

Training of Trainers

Health, Rights and Safety.

Trainers Manual



This training manual is part of a series



Introduction

How to use this manual



**Sensitisation
& minors**



**Health, rights
and safety**

**Aids Fonds
wishes you
an inspiring
and joyful
training
experience.**

Training programme

This manual supports trainers giving the four-day course 'Training of Trainers – Health, Rights, and Safety'. The objective of the course is to give new trainers the knowledge, skills and practical experience required to design and provides workshops for their peers.

The training course consists of a variety of exercises to train sex workers on the topics of sexual and reproductive health, sex workers rights, and safety at work. Each topic starts with exercises on training and facilitation skills. This enables participants to hold workshops with their peers with the necessary skills and confidence. The training is interactive and participatory by design, using innovative methods that draw on the knowledge and experience of the group, rather than passive, classroom style teaching and lectures. The training requires a four-day programme and is best followed over a short period in the order the manual suggests. However, this manual is designed in such manner that the trainer can decide on training just one of the topics, or train on training skills only.

The initial participants for this training programme are sex workers and staff of community-based organisations concerned with sex work health and rights issues. However, service providers who are involved in organising group meetings with sex worker can also benefit from this training. The effectiveness of this training increases when participants hold various (professional) backgrounds. Including service providers in this training will stimulate mutual understanding of the topics.

Preparation in advance by the trainer

The trainer needs to be familiar with the context and country-specific laws and regulations that apply to sex work. The trainer needs to familiarise her or himself with the exercises in the manual before the programme begins. The exercises require facilitation skills from the trainer to draw on the knowledge and experience already present in the group. The training schedule gives the approximate time it will take to do each exercise. Users of this training manual can follow the progress of the training in the timeline at the top of the pages.

Materials needed

It is recommended that the trainer prepares a programme for the participants and the hand-outs are printed out. In case participants don't read English, it is advisable to translate the programme and hand-outs into the appropriate language beforehand. PowerPoint, laptop and projection equipment are required to perform some of the exercises in this training.

Development of the training and the manual

The Sex Work Programme of Aids Fonds has developed the manual. This training derives from published literature and qualitative research. The theoretical framework is based on the Intervention Mapping methodology, which is a protocol for developing effective behaviour change interventions. This manual is one of seven training manuals, developed in collaboration with the international sex worker community. The other manuals deal with peer-based outreach, counselling skills, leadership, financial skills, minors and sex work and material development.

DAY 1

DAY 1

Output

Introduction to the training

- ✓ Learning expectations
- ✓ Rules
- ✓ Participants tasks

Learning principles

- ✓ Conditions for learning

Sexual & reproductive health

- ✓ Drawing
- ✓ Presentations
- ✓ List of safe techniques

DAY 2

DAY 2

Output

Training skills

- ✓ Facilitation of learning

Violence

- ✓ Violence tree
- ✓ Measure promoting safety

Sex worker rights

- ✓ List of sex worker rights

Alcohol use

- ✓ List of reasons for alcohol use

DAY 3

DAY 3

Output

Training methods

- ✓ Assessing needs
- ✓ Reflection

Negotiation skills

- ✓ Effective negotiation strategies

Self-defence

- ✓ Strategies to
 - avoid danger
 - set boundaries
 - de-escalate
 - attract attention

DAY 4

DAY 3

Output

Designing workshop

- ✓ Workshop plan

Implementing workshop

Training evaluation

DAY 1

Introduction to the training programme

Time

09:00 AM - 10:30 AM

Method

Group work
Plenary discussion

Break

10:30 AM - 10:45 AM

Learning principles

11:00 AM - 12:00 AM

Group work

Sexual and reproductive health

12:00 AM - 01:00 PM

Lunch

01:00 PM - 02:00 PM

The menstrual cycle

02:00 PM - 02:45 PM

Contraception methods

02:45 PM - 03:30 PM

Sexual challenges

03:30 PM - 04:00 PM

Guided discussion
Game
Presentations

Break

04:00 PM - 04:15 PM

Safer sex

04:15 PM - 05:00 PM

DAY 2

Training skills

Time

09:00 AM - 10:30 AM

Method

Group work

Break

10:30 AM - 10:45 AM

Violence

10:45 AM - 01:00 PM

Brainstorm
Role play

Lunch

01:00 PM - 02:00 PM

Sex worker rights

02:00 PM - 03:00 PM

Video
Case study

Alcohol use

03:00 PM - 04:00 PM

Break

04:00 PM - 04:15 PM

Alcohol use

04:15 PM - 05:00 PM

Group work
Game

DAY 3

Training methods

Time

09:00 AM - 10:00 AM

Method

Group work

Self-esteem

10:00 AM - 10:30 AM

Individual work

Break

10:30 AM - 10:45 AM

Negotiation skills

10:45 AM - 01:00 PM

Group work

Lunch

01:00 PM - 02:00 PM

Self-defence

02:00 PM - 03:00 PM

Guided discussion
Role-play

Tea break

04:00 PM - 04:15 PM

Self-defence

04:15 PM - 05:00 PM

DAY 4

Theory designing workshop

Time

09:00 AM - 10:30 AM

Method

Break

10:30 AM - 10:45 AM

Design and practice

10:45 AM - 01:00 PM

Group work

Lunch

01:00 PM - 02:00 PM

Workshop in groups

02:00 PM - 04:00 PM

Presentations

Break

04:00 PM - 04:15 PM

Evaluation

04:15 PM - 04:45 PM

Group work

Closing of the training and certificates

04:45 PM - 05:00 PM

Colophon

This Trainers Manual is a publication of the Sex Work Programme of Aids fonds

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DAY 1

DAY 2

DAY 3

DAY 4

Day 1.

1. Introduction to the training programme

This chapter provides exercises to lay a solid foundation for effective collaboration and to promote a thorough understanding of the training programme.



Indicated time:

- 90 minutes



Materials:

- Markers
- Tape
- Hand-outs 1 and 2
- Annex 1



Method:

- Group work

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Hand-outs 1 and 2

Exercises

The trainers welcome the participants and introduce themselves. The participants get to know each other by doing one or more of the introduction exercises. (See annex 1).

Set the training rules

A safe and positive learning space is crucial for a successful training experience. The trainer explains the importance of a joint set of agreements, emphasising the participants' rights and responsibilities throughout the training. The trainer asks each participant to mention essential training rules on confidentiality, being on time, telephone use, praying, and so on. The trainer asks if all participants agree, and discusses with the group what to do if agreements are broken. Rules can be added at the end of the day, anonymously on sticky notes if appropriate. The trainer writes the input from the group on a flipchart sheet and puts it on the wall, visible to all in the room.

Divide roles and responsibilities

Some participants will take on specific responsibilities to benefit the group process during the training sessions. The trainer invites participants to take on the following roles:

- Time keeper
- Participant responsible for the energiser
- Participant responsible for recap and summary
- Participant who will speak on behalf of the group

The participants assign the roles among themselves and the trainer writes them down on a flipchart, visible to everyone in the room. The roles rotate during the training days.

Share your expectations

The trainer asks participants to discuss the following with their neighbour:

- Why did you come to this training programme?
- What are your expectations of the programme?

Pairs report back to the group, while the trainer takes notes on a flipchart.

Introducing the training topic: 'Train the trainer - health, rights and safety'

The trainer introduces the learning model to be used for this training programme. The model is based on the theory of experiential learning. It is based on the idea that people have a natural tendency to learn and that they are open to personal change and growth. The role of the trainer is to facilitate such learning. The trainer sets a positive climate for learning and makes sure the necessary resources are available.

The trainer explains that a model has been created that looks like the layers of an onion. The trainer draws an onion on the flipchart and writes the functions of the different layers next to the onion. This model is based on the experiential learning theory. This actively involves participants and incorporates their own experiences. Participants have the opportunity to develop their skills and receive immediate feedback. It also creates the opportunity to participate in the training exercises and techniques first-hand before engaging others in such exercises.

The onion model

The experiential learning model includes four elements: participation, reflection on the experience, generalisation (lessons learned), and application of lessons learned.

How the experiential learning model is like an onion:

- **Centre:** The middle is the exercise itself. The trainer facilitates the exercise and the participants experience the training exercise first-hand.
- **Layer 1:** Reflection on the learning effect. The trainer invites participants to reflect on the learning effect of the exercise.
- **Layer 2:** Reflection on the facilitator skills that were demonstrated. The trainer invites participants to reflect on the skills that were demonstrated by the trainer.
- **Layer 3:** Participants perform the exercise in a real-life situation (or in the classroom if that is impossible) and receive feedback.



2. Learning principles

Participants explore and exchange ideas on how adults learn. They become familiar with learning principles and conditions for learning.



Indicated time:
• 60 minutes



Materials:
• Markers
• Tape
• Hand-out 3



Method:
• Group work

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Hand-out 3

Exercises

Explore learning principles

The trainer asks the group what they consider to be important learning principles and turns the feedback into a mind map on a flipchart. He or she writes all of the group's ideas and associations on the flipchart and adds principles if necessary.

The trainer invites the participants to take a moment to look back at their own primary school period. How did they learn at school as a child? Do they have a more recent experience of learning something? How do they learn now, as an adult? The trainer asks the participants to think of an example from both situations and to share the differences with the group.

The trainer asks the participants to keep their recent learning experience in mind and to explore how the actual learning took place. The following questions can help during the group discussion:

- How would you describe the learning environment?
- How would you describe the content of the course or training programme?
- What were your reasons for wanting to learn?
- How did you know you learned something?
- How was your relationship with the teacher?
- How was the relationship among the participants?

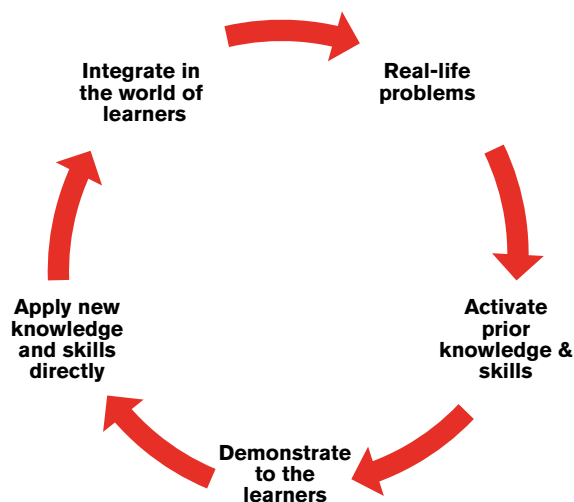
The trainer concludes the discussion by summarising the most important principles of adult learning. She or he explains to the group that research by Knowles shows there is a difference between child and adult learners:

- Adults are more independent and self-directing than children.
- Over the years, adults gain a variety of experience in learning and in life.
- Adults are orientated towards (professional and social) tasks and roles, and want to use what they have learned immediately.
- Motivation to learn in adults is internal instead of imposed by others.

Conditions for learning

Learning does not usually occur by itself. We learn when we are exposed to new and challenging experiences, when we get opportunities to practice and improve ourselves. We also learn through talking and interacting with others, and from reflecting on our experiences. David Merrill has researched how to promote learning. He believes there are five principles of instruction that lead to the best outcome:

1. Learners engage in solving real-life problems
2. Existing knowledge and skills are activated and serve as a foundation
3. New knowledge and skills are demonstrated to the learners
4. Learners apply new knowledge and skills directly
5. New knowledge and skills can be integrated into the world of the learners



The trainer asks the group if they can give examples of how they experienced the use of these five principles in a training programme. If they were to design a programme, how would they apply them? What do the five principles mean for the role of the learner and the trainer? How would these influence the content and methods that they would use in a programme?

Use of learning principles in training programmes

Training	Implication for training programme design
Role of the learner	<ul style="list-style-type: none"> Active participation Reflect on own experience Share personal experience
Role of the trainer	<ul style="list-style-type: none"> Elicit existing knowledge and skills from learners Facilitate learning process Demonstrate new knowledge and skills
Training content	<ul style="list-style-type: none"> Contain real-life situations Based on real-life/workplace challenges expressed by the learner Chance to practice
Training methods	<ul style="list-style-type: none"> Sharing learners' knowledge and experiences Building on existing knowledge and experiences Exploring different strategies

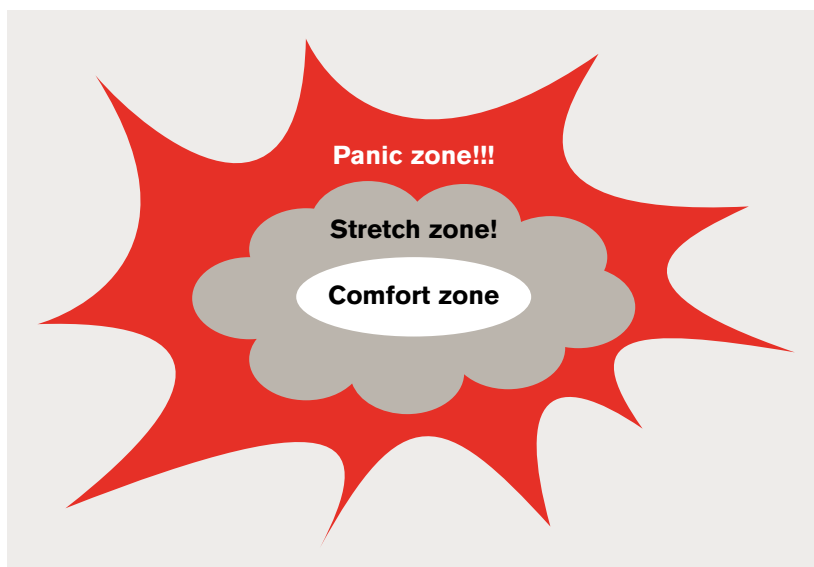
Stretch

In this exercise, participants become aware of the conditions necessary for learning. The trainer asks the participants to stand behind their chairs and tells them: 'Please close your eyes. One of you will receive a pat on the back from me. The person who receives the pat goes to the front of the room and does 30 push-ups.'

The trainer slowly and formally walks behind the participants but does not pat anybody on the back, building tension. Then the trainer asks the participants to open their eyes and take their seats. The trainer asks the participants: 'Can the person who received the pat on the back go to the front of the room?' Nobody steps forward, of course. The exercise is not about the assignment, but about the feelings participants have during this exercise.

1. Comfort zone
The trainer asks the group: 'Who felt comfortable with this assignment? Why?' The trainer draws the first zone on the flipchart: the comfort zone. The trainer explains to the group that we are in our comfort zone if we do what we already know and are capable of doing within a known context. We feel confident, secure, easy and comfortable, and we learn nothing new.
2. Stretch zone
Then the trainer asks the group: 'Who felt excited, was not sure if she or he could manage the situation, but was willing to try?' The trainer draws the second zone on the flipchart: the stretch zone. The trainer explains to the group that learning takes place in the stretch zone.
3. Panic zone
Then the trainer asks the group: 'Who thought this was going too far? Who felt uncomfortable and was sure there would not be a good outcome?' The trainer draws the third zone on the flipchart: the panic zone. People do not learn anything in the comfort zone or in the panic zone.

The trainer explains that to take full advantage of this training programme it is important that all participants are in the stretch zone. This exercise demonstrates that not everybody is in the same zone because people are different and have had different experiences. It is important for participants to recognise when they move into the comfort or panic zone. Then they can take a moment to see what they can do to move to the stretch zone, where they can be challenged to learn something.



'The best moments usually occur when a person's body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile. Optimal experience is thus something we make happen.'

Csikszentmihalyi

3. Sexual and reproductive health

Participants examine the male and female reproductive anatomy through different exercises. Besides personal, sociological and cultural factors, biology plays an important role in sexual and reproductive health. The exercises provide participants with factual background information needed to make informed and healthy decisions regarding their sexual and reproductive health. The trainer can invite a health professional for assistance in this part of the training.


Indicated time:

- 60 minutes


Materials:

- Different kinds of fruit
- Drawing material and paper
- Hand-out 4


Methods:

- Game
- Guided discussion

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Hand-out 4

Exercises

Explore the fruit basket

This exercise helps participants get familiar with the size, shape and position of the reproductive organs. The trainer fills a basket with different types of fruits. He or she invites the group around the fruit basket and asks participants to decide on the size and shape of the reproductive organs. The trainer asks the participants where they would place the organs in their body.

Notes for the trainer

Female fruits	
Womb	Pear*
Ovaries	Dried almond
Fallopian tubes	String bean or piece of rope
Vagina	Small carrot, celery stick

Male Fruits	
Prostate	Strawberry, cherry
Testis	Small tangerine
Vas Deference	String bean or piece of rope
Penis	Banana



* In an adult woman = pear shape, child = strawberry, pregnant women = melon

Name the different parts

In this exercise, participants deepen their understanding of the male and female reproductive anatomy. The trainer invites the group to name as many parts of the reproductive systems as possible. The trainer makes notes on a flipchart.

The trainer divides the participants into four groups and asks them to draw and name:

- The external male reproductive system
- The internal male reproductive system
- The external female reproductive system
- The internal female reproductive system

Each group writes the function next to each part of the anatomy. They can use the list from the flipchart or look up information on the internet. Then the trainer asks the different groups to present their drawings. The trainer discusses with the group if parts are missing or incorrect. They can use hand-out 4 to compare.

After this exercise, the trainer and participants have a group discussion on:

- Myths and misconceptions regarding the reproductive system
- Hygiene rules of the reproductive organs during work
- What defines sexuality; a woman and a man

4. The menstrual cycle

The exercises in this chapter provide participants with information on the menstrual cycle. Besides factual background information, general ideas and common beliefs are discussed. Participants practice training skills by answering questions from their peers regarding menstruation.


Indicated time:

- 60 minutes


Materials:

- 'Agree' and 'Disagree' signs
- Hand-out 5


Methods:

- Lecture
- Guided discussion

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Hand-out 5

Exercises

Agree or disagree about menstruation

In this exercise, participants exchange general ideas and common beliefs about menstruation with the main aim of addressing myths and misconceptions. The trainer draws a line in the middle of the training room and puts up a sign on each side with 'Agree' or 'Disagree' on it. The trainer reads a number of statements aloud and asks participants to show whether they agree or disagree by going to stand on the relevant side of the room. The trainer invites participants to elaborate on their choice. Where some participants agree and others disagree, they can try to convince each other to join their side.

Statements about menstruation:

- Swimming if you have your period will attract sharks
- You cannot get pregnant from having sex during your period
- A girl becomes a woman after her first menstruation
- Women should rest while menstruating
- It is not good to have sex while menstruating
- Menstruation will last exactly one week and menstrual cycles are exactly 28 days
- You should not talk to your daughter about her period before she is ready to have children
- Eating spicy or sour foods worsens menstrual cramps
- Women who are having their period should keep this to themselves
- Women lose a lot of blood during their period
- Virgins should not wear tampons

The trainer invites the group to discuss the cultural aspects of menstruation, asking the following questions: What are the general ideas and common beliefs about menstruation? Are girls prepared for their first period? What are some myths and misconceptions surrounding it, and what is the religious perspective?

Notes for the trainer

This 'agree and disagree' exercise can cause heated discussions. The trainer invites participants to speak one by one. The trainer can stop a discussion in order to move on to the next statement. The trainer keeps a neutral position and does not impose a personal opinion. There is no right or wrong answer when discussing norms and values. The trainer pays attention to differences in attitudes and approaches among the participants. In addition, she or he makes sure all participants can speak freely.

Learn about the menstrual cycle

The group members deepen their understanding of the menstrual cycle and exchange ideas on how to best deal with menstruation during work. Make sure participants have hand-out 5 on the menstrual cycle (on paper, enlarged on a flipchart or a PowerPoint on the screen).

The trainer explains the menstrual cycle by using the hand-out, starting with menstruation, ovulation, preparing the uterus for fertilisation and shedding the womb lining, followed by another menstruation. The trainer explains the way hormones play an organising role in the cycle. She or he discusses with the group how fertilisation comes about and how that influences the menstrual cycle and hormones.

The trainer discusses with the group how menstruation influences your work, by asking the following questions:

- What are the risks? (Pregnancy and HIV)
- What are the inconveniences? How do you deal with these?
- Do you apply hygiene when using a sponge?

Give a presentation about the menstrual cycle

During this exercise, the participants practice their presentation and training skills on the topic of menstrual cycle. The trainer divides the participants into groups. Each group thinks of a question regarding the topic which they may expect from their audience. They write the question on a piece of paper. Each group is assigned one question from another group. They have to answer this question by means of a short presentation or group work. The group decides who will give the presentation or lead the group work. The groups can use hand-out 5, the internet or informative leaflets to look up information.

The trainer invites the participants to give feedback on the presentations by using the following guidelines:

- Was the question answered?
- What method was used to answer the question?
- What kind of skills were used by the trainer (presenter)?

Notes for the trainer

Be aware that your group might have (in) sufficient prior knowledge on this topic. Adjust your exercise to the group's level of knowledge.

5. Contraception methods

Participants learn to recognise different beliefs, myths and misconceptions regarding contraceptives. They practice training skills by answering questions from their peers regarding contraceptive methods.

NB Participants need to know that condoms are the only protection against STIs like chlamydia, syphilis, HIV and hepatitis and are a sex worker's most important tool. When working, contraceptives provide a safety back-up against pregnancy in case a condom breaks.



Indicated time:
• 60 minutes



Materials:
• 'Agree' and 'Disagree' signs
• Hand-out 6



Methods:
• Lecture
• Guided discussion

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Hand-out 6

Exercises

Agree or disagree about contraception

In this exercise, participants exchange general ideas and common beliefs regarding contraception methods with the main aim of addressing myths and misconceptions. The trainer draws a line in the middle of the training room and puts up a sign on each side with 'Agree' or 'Disagree' on it. The trainer reads a number of statements aloud and lets participants choose sides. He or she invites participants to elaborate on their answer. Participants can try to convince each other if they have different opinions.

Statements about contraception:

- Organising contraception is a woman's business
- Every woman should have children
- Condoms are a safe contraceptive
- The injectable pill can make you infertile
- My religion prohibits the use of contraceptives
- You do not need contraceptives if you are breastfeeding
- Being on the pill for a long time will make it harder to get pregnant later
- Newer forms of contraceptives like implants are not as safe as the older types
- You should not get an IUD (coil) unless you have already had children
- If you are doing sex work, it is dangerous to have an IUD

Discuss different contraception methods

The trainer transfers knowledge on how contraception methods work. In addition, the group exchanges ideas on the use of contraception methods when doing sex work. The trainer makes sure the participants have hand-out 6 on contraception methods (on paper, enlarged on a flipchart or as a PowerPoint on the screen).

The trainer uses the hand-out to explain the different methods. There are three ways to prevent pregnancy:

1. No ripening of the egg
If there is no egg, no fertilisation can occur. All hormonal methods like the pill, injectable, implant or patch prevent eggs from ripening. Just before and just after menstruation no eggs are ready for fertilisation, but we cannot tell at exactly what time of the cycle we are not fertile.

2. The sperm cannot reach the egg
A condom prevents the sperm from reaching the uterus, so no pregnancy can occur. If a man is sterilised, his semen no longer contains any sperm. If a woman is sterilised, her eggs still ripen, but the route to the womb is obstructed. Both ways prevent the sperm from reaching the egg. An IUD slows down the movement of the sperm so that they have a hard time reaching the egg.
3. No implantation of fertilised egg
An IUD prevents the implantation of the egg (if an egg is fertilised). Emergency contraceptives (like the morning after pill, or emergency IUD) prevent implantation if fertilisation has already occurred.
4. Unsafe methods
The 'calendar method', breastfeeding and coitus interruptus (pull-out method) are used to prevent the sperm reaching the egg. They are considered unsafe methods. They do not prevent pregnancy.

The trainer invites the group to add any other methods they know of that are used to prevent pregnancy. Start a group discussion on the importance of using contraceptives besides a condom while doing sex work. What are barriers sex workers experiences to using contraceptives? How do we motivate others to use the dual method (condom plus contraceptive)? How do we deal with an unwanted pregnancy?

Note for the trainer

Be aware that your group might have (in)sufficient prior knowledge on this topic. If necessary, repeat the names and functions of the reproductive system shown in hand-out 6. Adjust your exercise to the group's level of knowledge.

Give a presentation about contraception methods

The group will practice their training skills on the topic of contraception methods. Each group thinks of a question regarding the topic which they may expect from their audience. They write the question on a piece of paper. Each group is assigned one question from another group. They have to answer it by means of a short presentation. The group decides who will give the presentation. The groups can use hand-out 6, the internet or informative leaflets to look up information.

The trainer invites the participants to give feedback on the presentations by using the following guidelines:

- Was the question answered?
- What method was used to answer the question?
- What kind of skills were used by the trainer (presenter)?

6. Sexual challenges

The exercises in this chapter focus on sexual challenges the participants might face during sex, as well as how to deal with them.



Indicated time:
• 60 minutes



Methods:
• Group work
• Presentations

Exercises

Discuss sexual challenges

The participants are invited to discuss and exchange ideas on sexual challenges. The trainer starts a group discussion on the topic by asking the group members if they know of any challenges. She or he facilitates the discussion if necessary by giving some examples: pain during sex, no excitement, not in the mood for sex, loss of libido. Issues can be related to work or private sex. The trainer makes notes on a flipchart. She or he invites group participation by asking the following questions:

- Is this a topic you discuss with others or is it private?
- Do you notice these kinds of challenges in yourself, your clients, partner and your peers?
- What are common issues? What causes them?

The trainer ends this exercise by inviting the group to give feedback and pose their remaining questions.

Note for the trainer

Be aware that this can be a sensitive topic for your group. Make clear that participation and contribution to the group discussion is voluntary. This topic can be surrounded by myths and misconceptions. Challenge your group by asking their opinion if you notice this might be an issue.

Give a presentation about sexual challenges

The group will practice training skills on the topic of sexual challenges by preparing a short presentation on one of the common issues discussed in the previous exercise. Below are some suggestions for this exercise.

The trainer invites the participants to give feedback on the presentations by asking the following questions:

- Was the question answered?
- What method was used to answer the question?
- What kind of skills were used by the trainer (presenter)?

The trainer ends these exercises by inviting the group to give feedback and pose their remaining questions.

Erection problems

Men can have difficulty developing and/or maintaining an erection. The causes of erectile dysfunction can be psychological or physical. Think of alcohol and drug use, age, anxiety, stress and medication use. Do not forget the impact condom use can have on a man's erection. Erectile dysfunction is very much a taboo topic.

Imagine one of your peers asked for your advice on this topic. How would you pass on the basic information on difficulty getting an erection? What tips for dealing with erection problems during work can you think of? Prepare a short presentation for the rest of the group.

Pain during sex

Men and women can experience pain during sex. The pain can be present all the time, or just in specific situations. Sex should not hurt you. Pain during sex can have physical causes (an infection, STI, problems with internal reproductive organ, unpleasant sex techniques such as rough sex or deep penetration), or anxiety and fear (tension in pelvic floor muscles and anal sphincter). For women, the entrance to the vagina can give a burning pain, or sex may hurt if penetration is too deep and there is bumping against the womb and uterus. This usually has to do with the vagina being dry and the muscles around the vagina being tense. For men, pain usually has a physical cause. Irritation of the glans penis, infection of the urethra or an STI can make penetration painful. Men and women may both experience pain during anal sex. The pain can be caused by a tense anal sphincter, rough sex techniques and lack of lubrication.

Imagine one of your peers asked for your advice on this topic. How would you pass on the basic information on pain during sex? What tips for dealing with pain during work can you think of? Prepare a short presentation for the rest of the group.

HPV and sex work

The human papilloma virus (HPV) is transmitted during sex. The virus is not only present in the vagina and on the penis, but also on the skin. Using a condom will not prevent infection. In most cases, the body clears the virus by itself. In some cases the virus nestles in the cervix. Having multiple sexual partners may increase the risk of HPV infection. And this might lead to a higher risk of cervical cancer. Sex workers are thought to be at increased risk of cancer because of high HPV exposure. A Pap test (also known as a Pap smear, cervical smear, or smear test) is a method of cervical screening used to detect possible abnormalities in the cells of the cervix. The test is used worldwide and is an effective method for early detection of pre-cancerous cells and cervical cancer. If the test results show an irregularity, more sensitive diagnostic procedures will follow. If needed, treatment for cervical cancer is prescribed. A Pap smear is done by a doctor or a nurse. The vagina is opened with a speculum, and then cells are collected from the opening of the cervix. The collected cells are examined under a microscope to look for abnormalities.

Imagine one of your peers asked for your advice on this topic. How would you pass on the basic information on cervical screening? How is it organised? What are pros and cons?

7. Safer sex

The exercises in this chapter explore the different sex techniques sex workers use. The participants will personalise their perception of risks during work. After the exercise, they can name different sex techniques and associated risks for HIV and other STIs. Moreover, they can suggest safer alternative sex techniques.



Indicated time:

- 60 minutes



Materials:

- Markers
- Sticky notes



Methods:

- Group work
- Guided discussion

Exercises

Let's talk about sex!

In this exercise, participants share their ideas on safer sex techniques. Each group receives some blank sticky notes. The trainer invites the groups to brainstorm on services sex workers offer to clients. They write one on each of the notes. The trainer puts two flipchart sheets on the wall. One headed 'safe for HIV and other STIs' and the other 'unsafe for HIV and other STIs'.

The trainer invites the groups to gather in front of the flipchart sheets. She or he asks a representative from each group to read their sticky notes aloud and place them on the safe or unsafe sheet. The trainer invites the participants to describe in detail why they believe each sex act is safe or unsafe, while others may ask questions. Sticky notes with a similar or same word are put together. The trainer encourages thoughtfulness about these similarities by posing questions like, 'Does this mean the same as we already discussed?' After the first presentation, the trainer asks the representative of the next group to share their sticky notes with any sex acts which have not yet been included and repeats the procedure of posing clarifying questions and placing the notes on the flipchart sheets.

When all the groups have finished placing their sticky notes, the trainer starts a group discussion using the following questions:

- Which techniques increase safety?
- Which techniques decrease the possibility of a violent encounter with a client?
- What can be done to increase the safety of certain services?

Note for the trainer

Usually this exercise creates lots of buzz and fun when discussing and demonstrating sexual acts. Make sure everybody gets a turn to speak and all participants are comfortable talking about this topic in an explicit manner.

Hand-outs

Day 1.

Annex 1

Introduction exercises

Throw the ball

The trainer explains to the group that they will play a ball game to help get to know each other. The trainer invites the participants to stand in a circle and, to show everyone how the exercise works, starts the game by saying her or his name and thoughts about safety. The trainer then throws the ball to another person, who introduces herself or himself by answering these questions:

- What is your name?
- What do you already do to help you feel safe at work?

This person then throws the ball to another person, who also answers the two questions. When everybody has introduced herself or himself, the ball returns to the trainer.

Meet your neighbour

Each participant shakes hands with her or his neighbour and explains why she or he is attending the training programme. The participant then does the same with their other neighbour. Everyone walks around the room and, when the trainer gives the signal, participants shake hands with the person standing nearest to them.

Join your team

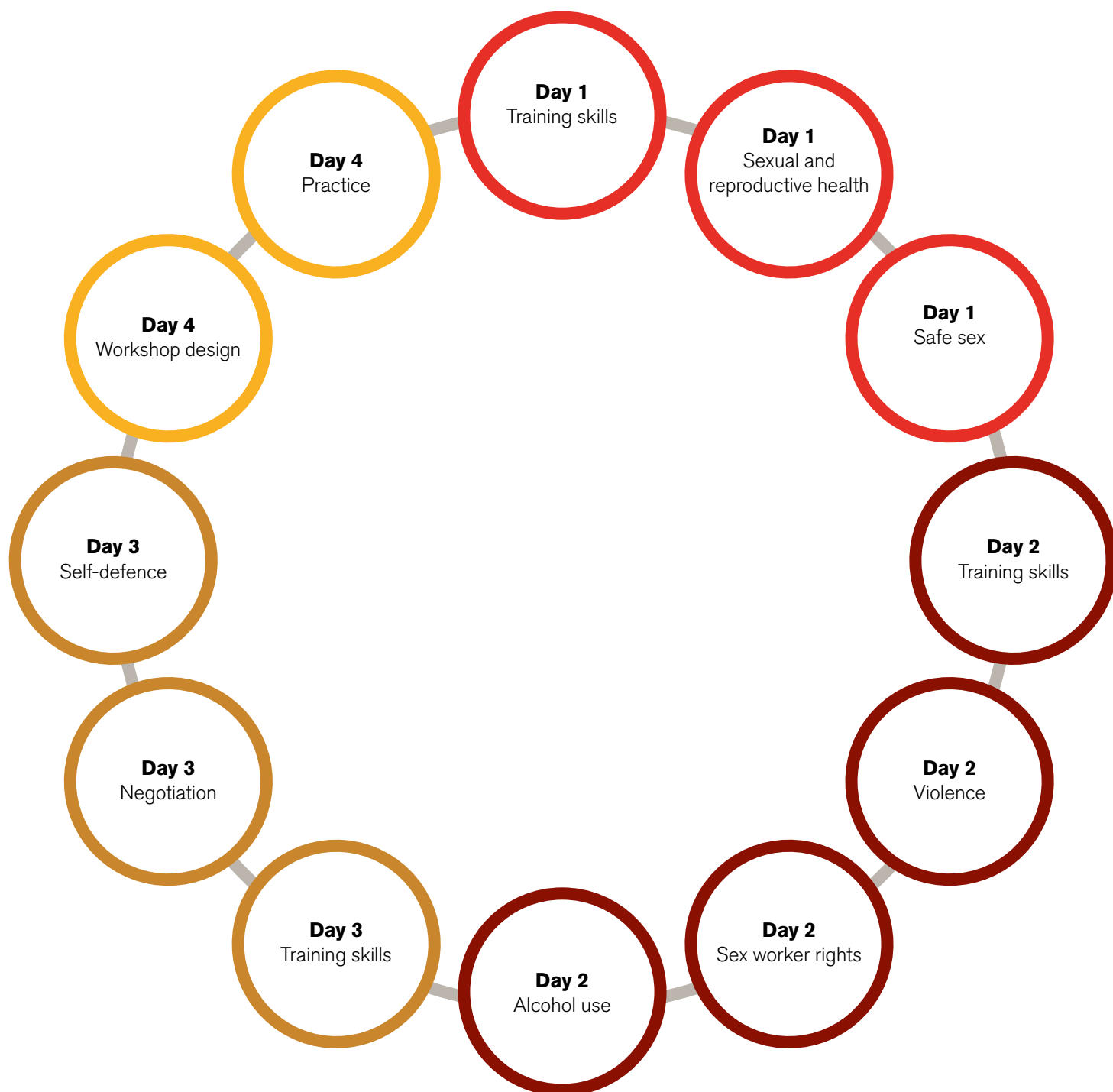
The trainer writes different categories (for example age groups, years with the organisation, outreach activities, colours) on four separate sheets of A4-sized paper and sticks the sheets up in the four corners of the room. The trainer poses questions or issues raised and ask the participants to go and stand next to the category most relevant to them. This exercise provides insight into the composition of the group and makes participants feel more at ease in the training room.

Create a self-portrait

The trainer asks participants to draw a self-portrait on a piece of paper. They can choose any style they like (for instance, realistic, cartoon, abstract). The trainer asks them to write their name on the portrait and to write down three 'stepping stones' (important events) that led them to this training programme. When everyone is finished, the trainer asks the participants to show their self-portraits and talk about themselves through the drawing, including a short explanation of their stepping stones.

Hand-out 1

Training topics



Hand-out 2

Reflection

After each exercise, the trainer reflects on the learning effect, the trainer's skills and the practical use of the exercise. After each exercise the trainer invites the participants to answer the following questions:

1. Reflection on the learning effect (layer 1)

- What was the objective of this exercise?
- What was the main point to convey to the group?
- Did the method achieve the objective?

2. Reflection on the trainer's skills (layer 2)

- What technique did the trainer demonstrate?
- Why did the trainer use this technique?
- Did the technique fit the exercise?

3. Reflection on ways this exercise can be used in practice (layer 3)

- Do you feel comfortable using this exercise in your day-to-day life?
- Do you have the necessary skills?
- How can you learn the skills you require? What resources do you need?
- Can you think of other exercises that will achieve the objective?



Hand-out 3

Learning principles

RESPECT EXPERIENCE PARTICIPATION RELEVANCE AFFIRMATION

Trainer



RESPECT

Confidentiality, equality, trust, comfort, safety, autonomy



Participants need to feel comfortable, safe, respected and feel like equals in order to be able to participate and learn. The trainer must acknowledge that each individual has as much right to contribute, influence and determine the direction of the group as another.

The trainer can create and show respect by not judging or interrupting participants, by creating and following ground rules, taking participants' questions seriously and responding promptly, arriving on time, keeping track of time and so on. The trainer can create a safe and comfortable environment by providing comfortable seating and a place to write, a comfortable room, drinks and food, pencils and good materials, amongst other things. The trainer should also use open and friendly body language.

EXPERIENCE

Value personal experience



Participants learn best by drawing on their own life, professional experience and prior knowledge. Each participant's contribution to a discussion and a skill-sharing activity is equally valid and valuable.

The trainer can elicit participants' experiences by asking participants what familiarity they have with the topic and plan activities that draw on participants' experiences.

PARTICIPATION

Dialogue, engagement



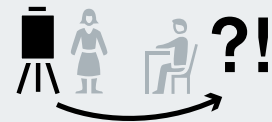
Teaching and learning must work both ways to ensure that the participants enter into a dialogue with the teacher. Participants must engage with the material through dialogue, discussion and learning from peers. The trainer should consult regularly with the group on direction, pace, content

and method. The trainer must be open for suggestions and ready to adapt the programme.

The trainer can engage participants by planning a variety of small- and large-group activities, use energisers, plan activities that invite participants to problem solve, discuss, or otherwise work with content they must learn and so on. The trainer can create dialogue by asking open-ended discussion questions - questions which do not have only one correct answer - and by responding to participants' questions by asking other participants how they would answer and what they know.

RELEVANCE

Immediacy, agreed goals, goal-orientated, practical



Learning must meet the real-life needs of participants for their work and families, for example. Participants must be able to apply the new learning immediately. Participants must share an agreed goal of the training if they are to develop a belief in and sense of ownership of the group.

The trainer should make sure that training content is relevant by finding out what participants are expected to know and do, doing research if needed, learning about participants' backgrounds and needs, asking participants what they need to learn and so on. The trainer should ensure that participants apply learning immediately, and teach content they will be able to use right away, following up with participants after training, and during the next training asking how participants use what they learned, amongst other things.

AFFIRMATION

Inclusion and encouragement



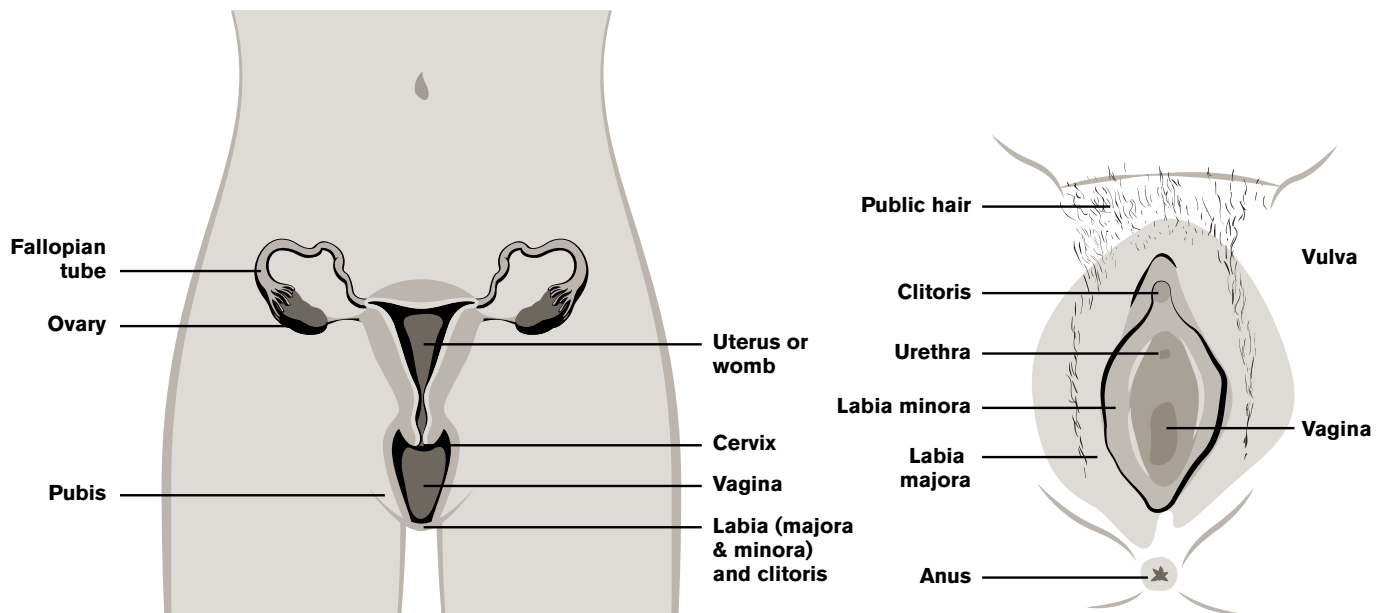
Participants learn best from a positive and beneficial experience. Participants need to receive praise and encouragement. Everyone in the group must be included and encouraged to participate, share ideas, suggestions and solutions, and take the initiative.

The trainer must recognise that everyone is entitled to positive experience in the group. The trainer can create a positive environment by thanking participants for their ideas, pointing out what they already know and are good at, and so on.

Hand-out 4

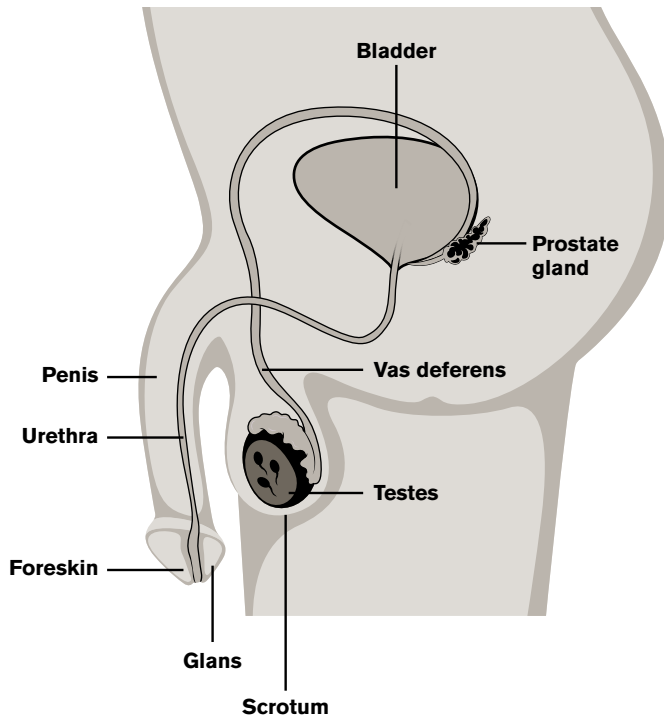
The reproductive organs

Female reproductive system



Ovary	Located in the lower part of the belly, produces eggs and hormones
Fallopian tubes	Carries the egg to the womb (uterus) where the egg meets the sperm (fertilisation)
Uterus (womb)	Where the fertilised egg becomes an embryo and develops into a foetus (conception)
Cervix	Opening of the uterus
Vagina	Opening connecting to the cervix, where intercourse takes place
Pubis	The area above the genitals covered with hair
Labia majora (outer lips)	Protect the internal organs
Labia minora (inner lips)	Located inside the labia majora and cover the urethra and vagina
Clitoris	Located between labia minora, gives sexual pleasure and excitement, contributes to orgasm
Urethra	Tube through which urine leaves the bladder

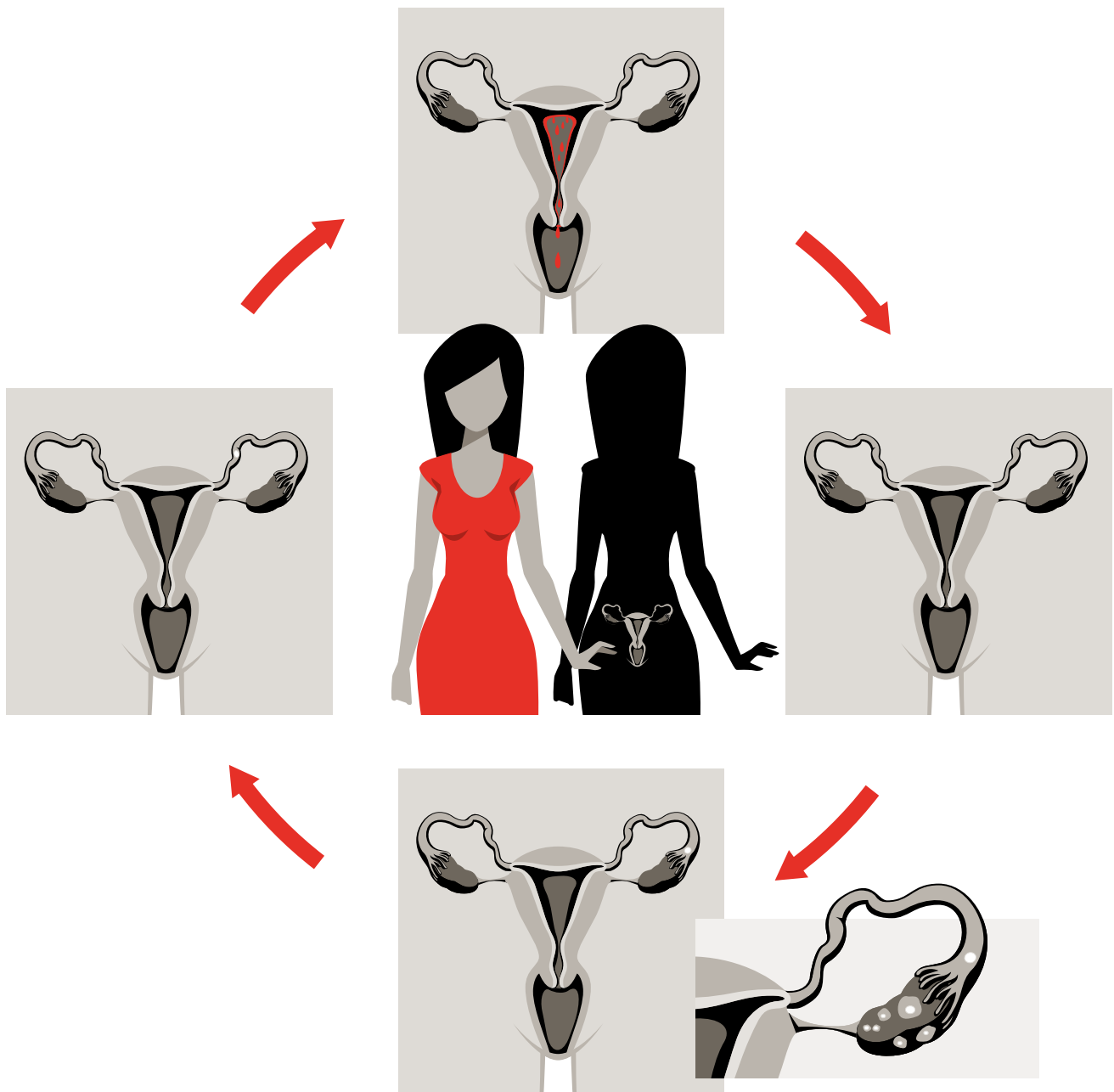
Male reproductive system



Vas deferens	Transports sperms to ejaculatory duct in preparation for ejaculation
Prostate	Produces fluid to help transport sperm
Testicles (testes)	Produce sperm and testosterone
Penis	External sexual organ made up of shaft, glans and foreskin. Transports sperm and urine
Glans	Head of the penis, highly sensitive
Foreskin	Skin that covers the glans. This is removed during circumcision
Scrotum	Sac containing the testes, controls the temperature

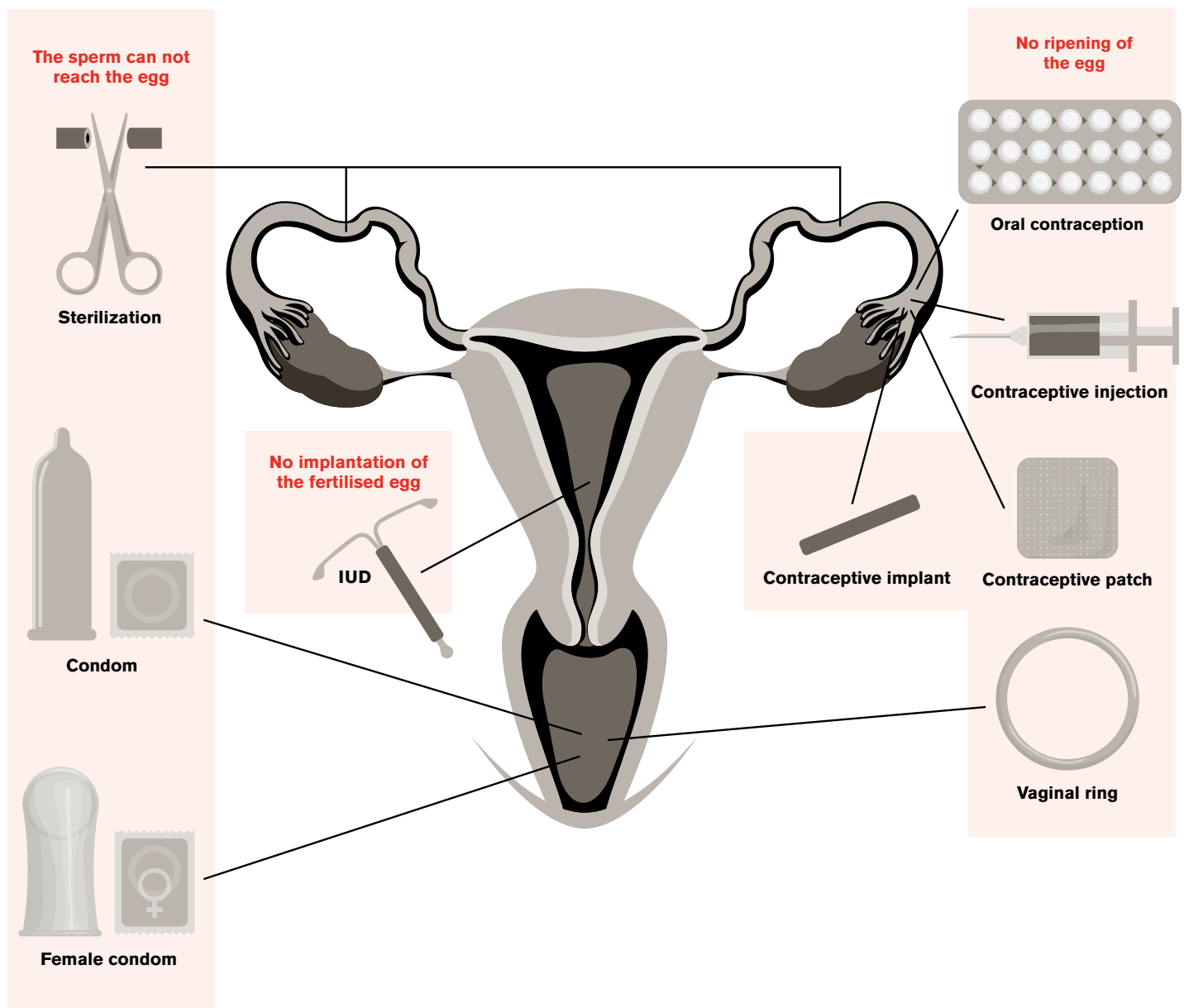
Hand-out 5

The menstrual cycle



Hand-out 6

Contraception methods



Day 2.

8. Training skills

The exercises in this chapter will give participants insight into the different skills that can facilitate learning in others. They practice reflective listening and facilitating group discussions by asking the right questions.


Indicated time:

- 60 minutes


Materials:

- Markers
- Tape
- Hand-out 7


Method:

- Group work

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Hand-out 7

Exercises

Facilitate learning

The trainer asks the group what kind of skills a trainer needs. The trainer models the different skills in this exercise and asks participants to demonstrate their input. The trainer makes notes. The flipchart sheet with a summary is kept on the wall, visible to everyone in the room, for reference during the training.

The trainer makes sure the following training skills are discussed:

Giving instructions

- The trainer shows explanation, lecture and modelling skills and new behaviours. She or he demonstrates the thinking process articulation (verbalising the results of reflection) and exploration (formation and testing of learners' ideas).

Coaching

- The trainer assists and supports learners' activities as needed by giving feedback. She or he assists learners with reflection, self-analysis and assessment.

Group facilitation

- The trainer listens reflectively. Active listening is essential for effective facilitation of a discussion. It builds understanding and consensus in a group. Active listening skills include encouraging, paraphrasing, clarifying, reflecting, summarising and validating.
- The trainer asks questions. Questions can open a learning conversation or shut it down. Use probing questions, curious questions, questions that make people think a bit more, dig deeper and so on. Questions asked of the group focus on drawing out ideas or exploring issues in more depth.
- The trainer reviews statements. By rephrasing what they have heard, they clarify their own understanding and encourage participants to hear what it is she or he has said. The trainer reflects and asks participants to clarify if necessary.
- The trainer fosters discussion. Discussion extends learning and introduces other perspectives. It allows for reciprocity between learners, and between learner and trainer. The trainer leads the discussion, but does not direct it.
- The trainer provides consistent feedback. Honest and compassionate feedback can be a powerful stimulus for learning.
- The trainer rephrases. She or he restates what someone said in different words for the whole group to understand. This supports the learner by demonstrating that there is a common understanding, and proves the trainer is listening carefully and valuing the input.

Use different types of questions

There are different types of effective questions for facilitating a group discussion. These include overhead, direct, closed and open, follow-up, redirect and reversed questions. The trainer asks the participants to take a moment to read hand-out 7 on the different types of questions. The trainer demonstrates the different types of questions using as the topic: the decriminalisation of sex work. Together, the group and the trainer decide on different topics to demonstrate the different types of questions in a group discussion. The trainer invites participants to lead a group discussion using the different types of questions.

Question types	Example question for group discussion on decriminalisation of sex work
Overhead	In what way would sex workers benefit from decriminalisation of sex work?
Direct	Susan, what is your opinion about the law regarding sex work?
Closed	Is sex work against the law in South Africa?
Open	How is decriminalisation affecting the health of sex workers in South Africa?
Follow-up	What are the main health challenges sex workers face?
Redirect	Can we think of other problems related to outlawing sex work?
Reversed	Susan, can you explain why you think outlawing increases violence?

Use reflective listening

The trainer explains reflective listening in the following way: the trainer's role is to help the learner to reflect on the information and experience of an exercise. An effective way of doing this is to listen carefully and ask questions. Reflective listening is more than keeping your mouth shut and listening to what the other person is saying. It is hearing and letting the other person know that he or she is being understood. It invites the other person to continue talking. The focus is on what the other person thinks and says. In reflective listening you do not offer your own ideas or opinions. You keep the focus on the other person by:

- Hearing and understanding what the other person is communicating
- Responding by reflecting on thoughts and feelings

Reflection is always in your own words, neutral and to the point. You can reflect on:

- **Content;** the essence of the content the other person has said to you
- **Feelings;** the feeling component of what the other person has said to you
- **Summary;** the main points of what the other person has said to you in a short sentence

The trainer demonstrates and models reflective listening by starting a group discussion on any chosen topic. Next, participants practice in pairs before discussing the topic in the group. One person talks about their day since they got out of bed that morning. The other person listens carefully and reflects on what she or he is saying. Try to reflect on content, feelings and summary.

When participants have gained some experience in reflecting, you can start a group discussion and invite participants to reflect on what has been said.

Note for the trainer

Reflective listening is not easy to master and requires some practice. The focus and control of the conversation and discussion shifts from the trainer to the participants. This can be unsettling for the trainer. Keep in mind that she or he still gives directions during the discussion.

9. Violence

The exercises in this chapter deal with the causes, forms, effects and contexts of violence faced by sex workers. Participants explore effects of relationships on their health and well-being. In addition, they practice different strategies to deal with violent relationships and potentially dangerous settings to increase safety at work. The trainer can invite a legal professional for this part of the training.



Indicated time:
• 180 minutes



Materials:
• Flipchart
• Sticky notes
• Markers
• Hand-outs 8 and 9



Methods:
• Brainstorm
• Guided discussion
• Role-play

Page **51** **52** →
Hand-outs 8 and 9

Exercises

Create a violence tree

The trainer explains to the group that the topic of the next exercise is violence. The trainer explicitly states that there are no wrong or right answers in this exercise. The trainer and group agree to respect each other's opinions on this topic.

The trainer draws a large tree on a flipchart, with 'Causes', 'Forms' and 'Effects' labelled at appropriate levels. She or he takes sufficient time to explain the difference between causes, forms and effects by giving examples.

The trainer asks each group to brainstorm on causes, forms and effects of violence sex workers face. They write one point on each sticky note. Then each group is invited to the front of the room to stick their notes on the tree at the appropriate levels. The trainer ensures common points are clustered and repetition is eliminated. When all the groups have put up their notes, the trainer summarises and asks the group if this represents their ideas.

Now the trainer invites the group to discuss the following questions to clarify settings in which violence occurs:

- Where do the different forms of violence occur?
- Can we specify the causes and effects more precisely by looking at the different settings?

Working together, the participants and the trainer list the five most common forms of violence faced by the sex work community. The trainer asks half of the group to prioritise these in order of seriousness, the other half to prioritise in order of frequency. The group and the trainer compare the lists and come to a common understanding of the most frequent and the most serious forms of violence experienced by the group. The outcome will be used in the following exercises.

Note for the trainer

Be aware that your participants may have experienced severely violent acts. Participants are free to withdraw from active participation in this exercise.

Map your relationships

In this exercise, participants investigate the possible violent character of the relationships they have with the people in their network. The trainer asks the participants to work in their groups and identify the people they interact with in their everyday lives. They write a description of each person on a separate sticky note. The trainer encourages the participants to be specific in their descriptions, depicting both the person and the context or environment in which the relationship with the person takes place. Examples are family members, clients, taxi drivers and police officers.

The participants then discuss within their group to what extent violence is involved in each relationship and how this affects their personal situation. All participants place the sticky notes on a flipchart, which is divided into two types of relationships:

1. A good, protective relationship. For example with a good client who pays well for sexual services, or a neighbour who looks after the kids when you are working.
2. A harmful, violent relationship. For example with a police officer demanding free service if you are arrested, or a colleague who puts pressure on you to give her money.

It is possible that certain relationships can be considered both good and harmful, for example in the case of a police officer who is a law enforcer as well as a client. The trainer encourages the participants to be specific to the extent that all relationships can be placed in one or both categories. When all the sticky notes are divided, the trainer discusses with the group if and in what way the relationships influence their well-being and control over their lives, and if these relationships have an effect on their health and safety.

The trainer makes notes on the flipchart next to the sticky notes and then summarises the group discussion. The five most harmful relationships are compared with the priorities from the previous exercise. Is there a difference?

Write a scenario

In this exercise, participants investigate and practice different strategies to counter violence. The trainer asks and instructs two volunteers before the start of the exercise to participate in the role-play. The trainer explains that they will role-play the following situation:

Trainer 1 is a sex worker who has earned a lot of money this evening. She enters the bar where she and her colleagues are having a drink together. Her friends' glasses are all empty and they do not look happy at all. Trainer 2 plays the role of one of the colleagues. Trainer 1 sits down and puts her belongings on the table – her purse, cigarettes and cell phone. 'How was your night?' trainer 2 asks. 'Very good! I hit the jackpot. I went with this guy and he paid me \$100'. Trainer 2 looks very surprised. '\$100!' she exclaims. In a demanding tone of voice, she says: 'Give me the money! I need to pay the rent tomorrow. And you must buy us all a beer to celebrate!' Trainer 2 takes the purse and runs off.

Invite the group to predict what might happen next. A volunteer can take over or instruct trainer 1 and/or 2 on what to say next. The trainer discusses the ways in which relationships with colleagues influence the well-being of the sex worker. What strategy would participants recommend to deal with pressure from colleagues?

Each group selects a relationship, form and context in which violence occurs that was prioritised in the previous two exercises. Each group has to think of a situation in which their assigned type of relationship, form and context is common. The trainer asks the participants to write a scenario like the role-play in the bar. They are also encouraged to come up with a strategy to deal with the violence they experience. Each group then role-plays their scenario. The trainer facilitates the discussion after each role-play by asking the following questions:

- Which strategy was shown in the role-play?
- What does the group think of the strategy that was shown?
- Do the participants have any additional ideas or different approaches to the situation?

The trainer makes notes about the different strategies on a flipchart. The exercise becomes more effective if the groups act out a clear strategy to deal with a specific type of violent act. It can be effective to practice different strategies in the same role-play.

Promote safety

The group explores different measures that promote safety for sex workers. The trainer starts a group discussion on different ways of promoting safety. In the previous exercises, the group looked at the forms, effects and causes of violence. It also explored the effect of different contexts. In the previous exercise, the participants practiced strategies that promote safety at an individual level. The trainer now asks the following questions: 'Can we think of other measures that promote safety in the workplace?' 'Are these measures already in place?' 'What can we do ourselves?' The trainer makes notes on a flipchart.

Examples of promoting safety:

- Maintaining and sharing lists or reports of aggressors
- Promoting workplace security by negotiating with owners and managers of sex establishments to protect sex workers from perpetrators of violence
- Disseminating information or tips about safety to sex workers: asking sex workers to carry mobile phones, to inform friends before they go with clients and to keep numbers to call in case they find themselves in a dangerous situation
- Advising sex workers on where and how to report cases of violence
- Creating safe spaces (drop-in centers or shelters) that allow sex workers to meet and discuss common issues and challenges they face, including violence, and develop and exchange solutions
- Providing legal support to sex workers who experience violence
- Integrating violence prevention in HIV prevention counselling activities with sex workers
- Assessing potentially violent situations with a group of sex workers and developing a 'safety plan' to get out of such situations

10. Sex worker rights

The exercises in this chapter aim to deepen participants' understanding of their rights by exploring cases experienced by sex workers.



Indicated time:

- 60 minutes



Materials:

- Equipment to show video
- Flipchart or PowerPoint with the eight sex worker rights for reference during this exercise
- Hand-out 10



Methods:

- Video
- Lecture
- Case studies

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Hand-out 10

Exercises

Know your rights

In this exercise, participants deepen their knowledge on sex worker rights. The trainer starts by showing the group one of the following videos on sex worker rights violations:

- www.youtube.com/watch?v=QMg6VqyVOyU&index=11&list=PLFAZU98m7-flYsAr7XEzcN71DHJXdG1nf
- www.youtube.com/watch?v=oVIK1_mqrcc
- www.youtube.com/watch?v=vu-GVa5Pgko

Or choose another appropriate video. The trainer gives participants time to digest and react to what they saw in the video.

The trainer explains the following about sex workers rights: a Consensus Statement issued by the Global Network of Sex Worker Projects (NSWP) outlines fundamental rights for sex workers. The following eight rights have been identified in various international and national legal frameworks and in NSWP's global consultation:

1. The right to associate and organise. Sex workers have a right to self-determine, self-organise and collectively advocate for their rights.
2. The right to be protected by the law. Sex workers should have equal access to justice and ought to receive equal treatment before the law.
3. The right to be free from violence. Sex workers have the right to be free from all forms of violence, including physical, psychological and sexual violence, as well as economic violence.
4. The right to be free from discrimination. Sex workers have the right not to be discriminated against within the social system and institutions, and to be treated equally in all contexts of social and everyday life.
5. The right to privacy and freedom from arbitrary interference. Sex workers should not be subjected to arbitrary interference with their privacy, family, home or correspondence, or to attacks upon their honour and reputation.
6. The right to health. Sex workers have the right to enjoyment of the highest attainable standards of mental and physical health.
7. The right to move and to migrate. Sex workers have the right to move within their city or country, leave their country and request entry into another country.
8. The right to work and free choice of employment. Sex workers have the right to freely choose their livelihood, work in fair and safe working conditions, and have equal access to labour rights and protection.

A full description of sex worker rights can be found here:

- www.nswp.org/resource/nswp-consensus-statement-sex-work-human-rights-and-the-law

Identify rights violations

In this exercise, participants use case studies to connect the abstract knowledge on sex worker rights to daily experience of rights violations. The trainer reads the sex worker cases from hand-out 10 aloud and asks the group after each case:

- Can we identify the right that is violated in this specific case?
- What advice would you give the sex worker in this specific case?
- Do you recognise this specific case from personal experience?

Note for the trainer

Be aware that (some of) your participants may have experienced severely violent acts. Participants are free to withdraw from active participation in this exercise.

11. Alcohol use

The exercises in this chapter provide participants with information on alcohol use. Besides factual background information, general ideas and common beliefs about alcohol are discussed. The exercises deepen participants' understanding of the risks and effects associated with alcohol use during work.


Indicated time:

- 120 minutes


Materials:

- 'Agree' and 'Disagree' signs
- 'Beer glasses', dildo and condoms
- Empty bottles
- Hand-out 11


Methods:

- Discussion
- Game

Page **55** →
Hand-out 11

Exercises

Agree or disagree about alcohol use

In this exercise, participants exchange general ideas and common beliefs regarding alcohol use during work, with the main aim of addressing myths and misconceptions. The trainer draws a line in the middle of the training room and puts up signs on either side with 'Agree' and 'Disagree' on them. She or he reads a number of statements aloud and invites the participants to choose sides and to explain why they agree or disagree with the statement. In case some participants agree and others disagree, they can try to convince each other.

Statements about alcohol use:

- Alcohol relaxes you if you are very stressed
- Parents should not get drunk in front of their children
- Drinking to excess is embedded in our culture
- Getting drunk now and again is not a problem
- It is easy to spot someone who drinks too much
- It is rude to refuse if somebody offers you a drink
- Drinking alcohol during the day is never a good idea
- Drinking can help you forget all your troubles

Note for the trainer

The statements can cause heated discussion. The trainer invites participants to speak one by one. She or he can stop a discussion in order to move on to the next statement. The trainer keeps a neutral position and does not impose a personal opinion. There is no right or wrong answer when discussing norms and values. Pay attention to the differences in attitude and approach.

Explore reasons to drink alcohol at work

Participants explore reasons to drink alcohol during working hours. The trainer asks each group to brainstorm on the reasons why sex workers might drink during working hours. They write each reason on a sticky note. In the meantime, the trainer draws four separate squares on a flipchart sheet and puts it on the wall, visible in the room.

1. Coping strategy	2. Sexual enhancement
3. Work requirement	4. Other reason

When the group is finished, the trainer explains the following to the group. Research has shown that there are several reasons why sex workers drink before or during their work, such as:

- Sex workers turn to alcohol as a coping strategy to reduce anxiety and negative feelings.
- In some workplaces, alcohol consumption is promoted and is directly related to the income of a sex worker.
- Alcohol can facilitate sexual interaction.

Maybe, the group can think of other reasons. The trainer asks the group to organise their sticky notes according the four categories. Participants can make extra categories if needed. Sometimes the categories overlap. That is not a problem as long as the group agrees on the outcome. When all the sticky notes have been put up on the flipchart, the trainer summarises them. The trainer discusses each category, asking the following questions: do participants recognise the different reasons? Is there a category with many sticky notes or very few sticky notes? The trainer encourages discussion on the different opinions.

Alcohol and condoms

In this exercise, participants become aware of the effect of alcohol on their ability to use condoms. The trainer asks volunteers from the group to come forward. Condoms and a dildo are placed on the table in front of the training room. The volunteers are asked to correctly put a condom on the dildo as fast as possible. A timer is set to determine the winner. For the next round, the trainer explains that the volunteers will now 'get drunk' first before putting on the condom. The volunteers put on 'beer glasses' (see 'Notes for the trainer') and the trainer spins them round 10 times. She or he does not give the volunteers a chance to recover from their dizziness before they start putting on the condom.

Discuss with the group what happened. How does the 'drunkenness' affect the use of the condom? The trainer explains to the participants that using alcohol during work can have an impact on their health and safety. What other effects could we experience when drinking before or during work? Make sure the categories below are part of the discussion.

Effects of alcohol use during work:

Unprotected sex: Alcohol makes it difficult to use a condom correctly. Alcohol also decreases negotiating skills and negotiating power.

Violence: Alcohol impairs the ability to detect risk and increases the involvement in risky situations. When drunk it is difficult to fend off an assault. A drunken client can be aggressive.

Note for the trainer

Dildos can be replaced by any convenient object. To create the 'beer glasses', use any old (safety) glasses and cover the lenses with Vaseline. Cover the sides with black paper or marker to imitate tunnel vision.

Spin the bottle*

In this game, participants discuss different issues and risks regarding alcohol use and exchange tips on how to deal best with alcohol during working hours. Each group receives a set of cards (hand-out 11) and a (beer)bottle. The trainer invites participants to sit on the floor in a circle. She or he explains that the purpose of the game is to think about how risky situations arise when you are drinking too much alcohol.

The youngest participant takes the first turn spinning the bottle. The person to whom the top of the bottle is pointing when it stops spinning answers a question card. After answering, this participant spins the bottle again. The person to whom the top of the bottle is now pointing is next to answer a question card. The group should not have more than six participants. It adds to the dynamics of the exercise if all participants get to answer questions. The trainer walks around and stimulates discussion.

* This exercise is adapted from The Road to Good Health: HIV Prevention in Infrastructure Projects, World Bank, East Asia and Pacific Region, 2008

Hand-outs Day 2.

Hand-out 7

Question types for group discussions

Overhead questions

Overhead questions are those in which the trainer asks a question to the participants in general, without specifying a person; anyone can answer. Overhead questions are open questions that stimulate exchange. They are best used as a discussion opener, to ask the group to give a summary, or test for consensus. Overhead questions work best if there is no right or wrong answer. Be aware of 'fishing', that is asking your group for one specific answer. Usually a few participants will answer most of the overhead questions you pose the group. If a question is put by the trainer, it is possible that only a few participants will think of an answer before someone in the group answers it. Involvement can be increased if you ask each participant to take a moment before answering, or to discuss the question with their neighbour or in small groups.

Direct questions

Direct questions are asked directly to a participant in the group. Usually you call on a person by their name and ask the question. Direct questions are best used to get feedback, to reward an expert and to control the discussion. Be careful to use direct questions for controlling your participants' attention. Quiet participants may feel uncomfortable if they are at the centre of attention. Make sure a person who is not paying attention is not embarrassed in front of the group or put on the spot by your direct question.

Open and closed questions

In training, open questions are used to explore, to elicit knowledge from the participants, to help participants to give meaning to the content. An open question encourages them to think and reflect. The answers refer to opinions and feelings. Open questions begin with 'what', 'why' or 'how'. Be aware that open questions can be quite hard to answer and participants might need some time to formulate a reply. Participants can become defensive if asked open questions that start with 'why'. A closed question can be answered with 'yes', 'no' or either another single word or a short phrase. They give you quick and easy answers that usually refer to facts. Use closed questions to clarify a point, reach a common outcome, or if you want to steer the discussion in a certain direction. Closed questions begin with 'are', 'can', 'was', 'did', 'do', 'which', or 'when'.

Follow-up questions

Using follow-up questions after an open question will increase participation. Use follow-up questions to elaborate on the initial question, to help the learner understand, to probe or dig deeper into the topic. You can ask: 'What are other examples of that?' 'What else happened when...?' Or say: 'Tell me more about...'

Redirected questions

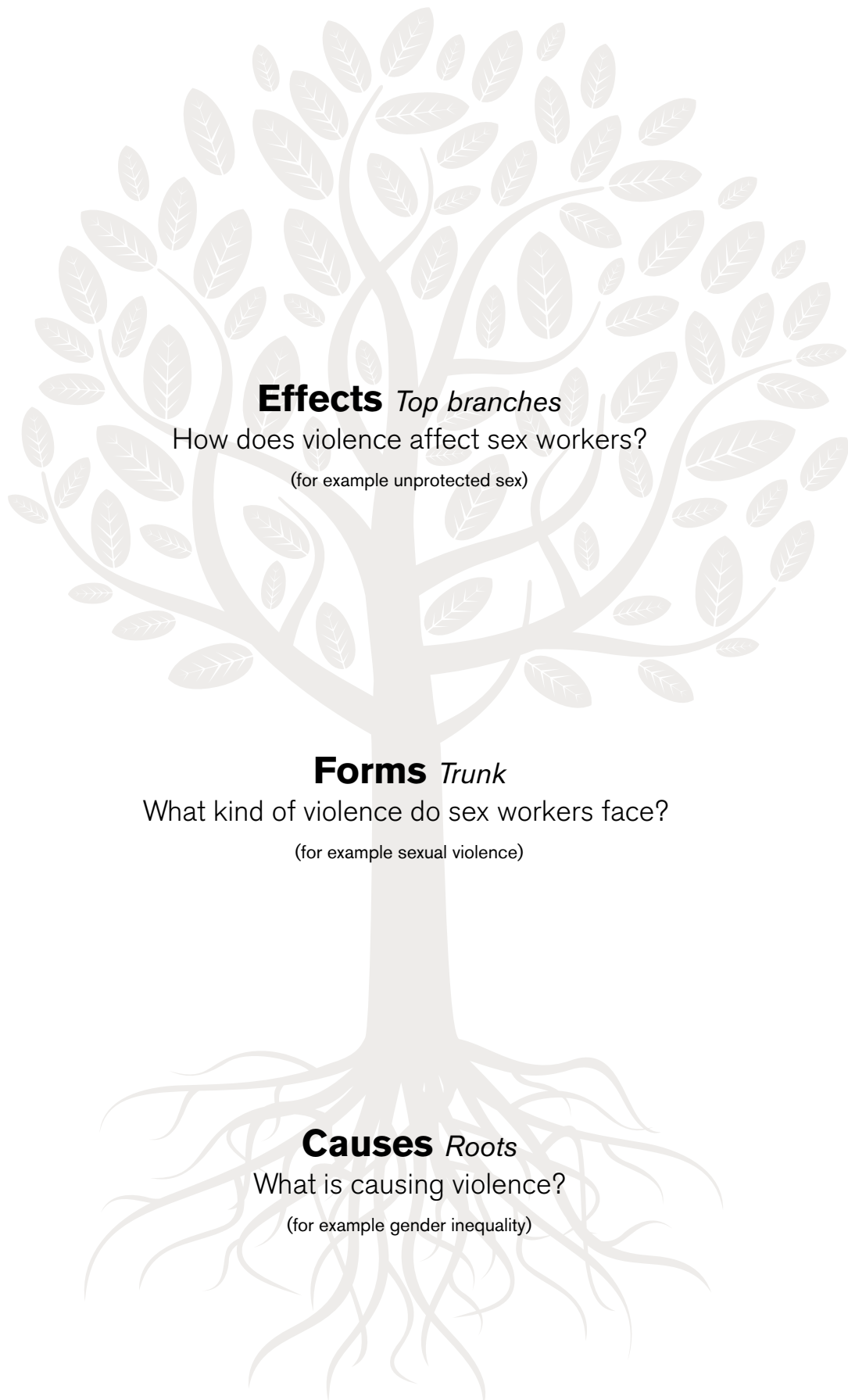
You can redirect questions to another group member ('Bob, what do you think about this matter?') or to the group ('what does the group think about this matter?'). Use redirected questions to elicit group expertise, to find out participants' opinions if no specific 'right' answer exists, or if you don't know the answer yourself. You can ask: 'Has anyone else had that same experience?'

Reversed questions

Reversed questions are questions that are referred to the person who asked them. Reversed questions are used to help the asker to think out the answer for him- or herself. They can be used to clarify the question, or to paraphrase the questioner. Use this technique carefully; do not avoid answering a question when it is appropriate for you to do so.

Hand-out 8

A violence tree



Hand-out 9

Causes, forms, effects and contexts of violence faced by sex workers

Causes of violence faced by sex workers

Stigma

Prejudice, discrimination. Sex workers defy cultural expectations and societal norms by choosing their (multiple) sexual partners.

Gender inequality

Men want to dominate women and use force to maintain their control. Inequality allows men to treat women/sex workers with contempt which leads to violence. Sex workers are not respected and recognised by society. Men think it is acceptable to express anger through physical and emotional violence. In some cultures beating is seen as an acceptable form of 'discipline'. Women lack decision-making and financial power and do not control property.

Other triggers

Alcohol, suspicion and jealousy, poverty

Forms of violence faced by sex workers

Physical violence

Includes being slapped, pushed, shoved, hit with the fist or with something else that could hurt, being kicked, dragged, beaten up, choked, deliberately burnt, threatened with a weapon or having a weapon used against one (for example, gun, knife or other weapon). Other acts that could be included in a definition of physical violence are biting, shaking, poking, and hair pulling and physically restraining a person. The homicide rate among sex workers is seventeen times that of the general population.

Sexual violence

Includes rape, gang rape, sexual harassment, being physically forced or psychologically intimidated to engage in sex or subjected to sex acts against one's will or that one finds degrading or humiliating. Police-perpetrated sexual violence often goes unpunished.

Emotional or psychological violence

Includes insults (for example, being called derogatory names) or made to feel bad about oneself. Being humiliated or belittled in front of other people. Being threatened with loss of custody of one's children or being isolated from family or friends. Being threatened with harm to oneself or someone one cares about. Inducing fear through intimidating words or gestures. Controlling behaviour and the destruction of possessions.

Extortion

Extortion and blackmail can prompt sex workers to take on riskier clients or forms of sex, and is associated with

inconsistent condom use and STI symptoms. It undermines sex workers' ability to obtain protection from police. Police seizure of condoms or syringes can prompt unprotected sex and unsafe injection practices. Sex workers and their managers may stop carrying or providing condoms.

Effects of violence faced by sex workers

Health

Fear of arrest is a barrier to HIV testing. Limited access to HIV prevention materials (for example, safer sex and harm reduction supplies) in places of detention. Depression which may lead to sex workers leaving school early, and to property loss and other financial problems.

Unprotected sex

If sex workers move underground to avoid police detection, they are at higher risk of being pressured into unprotected sex. Arrest, raids and imprisonment are associated with unprotected sex, STI/HIV infection, and client-perpetrated violence. Sexual violence by the police is associated with accepting more money for unprotected sex, inconsistent condom use, and STI/HIV infection.

Family and community

Breakdown in communication and trust. Family conflicts and divorce. Neighbours talk about the family which affects the family's social standing in the community. Disruption of community life.

HIV epidemic

Sexual abuse in detention and at the time of arrest can lead to immediate risk of HIV. Violence undermines sex workers' ability to obtain protection from the police.

Context of violence faced by sex workers

Violence by the police

- Physical violence including physical abuse, violence and threats of violence.
- Sexual violence, including coerced (unsafe) sexual services.
- Arbitrary arrest and detention. Inhumane and degrading treatment while in police custody including breach of privacy. Denial of and limited access to treatment while in police custody and prison.
- Lack of protection: failure to investigate complaints of violence, coercion, confinement, or extortion. Lack of equal protection before the law and police inaction against violations. Limited access to justice in cases of rape.
- Threats: taking away identity documents. Threatening to take away children. Police seizure of condoms or syringes. Planting evidence.

Violence by state employees

Sex workers may face violence from military personnel, border guards and prison guards, and most commonly from the police. Criminalisation or punitive laws against sex work may provide cover for violence. Violence by representatives of the state compromises sex workers' access to justice and police protection, and sends a message that such violence is not only acceptable but also socially desirable.

Organised non-state violence

Sex workers may face violence from extortion groups, militias, religious extremists or 'rescue' groups.

Violence related to healthcare service provision

- Denial of health services including sexual and reproductive rights services; no counselling before HIV tests, denial of STI/HIV treatment, and lack of accessible and acceptable health services.
- Forced treatment; mandatory HIV testing. Forced treatment and detention within rehabilitation centres and coerced abortion.
- Breach of privacy and confidentiality; unlawful disclosure of HIV status by healthcare workers, disclosure of health/HIV status without consent.

Workplace violence

This may include violence from managers, support staff, clients or co-workers in establishments where sex work takes place (for example, brothels, bars, hotels).

Violence from intimate partners and family members

Stigmatisation of sex work may lead partners or family members to think it acceptable to use violence to 'punish' a woman who has sex with other men. It may be difficult for sex workers to leave an abusive relationship, particularly if perpetrators threaten them, or have control due to ownership of a home, or the power to harm them or refuse them access to their children.

Violence by perpetrators at large or in public spaces

In most contexts, a hostile relationship with the police creates a climate for crimes against sex workers. Some perpetrators specifically target sex workers to 'punish' them in the name of upholding social morals, or to scapegoat them for societal problems, including HIV. Sex workers may also face violence from individuals in positions of power, for example, non-governmental organisation (NGO) employees, healthcare providers, bankers or property owners.

Hand-out 10

Cases: which right has been violated?

'The next morning, after we demonstrated against a new government bill, the police came and arrested two members of our organisation. Their pictures were put on the front page of the newspaper, saying they promote homosexuality.'

Sex worker, Kampala, Uganda

'The police force us to pay money to them every day. If you have no money, they hold you in the police station for two days and force you to clean the station. Some police officers will only let you go if you have sex with them.'

Female sex worker, Russia

'He pulled out a police badge and said "C'mon, you want me to take you in or screw you?" I was scared and allowed him to screw me.'

Female sex worker, Serbia

'The police and the prison officers raped me; they cut my hair and badly beat me up.'

Transvestite, transgender, transsexual sex worker and hairstylist, Zona Rosa, Mexico City

'If we insist on payment after the sexual act, clients follow us, beat us and take the money back. We cannot do anything, as we will be reported to the police. If we are reported to the police, we will be prosecuted.'

Female sex worker, Arusha, Tanzania

'The police came and asked for my bag. When I refused, they beat me, took my ID and burned it and said I'm a bitch.'

Zambian sex worker living in Namibia

'After the arrests, I was always scared. There were times when I didn't have a condom when I needed one, and I used a plastic bag.'

Female sex worker, USA

'What I heard from the women. Some sex workers were arrested. It is time for them to get ARV. They ask the police, in a polite way, to get ARV treatment but they are not allowing them.'

Sex worker from Cambodia describing conditions following a police raid and detention

'When I fell sick and went to the health centre and they realised that I was a sex worker, they did not treat me like a human being. I was told that the nurse had no time for me. So I left without getting treatment.'

Sex worker, Mombasa, Kenya

'I was paraded to be shown to the other inmates that I was a sex worker with HIV. He went along to say, "These are the people infecting others with HIV".'

Male sex worker, South Africa

'The doctor took my phone, scrolled and found a contact saved "mama". He dialled it and called my mother. My mother came and she was informed of my HIV status.'

32-year old female sex worker, mother of two children

'We work in the city centre itself, where we should not work [according to the police]. We are aware of that. However, if we go to another place, there are many problems when it is night-time, when it is in the late hours. You get beaten; clients take away your money and molest you.'

Female sex worker, Serbia

'Another police officer asked how a prostitute like me could be raped as I was used to all sizes. He told me in fact that the man really spared me. He could have tested my ass too. He ended asking me if my ass is already opened. Never again will I go to report a case. I'd rather die.'

Female sex worker, Mombasa, Kenya

'I cannot go and tell a health worker that I have a genital problem if she doesn't know about my work. I expect to be abused and I have fear.'

Female sex worker, Kampala, Uganda

Laura – a street-based sex worker in Argentina – described how a client grabbed her by the neck and held her at knifepoint. After she gave him her money and cell phone, he let her go. Laura explained that she did not report the violence and theft to the police because it would be 'a waste of time'. 'They won't listen to me because I'm a street worker,' she said.

(Amnesty International)

'The main problem is families. If they find out you work in the sex industry they chase you away. Or they take your children. Most of us are not wanted by our families and our communities.'

Sex worker, Papua New Guinea

'It happened last week. The police told me I was dirtying the town and that I should find a real job. They took away all my condoms.'

Male sex worker, Kenya

Hand-out 11

Spin the bottle

**Share one experience
that you have had involving
alcohol and sex**

**Share one tip on how to
deal with alcohol during
work**

**Share one experience
that you have had involving
alcohol and sex**

**Share one tip on
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during work**

**Share one experience
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alcohol and sex**

**Share one tip on
how to deal with alcohol
during work**

**Share one experience
that you have had involving
alcohol and sex**

**Share one tip on
how to deal with alcohol
during work**

**You see your very
drunk friend getting into
a client's car. What do
you do?**

**Your friend is already
drunk before the first
client comes into the bar.
What do you do?**

In what way can drinking a lot of alcohol harm your health?	How can you sell a lot of beer to clients without getting drunk yourself?
Act out the typical behaviour of a drunk client	Act out the typical behaviour of a drunk sex worker
Why do people like to drink too much alcohol?	What are the benefits of having sex while being sober?
Tell the others at least two ways to prevent HIV transmission	Put a condom on the beer bottle using your mouth
How can you trick a drunken client into using a condom?	Would you go on a motorbike with a drunken customer? Why or why not?

Can you refuse a drunken client?

**Drinking is a good strategy to relax if you feel depressed or nervous.
True or false?**

Act out refusing a drunk client

Give the others a tip to make a drunk client come fast

**Drinking makes people happy and good company.
Agree or disagree?**

**Drinking makes all your troubles go away.
True or False?**

Did you ever go to a party and drink no alcohol at all?

A good party needs alcohol. Agree or disagree?

Can you refuse sex if somebody offers you a few drinks?

**It is part of a sex workers job to drink with clients.
Agree or disagree?**

Can drinking help you to make more money?

Drinking makes sex more fun. Agree or disagree?

Drinking makes sex more dangerous. Agree or disagree?

Give three tips how to fight the temptation to drink to excess

Clients always want to drink and party! Agree or disagree?

Alcohol makes you fearless. Is that a good or bad thing?

Did you ever go to a party and drink no alcohol at all?

A good party needs alcohol. Agree or disagree?

Alcohol helps you get more clients. Agree or disagree?

If a client offers me a drink, I cannot refuse. Agree or disagree?

Day 3.

12. Training methods

The exercises in this chapter give participants insight into what methods are best used when changing knowledge, skills and attitudes. They learn how to find out the needs of their group.



Indicated time:

- 60 minutes



Materials:

- Markers
- Tape



Method:

- Group work

Exercises

Let's cook!

This energiser makes participants aware that more knowledge is not enough to change behaviour. The trainer asks the participants what their most famous national dish is. Can the group teach the trainer how to prepare this dish? Each group gets five minutes to come up with a strategy to make sure the trainer can cook the dish at home. Each group gives a brief explanation of their strategy. The trainer makes notes on a flipchart, clustering information under the following headings:

- What do I need to know? (knowledge)
- What do I need to do? (skills)
- What kind of attitude do I need? (attitude)
- What materials do I need? (materials)

Like behaviour change, learning how to cook a new dish is composed of different elements: knowledge, skills, attitude and materials.

Teach others how to...

In the following exercise, participants learn that the training method relates to the different elements; changing knowledge requires a different method than changing an attitude or increasing skills. The trainer asks three volunteers to come to the front:

1. One volunteer who can teach the group three ways HIV is transmitted.
2. One volunteer who can teach the group how to use a condom.
3. One volunteer who can teach the group how to negotiate condom use with a client.*

* Volunteer number three may struggle with the assignment. If so, the trainer can take on the role of volunteer number three.

After each volunteer’s presentation, the trainer shares the following information with the group.

1. Three ways HIV is transmitted
- Transferring knowledge. One-way communication from trainer to group. Information is processed by repetition. Facts are not very complicated. Knowledge is best increased when it builds on the existing knowledge that is present in the group, when it corrects myths and misconceptions, and when it is actively processed.
2. Condom use
- Transferring skills. The trainer teaches skills through demonstration. The learning effect increases if participants are supported while practicing themselves. Self-efficacy is important when learning new skills. Participants need positive and reinforcing experiences.
3. Negotiate condom use
- Changing an attitude. Trainer uses brainstorming, discussion and modelling. Each participant probably has their own opinion, experience and ideas on how to deal with the topic. The trainer invites participants to share their opinions and stimulates discussion so that everyone can form their own opinion.

The trainer summerises the following on the flipchart:

Objective	Training method
Knowledge	One-way lecture, repetition
Skills	Demonstration, guided practice
Attitude	Discussion, brainstorming, modelling

Find out what your group needs

In this exercise participants gain insight into how objectives for a training session are set. The trainer shares the following information:

If you want your training session to be effective, the objectives, content and method should meet the needs of your audience. Did you ever attend a training session where they covered material you already knew? Or a session that confused you from the start because you were missing essential information? Or maybe a session which made you sleepy and inattentive because the trainer talked non-stop, presenting one slide after the other? Maybe, if the trainer had asked you beforehand what you needed, it would have been different.

When preparing for a workshop or training session it is important to assess the needs of your participants. You can assess these by asking yourself three questions:

1. The present situation: what is difficult for my participants?
2. The desired situation: what new behaviour will help to overcome this difficulty?
3. The workshop: can my workshop contribute to this new behaviour?

For example: In the present situation, my participants find it difficult to negotiate condom use with customers. In the desired situation, my participants can negotiate condom use with their customers. My workshop can contribute by teaching participants negotiation skills.

Sometimes you will find that a workshop or training session is not the answer to the challenges your participants struggle with. The situation cannot be changed by learning new skills, changing attitudes or increasing knowledge.

The trainer asks the group to come up with difficulties faced by sex workers in their community. She or he makes notes on a flipchart. The group tries to answer the following questions:

- What kind of behaviour is associated with this difficulty?
- Can this behaviour be changed in a workshop?
- What would be the objective of a workshop addressing this specific difficulty?



13. Negotiation skills

Participants explore different negotiation tactics and styles by doing the exercises in this chapter. They discover that being able to negotiate with others increases their safety.


Indicated time:

- 60 minutes


Materials:

- Pen and paper
- Hand-outs 12 and 13


Methods:

- Individual work
- Lecture
- Guided discussion

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Hand-outs 12 and 13

Exercises

Discover your personal mission

This exercise will guide the participants to achieving a mind-set in which they can define their personal mission. The trainer explains to the group that this exercise will support them in discovering their own purpose. There are no right or wrong answers in this exercise. The trainer should be aware that this exercise can be emotional for participants.

The trainer reads a number of questions aloud (hand-out 12) and gives one to two minutes to write down each answer. She or he explains the rules of this exercise:

- Take out a few loose sheets of paper and a pen.
- Write down the answers to each question. You can write in the language you prefer.
- Be honest. Nobody will read your answers. It is important to write without editing.
- Write the first thing that pops into your head. Write in bullet points.
- It is important to write out your answers rather than just thinking about them.
- Write quickly. Give yourself less than 60 seconds per question.
- Enjoy the moment and smile as you write.

The trainer asks participants to choose the most important insight from the previous exercises and share this with their neighbour. The group and the trainer discuss in what way they could make full use of this insight from now on. The participants are asked to formulate a personal objective. The objective should be detailed, put in a timeframe and have sub-objectives if necessary. The participants should be able to visualise themselves reaching this objective over time.

At the end of the exercise, the trainer discusses the questions raised in the group by asking: how did it feel to think about these topics? Does anybody want to share with the group what she or he answered? What are the values that count, that are important to you? In what way do you use these in your work?

Note for the trainer

Be aware that your group might react emotionally to this exercise. Do not pressure anyone to take part in the discussion afterwards. The purpose of this exercise is for participants to connect with their inner values, which are very personal.

Convince somebody

The trainer asks participants to stand in two rows facing each other, places a rope (or a taped line) on the floor between the two rows, and tells the participants they will earn a prize if they can convince the person facing them to cross the line. They have one minute to achieve this. The trainer blows a whistle when the exercise starts and again when the time is up.

Because of time pressure, most participants choose to convince the other or try to make a compromise. Hardly anyone will come up with the idea of switching places (the win-win option).

After one minute, the trainer discusses with the group what strategies were used:

- Lose-lose (keep talking; no movement)
- Compromise (split the prize)
- Win-lose (use force)
- Win-win (cooperate)

The trainers then demonstrate the 'win-win' strategy. Two trainers stand opposite each other with the rope (or taped line) on the floor in between them. One trainer asks what the other trainer wants. This trainer replies 'For you to come to this side of the line. What is it that you want?' The other replies: 'For you to come to the other side of the line. So let's change places.' The trainers switch places and cross the line.

Get on your feet

In this exercise, the group explores and practices different negotiation strategies. The group is divided in two. A volunteer sits on a chair in the middle of the training room. The goal of the exercise is to get the volunteer to leave the chair. No pushing, pulling or any other physical contact is allowed. One group represents the negotiators. They have five minutes to discuss a strategy among themselves. The other group makes notes on the strategies they observe. The trainer instructs the volunteer on the chair to leave the chair whenever the negotiation feels effective. Afterwards, the trainer discusses with the observers which strategy was used and why it was effective. A new volunteer can sit on the chair to repeat the exercise.

Let's talk condoms

The trainer asks the groups to come up with as many reasons as possible why clients refuse to use condoms. The first group presents its reasons and the trainer writes them on a flipchart. The other groups add new reasons to the list. The trainer discusses the list of reasons with the group and together they choose a number of reasons that participants are likely to encounter. Together, they prioritise and make a list of the most common and the rarest reasons clients come up with.

All reasons → most common reasons → rarest reasons

The trainer takes one reason as an example and demonstrates hand-out 13. Then the remaining reasons are distributed among the groups. Each group has to define a negotiation strategy for condom use when a client gives a particular reason. The groups can use hand-out 13. The participants share their strategies with the rest of the group or role-play the situation. The group and the trainer provide feedback, using the following questions:

- What kind of strategy do you use? Is this an individual, group or community strategy?
- What kind of skills do sex workers need for using this strategy?
- Can we think of another effective strategy? Who wants to play?

14. Self-defence

The exercises in this chapter focus on the different elements of self-defence and how to use them in our day-to-day lives.



Indicated time:

- 45 minutes per element



Materials:

- Hand-outs 14 and 15



Methods:

- Role-play
- Guided discussion

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Hand-outs 14 and 15

Exercise

Elements of self-defence

This is an introductory exercise to create awareness of the different elements of self-defence. The trainer gives the following information:

When we encounter difficult or dangerous situations, we go through different steps. First, we are aware of what is going on and we try to avoid a confrontation. If that is impossible, we set boundaries and make it clear where they are. The next step is to de-escalate the situation. If that does not work, we run and try to attract others' attention. Sometimes we have to fight to free ourselves.

Elements of self-defence:

1. Becoming aware and avoiding danger
2. Setting boundaries
3. De-escalating
4. Attracting attention
5. Fighting to escape

The trainer invites participants to react to these different elements of self-defence. Do participants recognise them? Are there elements that we need to add? Can they give examples of situations that fit one of the five elements? In the following exercises, the participants will go into more detail for each element. The trainer prepares a flipchart for each element and puts them on the wall.

1. Becoming aware and avoiding danger

In this exercise, participants experience the value of their intuition in assessing dangerous situations. The trainer explains to the group that we all have a certain level of awareness of what is approaching us. It is important to make use of the warning signs we pick up. Some people call it intuition, but most of the time it is the process of connecting different small signs and putting them together to come to a conclusion. We know from previous experience where this or that might lead. Being aware means avoiding danger by thinking ahead, such as checking escape routes before you go into a room, not allowing a client to lock you in, and other ways of planning ahead which will help you get out of a dangerous situation.

Walk the street

This exercise trains the senses to pick up warning signals. The group stands in two rows opposite each other to form a 'street'. One volunteer plays a pedestrian, coming from one end of the street. Another volunteer plays a passer-by coming from the other end of the street. The passer-by is instructed by the trainer and receives three separate roles she or he has to act out, without speaking or touching others:

Role 1: happy and not focussed on the pedestrian

Role 2: neutral and with good intentions towards the pedestrian

Role 3: threatening and focussed on the pedestrian

Each time the pedestrian reaches the end of the 'street', she explains which intention she felt when the passer-by passed her. The trainer invites the group to share their observations. What signs did they pay attention to regarding walking speed, eye contact, facial expression and other signs? Ask participants if they have examples from daily life that they want to share and act out in the 'street'.

The trainer now asks the group to list the warning signs they encounter in their work. How do they deal with them and what strategy can they use when they notice these signs? The trainer writes 'Becoming aware and avoiding danger' at the top of a flipchart and makes notes.

Suggested energisers

Communicate without words

The trainer asks participants to pair up and to stand back to back. One person in each pair will talk for 30 seconds about what he or she did last weekend while the other person listens. Then the two change roles. Participants cannot look at each other, make physical contact, or ask each other any questions. Discuss with the group:

- What did this feel like?
- Did this way of speaking feel natural? Why or why not?
- Did you feel like you missed anything in what the other person said?
- Is it important to see the other person as you are talking to them? Why or why not?

Look me in the eye

In this exercise participants practice looking the other person in the eye and notice that they can see every movement the other person makes. The trainer asks the participants to divide into couples and stand opposite each other looking each other in the eye. One person moves a body part (hand, foot, arm, and so on) and the other person says which part they moved.

2. Setting boundaries

In this exercise, participants explore personal boundaries. The trainer explains that if somebody stands very close to you, it can be a pleasant or an unpleasant experience. Your partner or best friend is allowed to, but strangers have to keep a certain distance. You can feel that somebody is getting too close, even if he or she is not touching you. This is your personal space and it has boundaries which are not always respected. Each person's boundaries are unique. The trainer asks the members of the group to discuss what kinds of boundaries they can think of. How do they respect others' personal space? How do others disrespect their own boundaries?

Say STOP!

In this exercise, participants practice different ways of setting their personal boundaries. The trainer asks the group to stand in two rows opposite each other. She or he explains to the participants that this is an exercise to explore personal space. She or he invites the participants to concentrate on what and how they feel. She or he asks the group to do the following:

- The row on the left starts walking towards the row on the right. Participants in the right-hand row say 'stop' to the person coming towards them when they do not want her or him to come any closer.
- Repeat the exercise. When everybody has stopped, the trainer asks the row on the left to take one extra step towards the row on the right and stand there for ten seconds before returning to their previous position.
- Repeat the exercise three times and this time the row on the right has to say stop in three different ways: first begging, then panicked, then assertive. Repeat again, but now it has to say stop using body language and eyes only.

The trainer makes sure every participant gets a chance to approach and to say stop to different people by changing the rows around. Then she or he asks everybody to move one place to his or her right and repeats the exercise.

The trainer discusses the following questions with the group:

- What was it like doing the exercise? Did you notice a physical reaction or anything in your thoughts?
- Was there a difference between the first and the second person? What was it like for the person who was doing the moving? Did you feel a difference, too?
- Do you have any ideas about how to guard your boundaries?
- Name some situations where you have to set boundaries in your work. How can you deal with them and what strategies can you use?

The trainer makes notes on a flipchart headed 'setting boundaries'.

Suggested energisers

Pick a fight

The trainer asks participants to move around freely in an open space (go outside, or move chairs and tables out of the way). At the trainer's signal, participants assume a fighting posture towards other participants, while keeping a safe distance from each other. They are allowed to shout out loud when assuming their position. The trainer stimulates participants to experiment with distance, position and voice. This exercise also helps to release any tension which might have built up during the previous exercises.

Let someone have it

The group walks freely through the room. When they meet another participant, they shout and scold them using vegetable or fruit names. When the person who starts laughing, needs to return to their chair. The last person in the room is the winner. In this way, participants practice keeping their facial expression straight.

3. De-escalating

Learning how to de-escalate (potentially) violent situations is an essential skill for sex workers. The ability to calm another person quickly and effectively can prevent situations from getting out of control. These skills are not easy to master as the situations usually occur in emotional and stressful settings. De-escalation is mostly needed in situations we are not well prepared for, and our own emotions and fear play an important role.

Pour on oil or water

In this exercise, we look at a fight or conflict as a fire that burns more fiercely if you pour on oil, or that you can extinguish by pouring on water. De-escalation techniques are like putting water on fire; they can be used to calm an emotional person or a potentially dangerous situation. The trainer makes two rows on a flipchart; one headed 'Oil' and the other 'Water'. She or he asks participants to call out behaviours or attitudes that fit the categories. The trainer can complement these by using hand-out 14 and asks participants to think of de-escalation rules that apply to the work setting. She or he marks the most important ones on the list with a coloured marker.

The trainer asks each group to think of a work situation in which de-escalation would be effective. She or he asks participants to write a scenario about the situation and role-play it in front of the group. She or he makes sure the groups include the de-escalation rules from the previous brainstorm. Before each role-play, she or he asks the actors to do some deep breathing and to stand firmly. After each role-play, the trainer asks the group to discuss the strategies used. She or he invites the group to give feedback and to contribute other possible de-escalating techniques.

Suggested energisers

Relieve stress quickly

The ability to remain relaxed and focused in tense situations is a vital aspect of de-escalation. It is important to know how to stay centred and in control of yourself. Each person responds differently to stressful situations. The trainer asks the participants to take a moment to think of ways to calm down. For example, taking a deep breath, counting to ten, saying a mantra, and firmly aligning their feet. She or he invites participants to share and practice tips.

Choose a technique

Non-verbal signals such as a calm tone of voice, and an open and attentive posture can help calm a conflict or argument. Participants pair up and share a recent conflict in which they were involved. After one minute, they share the way they resolved the conflict. The trainer asks if they used any de-escalating techniques. If they could relive the situation, what techniques would they use?

4. Attracting attention

Running away can be a good strategy if things get out of hand. Make an excuse and get out of the car, room, house or situation. Sometimes attracting others' attention can assist you in the attempt to flee. Your voice is the best tool to get others' attention. Participants may need to overcome hesitation in exploring the magnitude of their voices during the training. Affirm that at first it can feel a bit awkward to do voice exercises.

Synchronise movement and voice

In this exercise, the group experiments with the use of voice in attracting attention and fending off violent situations. The purpose of these exercises is to practice with using the voice, energising and becoming familiar with the relationship between movement and voice. The goal is to synchronise them. Choose one or more of the following exercises:

- Ask the group to stand in a circle, one person stands in the middle and makes a sound with a matching behaviour. Everybody in the circle takes over the sound plus the movement. After a while, the person in the middle chooses someone else to take his or her place in the middle to suggest a new sound plus movement. The trainer can help this exercise move along by being the first in the middle of the circle.
- Stand in the circle for a round of 'No'. The trainer starts by saying 'No' and the group has to repeat it in the same manner. In turn, each participant says 'No' in their own way and the group repeats it. When everybody has had a turn, start a second round. This time participants also use body language and their eyes. Discuss the effect of tone of voice, facial expression and body language.
- Stand in a circle to do a 'Mexican wave', like in a sports stadium. In a clockwise direction, the participants raise their arms one by one. First, they raise their arms only, and then they use their voice as well as well. The first person yells something like 'No!' 'Go away!' 'Let go!' or 'Stop!' and the next person takes it over, again in a clockwise direction.
- Practice the 'heel kick' in the circle. Make sure there is some space in between and behind the participants. The trainer asks them to imagine there is a person standing behind them and they have to kick that person's feet with their heels as hard as they can. Start slowly, counting with every step. Speed up when the participants reach 10, ask them to raise their voices and replace counting with shouting 'No'.

Suggested energiser

Use your voice

Divide the group into three teams. Two teams go to stand at either end of the room and one team stands in the middle. The first group thinks of a word they have to shout to the other group at the other end of the room. The group in the middle tries to prevent that group from hearing the word by shouting.

Afterwards, invite the group to discuss how they used their voices during the exercise. Did they do something to give their voices more impact? The trainer lists the different techniques the participants used. If necessary, the trainer can complement the list by reading the hand-out to the group.

5. Fighting to escape

Most of us know the effects of fear, such as increased heart rate and breathing, sweating palms, tightening of the muscles, tunnel vision, ringing in the ears and so on. These are caused by the release of adrenaline and other hormones into our systems. It is impossible to control the rush of adrenaline and its effects on our bodies. What you can do is recognise the effects so they do not get in the way of your reaction. Imagine the adrenaline rush as if you are on a sailing boat. You cannot control the wind and the waves. However, with some practice and focus, you can handle the sails and you can navigate the boat through stormy waters. Remind yourself to take steady breaths. Use the rush of adrenaline to your best advantage: escape the situation. It is always better to escape than to risk a fight.

List freeing techniques

Discuss with the group what kinds of freeing techniques can be used in what situations. The trainer makes an inventory of all the ideas. Use hand-out 15 for inspiration. The trainer divides the group into teams to discuss the different ideas. Each team prepares a demonstration for the rest of the group.

Suggested energiser

Steal the clothes pegs

The aim of this exercise is to physically practice attacking and defending at the same time. Every participant gets one (or two or three) clothes pegs to put on their sleeve. The game is to run around the training room (or outside) and try to steal as many clothes pegs from the others as possible.

Lift the tree, lift the balloon

Participant's pair up and spread around the training room, then stand behind each other. The participant in front closes her or his eyes and follows the trainer's instructions. The participant behind lifts up the person in front when the trainer gives the signal. This exercise should be done twice. The first time the trainer instructs the participant in front to imagine he or she is very light (like a balloon, a feather, a hummingbird, and so on). The second time the trainer instructs the participant in front to imagine he or she is very heavy (like a tree with deep roots, a rock, and so on). Then the couples switch places and the exercise is repeated. This exercise works best if the trainer uses guided imagery and tells a little story. Participants will notice that they are lifted more easily when they 'feel' light than when they 'feel' heavy. Can we make use of this fact in our self-defence techniques?

Hand-outs Day 3.

Hand-out 12

Questions to discover your personal mission

1. What makes you smile? (Activities, people, events, hobbies, projects, and so on)
2. What were your favourite things to do in the past?
3. What activities make you lose track of time?
4. What makes you feel great about yourself?
5. Who inspires you most? (Anyone you know or do not know. Family, friends, authors, artists, leaders)
6. When do people typically ask you for help?
7. If you had to teach something, what would you teach?
8. What are important values in life to you? Select a few words that represent your most important values.
9. What are the challenges, difficulties and hardships you have had to overcome or are in the process of overcoming? How did you do it?
10. Close your eyes; you are now 90-years-old, sitting on a rocking chair on your porch. You can feel the spring breeze gently brushing against your face. You are blissfully happy and are pleased with the wonderful life you have been blessed with. Look back at your life and all that you have achieved and acquired, and all the relationships you have developed. What matters to you most?

Hand-out 13

Condom negotiation strategies

Name of your negotiation partner:	
My objectives are:	I have to offer:
I think the objectives of the other person are:	The other person may be able to offer me:

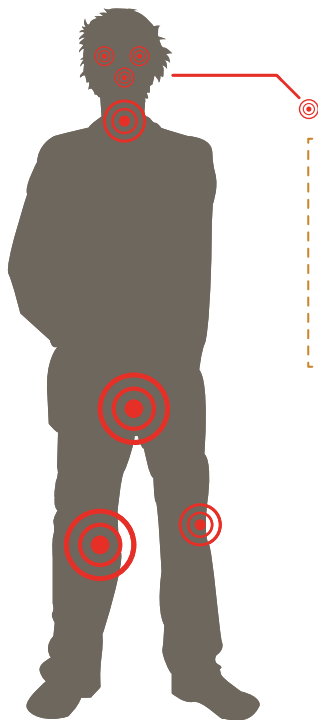
Hand-out 14

De-escalation rules

OIL ON FIRE	WATER ON FIRE
MENTAL ATTITUDE	
<ul style="list-style-type: none"> ▪ Make no effort to understand the other person ▪ Assume the other person has bad intentions ▪ Ignore what is said ▪ React to cursing ▪ React to initial feelings 	<ul style="list-style-type: none"> ▪ Try to understand the other person ▪ Assume the other person also wants to solve the problem ▪ React to what is said and to the way it is said ▪ Ask a third person to help ▪ Let initial anger subside (count to 10)
BEHAVIOUR	
<ul style="list-style-type: none"> ▪ Judge the other person negatively ▪ Belittle the other person ▪ Be aggressive ▪ Laugh at the other person ▪ Do not listen to the other person ▪ Walk away and ignore the other person 	<ul style="list-style-type: none"> ▪ Acknowledge the other person while protecting boundaries ▪ Listen actively to what the other wants to say ▪ Set your boundaries ▪ Summarise to show you have understood ▪ Keep calm, sit down ▪ Be prepared to negotiate
BODY LANGUAGE	
<ul style="list-style-type: none"> ▪ Make no eye contact ▪ Turn away ▪ Shout from a distance ▪ Stare ▪ Use angry facial expressions ▪ Bluff 	<ul style="list-style-type: none"> ▪ Keep eye contact ▪ Stand firm and upright ▪ Maintain an 'open' body posture ▪ Make no sudden movements ▪ Keep a calm, neutral and alert face ▪ Synchronise attitude, posture and face
VOICE	
<ul style="list-style-type: none"> ▪ Speak loudly and quickly ▪ Shout and curse 	<ul style="list-style-type: none"> ▪ Speak in a calm, steady voice ▪ Breathe in and out slowly
POSITION	
<ul style="list-style-type: none"> ▪ Stand close and face-to-face with the other person ▪ Block escape routes ▪ Stand against a wall 	<ul style="list-style-type: none"> ▪ Stand at a 45-degree angle ▪ Pay attention to your own safety ▪ Make sure there is something between you and the other person in case it escalates ▪ Make sure the aggressor can walk away ▪ Make sure you can walk away

Hand-out 15

Most effective body parts to hit



Escaping a wrist grab

Rotate your wrist so that the narrow part of your wrist is aligned with the point where your assailant's thumb and fingers are touching. This is the weakest point of his grip. Yank your arm in the direction of this point. It helps to clasp your hands together and pull with both arms.



Day 4.

15. Prepare a workshop

The exercises in this chapter support the participants in designing and planning a workshop themselves. In the afternoon, the groups can test their design and practice their trainer skills on each other or on a group that has been invited for this purpose.



Indicated time:
• 120 minutes



Material:
• Hand-out 16



Method:
• Group work

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Hand-out 16

Exercises

Decide on the objective of the workshop

The general objective of this workshop is improved knowledge, attitudes and skills regarding sex worker health, rights and safety.' Keeping the general objective in mind, the group needs to prepare a workshop with themselves as trainers.

Participants' needs

Discuss with the group what the needs of the audience of this workshop are. If we don't know, how can we find out?

Objectives of the workshop

The trainer discusses with the group what the workshop's desired outcome is. What should participants do when they go home at the end of the day? Does this connect to the needs of the audience? The trainer should be aware that the next step of designing the workshop is only effective if the workshop's objective has been agreed on. Invest sufficient time in deciding on it.

Design the workshop

The trainer asks the group to select a number of exercises for their workshop, keeping the following in mind:

- Does each exercise contribute to the objective?
- Is there variation in the type of exercises? Exercises could include:
Plenary work, group work, individual work
- Activities addressing knowledge, attitudes and skills
- Brainstorming, discussion, case study, video, role-play
- Is there a natural 'flow' to the workshop? Do the exercises follow a logical path to reach the overall objective?
- Have you included an introduction, icebreakers and energisers, and breaks?
- Is the trainer comfortable with the exercises? Is any additional practice necessary?

Make a workshop plan

The trainer explains that a workshop plan is a handy tool to gain insight into what your group wants from the workshop. The 'Workshop checklist' can be helpful when making a workshop plan.

**Hand-out
Day 4.**

Hand-out 16

Workshop checklist

My target group is:

Number of participants Preparation by participants Expected advance knowledge	
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Focus of the workshop is:

Objectives for this workshop <ul style="list-style-type: none"> ▪ Knowledge ▪ Skills ▪ Attitude 	
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Materials needed:

Materials for trainer Materials for participants	
<ul style="list-style-type: none"> ▪ Venue ▪ Tables and chairs ▪ Lunch, tea, snacks 	

Programme overview

Tip: When making a programme overview with the group, the trainer can write each person's name next to a time slot – the division of roles will then be clear.

Example programme:

Programme day 1	
9:00 AM - 9:30 AM	Welcome Introduction to training Objectives
9:30 AM - 1:30 PM	Exercise 1 Exercise 2
1:30 PM - 2:00 PM	Lunch
2:00 PM - 3:00 PM	Energiser Presentation 1 Exercise 3
3:00 PM - 3:30 PM	Evaluation Closing of the day



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