.
- Place the rolled-up condom on the top of the penis.
- Pinch the tip of the condom (to leave space for the semen to collect).

USING CONDOMS

- Place the condom on the end of the penis and unroll the condom down the length of the penis by pushing down on the round rim of the condom. If this is difficult, the condom is probably inside out. You should not turn the condom the other way around as some semen could already be on it. You should open another condom and unroll it correctly over the penis.
- When the rim of the condom is at the base of the penis (near the pubic hair) penetration can begin.
- After intercourse and ejaculation, hold the rim of the condom and pull the penis out before it gets soft. Tie the condom in a knot, sealing in the semen.
- Wrap the used condom and dispose of it in an appropriate manner – for example, in a rubbish bin. Never flush a condom down the toilet, as it will block the plumbing system.
- Think of the “3 Bs”: *bin it, burn it or bury it*.
- Always use one condom per act.

Step 4

Hand out condoms to each of the participants. Have each participant practise putting the condom on the model and recite aloud each of the steps as they go. Ask the participants who are observing to point out any difficulties or omitted steps. If the group of participants is very large, they can be divided up into groups to practise, and then report what has happened.

Step 5

List the most common difficulties encountered. Ask the participants to suggest how these problems might be resolved. Some common problems include the following:

- Trying to roll the condom down when it is inside out.
- The condom is not rolled down all the way.
- The condom is placed crookedly on the model.
- The user is too rough when opening the package or uses teeth to open it.
- The air in the tip is not squeezed out.

(Taken from ILO/FHI: *HIV/AIDS behaviour change communication: A toolkit for the workplace*)



Demonstration

Correct use of a female condom



Aim To provide participants with the opportunity to practise using condoms.

Background Demonstrating the use of the female condom is not a procedure that most trainers are familiar with. While we normally have access to a penis model, vagina models are not available.

Task You will need two people, one condom and one penis model. One person could cup their hands as a substitute for the vagina.

- Always check the expiry date on the packet; if the date marked has passed, the condom should not be used. The female condom comes pre-lubricated with a non-spermicidal silicone based lubricant. While the female condom is still in the unopened packet, spread the lubrication around with your fingers to ensure even coverage.
- Tear open the packet carefully with clean hands, and avoid the use of sharp objects.
- The female condom has a ring at each end. Pinch the inner ring (at the closed end of the condom) with your thumb and middle finger so that it becomes long and narrow so that you can insert it, a bit like one does with a diaphragm.
- You should find a comfortable position for insertion, such as squatting or sitting with one leg raised or lying down. Next, insert the female condom into the vagina. The vaginal opening should be relaxed.
- Now place your finger inside the female condom and push the inner ring as far as it will go up into the vagina, ensuring that the pouch does not get twisted during insertion. The inner ring should be at the cervix, and the outer ring (at the open end of the condom) should remain on the outside of the vagina, covering part of the external genitalia. The female condom will line the inside of the vagina, whose natural shape, along with the inner ring which sits against the cervix when inserted properly, holds the condom in place.
- It is now safe to have penetrative sex. Note that the man's penis need not be fully erect for penetration when using the female condom. Be sure that the penis goes inside the female condom so that the surface of the genitals of the male and the female are protected. You are not protected if the penis goes between the outside of the female condom and the wall of the vagina.

USING CONDOMS

- After sexual intercourse, squeeze and twist the outer ring and gently pull the condom out to remove it (you don't have to remove it immediately after the act). Do this before standing up, to prevent ejaculate from leaking out.
- Like the male condom, the female condom is a one-time use product; it should not be re-used. Wrap the used condom in a tissue and dispose of it in a responsible and appropriate manner.
- Think of the “3 Bs”: *bin it, burn it or bury it*. Never flush it down the toilet, as it will block the plumbing system.
- Because the female condom is a relatively recent development, it is advisable that women practise its insertion and removal prior to first time use for a sexual encounter. Before making any decisions about future use and/or in order to find the most comfortable position for insertion, it is recommended that women try it at least three times.



Demonstration

How big is a condom?



Aim To instil confidence in the reliability of condoms.

Background Almost all workers know about condoms and why they should be used, but not everyone uses them. Some have never even tried them. One reason sometimes given for not using condoms is that they are “unreliable”, “they’re not strong enough”. This exercise allows participants to experience the durability of condoms.

Materials Condoms, water, two buckets and a funnel or cup. You might also need towels or cloths to mop up any spilt water.

 **Time 30 minutes**

Instructions

Step 1

Fill one of the buckets with water.

Step 2

Open a condom and slowly pour water into it, using a cup. Hold the condom over the bucket as you pour, to avoid spillage. After filling the condom with at least a litre of water, tie the top, making a kind of water balloon. (Practise this exercise before doing it in front of participants to determine how much water must be poured to expand the condom to a large size without breaking it. If the condom breaks, take another one and try again.)

Step 3

Ask participants what they have learned from this. Point out that condoms are very strong and can fit any size of penis. They can contain a large volume of water without breaking.

Step 4

Take another condom out of the package, blow it up like a balloon and tie the top. Hand out a condom to each participant and have them blow up the condoms.

USING CONDOMS

Step 5

Have the participants take turns filling condoms with water.

(Taken from ILO/FHI: HIV/AIDS behaviour change communication: A toolkit for the workplace)



TESTING



Learning activity

Why not take the test?

Aim To encourage people to talk about testing.

Task Ask participants to write down why they will not go for a test, or the reasons their partner or friends give for not going for a test.

Put all the pieces of paper into a hat or box.

Pick one and read it out. Write up the reasons given on the flip chart or board, so that everybody can see them.

Discuss the different reasons given. Do you agree with any of them? What do you think?

A SHORT PLAY

A SHORT PLAY

There is always hope

by Mr Eddie Dickson (International Transport Workers' Federation)

This short play was performed at a workshop in New Delhi in December 2009, attended by participants from Indian Railways, including representatives of trade unions affiliated to the ITF.

Cast

AJ. An experienced track repairer, married with family but recently a little stressed and unwell.

RAJA. An experienced track repairer who thinks he is superior to others.

MISTRA. The Union delegate and an experienced track repairer, friend of AJ.

The names of the characters can be changed to suit.

SCENE 1

RAJA and MISTRA on stage. RAJA has approached MISTRA to complain.

RAJA: Look here Mistra, I'm getting really upset with AJ. He's not working to my standards any more. He's getting slower, he's moody and has taken time off with the flu. We need team work on the track because it's very hard work.

MISTRA: Well, Raja, have you asked him what is wrong? He has always been a good worker and knows his job.

RAJA: No – it's not my responsibility to ask him. It's your role as union representative – I just want him to keep up with me on the job. There are only two of us plus our labourers.

MISTRA. OK. I'll talk to him. But you as a union member should be more supportive. In the union we look after each other. Goodbye for now.

RAJA leaves and AJ comes on.

SCENE 2

MISTRA approaches AJ.

MISTRA: AJ my friend – how are you? I have not seen you for a while. Family all OK?

AJ: Hi Mistra. I'm OK. You know my wife is expecting another baby but recently I have been feeling tired. I'm not sleeping well and I have no sick leave left.



MISTRA: And how are you getting on with Raja? You two have been working together for a long time.

AJ: Not the best. He says I'm slow and have had too much time off. He upset me the other day when he said I was lazy.

MISTRA: So have you been to the Health Clinic (Medical Centre) to get a check-up? You could be lacking iron – or the flu virus might be slow going away. You might just need a tonic to lift your spirits.

AJ: My wife said I should go to the clinic but – well – I just don't know – I might be . . . I just hope I will get over it.

MISTRA: AJ. The clinic is there for you. I don't want to see you and Raja in dispute with each other. Look – what say I go with you? You and I have been best friends for years. Once you have had a check-up you can get the right advice. Will you come with me to the clinic?

AJ: OK, Mistra – I cannot go on like this any more.

Both leave scene together, pause, and then return.

SCENE 3

A week later. MISTRA and AJ.

MISTRA: Hi AJ. How did your visit to the clinic go? Raja said to me you are really tense!

AJ: Raja – he is always pushing me. He never stops picking on me.

MISTRA: And what about at home?

AJ: My wife never stops moaning. I don't know what to do. I am in deep trouble.

MISTRA: Trouble – what sort of trouble? I am your friend – I want to help.

AJ: *No* – I just have to face this on my own. It's all my fault.

MISTRA: Your fault? What are you talking about? Come on, AJ, how can I help you if you won't talk to me?

AJ: *(looking around secretively)* Oh Mistra, I'm in deep trouble – my wife will leave me – no one can know – *(whispers)* I'm HIV-positive. The clinic told me. They want me to start taking pills – my wife . . . oh, what a mess!

MISTRA: *(arm around AJ's shoulder)* You sure are in trouble at home – but you have already started the rebuilding process. You have told me your status. We need to help sort out your problems.

AJ: Oh no, Mistra, this is a sentence of death . . .

A SHORT PLAY

MISTRA: No, hold on my friend. Yes, you are in trouble. First challenge is your wife and family. She must know your status because she needs to be tested and I bet you never use a condom at home?

AJ: No . . . Oh . . . She might be positive! And then there is the baby – Oh, what a mess!

MISTRA: Listen here, AJ. Your family must come first. You have to tell her your status and ask her to support you. Then she can make a decision to find out her status. The union policy with the railways on HIV will protect your job. No one needs to know your status. Once you stop worrying, make peace with your family and take your medication, you will be your old self again.

AJ: And Raja?

MISTRA: He does not need to know. You tell your family. See, we are already making progress. If we know your status we can help you. My friend, without secrets we can solve any problem.

The friends hug.

END



SOME SUGGESTED “MENUS”

 **A one-hour informal meeting at a canteen, running room, or elsewhere**

Learning materials

Flash cards

Condomize! OR How difficult is it to use a condom?

Talking about AIDS (learning activity)

 **Half day (3 hours) as part of a longer training programme, run for workers by a company or trade union**

Learning materials

Walk the plank

Find a friend

Talking about AIDS (role play)

Condomize! OR How big is a condom?

Demonstration session on using condoms

Why not take the test?

 **One day (6 hours or more)**

Learning materials Walk the plank

Flash cards

Find a friend

Talking about AIDS (role play)

Condomize! OR How big is a condom?

How difficult is it to use a condom?

Demonstration session on using condoms

Why not take the test?



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