

Supporting community action on AIDS in developing countries

Guide to Participatory Production of Resources for HIV Prevention among vulnerable populations

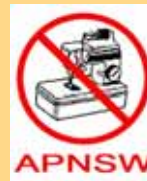


A “Safe Sex” poster produced by participants during the Langkawi Workshop in Malaysia in 2001.

This document is an **introductory guide to producing Information, Education and Communication (IEC) materials for use in HIV prevention and care programmes with “key populations”** using a method developed by the Asia Pacific Network of Sex Work Projects with financial and technical support from the International HIV/AIDS Alliance as part of the project *Making Sex Work Safe in Asia Pacific*. The guide outlines the process “At a Glance” and provides further information and examples from practice “In More Detail”. Further documentation and practical support for implementing the process are available by contacting the Alliance or the APNSW.



The Frontiers Prevention Project aims to limit the size of HIV epidemics by concentrating prevention efforts among those groups who are key to the epidemic dynamics because they are most likely to become infected and transmit the virus – hence the term “key populations”. Key populations vary in different places depending on the nature of the local epidemic. In India, Cambodia, Ecuador and Madagascar where the Frontiers Prevention project operates key populations include men who have sex with men, injecting drug users, male, female and transgender sex workers and people living with HIV.



The Asia Pacific Network of Sex Work Projects is a network of organisations and individuals from countries in Asia and the Pacific. We advocate about issues that affect female, male and transgender sex workers’ health and human rights at local, regional and international levels. APNSW has also prepared a version of *Making Sex Work Safe* as a toolkit and information resource on HIV and workplace safety in the sex industry for program managers, policy makers and sex work projects. The website component of this kit can be viewed online at www.apnsw.org. APNSW also conducts peer based resource production and training workshops for sex worker projects. We use a community cultural development model which draws on sex workers own cultural expression and broad arts skills to develop training, information and advocacy videos, print-materials and performances.

Background

It is widely recognised that inputs from affected communities helps make IEC materials more effective, meaningful and cost effective. Many NGOs that produce IEC materials have facilitated those inputs by consulting Key Populations (KPs) about messages and focus testing with them. This method places KPs at the centre of the process including product design and production.

Much IEC is limited to one programme objective (often promoting condom use) and often to just one audience (MSM, sex workers, PLHA or IDUs). However, to be effective, HIV prevention programmes must provide a mix of services and activities that promote safe practices, increase access to health services and “prevention commodities” (such as condoms, lubricants and clean needles) and address structural, human rights and environmental issues that influence vulnerability. This method was developed to produce materials and resources to support comprehensive programming by addressing a range of audiences and issues.

IEC products are not the only output of this method. These are some other potential outcomes of participatory IEC development:

- ✓ **Challenging stigma and promoting self-esteem.** Although there is clearly potential for key populations to expand HIV epidemics, they can also have a key role in *limiting* HIV by mobilising as educators, outreach workers, counsellors and advocates. Recognising KPs as producers rather than just consumers of information challenges the stigma associated with being a “risk” or “core transmitter” group.
- ✓ **Building technical capacity, confidence and solidarity among KPs.** The process of discussing HIV prevention and care issues and forming them into products leads to new skills and ideas. Working together with other KPs builds solidarity and networking opportunities.
- ✓ **Team building and increasing mutual understanding.** The method is designed for groups that include professional staff as well as KPs. Bringing together their complimentary skills to produce quality IEC materials provides an important opportunity to establish the co-operation and mutual respect that is essential to the smooth running of projects.

Key Populations

HIV epidemics can be limited by concentrating prevention efforts among those who are most vulnerable to becoming infected and most likely to transmit the virus - “key populations”. At the same time as recognising that vulnerable people can contribute significantly to expanding epidemics as “risk groups” the concept of “key population” recognises that they can also play a key role in responding to HIV. Key populations vary in different places depending on the context and nature of the local epidemic but in most places, they include men who have sex with men, women, transgenders and men who sell sex, people living with HIV and in many places injecting drug users.



The Asia Pacific Network of Sex Work Projects

Components of a Comprehensive HIV Prevention Programme for Key Populations

- Raising awareness and understanding of HIV and STIs among KPs by producing Information, Education and Communication materials
- Promoting safe behaviours among KPs
- Reducing stigma, discrimination and violence
- Stimulating demand for condoms, lubricants and sterile injecting equipment and ensure that they are accessible
- Providing, or ensuring access to, STI care, voluntary testing and treatment for AIDS.
- Support for policy and advocacy on issues related to KPs' vulnerability including on human and social inclusion issues.
- Reaching and involving KPs through outreach, peer education, drop-in centres, welfare support and cultural activities.
- Safe spaces – making physical and “virtual” spaces where vulnerable people can gather to gain confidence, develop solidarity and access information services and support in privacy
- Training and sensitization of health workers to enable them to deliver appropriate services to vulnerable communities and individuals.

“At a Glance”

The Stages of the Process

- A. Activities to ensure that the group understands what education, information and communication materials are.
- B. Identify the topics to be addressed in the IEC materials to be produced.
- C. Choose audience/s for the material to be produced
- D. Choose what medium to use for each IEC product to be produced
- E. Plan the content of each product in detail
- F. Produce the material by writing, drawing, filming etc.
- G. Display, reproduce and disseminate the products.

Resources Required

This method can be adapted for available resources, the nature of the programme in which the materials will be used and the size and composition of the group. These are basic resources needed.

- A collection of existing IEC materials
- A group in which key populations are the majority
- Facilitators who understand the issues and process, the requirements of the programme and accurate technical knowledge in appropriate areas.
- Staff to provide support to IEC production by supplying, processing and collating materials as needed.
- Production materials such as paper, paints, costumes, musical instruments, video/audio recording and editing facilities, computers with appropriate programmes.
- An appropriate space.



Demonstrations of practicing with condoms during a workshop in Ukraine

“In More Detail”

Stage A

Activities to ensure that everyone in the group understands what education, information and communication materials are.

1. Show the group examples of IEC materials from various sources with a broad range of different mediums and messages for different audiences. Where a coherent collection of materials and appropriate space are available, this can be done by setting up a display of materials and by playing video material. Where this is not possible, slides or photographs of materials can be used.
2. Discuss the following questions
 - ? Which IEC products in the display are most likely to be effective and why?
 - ? Which mediums have been used for the various IEC products and what are their advantages and disadvantages?
3. Stress the importance of matching the form to the context in which it will be used. For example, a very small pamphlet is useful because it fits in a pocket but is more limited with regard to the amount of information it contains than a larger publication. Video is a rich visual medium but requires equipment, time and space to be used. It can be useful to make a list of the characteristics of effective IEC. These are some examples from lists from previous IEC production workshops:
 - clear
 - attractive
 - not too complicated, not too simple
 - culturally relevant
 - easy to disseminate
 - can be used without a lot of training
 - easy to adapt to local setting
4. Ask participants to identify what aspect of HIV prevention is addressed in the various different products they have seen. These are some examples from lists from previous IEC production workshops :
 - to encourage better attitudes among police
 - to provide information about how HIV is transmitted and avoided
 - to train health workers;
 - where to get psychological support
 - to challenge stigma and discrimination;
 - to teach people about how to recognise STI symptoms;
 - to encourage solidarity and co-operation; to recommend specific policies

- to raise awareness of legal and human rights
- to reduce violence and its impact
- to provide general health information



Background drawing

Peer Educators will use this type of drawings to develop their own materials

Stages B, C & D

Identify topics, audience/s and mediums for the IEC to be produced

1. Discuss the purpose of the IEC we are about to produce then brainstorm three lists based on the following questions:

Topics: What issues and topics should the IEC products cover?

Audiences: Who will be the audience for the IEC product?

Mediums: What form would be most appropriate for that audience/topic?

2. Record the results in a table.

The table below is an example from an actual IEC product event.

Audiences	Messages/topics	Possible products
Sex workers	Safe sex tips How to avoid violence How to recognise STI symptoms Where to access health services The value of solidarity and self organisation	posters flipcharts audio or video testimonies pamphlet condom packet dance performance a mural for drop-in centres
MSM	What is safe sex How to avoid discrimination and violence what services are available for MSM	an attractive flyer a mobile flipcharts audio or video testimonies pamphlet a video
PLHA	Defining and negotiating safe sex Staying healthy/treatment literacy Legal rights (anti discrimination)	a booklet a journal of PLHA's life stories to be passed on to PLHA organisations to read and develop further
Health workers and outreach workers	Health and human rights The importance of treating KPs with respect Confidentiality and other good practices	Video a mural of photos of the programme in the field, clinics etc.
General population	Respect for human rights KPs role in preventing HIV Issues faced by HIV + KPs	Calendar Song Television interview
Government and other authorities	Importance of voluntary access to services Corruption and violence Issues about migration and impact of anti-trafficking realities Ethical issues about drug trails	Photo montage poster Painting T-shirt Banner A sculpture
NGOs/donors/employers	rights and working conditions of peer educators	Peer educator guidelines Video testimonies
Police	discourage discrimination and violence and respect for law and human rights	Poster

Stage E

Plan the content of each product

1. Form the participants into small group that will work together to take the idea from the table (example above), develop it further and produce the final product. Each group needs a mix of skills and a facilitator.
2. In these groups discuss the issue or topic further and design the exact message or content of their product. The ideas are then expressed in ways appropriate to the final product, for example, a script for a short film or play, sketches of visual products such as posters and flipcharts, a storyboard for a booklet.
3. Once the exact content of the product has been decided and before it “goes into production”, the product needs to be approved by a facilitator who has the expertise to ensure that the information and ideas contained in it are accurate, appropriate, legal and consistent with programme objectives and policies. This is a preliminary check, which will correct or eliminate at least obvious errors. There is an opportunity for a final review before the draft products created at the event are re-produced and rolled out.
4. Each group prepares a production plan that includes :
 - i. Tasks for each member of the group
 - ii. Schedule for production
 - iii. List of materials and support required
 - iv. Where the activities will take place.

The facilitator uses the production plan to work with support staff to gather the resources and schedule the work.

Stage F
Produce the IEC materials

Produce materials. For example :

5. Rehearse drama, musical and dance performances
6. Film or record video and audio products
7. Draw, paint or use computers to make visual products
8. Type and design guidelines, policy papers, pamphlets and
9. other text based products



Filming a video about discrimination in Andhra Pradesh, India

Stage G

Display and disseminate the materials produced

Display and/or disseminate the products.

At the conclusion of the event:

- ✓ Products can be displayed or performed for an invited audience.
- ✓ Visual products can be professionally reproduced for wider distribution.
- ✓ Video and audio products can be put on CDs as DVD or VCD for targeted distribution that may include television and radio stations, NGOs, government agencies etc.



A doctor uses IEC in her clinic, India



Sex workers watch a video on a drop-in centre, India