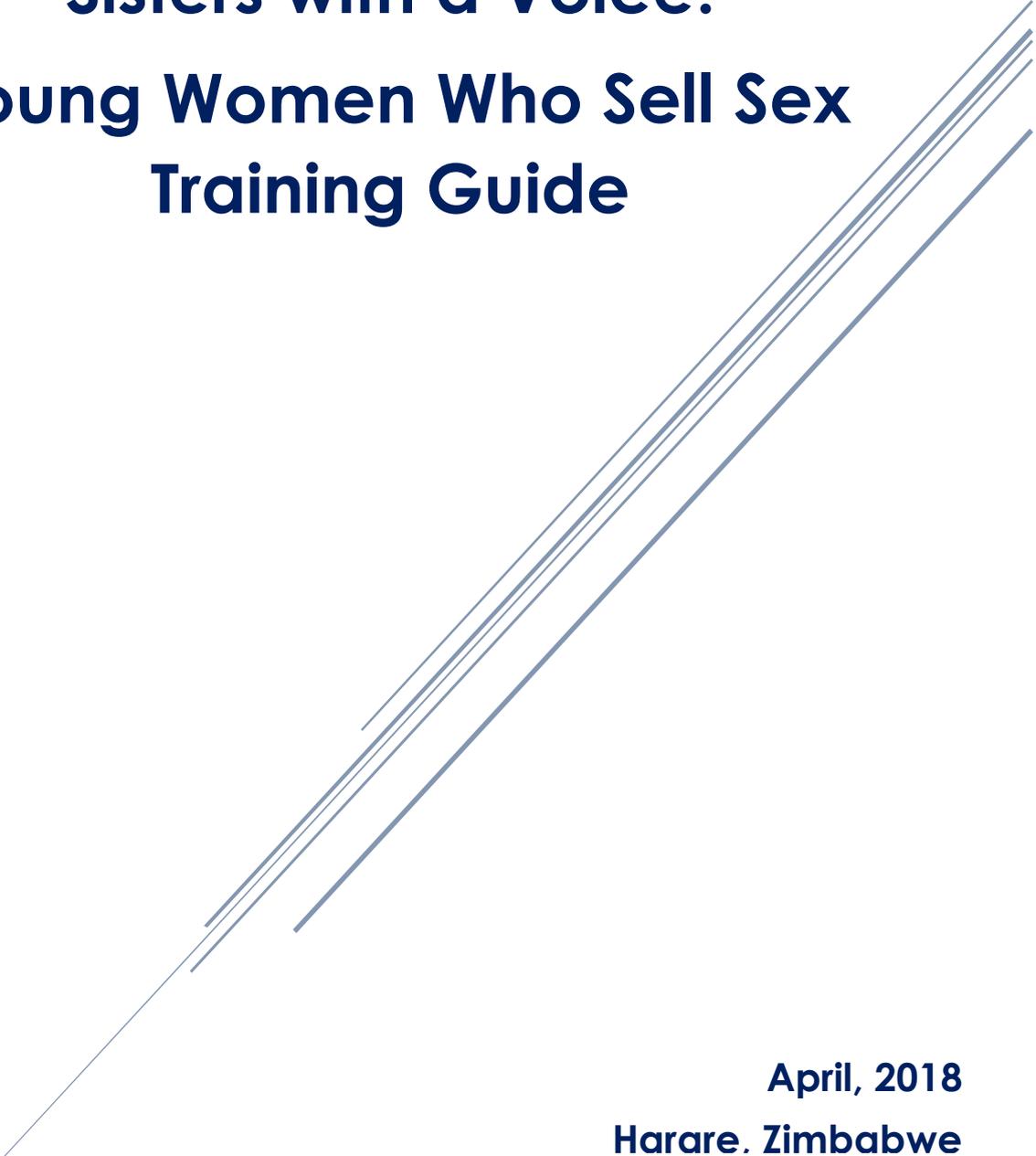


# **Sisters with a Voice: Young Women Who Sell Sex Training Guide**



**April, 2018  
Harare, Zimbabwe**

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## Introduction

Following the establishment of the *Sisters with a Voice* programme (Sisters for short) in 2009, new components and activities have been regularly added as Sisters evolves and develops. Over the years, it became increasingly apparent that younger women were not accessing the clinic or community mobilization as much as older women, yet research in Zimbabwe suggests that up to 20% of adult sex workers started selling sex before they were 18 years old. Staff also knew from their own familiarity with local communities that there *were* many adolescent and young women selling sex, but that they didn't feel comfortable attending services and/or didn't perceive themselves to be sex workers or engaged in high risk behaviour.

To reach out to younger women, in 2014 a special programme targeting YWSS 15-19 year olds was developed in consultation with YWSS in Mutare, Hwange and Victoria Falls. A pilot phase was conducted in these three locations during 2015, and then expanded as part of the DREAMS initiative starting 2016.

While activities for YWSS are modelled on the regular Sisters community mobilization approach, there are a few difference. First, activities for YWSS are drawn from the specifically developed *YWSS Activity Pack*. They are conducted by Outreach Workers rather than Peer Educators, as YWSS prefer not to mix with older sex workers. Young Peer Educators are recruited and trained; their role is to support Outreach Workers and identify local YWSS, especially those who may be hard to reach, and encourage them to participate in monthly meetings as well as visit Sisters clinics. Over time, young Peer Educators may take on growing levels of responsibility as they become familiar with the principles and practices of peer education. It is also hoped that if better trust is established between younger and older sex workers, there may be greater integration of YWSS into routine Sisters meetings and activities.

The **overall aim of the YWSS programme** is to promote social support and mobilisation of YWSS so that they feel empowered to engage with each other, other sex workers, and the Sisters programme to reduce the multiple risks and vulnerabilities they face, and successfully engage with health and social services.

### ***Specific objectives:***

- To encourage active participation and engagement from YWSS
- To help YWSS accurately identify their level of risk (of HIV and other adverse health outcomes)
- To extend and strengthen support networks between YWSS, with particular reference to psychosocial and practical support (e.g. for condom use negotiation and HIV testing)
- To assist YWSS to identify their priority needs and take action to meet these
- To increase services available to YWSS, including through external referrals
- To decrease stigma and discrimination, particularly self-stigma and tensions between sex workers in different age groups

There is a 1-day training workshop for Outreach Workers/ other staff who will be responsible for delivering YWSS activities. One day was deemed sufficient because staff undergoing the training should be familiar with the structure and content of the Sisters programme as well as the purpose, process, and practice of interactive activities.

The aim of the training is to identify the unique needs of YWSS, discuss how working with them might differ from routine Sisters work with adult sex workers, and become familiar with the *YWSS Activity Pack*, including practicing several sessions.

### **Sample Agenda for YWSS Activity Pack Training**

<b>Date</b>	<b>Time</b>	<b>Session title</b>
<b>Day 1</b>	9:00 - 9:15	Welcome & Introductions
	9:15 - 10:00	Training Objectives YWSS programme background
	10:00 - 10:30	Tea Break
	10:30 - 11:00	Brainstorming: Who are YWSS? How will working with YWSS be different?
	11:00 - 12:00	<i>Musical Chairs</i> Introduction to <i>YWSS Activity Pack</i>
	12:30 - 1:00	Activity Practice: <i>I am a ...</i>
	1:00 - 2:00	Lunch
	2:00 - 2:30	Activity Practice: <i>SWORDS of Power</i> Discussion
	2:30 - 3:00	Activity Practice: <i>What is an Empowered Sex Worker</i>
	3:00 - 4:00	Small Group Practice
	4:00 - 5:00	Feedback Q & A Wrap up & Next steps

### **Sessions & Trainers' Notes**

This training is usually for existing Outreach Workers and other programme staff, so introductions can be short, unless participants don't know each other. A useful way to break the ice is to ask each participant to complete the following 2 sentences after giving their name/ role in the Sisters Programme (You may want to write them up on a flipchart):

- I am excited to start working with YWSS because ...
- I am nervous about working with YWSS because ...

These will also help trainers ensure they address these expectations and concerns during discussions throughout the day.

### **Presentation: Training objectives and YWSS programme background**

Slide 1



This presentation sets out the objectives of the 1-day training workshop and gives an overview of why the YWSS component was added to the Sisters Programme and what it aims to do.

Slide 2

**Objectives**

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- To share the background, rationale and progress with programming for YWSS
- To share the specific vulnerabilities of YWSS and evidence to support programming
- To discuss challenges of working with YWSS and differences to regular Sisters programme
- Introduce the *YWSS Activity Pack*
- Practice facilitating sessions

Slide 3

**Rationale**

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- SWs are at risk of HIV exposure
  - high number of sexual partners
  - not always possible to negotiate protected sex
- Studies of YWSS suggest that they are more vulnerable to HIV than their older counterparts
  - Greater number of sexual partners
  - Less power /skill to negotiate condom use
  - Greater susceptibility to gender based violence

Slide 4

**YWSS in Sisters**

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- Research suggests high numbers of YWSS
  - Approximately 20% sex workers started selling sex before 18
  - Mapping activity located YWSS in most towns
- YWSS historically less likely to come to our clinics
  - Scared to being identified/ "outed"
  - Don't want to mix with older sex workers who "bully" them
  - Don't see themselves as sex workers/ at risk

Slide 5

**Main Objective of programme targeting YWSS**

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- to promote social support and mobilisation of YWSS so that they feel empowered to engage with each other, other sex workers, and the Sisters programme to reduce the multiple risks and vulnerabilities they face, and successfully engage with health and social services.

Slide 6

**Specific Objectives**

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- To encourage active participation and engagement from YWSS
- To help YWSS accurately identify their level of risk (of HIV and other adverse health outcomes)
- To extend and strengthen support networks between YWSS, with particular reference to psychosocial and practical support (e.g. for condom use negotiation and HIV testing)
- To assist YWSS to identify their priority needs and take action to meet these
- To increase services available to YWSS, including through external referrals
- To decrease stigma and discrimination, particularly self-stigma and tensions between sex workers in different age groups

## Training Objectives

There is a lot of evidence from around the world that women are most at risk when they first start sex work, and many HIV infections are acquired in the first year or so of selling sex. This is probably because newer sex workers haven't learned or practiced skills of negotiation, and are not yet sure how to work safely. They may also not yet know about any available services.

Newer sex workers often tend to be younger (and vice versa).

In 2014, the Sisters programme had been running 5 years already. There was enough data from clinic records and from research studies that YWSS were being missed.

This is a similar aim as for Sisters as whole, but it is more tailored to the needs of YWSS.

Slide 7

Implementation Process

- Identified young women who sell sex who come to the programme or attend community mobilization meetings
- Older sex workers, peer educators and stakeholders in the communities as key informants
- Invited and conducted FGDs with women
- Identified volunteers to be peer educators
- Started in Mutare, Hwange & Vic Falls in 2014

In 2014, the YWSS programme began in 3 sites (Mutare, Hwange & Vic Falls) and started with a process of consultation with key informants and the first YWSS we could contact.

Slide 8

Selection of Young Peer Educators

- Had visited the sister's clinic at some point for treatment
- Attended a community mobilization meeting
- Recruited in beer halls or area of work
- The later were identified by key informants within their community as well as the programme peer educators who lived in their communities

From among those first contacts with YWSS, peer educators were recruited.

Slide 9

Consultation Meetings

- Attendance: 6-10 young women
- Facilitated by Project Coordinator, Outreach Worker and a Consultant
- Main aim was to get feedback on what were their priority needs, level of access to care and how best we could integrate them into the programme
- "Formative Research" to design YWSS programme

We held some preliminary consultation meetings with YWSS and used participatory activities to find out what YWSS' needs were, and their preferences for programmes.

Slide 10

YWSS Ideas

- Some willing to attend clinic for SW, others anxious
- Priority needs were different from the older SWs
  - How to negotiate for safe sex and payment
  - Income generating projects to pay for education
  - How to be safe
  - Looking for opportunities to socialise (hair plaiting, manicures and pedicures at the site)

It was clear that YWSS have unique needs related to their unfamiliarity with sex work, and the fact that many are not networked with other sex workers so are not able to learn "top tips" from others.

Slide 11

Peer Educators Training

- Total of 14 young women were trained for the pilot phase
- Age ranged 16-19
- Length in sex work ranged from 6 months to 2 ½ years
- Out of the 14, the least recorded 10 clients in a month and the most had 44 clients

Slide 12

**Reasons for entering into SW**

*"I could not collect my form 4 results because I had lost a text book. My parents told me they didn't have the money to pay and I was desperate to get my results because I knew I had done well and wanted to proceed to my A levels. I started seeing a certain older man who promised to pay for it and he did. In exchange I slept with him. I collected my results and noticed I passed all subjects except for Maths. I had to rewrite the subject but again had no money. So I started looking for men to sleep with in exchange for money to pay for my extra lessons. That's how I started, I'm still doing it because I need the lessons and if will be writing my final exam end of this year*

Slide 13

**Challenges that YWSS face**

- Condom use and negotiation
- Dealing with rough older clients
- Harassment and bullying from older sex workers
- Permanent partners violence
- Harassment and abuse by the police
- Sexual abuse from male family members
- Seeking treatment for STIs

Some of these are not really different to the challenges faced by *all* sex workers. by working with YWSS and building trust, over time it may be possible to integrate them more with the entire SW community.

Slide 14

**Most Significant Event in My Life**

*"I was at a bar one evening when police came and arrested all the sex workers in the bar. We were all beaten by the police and told us that we were going to stay in the cells for a number of days. When it was deep in the night and it was silent, one of the police officers called me out of the cells. He told me to give him some money or have sex with him, since I had no money so I had sex with him but least he used a condom. He then let me go. When I was walking home I met up with three police men who asked me what I was doing outside when all the other sex workers were still locked up, I stammered and ended up telling them the truth that I had slept with one of the officers, they then said they also want to have sex with me of which I slept with the three of them and they allowed me to go home. I cried the whole way home and cried myself to sleep. (18 years old)*

Slide 15

**Priority Needs**

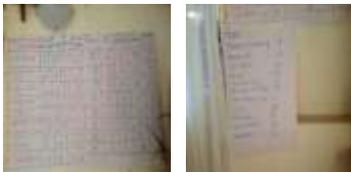
- Income generating projects
- Bursaries to go back to school
- Jobs
- Free treatment in an environment that is friendly
- To learn skills to help them to avoid violence and remain safe

Many YWSS are not yet “professional” – it may be that they sell sex for a short time while they find other work or go back to school.

They may be eligible for “second chance” education programmes to get them back to school or into vocational training.

Slide 16

**Health Priorities**



This is an example of participatory ranking as an activity that encouraged YWSS to work together to think about health issues confronting them. This helps them realise they have something in common and face some risks.

Slide 17

Pilot Phase Evaluation

- 2015 launch of YWSS activities
- Total of 143 YWSS participated in 1<sup>st</sup> year
- Most sessions had 13-16 participants
- Participants mostly 18-19 (but age not asked)
- Sessions feasible to deliver and acceptable to YWSS
- Attendance by YWSS at clinics in those sites seemed to increase
- Links to social welfare / referrals

The pilot programme was carefully reviewed during 2015

Slide 18

Expansions

- DREAMS provided opportunity to work with YWSS in new sites
- Referrals into other services
- Older Peer Educators conduct some sessions
- YWSS Activity Pack integrated into routine Sisters programme use

Very important to note that Sisters cannot provide everything YWSS need on its own – links to other support services and appropriate referrals are very important. DREAMS provided a good mechanism for multi-pronged interventions, and in future these kinds of partnerships should be maintained and strengthened.

Slide 19

Thank you!  
Tatenda!



The logo for 'SISTERS WITH A VOICE' features the word 'SISTERS' in large, bold, blue letters above the phrase 'WITH A VOICE' in smaller, blue letters. Below the text is a circular graphic containing silhouettes of people.

### **Brainstorming: Who are YWSS?**

Materials: flipchart paper for each group; coloured pens; blutack/sticky stuff to put flipcharts up

Divide participants into small groups based on where they work. Previously, as YWSS was added on top of existing Sisters services, several Outreach Workers from each site were present at the training and could work in the same group. If this is not the case, participants can group together if they work in similar areas/ types of locations (rural areas, small towns, industrial zones etc.).

Alternatively, they can randomly divide into groups and conduct the exercise individually first, and then share experiences.

Give each group a piece of flipchart paper & some pens. Ask them to *draw a map of their local sex work environment* including the different “hot spots” where sex is sold. Examples of places they might add to the map are bars, clubs, truck stops, parks/open vending areas, etc. They are drawing a map of the *whole* sex work environment so should think about all the different forms of sex work and types of sex workers available in the area where they work.

After a few minutes, ask participants to reflect on where they have seen YWSS in their communities, and to add \*\*\*\*\* on the map in places they think they will find YWSS to recruit into the programme.

Before the groups present their maps, ask them to reflect on the following questions and amend their maps accordingly:

- Do YWSS sell sex in the same places as older SW?
- Where might YWSS be hidden, i.e. selling sex in places not obviously associated with sex work? Put a ### in these kinds of places.

- Where can they go in the community to find out about YWSS? For example, are there key informants around the community who might be worth asking? (If so, put ????)

Once groups feel their maps are “final” they can take turns briefly presenting them to the rest of the participants. After they have all presented, reflect on the following:

- Do YWSS tend to sell sex in similar types of places in different parts of Zimbabwe, or are these context specific?
- Do we think we can find most YWSS or most of them are hidden?
- How will we ensure we reach as many YWSS as possible?

Once the mapping part of the discussion is finished, ask the group to address the following:

- How will working with YWSS be different from current work?
- What might be the *difficulties*?
- What might be *easier* about working with YWSS?
- What are you most worried about?
- What are you hopeful you can achieve by adding YWSS to the programme?

Make a note of staff concerns and expectations, so that you can ensure you cover them later in the workshop. Adding new components to an established programme can cause anxiety about increasing work load, and confronting unfamiliar challenges. Clinical and outreach staff may not have much experience working with adolescents and young people, and it is helpful to reassure them that they already have excellent skills from working with sex workers more broadly that can be transferred to the specific needs of working with YWSS.

### **Activity Practice #1: Musical Chairs**

Musical chairs is an excellent ice breaker, and gets participants active, laughing, and reduces their shyness at the beginning of a group meeting. It is a good way to start activities with new YWSS.

This activity is described on page 9 of the YWSS Activity Pack, copied below:

Put one chair for each participant in a circle in the centre of the room, facing outwards. Ask everyone to start by standing in front of chair, and then start singing and clapping. Participants should start walking around the circle, and when the facilitator calls out “STOP!” each person must find a chair as quickly as possible and sit down. At first, everyone will have a chair. But for the second round, one chair should be removed. This time, when the facilitator calls out “STOP” after 20-30 seconds, one person will be left standing. *Ask that person to introduce herself.* She should say her name (or what she would like to be called), how she found out about the meeting, and 1 fact about herself (can be anything, e.g. favourite food, place where she is from, favourite musician, etc). She is now out of the game (but can continue singing for the others). Take away another chair and the participants will continue singing/ walking around. Complete the cycle until everyone has had a chance to introduce themselves.

## Presentation: Introduction to the YWSS Activity Pack

Slide 1



Hand out a copy of the Activity Pack to all participants

Slide 2

**Why do we need one?**

- Participatory activities known to be effective for young people, including as a means of non-formal education
- Lots of manuals, guidelines, and activities available for Young People
- Lots of stuff also available for Sex Workers

**BUT** almost nothing specifically for young people who **ALSO** sell sex ...

This was designed specifically for the Sisters programme in 2015, and adapted many activities already available for adolescents/young people and those for sex workers.

Slide 3

**What's the Point?**

- It brings other tools and resources together, adapting them for YWSS
- Encourages engagement of YWSS with each other and with *Sisters with a Voice*
- Acknowledges that YWSS can analyse their situation and make their own choices
- Also acknowledges that YWSS are not adults, and may be less mature or confident about making good choices

Slide 4

**How does it work?**

- Divided into 6 thematic modules
- 21 different activities + 4 "top tips" or information sheets
- In total it takes about 12-15 sessions to deliver the whole package
- Different from other Community Mobilisation activities (broader than just HIV/health issues; covers more basic analytical and group work skills)

Give a few minutes for participants to look through the manual and get familiar with its structure and content.

Slide 5

**Modules**

- Module 1: Getting to know each other & work together*
- Module 2: Develop group skills & reflect on community roles and responsibilities*
- Module 3: Build social support & think about helping each other (both in and out of work)*
- Module 4: Learn about health and prevention*
- Module 5: Problem solving, empowerment & community action*
- Module 6: Accessing help & planning the future*

The manual was designed to be delivered in order, although in reality, facilitators sometimes "dip in and out" and pick sessions that they feel will be of interest to YWSS. But the manual does have a logical structure, moving from more casual to more serious topics.

Slide 6

**Lets have a look...**

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Throughout the rest of the day ...

**REVIEW:** *Have a look through all the activities & materials so you are familiar with them*

**CONSIDER:** *How appropriate & feasible do you think the activities are for the YWSS you know?*

**ASK:** *Is the Activity Pack clear? What additional preparation do you need to use it?*

**ADAPT:** *Activities can be changed to fit the local context – think about which parts will work as they are, and which may need some local adaptation*

Like all manuals, the tools and activities are there to be resources and to inspire ideas for how to work with YWSS. It is perfectly OK to adapt the activities (or create new ones!) to best fit your local work environment and YWSS needs.

Slide 7

**Activity Pack Sessions**

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Slide 8

**Practicing Together**

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- Musical Chairs
- “I am a ....”
- SWORDS of Power
- What is an empowered Sex Worker?

We’ve already had a chance to practice the Musical Chairs ice breakers. We will have time to practice the 3 other activities during the day.

The next slides introduce the activities that will be practiced next. Further instructions will be given later.

Slide 9

**Activity 7: “I am a .....”**

<b>Friends</b>	<b>Family</b>
<b>Work</b>	<b>Other</b>



In this activity, YWSS reflect on the different kinds of relationships they have with others. It emphasizes that it is possible to get something positive out of relationships that are not that close (e.g. other YWSS or sex workers who are not necessarily friends).

Slide 10

**Activity 15: SWORDS of Powerful Decision Making!**



Logical thinking & decision making is a powerful tool – it helps protect us from rash choices and gives us control over our lives!

This activity helps think through decision-making and is a tool to encourage YWSS to consider their options and make informed and considered decision, rather than taking a fatalistic approach to life.

Slide 11

**SWORDS of Powerful Decision Making!**

**STOP!**  
Think about what the problem is and what outcome you want

**WEIGH YOUR OPTIONS**  
What are some of the actions that you can take?

**OUTCOMES:**  
and what might happen if you do?

**RESPOND:**  
Which of the actions that you identified is going to be most likely to lead to the outcomes you want but will also be realistic?

**DO!**  
Once you've made your decision, go forward with the commitment

**SELF PRAISE!**  
You deserve to praise yourself for thinking through your problem. If you got the result you hoped for, well done! If not, at least you considered your options carefully and didn't just "go with the flow" or let others decide for you. You can learn from this experience!

Slide 12

**Activity 16: *What is an Empowered Sex Worker?***



This activity starts to think about empowerment, and what that might mean to YWSS.

Slide 13

**Key Issues**

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- **Ethics of working with YWSS**
- **Child Protection**
- **Guiding Principles**
- **Feeling comfortable as facilitators (knowledge & attitudes)**

Now turn back to some of the points raised during the discussion around how working with YWSS might be different from other sex work programmes. Ask participants to take some time to look at the sections at the beginning of the Activity Pack, which address some of the ethical and child protection issues related to YWSS.

Slide 14

**ETHICS**

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- **Dealing with ...**
  - *Disclosure of abusive experiences*
  - *Confidentiality within the group*
  - *Negative emotions or conflicts*
  - *Criminal activities*

It is important to try to create a "safe space" for YWSS to share experiences. At the same time, it is not possible to guarantee confidentiality among them – so encourage YWSS to share only those experiences about which they are comfortable doing so. You should also inform them that if you learn of any situations of abuse (either occurring to themselves or other minors), you have a duty to report these and seek assistance.

In less serious disclosures, you need to be prepared to provide sympathy, some basic counselling, and make referrals as required

Slide 15

**CHILD PROTECTION**

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- **Knowing about ...**
  - *What situations require action*
  - *Where to get more help*
  - *Making useful referrals*

YWSS programmes need to develop strong links to other social services, so that they know where to refer YWSS in need of assistance that cannot be provided within the Sisters programme.

Slide 16

**Comfort Levels as Facilitators**

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- **Knowledge ...**
  - *Familiarity with information in the Activity Pack*
  - *Admitting when you don't know the answer*
  - *Following up on participants' wrong perceptions or questions*
- **Attitudes ...**
  - *Willingness to address sensitive topics*
  - *Non judgmental approach*
  - *Showing respect to get respect*

Facilitators of the YWSS Activity Pack need to feel confident about the materials and how to handle sessions. Reading through the Activity Pack carefully and seeking clarity from Sisters programme managers will help to be adequately prepared to delivery the sessions.

Sometimes working with YWSS brings up sensitive topics. It can be difficult to ignore our own feelings about what is appropriate for young people, and we may feel more judgmental about certain situations or experiences than we do for adults. The team should work together and hold regular “debriefs” to share experiences and how to manage difficult events/topics

Slide 17

**Monitoring & Evaluation**

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- *How many women are attending sessions?*
- *How many come back?*
- *What ages are the participants?*
- *What types of YWSS attend?*
- *What do participants think about the activities?*
- *What do staff think about them?*
- *Do participants attend other Sisters activities?*
- *Do they take up recommended referrals?*

When adding YWSS activities to the regular Sisters programme, it can be useful to track participation rates and participants’ perceptions more intensively at the beginning, to ensure you are reaching your target audience. A participatory M&E session for use with YWSS has been developed and can be used on top of routine reporting indicators to find out what YWSS like, dislike or would like to change.

### **Activity Practice #2: I am a ....**

Go to page 23 in the Activity Pack for instructions on this activity. You will need to show the “relationships template” on page 25 so that participants can re-create a version of it on flipchart paper. *Each person should work on their own relationship map on their own.* After about 15 minutes, go around the room and let each person share her relationship map, making positive statements about her relationships to others, i.e. “I am a friend...” “I am a colleague...” “I am a granddaughter...” etc.

Be sure to refer to the Discussion points to emphasise the *diversity* of our relationships and what they offer. We don't have to be close to everyone with whom we can have a productive,

constructive relationship. Also try to draw out the fact that (almost) everyone can identify at least 1 close personal relationship that offers love and support. We don't need love from everyone, but nurturing a few close friendships or other personal links is worth the investment of our time and emotions. We all need someone to truly depend on.

### **Activity Practice #3: SWORDS of Powerful Decision Making**

This activity is available on page 53 of the Activity Pack. You can introduce the abbreviation of SWORDS and then divide participants into 2 groups. One will work on Scenario 1 and one on Scenario 2 and then they can share their stories and ideas at the end. You can even suggest a role play to illustrate the decision-making process.

It is useful to bring printed copies of the SWORDS worksheet from page 55.

### **Activity Practice #4: What is an Empowered Sex Worker?**

Turn to page 56 of the Activity Pack. This activity moves away from reflections on personal experiences and skills, and thinks about how YWSS (or sex workers more generally) can find power in themselves and each other.

First, you should go over the following list of different kinds of power that people can have:

**POWER OVER:** Implies having control over someone or a situation in a negative way, generally associated with the use of coercion, force, and dominance. This type of power takes something away from someone else. *Empowerment* is therefore about reducing other people's power over us, and finding less harmful ways to use our own power!

**POWER WITH:** This refers to collective strength – having power with other people or groups, finding a common territory among different interests and constructing a common goal that benefits all. This type of power joins people together so they can share their skills and knowledge. Examples might be a residents association or a trade union. *Empowerment* is therefore about community mobilisation!

**POWER FOR:** This refers to the ability to influence your own life. It's about having resources, ideas, knowledge, tools, money, and the ability *for doing* something. *Empowerment* is therefore about gaining motivation, skills, information and necessary resources for improving your own life!

**INTERNAL POWER:** This refers to knowing yourself and feeling strong. It's about imagining a better life for yourself and having self-confidence to take actions to meet your goals. *Empowerment* is therefore about valuing yourself, building your confidence and realising you have potential for change!

Ask the participants to work together (or in small groups if there are more than about 6 trainees) one flipchart paper with the picture from page 58 stuck in the middle (or re-drawn). Give everyone their own pen so that they can add different characteristics of an "empowered woman who sells sex" on the flipchart. Ask them to think about the different kinds of power as they complete the diagram.

For the discussion, ask participants to explain:

- What makes a woman who sells sex empowered?
- What are examples of how she can use this power?
- What are the easier forms of power to have and which are more difficult?
- How does an empowered woman act compared to one with less power?
- Which powerful characteristics are those of an individual, and which rely on group support?
- What are specific examples of these powerful qualities? (How are they displayed on a daily basis?)
- Which characteristics do they think they already have?

- How can they work so that *all* women who sell sex are *empowered*?
- Who has *power over* young women who sell sex and how can this be changed?
- How can young women who sell sex develop their own power without resorting to *power over* others?

### ***Small Group Practice***

It is important for participants to have a chance to facilitate some of the Activity Pack sessions during the workshop. Now that they have an idea of how the activities should work, they should practice reading the instructions and leading on one of the *other* activities.

In the draft agenda, 1 hour has been allocated for this, which allows 4 people to practice if the group is large enough to divide into 4 smaller groups. Alternatively, if you have more time (and perhaps don't need the final session on next steps/ wrap-up) you could try to allocate enough time for each trainee to try out an activity. It is best if each participant chooses a different activity from the manual. The trainer(s) should circulate during the practice to provide feedback and answer questions.