

MAKING IT

PERSONAL

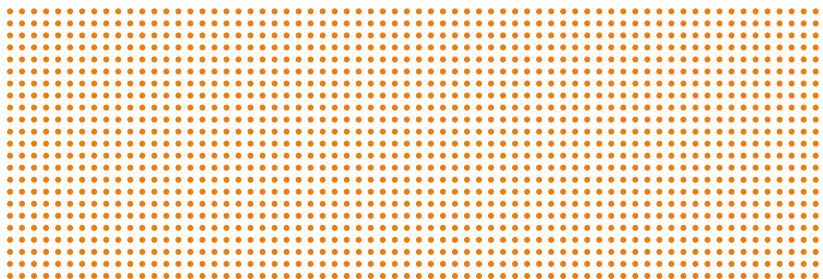
A GUIDE FOR MASTER FACILITATORS

A PERSONAL, PROCESS-ORIENTED APPROACH TO TRAINING IN SEXUALITY, GENDER, SEXUAL REPRODUCTIVE HEALTH AND RIGHTS, AND HIV AND AIDS.



Save the Children





The *Making It Personal Guide for Master Facilitators* was developed by Save the Children under the organisation and coordination of Velephi Riba, Ulrika Sonesson and Rodney Knotts in the southern Africa regional office with:

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A number of years of experience have gone into creating this Guide and interactions with many organisations have helped to fine-tune this training programme and the contents.

The development of the training programme and this training package has drawn from the experiences, reports and publications of a number of organisations, including:

International HIV/AIDS Alliance;
The Swedish Association for Sexuality Education;
Kafue Adolescent Reproductive Health Project;
Young Men as Equal Partners;
Femina HIP Ltd Tanzania;
The Swedish Co-operative Centre;
Africa Groups of Sweden;
The Global Men Engage Alliance.

We would also like to acknowledge the many children and adults whom we have met over the years and who have challenged us, asked questions, and helped us to better understand how to make this training programme work.

ABBREVIATIONS AND ACRONYMS

ACRWC	African Charter on the Rights and Welfare of the Child
AIDS	Acquired Immunodeficiency Syndrome
AU	African Union
BC	Behaviour change
BCC	Behaviour change communication
CRP	Child Rights Programming
HIV	Human Immunodeficiency Virus
IPPF	International Planned Parenthood Federation
LGBTI	Lesbian, Gay, Bisexual, Transgender and Inter-sex
SADC	Southern African Development Community
SRHR	Sexual and Reproductive Health and Rights
STI	Sexually Transmitted Infection
UN	United Nations
UNAIDS	United Nations Joint Programme on HIV and AIDS
UN CRC	UN Convention on the Rights of the Child

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I. AN INTRODUCTION TO SAVE THE CHILDREN AND THESE TRAINING MATERIALS



PROGRAMME GOALS AND OBJECTIVES

Save the Children is the world's leading independent organisation for children. Our vision is a world in which every child attains the right to survival, protection, development and participation. Our mission is to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives. Save the Children Sweden is a member of Save the Children International and has regional offices and programmes across the world.

This package of training materials compiles further develops and refines training modules used in a sexuality training and outreach initiative piloted by Save the Children Sweden in Zambia between 2007 and 2009. This is a component of Save the Children's Pan-African programme on promoting early SRHR for children.

Save the Children's overall goal and objective for the Pan-African programme is to have children in Sub-Saharan Africa enjoying their sexual and reproductive health and rights (SRHR) through improved access to comprehensive sexuality education and services. The focus of this programme is on reaching younger children with consistent and regular information, education and communication from the earliest possible opportunity; to ensure that they are better aware and informed of their SRHR to develop positive behaviours for adopting safer sex practices when they do eventually become sexually active.

As well as addressing the development of positive and healthy behaviours in young children, the programme aims to change negative or risky behaviours in older children and adults.

Save the Children advocates that children must be made aware of their own sexual and reproductive health and rights, and should receive comprehensive sexuality information, education and services from a range of service providers; with the support of parents or care-givers, community leaders, religious leaders and the media. All children need this information and support, and children who are HIV positive in particular require quality services, health care, support groups and adults who will advocate for them.

Parents, care-givers, teachers and healthcare workers have a shared responsibility to break the silence around issues of sexuality, gender, SRHR and issues around HIV and AIDS. They should talk to children from an early age

about these issues. This information and education has the potential to bring about positive change for both adults and children and to support and enhance existing healthy behaviour. This can come about through developing a healthy and positive attitude towards sexuality and freedom from stereotyped gender roles.

Save the Children aims to encourage civil society organisations to commit to and engage with the institutionalisation and the dissemination of comprehensive sexuality education methods and messages for children, at both the national and regional levels. This feeds into the organisation's longer-term objective of advocating for the revision and implementation of national and regional child-focused policies and frameworks on sexuality, gender, SRHR, and HIV, which protect children from HIV infection and violence.

In relation to this, one of the goals of Save the Children is to encourage governments to commit to the training of teachers and health professionals regarding child-focused sexuality, gender and HIV approaches.

THE RATIONALE BEHIND THE MAKING IT PERSONAL TRAINING PROGRAMME

In Southern Africa, 93% of HIV transmission occurs through sexual activity and reproduction (*2007 SADC HIV and AIDS Epidemic Report*). Working in the field of HIV prevention therefore necessitates addressing issues around people's sexuality and sexual practices. There is a need to work with people's values, attitudes and beliefs, the myths that they hold about HIV and AIDS and sexuality, and issues of sexual identity. This applies as much to adults as it does to children, as sexuality is an integral part of our identity from birth.

AN EMPHASIS ON CHILDREN

Children are particularly vulnerable to HIV infection for economic, social, political and biological reasons. Children are also vulnerable because of a lack of access to information and to sexual and reproductive health services. Children, especially those under the age 15, have not received much attention in the field of HIV prevention. This is predominantly because of social taboos around sexuality, and because adults have difficulty both in imagining children as sexual beings and in talking to children about such issues.

Where sexuality education has been offered, the focus has been mainly on negative aspects such as sexual violence, unwanted pregnancy and HIV and other sexually transmitted infections. This emphasis results in children being unprepared for future healthy sexual decision-making. A balance between the positive and negative aspects of sex and sexuality should be created when talking to children; and this training programme aims to create that balance.

There is now an understanding that if children are reached with HIV prevention messages consistent with their age and maturity as well their sexual experience at an early age, it is more likely that they will be able to meet the challenges that await them on all aspects of their sexuality. They will then be able to respond to these challenges in an informed and appropriate manner.

Making these informed choices, and acting on them, requires that children are exposed to comprehensive sexuality education. This should include information that is accurate, realistic, affirming and non-judgmental as opposed to only promoting abstinence or being moralistic and negative. It is the duty and the responsibility of adults to make this information available to children.

This approach is different from how HIV prevention has been approached in the past, and the personal process-based training programme devised by Save the Children aims to promote a more holistic approach to sexuality education. This comprehensive approach not only provides medically accurate technical information and knowledge, but will also assist both children and adults to make informed decisions about their sexual lives. There is a focus in the *Making It Personal* training programme on including younger children and other children who may have been discriminated against or overlooked in the past.

To encourage a positive and healthy approach to sexuality and freedom from stereotyped gender roles, comprehensive sexuality education provides opportunities for both children and adults to explore their values, attitudes and current practices. This exploration, combined with factual information, should contribute to greater self-awareness of their sexual and reproductive anatomy and physiology and how this is an important part of changing gender roles.

The *Making It Personal* training programme also aims to bring about a demonstrable change in the attitudes and behaviour of both children and adults regarding sexuality, including issues of gender and HIV, which will be discussed later in this Guide.

With this longer-term and more in-depth approach to HIV prevention in mind, Save the Children has developed this package of training materials to assist those who are working in civil society organisations and in other HIV prevention efforts. The materials are designed to build capacity and competence in addressing the wide range of issues that surround sexuality, gender, HIV and AIDS, and SRHR with and for children.

A BRIEF INTRODUCTION TO THESE MATERIALS

The *Making It Personal* materials package consists of a Guide for Master Facilitators (this document), a Workshop Manual, and a compact disk (CD) containing additional resources. The purpose of this Guide is to explain the difference in this approach to sexuality, gender, SRHR and HIV and AIDS education, and the rationale and thinking behind this.

The approach that is put forward for this learning process is a personal process-oriented approach, which will be explained in detail later on. The Guide is a resource for Master Facilitators who are responsible for training others in children's rights, sexuality education, and HIV prevention.

The *Making It Personal* Workshop Manual provides a detailed exploration of the process of an intensive three-phase training programme for people working in the field of children's sexual and reproductive health and rights and HIV and AIDS.

The Workshop Manual also provides facilitation tips on dealing with selected topics and how to use specific methodologies in the process oriented approach. It can be also used as a resource for those wishing to design shorter training programmes in-house for their own organisational staff, or to introduce some of these issues into their communication and advocacy programmes.

The content and the methodology that are explored in this materials package can also be used as a basis for the development of new materials for your own organisation, or for the adaptation and revision of existing materials.

The *Making It Personal* materials package has been designed with adults in mind, as a resource to help adults address these issues amongst themselves, and to talk with children about their own sexual and reproductive health and rights. Some of the activities are also suitable

for use with children, or can be adapted, and there are notes on this in the Workshop Manual.

WHO WILL USE THESE MATERIALS?

This Guide is a resource for Master Facilitators who are responsible for training other facilitators and trainers and others in sexuality education, gender, SRHR, HIV and AIDS and children's rights.

A Master Facilitator who will be using this Guide is someone who already has some experience in planning and facilitation in these fields. As an experienced facilitator, you are expected to be well-versed in the subjects covered in these materials.

You should already have received in-depth training on the topics and methods that are used in the process-oriented approach; and in ways of thinking about conducting training in sexuality, gender, SRHR and HIV and AIDS.

As a Master Facilitator, you should be able to facilitate the same kind of workshops as any trainer, but should be able to do this on different topics or methods, and to facilitate workshops with more challenging groups at a higher level. You may be expected to work with religious leaders, managers, medical professionals and others with prior knowledge and experience in these fields, and should be able to work with them at the level of sensitising them to these issues from a more personal perspective.

As a Master Facilitator, you should understand the process-oriented approach and be able to use this in your own training and support of trainers and others who are involved in this work. Your role may include providing assistance in research, advocacy and in materials development. You should also be able to adapt and design training programmes for any group with support from the Workshop Manual that forms part of this package of materials.

You may also, with time, become a mentor of this process, able to train and lead other groups of Master Facilitators and trainers, and to assess their strengths and weaknesses in working with the process-oriented approach and give individual feedback in order to build their capacity.

ANTICIPATED OUTCOMES OF THE TRAINING PROGRAMME

The *Making It Personal* training programme aims to build capacity amongst organisations to enable them to offer comprehensive sexuality education through their workshops, educational and communication programmes and other activities.

It is anticipated that the training programme will have an impact not only on the workshop participants from your organisations, but ultimately on community members and on the children that they care for or come into contact with. It is important that the information and processes described in these training materials are shared broadly so that they can have maximum impact.



2. WORKING WITH CHILDREN WITHIN THE FIELD OF SEXUALITY, GENDER, SEXUAL REPRODUCTIVE HEALTH AND RIGHTS, AND HIV AND AIDS

Working with children within the field of sexuality, gender, HIV and AIDS and sexual and reproductive health and rights involves a great amount of responsibility. This work should be guided by human rights principles and the following points:

- > **Focus on children:** programmes should have a clear focus on children, their rights and their role as social actors;
- > **Holistic view of children:** programmes should consider all aspects of a child while making strategic choices and setting priorities;
- > **Accountability:** programmes should have a strong emphasis on accountability for promoting, protecting, fulfilling and realising children's rights;



- > **Supporting duty bearers:** programmes should consider the ways in which duty-bearers could be helped to meet their obligations through technical assistance, budget support and other forms of partnership;
- > **Advocacy:** programmes should consider the importance of advocacy, public education and awareness raising;
- > **Non-discrimination:** programmes should have a commitment to the inclusion of the most marginalised children and to challenging discrimination;
- > **Participation:** programmes should promote children's effective participation;
- > **The best interests of children:** programmes should consider (together with children) the impact of all programme choices on children;
- > **Survival and development:** programmes should include a focus on both the immediate survival of children as well as a commitment to ensuring the development of their full potential;
- > **Children as part of a community:** programmes should include an understanding of children's places in their families, communities and societies, and the role that their parents and other care-givers have in defending their rights and guiding children's development;
- > **Root causes and broad issues:** programmes should include a focus on the violation of children's rights and the root causes of this;
- > **Partnerships:** programmes should focus on building partnerships and alliances for the promotion, protection and fulfilment of children's rights;
- > **Information and knowledge:** programmes should facilitate an understanding of children's rights by children themselves, by their communities and by key duty-bearers, including government.

A CHILD RIGHTS-BASED APPROACH

The work of Save the Children is based on the UN Convention on the Rights of the Child (UN CRC) and the African Charter for the Rights and Welfare of the Child (ACRWC). These charters are based on a human-rights approach to child rights, child development, emergency response and development work.

The UN CRC emphasises that children are the holders of rights, and that their rights cover all aspects of their lives. It applies to all human beings under the age of 18 years. The UN CRC is based on four central principles: non-discrimination; the best interests of the child; survival and

development; and child participation. These four principles inform Save the Children's approach known as Child Rights Programming.

CHILD RIGHTS PROGRAMMING

Child Rights Programming (CRP) is a framework for the analysis, planning, implementation, and monitoring and evaluation of all relief and development work with children. This is the approach that Save the Children brings to its work with children, their families, care-givers and communities.

CRP is a child-focused version of a rights-based approach. It concentrates specifically on children and young people under the age of 18. The reason for having a specific approach is that children have their own special needs and vulnerabilities which must be taken into consideration when designing programmes that affect them.

CRP involves developing programmes and ensuring that the management of such programmes is based on the principles of child rights. The overall goal of such programmes is to improve the position of children so that all boys and girls can fully enjoy their rights and can live in societies that acknowledge and respect children's rights.

The four principles of the UN CRC mentioned above should influence programming in the following ways:

Non-discrimination

This principle calls for the need to provide equal rights and opportunities to all children. The rights of all children should be respected regardless of the child's or his or her parent's or guardian's race, colour, sex, gender, sexual orientation, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. The UN CRC aims to reduce discrimination against individual children, against specific groups of children and against the population group of children as a whole.

To ensure this practice of non-discrimination, CRP requires a particular focus on the most marginalised children and, how to include them in programmes and to challenge their discrimination and exclusion. This means focusing particularly on the following:

- > Providing girls with the same opportunities as boys;
- > Including refugee children and children of indigenous or minority groups;

- > Including children living with persons who express their sexuality outside of the heterosexual norm;
- > Including children who express their sexuality outside of the heterosexual norm;
- > Including children with disabilities, or those who live with persons with disabilities;
- > Including children living in remote rural areas.

This focus often means enabling access to programmes by taking the special requirements of these children into account. Organisations also need to challenge and eliminate the stereotyping of stigmatised groups of children and to speak out against discrimination in all its forms. Monitoring systems and mechanisms should be put in place to check on the status of discriminated-against children and to call for positive action.

The best interests of the child

This principle suggests that the best interests of the child should be taken into account in all actions concerning children. Although the children's interests are not the only aspect to be considered in making decisions that affect children, these should be given considerable weight relative to the interests of adults.

Deciding how to develop programmes on the basis of the best interests of the child is dependent on making a well-informed judgment based on an analysis of each given situation. The assessment of children's best interests must be directed towards the realisation of their rights, and take into account children's own views. It is important for those taking decisions to take into consideration the views of the child when determining what the best interests of the child might be.

In CRP, this principle implies that whenever programme decisions are taken that affect children's lives, the best interests of the child must be explicitly considered in all parts of the programme cycle.

This involves:

- > Making sure that children's opinions are sought and listened to;
- > Relating decisions made about individual children or groups of children to a well-informed assessment of their developmental needs and evolving capacities;
- > Demonstrating once decisions have been made that the impact of these decisions on children and their rights has been considered;

- > Checking that planned actions or programmes will not have unintended negative impacts on children and their rights;
- > Examining how policy development can give substance to the importance of making children's best interests a primary consideration in different situations.

Rights to life, survival and development

This principle recognises that every child has the inherent right to life, and that the survival and development of every child should be a primary concern. All children have the right to provisions that will enable them to develop to their full potential and to play their part in a peaceful, tolerant society.

Child development covers a wide range of aspects; including physical, mental, cultural, spiritual, moral and social development. Children carry within them the potential for their own development. However, they must be living in the appropriate protective, caring, and stimulating environment to realise this potential. Finding the balance between protection, care and freedom is the challenge of any rights based organisation.

In CRP, children's survival and development must be considered in all parts of the programme cycle. This involves:

- > Recognising the holistic nature of children and that their development includes physical growth and health as well as moral and spiritual growth;
- > Recognising that children evolve and change as they move towards greater autonomy and maturity;
- > Recognising that the world is changing, and that child development needs to keep pace with the changing environments that children will have to contend with as adults;
- > Recognising children as individuals developing within families, communities and the larger society, and ensuring that the best interests of the individual child is considered;
- > Considering the macro political, economic and social trends which shape perceptions of children and childhood and which have direct impact on their lives;
- > Listening to children and allowing their perspective to influence the decisions of adults and their own development choices.

Participation

This principle is based on the right to be heard. Participation is a fundamental human right and children who are capable of forming their own views have the right to participate in every area of their life, including the right to express themselves freely in all matters which affect them.

Children's participation rights are not about a selected few children representing other children at special events, but about all children having their voices heard. Children's views should be actively sought and considered. This participation requires mutual respect and trust and long-term sustained commitment. The principle of participation makes it necessary to let go of our adult perspective and to open up dialogue with children from their perspective.

Encouraging children's participation in CRP involves:

- > Developing the capacity of adults to facilitate children's participation and take children's views seriously;
- > Developing the capacity of children to access information, to assert their rights and build partnerships with key adult duty-bearers;
- > Broadening the acceptance of children's right to be heard and thinking about children's active role at all levels of society;
- > Creating protective environments where children can express their views;
- > Facilitating children's involvement in decision-making structures;
- > Supporting the establishment and strengthening of child-led groups and organisations;
- > Empowering children to become political actors on their own terms;
- > Including children within the governance systems of organisations;
- > Developing policies, tools, materials and practice standards that recognise children's right to participate;
- > Encouraging and facilitating a wide range of models and initiatives and disseminating lessons learnt in child participation.

3. THE CONTEXT OF YOUR WORK

Working in the field of HIV prevention and sexual reproductive health and rights means that you need to understand a variety of issues; including HIV and AIDS, sexuality and gender. You cannot discuss HIV and AIDS without this focus on sexuality and gender, as it is predominantly sexual behaviours and gender roles that drive the epidemic.

HIV AND AIDS

The prevalence of HIV and subsequent AIDS epidemic is a multi-faceted issue that permeates all levels of society. The epidemic has brought about changes to the fabric of society, affecting governance, stability and social cohesion. This has an effect on society, on the way that families are structured, on the provision and uptake of education, health and employment opportunities and on the economy.

No development programme in Sub-Saharan Africa can be effective without including a focus on HIV transmission and on AIDS. Issues of personal, economic and social development are all impacted upon by the epidemic. Working in this context means that you need to take a number of issues into account to guide your own programmes.

It is important that all development organisations recognise the HIV prevalence and understand the patterns of HIV incidence in the areas in which they work, as well as their root causes and how this may impact on their programmes. Many organisations are working in areas where HIV infection, or AIDS-related illness and deaths are a daily reality for the programme participants. Some participants may have family members who have died from AIDS. Some may be infected with HIV themselves, and most will be affected in some way. It is important then to talk about these issues without prejudice, without judgment, and with a consciousness of the realities that people are living with.

93% of all HIV transmission happens through sexual intercourse and through reproduction (2007 SADC HIV and AIDS Epidemic Report). It is therefore important that these issues are fully understood by those communicating about HIV and AIDS. This involves discussing issues of sexuality and gender, and the concepts of sexual and reproductive health and rights.

SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR)

The term sexual and reproductive health and rights (SRHR) covers all the means, services, care and information that people need to make free and responsible decisions about their sexuality, and the rights that they have in this regard.

According to the World Health Organisation (WHO), sexuality is a central aspect of being human throughout life. It encompasses issues around sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.



As the *Making it Personal* training programme and this package of materials explores a range of issues related to sexuality, it is important that there is a shared understanding of different terminology. For the purposes of these materials, some of these terms are defined below: **Sexuality** covers all of these issues mentioned in the WHO definition above.

Sex is used to refer to a person's biological, social and mental sex, either male or female, or inter-sex (someone whose sex is unclear, based on their sex organs or chromosomal structure).

Sex is also sometimes used as a short term for sexuality and for sexual activity. However, in these materials these references will be specific.

Sexual practice is the term used to describe the physical activity including behaviours and practices around sex.

Sexual identity or **sexual orientation** refers to how people identify themselves as heterosexual, bisexual, homosexual (lesbian or gay) or asexual. These terms refer to what sex or sexes each person has the ability to fall in love with, and to be sexually attracted to.

Heterosexual refers to people who are attracted to those from the opposite sex.

Bisexual refers to people who are attracted to people from both sexes.

Homosexual refers to people who are attracted to those of the same sex as themselves.

Asexual refers to people who do not have sexual activity or sexual feelings, but who still feel love for other people and who enjoy non-sexual intimacy.

Lesbian refers to women who are attracted to women.

Gay refers to men who are attracted to men.

Same-sex relationships refers to relationships between two men or two women.

Same-sex activities refers to the sexual activities between two men or two women.

Sexual identity is about emotions and attractions. Not everybody will understand these identities, but everybody must be respectful and be non-judgmental when

discussing sexual identities. These concepts may not be readily accepted in many of the communities in which you work, and your programmes need to look at ways to advocate for acceptance. The Making It Personal Workshop Manual explores these issues in some depth.

Sexual health is the state of physical, emotional, mental and social well-being in relation to sexuality.

Reproductive health relates to all issues regarding the reproductive organs and functions of a person.

For sexual and reproductive health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled. Sexual rights are human rights related to sexuality. Sexual rights are constituted by a set of entitlements related to sexuality that emanate from the rights to freedom, equality, privacy, autonomy, integrity and dignity of all people.

Sexual and reproductive health and rights embrace human rights that are recognised in national laws and international human rights documents. *The International Planned Parenthood Federation Declaration* includes the following ten sexual rights:

Article 1: The right to equality, equal protection of the law and freedom from all forms of discrimination based on sex, sexuality or gender.

All human beings are born free and equal in dignity and rights and must enjoy the equal protection of the law against discrimination based on their sexuality, sex or gender.

Article 2: The right to participation for all persons, regardless of sex, sexuality or gender.

All persons are entitled to an environment that enables active, free and meaningful participation in and contribution to the civil, economic, social, cultural and political aspects of human life at local, national, regional and international levels, through the development of which human rights and fundamental freedoms can be realised.

Article 3: The rights to life, liberty, security of the person and bodily integrity.

All persons have the right to life, liberty and to be free of torture and cruel, inhuman and degrading treatment in all cases, and particularly on account of their sex, age,

gender, gender identity, sexual orientation, marital status, sexual history or behaviour, real or imputed, and HIV/AIDS status; and shall have the right to exercise their sexuality free of violence or coercion.

Article 4: The right to privacy.

All persons have the right not to be subjected to arbitrary interference with their privacy, family, home, papers or correspondence; and the right to privacy which is essential to the exercise of sexual autonomy.

Article 5: The right to personal autonomy and recognition before the law.

All persons have the right to be recognized before the law and to sexual freedom, which encompasses the opportunity for individuals to have control and decide freely on matters related to sexuality, to choose their sexual partners, to seek to experience their full sexual potential and pleasure, within a framework of non discrimination and with due regard to the rights of others and to the evolving capacity of children.

Article 6: The right to freedom of thought, opinion and expression; and the right to association.

All persons have the right to exercise freedom of thought, opinion and expression regarding ideas on sexuality, sexual orientation, gender identity and sexual rights, without arbitrary intrusions or limitations based on dominant cultural beliefs or political ideology, or discriminatory notions of public order, public morality, public health or public security.

Article 7: The right to health and to the benefits of scientific progress.

All persons have a right to the enjoyment of the highest attainable standard of physical and mental health, which includes the underlying determinants of health and access to sexual health care for prevention, diagnosis and treatment of all sexual concerns, problems and disorders.

Article 8: The right to education and information.

All persons, without discrimination, have the right to education and information generally and to comprehensive sexuality education and information necessary and useful to exercise full citizenship and equality in the private, public and political domains.

Article 9: The right to choose whether or not to marry and to found and plan a family, and to decide whether or not, how and when, to have children.

All persons have the right to choose whether or not to marry, whether or not to found and plan a family, when to have children and to decide the number and spacing of their children freely and responsibly, within an environment in which laws and policies recognize the diversity of family forms as including those not defined by descent or marriage.

Article 10: The right to accountability and redress.

All persons have the right to effective, adequate, accessible and appropriate educative, legislative, judicial and other measures to ensure and demand that those who are duty-bound to uphold sexual rights are fully accountable to them. This includes the ability to monitor the implementation of sexual rights and to access remedies for violations of sexual rights, including access to full redress through restitution, compensation, rehabilitation, satisfaction, guarantee of non-repetition and any other means.

(Source: International Planned Parenthood Federation (2008) Sexual Rights: An IPPF Declaration.)

This declaration provides a framework to guide government, service providers and educators with regards to their responsibilities in relation to sexual rights and to improving access to education and services.

When talking about sexual rights, four key principles must be kept in mind:

- > Autonomy: people should have freedom from external control and interference with regards to their sexual health.
- > Authority: people should be free to make decisions about their own body, sexuality and reproduction.
- > Accessibility: people should all have access to good quality information, education, and health services.
- > Accountability: people are all accountable for their own actions, as well as being accountable as adults for the decisions made with regards to children.

(Source: Janne Nordstedt, sexuality education advisor and trainer, Janne Nordstedt Consulting, Sweden, 2010).

In this rights-based approach, having sex with another person is not viewed as a right. It is a freedom, and one person's freedom never should limit another person's freedom. Although all people should be able to enjoy rights with regards to health, education and services; nobody has the right to demand sex from anyone else, not even in a marriage, union or any other relationship.

GENDER

Save the Children has a strong focus on gender equality within all of its programmes. Issues of sexuality and SRHR cannot be discussed without focusing on gender. The concept of gender refers to the differences in social roles and relations between men and women and explores the roles that people are expected to play in society. Gender roles are affected by age, class, race, ethnicity and religion, as well as by geographical, economic and political environments. They are learnt socially and determined in most cases by our culture and society.

Gender roles influence the way that girls or boys and men or women behave, as well as the way in which they can express and manifest their sexuality. Both sexuality and gender are an integral part of being human.

Stereotyped masculinities and gender inequalities put boys and men as well as girls and women at higher risk of infection with STIs and HIV. An unequal gender system contributes to the spread of HIV, as well as sexual abuse, discrimination, exclusion, and other violations of human rights. For this reason it is important that sexuality education programmes address issues of gender equality. It is important to actively engage men and boys to enhance gender equality and to reduce the risk of non-consensual, violent forms of sex. Working with men and boys is one of the main components of comprehensive sexuality education methods and messages.

As well as the recognised male and female genders, there are instances where people fall between the two. The term *inter-gender* is sometimes used for people who see themselves as in-between, or apart from the traditional gender roles. *Transvestism* or *trans-sexuality* is another category of gender identity, explaining how some people may be born male or female but feel that they are of the opposite sex. This is an issue that is not readily understood or accepted in our communities. As one of the guiding principles of sexuality education is non-discrimination, it is important that these issues that are less un-

derstood and accepted are included in education and training programmes.

This sexuality education cannot happen in isolation, but the context in which people live must be taken into account. As gender roles are often firmly entrenched at home, there is a need to address families and to build their capacities so that they can support and complement the work done with children on this issue.

EARLY SRHR

Sexual and reproductive health and rights apply to everyone, whatever their status or age, without discrimination or stigma. Children also have these rights, including the right to comprehensive sexuality education. No issue should be seen as too sensitive to be raised with children.

Social taboos often prevent adults from raising issues of sexuality with children until they are adolescents or older, often when they have already had their sexual debut. Although many adults may find it difficult to talk with children about sexuality, it is important to remember that children are sexual beings from birth, and that some children are sexually active from a young age. This sexual activity may not necessarily be penetrative intercourse, but may involve kissing, petting and other activities. It is important then to provide this education from an early age.

Children are also at risk of sexual abuse, which is why access to sexuality education must be improved, particularly with children from pre-school onwards. While many countries focus on older children for sexuality education, there may be severe consequences for not including younger children in such education programmes.

Early sexuality education and communication has proved to be critical in the formation of positive perceptions about sexuality and in the development of healthy life choices throughout a child's life. Children with access to non-judgmental information have been shown to avoid sex or to delay sexual intercourse longer than children who have had no access to information.

Previous research shows that there are gaps between what adults think children need to protect themselves, and what children themselves think. This finding points to the need to allow children to participate in decision-making about the education programmes that they receive.

Sexuality education programmes should be age and context appropriate. In many contexts, age and maturity laws and policies have prevented access to information, and continue to do so. It is important to challenge those laws and policies, and to advocate for greater access to sexuality education. Sexuality education programmes should include information that is correct, accurate and non-judgmental and that is useful to children. Parents, teachers, care-givers and others interacting with children must be better empowered to give this information so that children feel confident and secure with them. The *Making It Personal* training programme and materials aim to encourage this.

Save the Children advocates sexuality education for children where there is a positive, non-judgmental view of sexuality, and where sexuality education is affirmative and supportive, realistic, and process-based, building on what children already know and have experienced in order to broaden their existing knowledge.

The aim of this comprehensive sexuality education is to promote sexual well-being and sexual health, to prevent the transmission of STIs and HIV, to prevent unwanted pregnancies, to prevent sexual abuse and support the abused, and to empower children to be able to make individual informed choices about their sexuality, their bodies and their lives.

RELIGION, VALUES, CULTURE AND TABOO: DEALING WITH DIFFICULT AND SENSITIVE ISSUES

The realities of HIV and AIDS forces societies to confront their cultural ideals and the practices that clash with these ideals. Many societies do not accept some of the behaviours, identities and concepts of sexual diversity that arise when exploring issues of sexuality. Communities are generally unlikely to question their own assumptions on norms around sexuality and gender unless they are prompted to do so. However, many programmes have succeeded in stimulating change by helping communities to reflect on the traditions, norms and values that may jeopardise their own health and wellbeing.

To bring about this change and to prompt others to question their norms and practices, it is important for people to explore their own norms and values. This allows them to understand where their opinions and beliefs come from that influence them to think that some practices are acceptable and others are not.

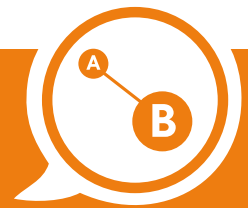
People's values are shaped by their religion, education, upbringing, family and community. Issues of culture and religion have a big influence on values, myths and thoughts about sexuality, gender and HIV and AIDS. There may be times when the work that you are doing seems to clash with the teachings of various religions or the traditions of some cultures. If this is the case, it is important to reiterate that some of these practices may contribute towards the spread of HIV and AIDS, and this is the reason why they need to be re-examined and challenged.

A further point to emphasise in your training is that the starting point for this work is a rights-based approach, where every person, including children, can equally enjoy their human rights. The IPPF charter on sexual and reproductive rights specifically states that "all persons have the right to be free from the restrictive interpretation of religious texts, beliefs, philosophies and customs as tools to curtail freedom of thought on sexual and reproductive health care and other issues."

It is important to look at the social and cultural context in which you work, and at how issues of sexuality and childhood are viewed locally to ensure that the programmes that you implement are culturally sensitive. There may be some conflict between locally sanctioned practices and the information that you are presenting. However, cultural and traditional practices cannot be accepted as a justification for violating any human rights, including children's rights. Where discriminatory or harmful practices are justified by people in terms of culture and tradition, it is important that you refer back to the principles of non-discrimination, the best interests of the child, issues of survival and development, and child participation that guide your work.

As you work through understanding your own values and beliefs around sensitive issues it will become easier to work with others on theirs. The *Making It Personal* training programme is based on a personal process-oriented approach that takes you through your own process of exploring a wide range of issues. This prepares you to deal with questions that other people raise with empathy and understanding as well as respect when you work with them.

4. A PROCESS-ORIENTED APPROACH TO TRAINING: MAKING IT PERSONAL



Save the Children has adopted an approach to sexuality education which is known as the *process-oriented* approach. This process-oriented approach has been developed by Janne Nordstedt, a sexuality education advisor and trainer based in Sweden, with extensive experience in Africa. The approach and a three-phase training programme was piloted by Save the Children Sweden in Zambia between 2007 and 2009 in consultation with Janne Nordstedt. This approach involves each person going on a personal journey, and includes a great deal of introspection, personal reflection and the internalisation of concepts in order for participants to fully understand how they feel about the issues that are included in comprehensive sexuality education.

The key to this approach is about changing mindsets regarding issues of sexuality and gender; to internalise thinking about these issues and to challenge entrenched ways of thinking. This aim is to promote positive and healthy sexuality.

This approach is built on years of field experience, where it has been found that the sexuality education provided by those who have had the opportunity to go through this personal process is more non-judgmental, more realistic and more youth friendly than other approaches, and is therefore more effective.

Sexuality education must include more than just facts and information, because people's perceptions and behaviour relating to sexuality are deeply rooted and complex and need to be addressed. A long term process of sensitisation, reflection, follow-up, peer support and mentoring is needed in order to bring about healthy behaviour change with relation to sexual activity.

It is easy to adopt an adult perspective on sexuality and to forget what it was like to be young and possibly confused about these issues. Sexuality does not only involve issues of sex and reproduction, but also issues around love, self-image, identity and self-esteem. For this reason, the process-oriented approach takes people back to explore their own experiences and feelings about sexuality. To become better facilitators of SRHR education, facilitators need to start with themselves.

This focus on the individual means that sensitive issues will often be confronted. Because the process-oriented approach involves this personal reflection and transformation, it is important that issues of trust, confidentiality and respect are raised early on in the training process, and are constantly reiterated.

The training also involves exploring people's values and beliefs. As mentioned earlier, the approach that Save the

Children favours is one of non-judgmentalism. This implies a shift away from moralistic approaches. The training approach focuses on providing non-judgmental information and respecting individual differences through promoting non-discrimination.

The approach is also comprehensive, meaning that a broad range of topics is covered, including falling in love, body knowledge, lust, and positive sexuality, as well as contraception, condoms, prostitution, abortion, rape, abuse and LGBTI issues. Understanding all of these issues and how you feel about them better equips you to make informed and healthy choices about your own sexuality. Sensitive issues are deliberately included to ensure that stigma, discrimination and exclusion are challenged in the interests of upholding human rights.

The methodologies used in a process-oriented approach are mostly participatory and involve group interaction. This is important as people are able to listen and learn from each other's experience and thus to broaden their own views of the world. Participants often work in small groups on specially designed activities that are intended to develop their understanding of key issues, as well as to develop skills such as information processing, critical thinking, problem solving, communication, and teamwork. Skills development is as important as increasing knowledge. Without this skills component, new knowledge may not translate into people making choices to change their behaviour, which is the primary aim of this kind of transformational education.

In traditional approaches to pedagogy, teaching involves telling information to students; building knowledge is about transmitting facts; and learning is about remembering these facts. In the process-oriented approach, teaching involves enabling the participants; knowledge is built on understanding; and learning involves the active construction of ideas by the participants.

Process-oriented pedagogy is focused around facilitation, where the facilitator takes the participants through a process of gathering information and building on previous experiences, knowledge, beliefs and misconceptions. Through this approach, participants learn from and teach each other, and they teach the facilitator by revealing their understanding of the content. This is why we use the term *facilitator*, as opposed to *trainer*, for this process.

Although a process-oriented approach is sometimes seen in contrast to a goal-oriented approach to learning, it is still important that there are clear outcomes that guide your training and workshops.

5. WORKING IN THE FIELD OF SOCIAL CHANGE AND BEHAVIOUR CHANGE



The primary aim of the Save the Children programme on children's rights on sexuality education for HIV prevention and mitigation is to increase awareness about children's SRHR and to bring about improved access to sexual and reproductive health information and services for children. In this way, children can grow up to make informed decisions regarding their sexual behaviour.

The *Making It Personal* training programme focuses on promoting and supporting positive, healthy attitudes and behaviours and encouraging change when risky or negative attitudes and behaviours may endanger children or adults.

Communicating about behaviour change involves creating particular messages that are appropriate to the context in which they are heard. The recognised steps to changing individual behaviour include the following:

- > The person recognises their current behaviour and the associated risks;
- > The person has access to new knowledge that provides an alternative positive behaviour where they can see potential benefits for themselves;
- > The person approves of the changes, and believes that his or her community will also approve of and support these changes;
- > The person has a clear intention and a plan to change his or her behaviour;
- > The person puts the new behaviour into practice;
- > The person sees the benefits of the change, and then advocates for the same change amongst his or her peers.

(Source: Johns Hopkins University (2009) *Steps to Behaviour Change Model*. Johns Hopkins School of Public Health, Center for Communication Programmes.)

For an individual to change behaviour, that person must be enabled, through knowledge or otherwise, to make the necessary changes. This notion of ability or empowerment is at the core of behaviour change theory. However, behaviour change cannot be seen simply as an individual process of empowerment, decision-making and change. The social context in which people find themselves is very important in endorsing this change, as societal norms play a role in determining an individual's behaviour.

If behaviour change campaigns are designed without reference to the context of the target community, these may encourage individuals to adopt beliefs and behaviours that are in conflict with the dominant beliefs held by the rest of the society in which they live. Without community support, there may therefore be negative consequences to individual behaviour change. And as much as society impacts on indi-

vidual change, the individual can also impact on social change by influencing community discussion and social norms.

In addition to the complex relationship between the individual and the community, behaviour change communication also needs to take into account the environmental conditions in which people live. These must be addressed and access to resources that support behaviour change must be provided if this change is to be sustained and long-lasting.

It is important that behaviour change should be seen in a positive light. Criticising past behaviour, and showing the threat of continuing with this behaviour, is a tactic that breeds fear, stigma and discrimination. Instead of this, people should be motivated towards healthy, safe and positive change.

The preferred approach to communicating about behaviour change involves participation. This approach is based on the belief that individual communities know best where and how they need assistance, and what needs to change. Participation in behaviour change programmes allows for dialogue and negotiation, where participants can share ideas to confront mutual problems and come to an agreement about how these should be addressed.

This participation, as well as good formative research, can help to create a clear understanding of the audience and the barriers that may prevent behaviour change. Having a clear logic-based model can help in designing behaviour change programmes.

Designing behaviour change programmes involves a four-step process including:

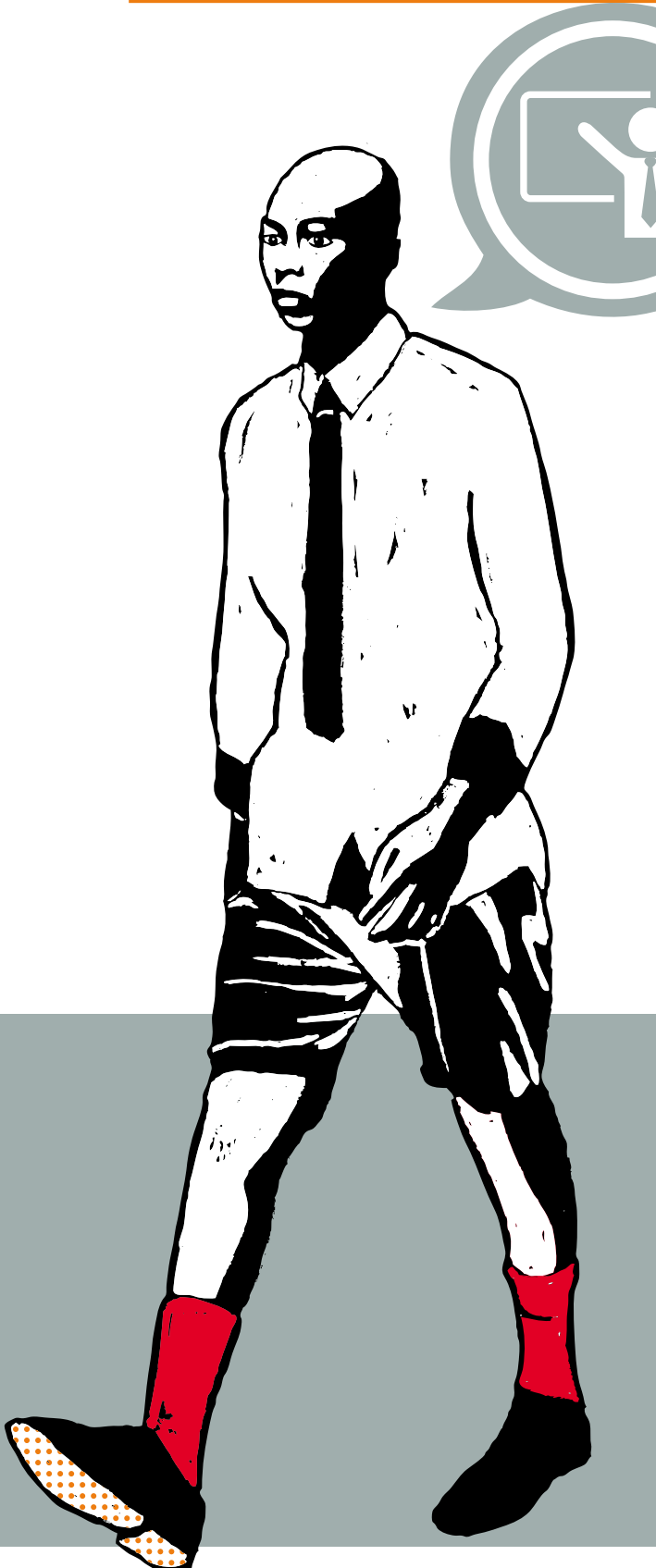
1. Identifying the health goals for the target audience (with their participation);
2. Identifying the specific behaviours that affect these goals and what could be changed;
3. Identifying the cognitive and psychosocial factors that affect those behaviours;
4. Creating multiple activities to change each factor that impacts on behaviour.

This process assists in identifying the barriers to behaviour change which can then be planned for and overcome through your programmes.

(Source: Health Care Education and Training (2010) *What works in Adolescent Sexual Health Programmes?* Accessed from www.hcet.org)

As a Master Facilitator, you should consider how your own training programmes and your communication strategies contribute to positive attitudes and healthy behaviour change for individuals and for communities.

6. YOUR ROLE AS A MASTER FACILITATOR OF THE CHANGE PROCESS



In your own organisation you may be responsible for internal training and development, or you may be involved in other programming and management roles. Your role might be the provision of technical support and advisory services for in-house training, or you might influence programme design and materials development. As a Master Facilitator you may be facilitating the process-oriented approach and the *Making It Personal* training programme with groups, or you may be training others how to do this.

You will be responsible for passing on this information, for supporting, assisting and supervising other facilitators, and for developing capacity in your own organisation and in your community to address issues of SRHR for children. You may also play an important role in mobilisation, which involves recruiting others who can support and advocate for the cause of improving access to comprehensive sexuality education and better services.

For those who are responsible for training and managing training processes within your organisation, there are three vital processes that you should follow to ensure competent facilitation of learning.

1. Planning and preparing for training;
2. Facilitating training;
3. Evaluating training.

Planning and preparing for training involves the following processes:

- > Analysing the participants and their learning needs;
- > Confirming the learning outcomes to meet stakeholder objectives;
- > Catering for the needs of learners and other stakeholders;
- > Understanding possible learning barriers, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles;
- > Arranging resources, locations, and personnel;
- > Assessing the different strengths and weaknesses in the facilitation team and how to best manage them;

- > Assessing the different power positions among the facilitators and discussing how to best utilise them for the most effective training;
- > Preparing learning material to suit the purpose of the facilitated activities;
- > Selecting appropriate facilitation methods;
- > Establishing review criteria for the training based on your organisation's policies and procedures.

Facilitating training involves the following processes:

- > Varying appropriate methodologies to maximise interest and involvement;
- > Creating an open, safe and conducive environment in the training to make the participants feel relaxed and to ensure full and active participation;
- > Being aware of both the participants' individual processes and the group processes that will take place, and being able to handle both;
- > Actively breaking down power positioning and power structures that inhibit participation;
- > Promoting open interaction and ensuring that participants are aware of the learning outcomes;
- > Enabling learners to draw from and share their own experiences and work out and apply concepts for themselves;
- > Providing opportunities to practise and consolidate learning;
- > Managing groups;
- > Promoting involvement through the use of open questioning techniques;
- > Making modifications to ensure that the participants' needs are addressed.

Evaluating training involves the following processes:

- > Gathering participants' and other stakeholders' feedback;
- > Critically analysing this feedback against the review criteria and stated learning outcomes;
- > Identifying strengths and weaknesses of the planning, preparation and facilitation of learning;
- > Devising useful recommendations for improvement in future interventions.

If you are not directly involved in training and workshops, you may be responsible for advocacy about SRHR for children. Those of you working directly with communities will play a pivotal role in disseminating these comprehensive sexuality education methods and messages at community, national and regional levels.

The earlier sections on the rationale behind the *Making It Personal* training programme and the CRP approach will assist you in advocating for more comprehensive sexuality education for children, and for greater support and access to SRHR services.

You may find that you can use the training methods and messages that are explored in this package of training materials within your own work for:

- > Adapting current HIV and SRHR materials and methods to integrate issues of sexuality and gender for a more comprehensive approach to education;
- > Building the capacity of staff who reach a wider and lower age range of children with HIV and SRHR education and services;
- > Incorporating sexuality methods and messages when facilitating open discussions and providing peer support services involving children;
- > Using existing networks and forums to raise awareness and to get endorsement from parents, teachers, and traditional and religious leaders;
- > Revising your current adult or service provider training programmes to include comprehensive sexuality education for a wider audience.

Being a process facilitator or a trainer is not just about passing along information and guiding people through a process. It is also about your personality, your approach to training, your approach to other people, and your ability to interact with others.

Throughout the process of this work, you will find that you are expected to challenge yourself and examine your attitudes, and you will need to understand your own values and where they come from. Ongoing self-awareness and personal development and growth are part of this process.

You also need to be constantly aware of how you are presenting yourself, how you speak and use language, how you dress, and how others may be influenced by what you say and do. This places a great deal of responsibility on your shoulders. There may be times when you become frustrated by the attitudes and perceptions of others. This is because, as facilitators, you are dealing with closely-held beliefs about the world. You are privileged to have access to this information and to have already gone through reflective processes that allow you to understand this. You should be careful to treat others who are at the start of this process with respect.

7. THE THREE-PHASE TRAINING PROCESS AND DESIGNING YOUR OWN WORKSHOPS

Some of the pitfalls to look out for in your training and advocacy work include practices that serve to keep you in a position of power and to keep others down. These practices may be a result of defensiveness or a lack of confidence about one's own knowledge. Although these practices are not always obvious or deliberate, it is important to be conscious of them and to be able to identify them in your own work or in your organisation.

Common problems include:

- > Setting the terms, defining the parameters and deciding what is important while excluding other people's ideas;
- > Withholding information either deliberately or unintentionally;
- > Stereotyping by making presumptions and allotting specific roles to groups of people;
- > Making others invisible by ignoring or interrupting them;
- > Ridiculing people through derogatory jokes, mockery, or in the use of labels;
- > Blaming and shaming others to make them feel guilty;
- > Any kind of sexual harassment which includes denigrating and abusing women and any improper and unwelcome sexual approaches.

(Source: Women to the Top (2010) Master Suppression Techniques and how to neutralise them.)

As the facilitator, your role is to make sure that all workshop participants feel comfortable with each other so that they can participate openly and honestly without fear of censure or criticism. Being aware of these negative practices and other behaviour that might hinder the workshop process is important if you wish to build an equal, non-discriminatory, non-exclusionary and empowering environment which encourages participation and genuine development in your own training or in your organisation.

THE SAVE THE CHILDREN THREE-PHASE TRAINING

The *Making It Personal* Workshop Manual gives a detailed breakdown of a three-phase process of workshops which has been specifically designed to guide participants through a process of exploring their own thoughts, views and values about sexuality and gender, and to prepare them to work through with other people on these issues.

The overall objective of Phase 1 of the training programme is to provide an opportunity for the participants to go on a personal process of self-exploration around issues related to sexuality, gender, and HIV and AIDS. The participants' beliefs and value systems will be brought to the fore-front with the aim of deepening their understanding of the issues that young people are faced with when it comes to sexuality.

Phase 1 of the training programme includes a personal process of exploring sexuality and gender and participants' own opinions, values, experiences and feelings about these issues. It provides basic information about sexuality, gender and SRHR, and the links to HIV and AIDS. It also explores how to take newly acquired skills and insights and integrate them within the current activities of the participants' own organisations.

The overall objective of Phase 2 of the training programme is to provide participants with an opportunity to develop their skills and capacity in facilitating the process-oriented approach, and to build their knowledge through providing technical information.

Phase 2 of the training programme aims to deepen the participants' understanding of the issues introduced in Phase 1. It includes more in-depth knowledge on SRHR services, and various issues related to CRP, sexuality and gender, including controversial and difficult topics. Phase 2 has a focus on workshop planning, facilitation and evaluation, and on building the skills of participant facilitators. It also explores how participants can integrate their new learning into their organisations' planning, programming, advocacy, networking, and monitoring and evaluation activities.

The overall objective of Phase 3 of the training programme is to explore the successes and challenges faced by participants in their experiences of facilitating the process-oriented approach in their own organisations and in the field.



Phase 3 of the training programme explores best practices in facilitating to sexuality, gender, SRHR and HIV and AIDS education with different groups and in working with difficult topics. This final phase offers an opportunity to explore more in-depth knowledge on some of the issues that the participants have found challenging. It also explores how to disseminate comprehensive sexuality education methods and messages more broadly within participants' own project activities. The workshop ends with an opportunity to evaluate the entire learning process.

Each of these three phases is designed as a five-day workshop. Your own working context may not allow for the same amount of time as this training programme demands, and you should then find ways adapt the training programme and to create workshops that fit into the context of your own organisation. However, any adaptations to the outlined training programme should be guided by the process-oriented approach.

As the training programme has been carefully designed to take a group through a very detailed and specific process, it is recommended that if you do adapt the training programme, this is in consultation with Save the Children and with other Master Facilitators. This consultation will allow you to clarify your own objectives and ensure that these are met through the training, as well as encouraging networking and exchange with others who are facilitating the training programme.

CREATING YOUR OWN WORKSHOPS

Selecting activities for your training or workshops will depend on many variables including your resources and capacity, and your target audience. You will need to identify what timeframe you have for your workshop and who is able to facilitate this process. You should be clear on the skills and areas of expertise of your facilitators, and whether you are able to co-facilitate with a colleague. You should also have adequate knowledge about the target group and participants, their prior knowledge, local community values and norms, and participants' expectations of the workshop. This information will help you to select the content that is most useful to your participants and what topics to prioritise.

PRIORITISING TOPICS FOR YOUR WORKSHOP

You need to ask the following questions to best understand the group that you are going to work with, and what the content of the workshop should be:

- > How many participants will there be?
- > What age group are the participants?
- > Are they a mixed group or a homogenous group?
- > What language do they speak at home?
- > What cultural frame of reference do they have?
- > What are their styles of learning? (How do they learn best?)
- > What experience do they have of these issues?
- > Where are the gaps in knowledge and skills that need to be filled?
- > Are there any people with special needs, i.e. wheelchair, pregnant, hard of hearing, etc?

Other questions that can guide your planning process are:

- > What are the objectives of the different stakeholders (participants, managers, funders, parents, communities etc) in this training programme and how do I meet them?
- > What content will best meet these objectives?

Once you have determined these, you will need to select activities that provide a balance of different types of sessions, including large and small group work, individual work, discussions and other types of activities. While there is a focus on the process-oriented approach and taking workshop participants through a journey, it is still important that the workshops include an element of new learning so that participants gain something. The new knowledge or skills that are developed can be used to assist them in changing their own attitudes or behaviour, or in advocating for positive change with others.

PREPARING FOR YOUR WORKSHOP

There are a number of questions that you need to consider when preparing for a workshop. Some of these include the following:

- > How much time will you have for the workshop?
- > Where will the workshop be held?
- > How best can you arrange the room to make it comfortable?
- > How can the arrangement of the room encourage participation?

- > What human resources do you need?
- > What materials and other resources do you need?
- > How can you vary activities to encourage participation?
- > What can you do to keep the workshop fun and engaging?

CREATING MEANINGFUL LEARNING EXPERIENCES

When designing your workshops, you should take the following principles of learning into account:

- > Learning requires the active, constructive involvement of the learner;
- > Learning is primarily a social activity and participation is important;
- > People learn best when they participate in activities that are perceived to be useful in real life and are culturally relevant;
- > New knowledge is constructed on the basis of what is already understood and believed;
- > People learn by employing effective and flexible strategies that help them to understand, reason, memorise and solve problems;
- > Learners should be aware of the outcomes for the workshop and how to plan and monitor their own learning, how to set their own learning goals and how to correct errors;
- > Sometimes prior knowledge can stand in the way of learning something new;
- > Learning is easier when material is organised around general principles and explanations;
- > Learning becomes more meaningful when the lessons are applied to real-life situations;
- > Learning is a complex cognitive activity that cannot be rushed, but requires time and periods of practice;
- > Learning is critically influenced by learner motivation.

(Source: Stella Vosniadou (n.d) How children learn.)

While it is useful to take into account the serious side of learning, remember that learning should be made fun. As facilitators, you need to make people feel relaxed and free so that they participate fully in the process. When exploring issues of sexuality and gender you need to move away from feelings of shame and guilt, and the fear of not being politically correct or expressing ourselves as society expects. Going through these sometimes challenging processes is much easier if it includes having some fun!

INVITING OTHERS TO WORK WITH YOU

If you are running your own sexuality education and training programmes, it may be useful to bring in external facilitators and experts. These people can bring particular knowledge or experience to a session that complements your own skills. For example, you may want to bring in someone who is living with HIV to talk about their own experiences, or to bring in a person from an LGBTI group, or a specialist in SRH services such as abortion or other services.

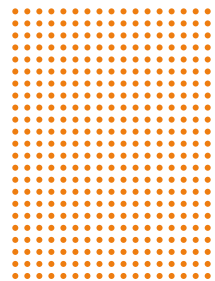
Inviting these guest speakers allows the workshop participants to see a different perspective on a range of issues, and can challenge discrimination and reduce stigma. It can also help to build relationships and establish networks in your area by linking individuals and organisations who can share skills and resources.

If you invite outsiders into an already established group, it is important that you consider the impact that this may have on the group. Where a group has developed a bond and gone through an intensely personal process of sharing experiences together, it is a good idea to remind them of issues of confidentiality before inviting anybody else in. The group should agree on the ground rules for discussion and engagement with the invited speaker. The speaker should also be briefed about the process-oriented approach and the process that the group has already been through together.

WORKING WITH ADULTS AND WORKING WITH CHILDREN

The Making It Personal materials have been designed for working with adults. However, a number of the exercises and activities that are included in the Workshop Manual can be adapted for use with children. Exercises that are included in the Workshop Manual that are not suitable for use with children are marked as “for adults only”. Others can be adapted to be age and context appropriate.

Adapting exercises for workshops with children will take some time and practice. It is important that your work with children be focused on the key goals of positive sexuality education for children, which include the prevention of HIV, other STIs, unintended pregnancy and abuse, as well as developing a healthy approach towards sexuality. The promotion of this positive view on sexuality aims to enhance self-esteem and self-worth, to create a sense of the integrity of and the right to our own bodies, and to



challenge stereotyped gender norms and practices. Focusing on the positive aspects of sexuality is also a way to prevent the negative associations of sexuality education.

There are some differences between working with adults and working with children. Adults are often more responsive to information that they find useful and where they can see the direct relevance for their own lives. However, they can also be more attached to old ways of thinking and be resistant to new ideas.

Children are often more open-minded than adults and therefore more accepting of new ideas. The differences in the way that adults and children learn come about as their needs are different. It is important to bear these needs in mind when designing learning programmes for adults or for children. Finding out what these needs are is an important part of the planning process for your workshops.

Although CRP advocates providing comprehensive sexuality education and information for children, this does need to be age-appropriate and a particular approach is required when working with children. Guidelines to remember when designing workshops for children are that:

- > Children base their thinking on what they have seen and felt, and new information takes time to process;
- > New learning may be in conflict with what children have learnt at home and they may cling on to what they already know;
- > New terminology may be confusing for children and may reinforce old ways of thinking;
- > Younger children's emotions about a topic may outweigh factual evidence that is presented to them;
- > A safe and supportive environment is necessary to allow children to practice new skills;
- > Children learn best when their individual differences are taken into account;
- > New learning and skills may be difficult to implement at home;
- > You will need to explore individual, peer, family and community attitudes and norms to provide a context for the exploration of new issues.

It is important that workshops for children are sensitive to these factors and that facilitators are compassionate, understanding and patient with children who are faced with new concepts and skills.

(Source: Bruce Watson and Richard Kopniecek (1990) *Teaching for Conceptual Change: Confronting Children's Experience.*)

Other important lessons for working with children include the following tips:

- > Keep the age variation small: working with children works best if the age range is not more than 2 years difference within the group.
- > Keep the sessions shorter, and break up full-day sessions with plenty of ice-breakers and games. Instead of one long workshop, you could meet the group a number of times for shorter workshops.
- > Divide the group into boys and girls to start with. This allows you to create a safe space where they feel free to talk about their concerns, shortcomings, and other personal issues. You can bring the groups together at a later stage.
- > Keep the groups small. A maximum of 16 is a good rule of size for working with children. This allows for maximum participation and you can share your attention among the group.
- > Be conscious of how you set up the room. Break down the expectations of power relationships by sitting among the group instead of setting up any adult/children separations.
- > Introduce all sessions with the reminder that they are in a safe space to talk about sex and their concerns, and that all discussions are confidential.

(Source: Janne Nordstedt, 2010.)

8. BUILDING YOUR CAPACITY AS A MASTER FACILITATOR



Working within the process-oriented approach involves being aware of your own values and feelings, and your ways of thinking about sexuality and gender and how these issues affect children. This awareness and continuously building your own knowledge can make your own training programme as well as your organisation's programmes more comprehensive and effective.

It is important for your own development that you are continuously exposed to other information and methods that enhance your training, that you internalise the work of the process-oriented approach, and that you practice your skills as often as possible. It is also important to network and share ideas with other facilitators.

Exposure

Exposing yourself to new information is an important part of enhancing your skills as a facilitator. You should constantly be on the look-out for information related to the topics that you are covering, in particular to issues of HIV and AIDS, gender, SRHR, and CRP. It is vital that you keep up to date with research, policy and new information in this regard. You should also try and read as much as you can on the process-oriented approach to education, and on issues of behaviour change and social change.

Internalising

As a Master Facilitator, you will be expected to internalise the process-oriented approach. You will have gone through the Making It Personal training programme yourself and will have had to examine and confront your own values, ideas and opinions. This process will have helped you to understand how change and the adoption of new ideas is a process that involves time and careful introspection. Your own experience will give you insight into the process that others will need to go through.

Remember that this training programme is a personal process for each individual, and will be different for each person. To be an effective facilitator of this process you will need to believe firmly in the principles of non-discrimination, non-judgmentalism and human rights, and internalise and practice these in your own life.

Practice

Practice means practically facilitating the workshops that form part of the Making It Personal training programme. Before facilitating your first workshop, you can practice on friends, colleagues or family members. The more you can practice giving instructions, facilitating discussions, and presenting information, the smoother you will find the process runs. As well as practicing, you should also make use of all the advice and assistance that you can access from other people with experience of using the process-oriented approach and these participatory methods.

Planning

Implementing the training involves systematic planning. This includes focusing on your own organisation's situation and characteristics, the potential challenges to implementing this approach, and strategies for overcoming these. You will need to carry out detailed planning for your training as well as careful monitoring and evaluation to ensure that your efforts are effective and continuously improving. You will need support from your organisation to ensure that you can plan and implement this training effectively.

To ensure that your training programme is sustainable, you need to stimulate ownership and commitment to it. Encouraging a sense of ownership involves mobilising people to get involved and to see the training programme as their own. It is easier to do this if the benefits of the training are obvious. Commitment to the training process can be encouraged through careful communication and through information sharing with all stakeholders. Sharing a vision and finding ways for people to work together to realise the goals of the training can also build this commitment.

Networking

Building networks with other facilitators and trainers who are using the process-oriented approach is another key component of increasing the success of your training. Networking with other facilitators allows for increased communication and the sharing of resources. Challenges can be shared and problems solved with input from others, and your successes can also be shared and replicated. Others in your network can provide useful support when you are working in challenging conditions.

These networks can be specifically created within your region, to provide you with access to others implementing the same training, or you can join already existing groups that work in the field of children's rights, SRHR, gender and HIV and AIDS issues.

For useful networks, it is important to establish what the common goals and objectives of the network are, rather than simply becoming involved with other organisations just for the sake of it. You will need support from your organisation to establish and sustain this kind of network, both in terms of finances and time to attend network meetings.

Monitoring and evaluation

Monitoring and evaluating your training programmes are also important steps in building your capacity. Monitoring is the routine process of collecting information about the training programme and measuring progress towards reaching your stated objectives. Evaluation is the process of assessing the effectiveness, relevance, performance and achievements of the training programme. Building your capacity for monitoring and evaluation is an important part of increasing your efficacy as an organisation.

You should aim to expand your reading on all of these topics for continuous improvement. Some useful references are provided in the next section, and you should keep yourself informed about new developments in the field.



9. A GUIDE TO OTHER SOURCES, MATERIALS AND REFERENCES

There are many good manuals and references that can help you to improve your work and to deepen your understanding of the issues covered in these materials. Some of these are listed below, many of which have been used as references for these materials. This is not an exhaustive list and you should add others to this list and to keep a library of useful manuals and guides. Many of these resources are available on the internet.

Disclaimer:

Some of the resources mentioned below are developed by organisations other than Save the Children. While these are useful resources, they do not necessarily reflect Save the Children's child rights-based approach, or the process-oriented approach. The inclusion of these materials in this list is not an endorsement of the materials by Save the Children, but they are offered as additional reading and for the provision of technical information in related topics.

EngenderHealth and PPASA. (2001) *Men as Partners: A Program for Supplementing the Training of Life Skills Educators*, Second Edition.
Available at www.menengage.org

Health Care Education and Training (2010). *What works in Adolescent Sexual Health Programmes?*
Available at www.hcet.org

The International LGBTI Association:
[www://ilga.org/ilga/en/article/about_ilga](http://www.ilga.org/ilga/en/article/about_ilga)

International HIV/AIDS Alliance (2004) *A Parrot On My Shoulder: A guide to working with orphans and vulnerable children*. Available from www.aidsalliance.org

International HIV/AIDS Alliance (2004) *A hundred ways to energise groups: Games to use in workshops, meetings and in the community*. Available from www.aidsalliance.org

Inter-Agency Task Team: (2008) *Community-based interventions for young people*.
Available from: www.unfpa.org/hiv/iatt/docs/unicef.pdf

International Planned Parenthood Federation (2008) *IPPF Charter on Sexual and Reproductive Rights*.
Available at www.ippf.org

Johns Hopkins University (2009) *Steps to Behaviour Change Model*. Available from www.jhuccp.org/research/behaviorchange.shtml.

Joint United Nations Programme on HIV/AIDS (UNAIDS) and the World Health Organisation (Nov 2007) *AIDS epidemic update*.

Promundo (2008) *Men, Masculinities, Sexual Exploitation and Sexual Violence. A Literature Review and Call for Action*.

RFSU (2010) A range of materials from The Swedish Organisation for Sexual Enlightenment are available from: <http://www.rfsu.se/en/Engelska/>

SADC (2008) *2007 SADC HIV and AIDS Epidemic Report*. Gaborone, SADC.

Save the Children (2002) *Training Kit on the UN Convention on the Rights of the Child*. International Save the Children Alliance.

Save the Children UK (2002) *A Tool for Change? Reporting to the UN Committee on the Rights of the Child*. International Save the Children Alliance.

Save the Children Sweden (2007) *Tell me more! Children's rights and sexuality in the context of HIV/AIDS in Africa*. Focus Africa HIV/AIDS Group.

Save the Children (2003) *Child Protection Policy*. International Save the Children Alliance.

Save the Children (2004) *12 Lessons Learned from Children's Participation in the UN General Assembly Special Session on Children*. International Save the Children Alliance.

Save the Children (1999) *Save the Children's Policy on: Gender Equity*. International Save the Children Alliance.

Save the Children (2007) *Getting it right for children: A practitioners' guide to child rights programming*. International Save the Children Alliance.

Stella Vosniadou (n.d.) *How Children Learn: Educational Practices Series 7*. International Academy of Education.
UNAIDS (2008) *Report on the Global AIDS Epidemic*.

UNAIDS (2004) *Facing the Future Together Report of the Secretary General's Task Force on Women, Girls and HIV/AIDS in Southern Africa*.

UNAIDS (2008) *Report on the Global AIDS Epidemic*.

UNICEF (2002) *A World Fit for Children*.

UNICEF (2002) *Implementation Handbook for the Convention on the Rights of the Child*.

UNESCO (2009) *International Technical Guidance on Sexuality Education*.

UNFPA and Population Council (2006) *Investigating when it counts – generating evidence for policies and programmes for very young children*.

UNFPA and Promundo (2007) *Young Men and HIV Prevention: A Toolkit for Action*. A joint UNFPA and Promundo publication, available at www.menengage.org

United Nations (2002) *Human Rights – A Compilation of International Instruments Volumes 1 & 2*.

Watson, B and Kopnicek, R. (1990) *Teaching for Conceptual Change: Confronting Children's Experience*. Available at: www.exploratorium.edu/IFI/resources/workshops/teachingforconcept.html

Women To The Top (2010) *Master Suppression techniques and How to Neutralise Them*. Available from www.women2top.net/uk

HUMAN RIGHTS DOCUMENTS

Human Rights documents that are a useful reference for this work include:

- > African Charter on the Rights and Welfare of the Child, 1990, adopted by the Organisation of African Unity / African Union.
- > Convention on the Elimination of Discrimination against Women, 1979, adopted by the United Nations.
- > Convention of the Rights of the Child, 1989, United Nations.
- > International Convention on the Elimination of Racial Discrimination, 1965, adopted by the United Nations.
- > International Conference on Population & Development Programme of Action, 1994, adopted by the United Nations.
- > International Planned Parenthood Federation Declaration on Sexual and Reproductive Rights, 2008, adopted by the IPPF.
- > The United Nations Millennium Development Goals, 2000, adopted by the United Nations.
- > Southern African Development Community Protocol on Gender and Development, 2009, adopted by the Southern African Development Community.
- > Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, 1995, adopted by the Organisation of African Unity / African Union.
- > Plan of Action for the Operationalisation of the Continental Policy Framework for Sexual and Reproductive Health and Rights: 2007-2010. (Maputo Plan), 2006, adopted by the African Union.



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