



CHEMSEX AND HARM REDUCTION

Companion Guide on Facilitation Skills

November 2025



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INTRODUCTION

The Companion Guide on Facilitation Skills serves as an optional yet valuable resource for Trainers who wish to enhance, fine-tune, and build upon their existing facilitation abilities. Whether you're an experienced trainer or relatively new to the field, this Companion Guide provides practical tools and insights to support the continuous development of your training practice.

Designed to reinforce foundational concepts, the Guide revisits key principles of adult learning and explores the stages of group development - critical elements for understanding group dynamics and learner engagement. It also highlights essential principles of adult education, helping Trainers align their sessions with how adults learn most effectively.

In addition to theoretical frameworks, the Guide is rich in practical tips and suggestions related to training design, session planning, and presentation techniques. It offers strategies to improve facilitation skills - empowering Trainers to deliver sessions that are not only informative but also interactive and impactful.

To further support engagement, the Guide includes a selection of icebreakers and energizers. These tools are intended to inject energy, foster participation, and create a more relaxed and enjoyable learning environment. By incorporating such activities, Trainers can design and deliver workshops that are fun, dynamic, and meaningful, ultimately enhancing the overall learning experience for participants.



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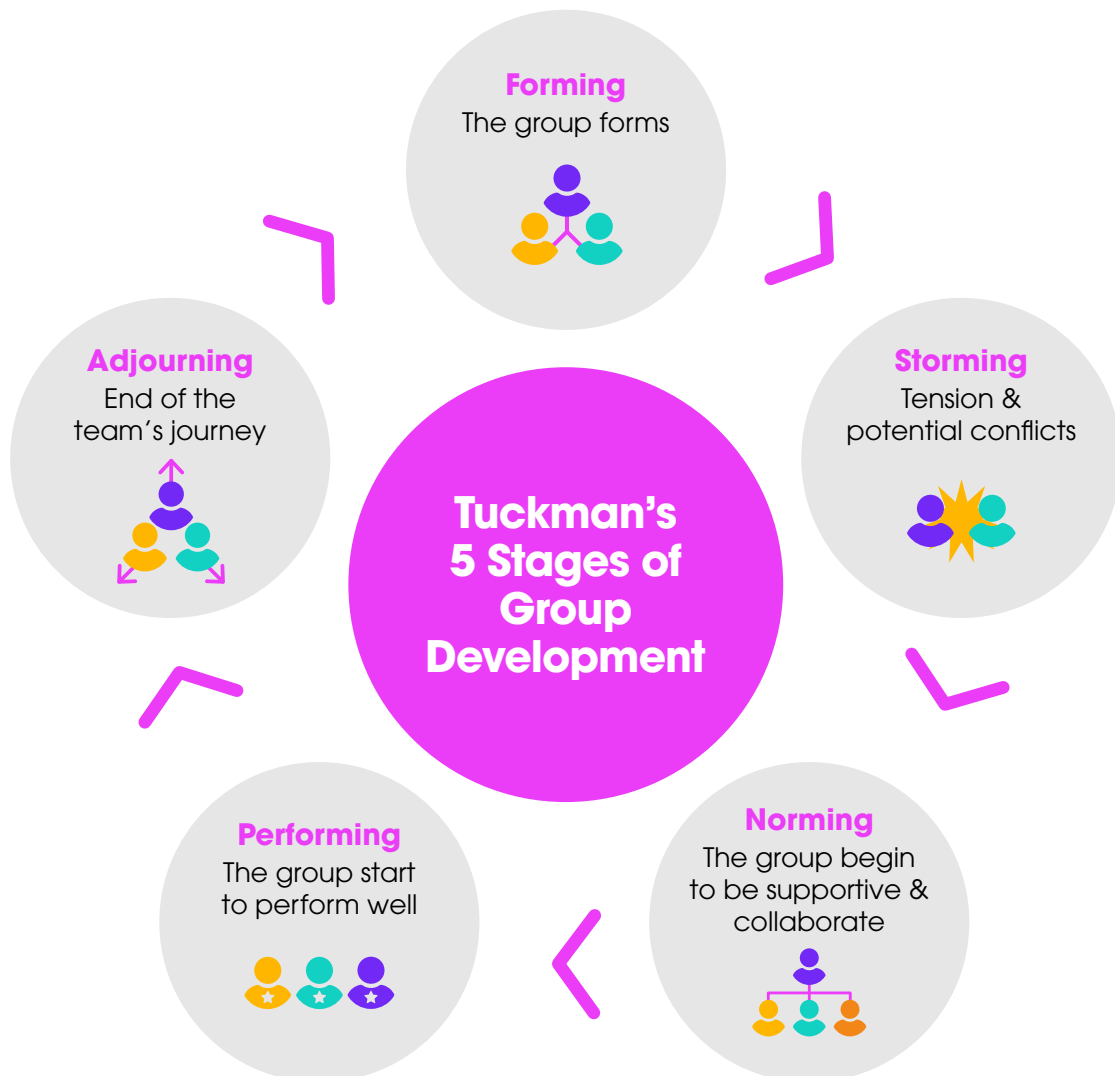
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STAGES OF GROUP DEVELOPMENT

As a facilitator, it's important to familiarize yourself with Tuckman's Five Stages of Group Development:



- 1. Forming:** In this initial stage, group members are polite and begin getting to know each other. Roles and expectations are unclear, and individuals may avoid conflict.
- 2. Storming:** Conflicts arise as members assert themselves and challenge ideas. This stage is crucial for growth, though it can lead to tension and frustration.
- 3. Norming:** The group resolves conflicts, establishes cohesion, and agrees on shared goals and expectations. Trust and collaboration increase.
- 4. Performing:** The group works efficiently with clear roles and interdependence. They focus on achieving common objectives with minimal conflict.
- 5. Adjourning:** The group disbands after completing its goals. This stage can be emotional as members reflect on their achievements and relationships.



Facilitators must remain unbiased in conflicts, take accountability, and address unresolved issues. They should also highlight key indicators of healthy group dynamics, such as open communication, valuing all participants, and constructive conflict resolution.

By applying these principles, participants can create adaptive, goal-focused groups that maintain positive relationships and make effective decisions.

Key Qualities of an effective group:

- Clear goals
- Open communication
- Active participation and leadership
- Flexibility
- Comfort with disagreement and challenge
- Constructive conflict resolution

Key Indicators of group effectiveness:

- Accomplishing goals
- Maintaining positive relationships
- Adapting to changing conditions
- Effective communication
- Using leadership and decision-making skills to foster collaboration

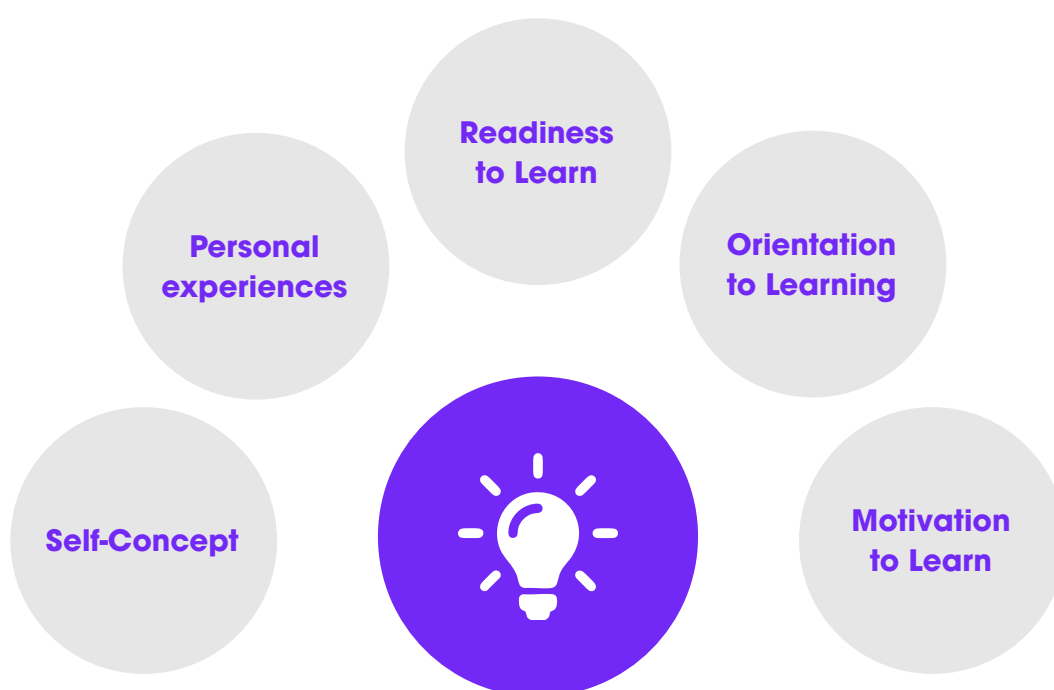


PRINCIPLES OF ADULT EDUCATION

In the 1970s, Malcolm S. Knowles, an American educator developed the concept of 'andragogy', whereby he shifted the focus of adult education from teacher-led instruction to a model where learners take an active, self-directed role in their learning.

Knowing the core principles of adult learning is key to engaging and supporting adult learners. Understanding these five principles will help you create a learning environment that values autonomy, builds on prior experience, and meets practical needs. Applying these principles into your workshops will make them more participatory, relevant, and effective, while aligning with learners' goals and life experiences.

Knowles' 5 Principles of Adult Learning



- 1. Self-concept:** As adults mature, their self-concept shifts from being dependent to self-directed, with a preference for taking responsibility for their own learning rather than being passively taught.
- 2. Personal Experiences:** Adults accumulate a wealth of experiences that become valuable resources for learning and influence how they understand and interpret new information.
- 3. Readiness to learn:** Adults' readiness to learn aligns more with the developmental tasks of their social roles, and they engage more with learning that is relevant to real-life situations or problems.
- 4. Orientation to learning:** Adults move from a subject-centred approach to a problem-centred orientation, where they learn best when they see the direct benefits and outcomes, focusing on achieving specific goals.
- 5. Motivation to learn:** For adults, motivation becomes more internally driven, with personal growth and career advancement as key motivators, although external rewards can still play a role.





Pro Tip!

In addition to the principles of adult learning, keen in mind the following as well:

- Adults need to understand why something is important to know or do.
- Adults need the freedom to learn in their own way.
- Learning is experiential.
- The timing of learning must be right for the adult learner.
- The learning process should be positive and encouraging.

Adults also have different learning styles. Here are three of the most common learning styles you may notice in participants:

- **Visual:** Visual learners prefer to see and process information through images, diagrams, charts, and written text. They benefit from visual aids that help them understand and retain information.
- **Auditory:** Auditory learners grasp information best through listening, such as lectures, discussions, or audio recordings. They often remember information by hearing it and may prefer to verbalize thoughts to aid understanding.
- **Kinesthetics:** Kinesthetics learners learn best through hands-on activities and physical movement. They retain information by engaging in physical tasks and prefer to actively participate in learning experiences.

Also remember that a workshop is a three-way process:

- From facilitator to participants
- From participants to each other
- From participants to the facilitator.



Pro Tip!

- People have a limited attention span (around 5 minutes), so keep the sessions interesting and engaging.
- Limit each workshop session to 90 minutes, followed by a break of 15 to 30 minutes.
- Limit presentations to 30 to 45 minutes per session and allocate ample time for questions and discussions.
- Use a combination of lectures, presentations (theory), and activity-based learning.
- Include a variety of activities and exercises in your workshop to ensure it's interactive and engaging all participants.



ORGANIZING A WORKSHOP – KEY POINTS TO CONSIDER

Here is a list of key points to consider when preparing a workshop:



Agenda/Program

A clear, detailed agenda helps keep the workshop organized, ensures all topics are covered, and helps participants know what to expect throughout the day. It can also help manage time effectively, balancing different activities like lectures, group work, and breaks.



Budget

The budget defines the financial resources available for the workshop. It helps with decision-making about venue, materials, catering, technology, travel, accommodation, and fees for facilitators, if applicable. A detailed budget ensures that the actual expenditure stays within the allocated budget and allows for efficient allocation of resources to critical components of the event.



Catering / Refreshments

Depending on the length and timing of the workshop, offering refreshments or meals is important for participant comfort. A well-catered event can enhance engagement and maintain energy levels, making the overall workshop experience more enjoyable. It is important to personalize the choice of food if workshop participants have food restrictions (e.g., halal food, pure veg, nut or seafood allergies etc).



Concept Note

This outlines the purpose, scope, objectives, target audience, and overall plan for the workshop – covering all the ‘who, what, when, where, why and how’ components. It serves as a foundational document that guides the planning process and ensures alignment with the goals of the workshop. Having a specific concept helps clarify expectations and sets a clear direction for the workshop.



Contingency Plan

Things don't always go as planned. Having a contingency plan (e.g., backup speakers, alternative venues, technical solutions) ensures most things are prepared for unexpected challenges and can handle disruptions smoothly without affecting the workshop's success.



Evaluation Mechanism/Feedback

Collecting feedback through evaluation forms is a key part of assessing the effectiveness of a workshop. It provides valuable insights into what worked well and highlights areas that may need improvement—whether related to content, facilitation, or logistics. This process not only helps determine whether the workshop objectives were met but also shows participants that their opinions are valued. Using their input to refine future sessions reinforces a commitment to quality and continuous learning.





Follow-Up Plan (Post-Workshop)

A follow-up plan ensures that the learning doesn't stop after the workshop session. This may include sending additional resources, providing access to online materials, offering further support, or checking on participants' progress. A strong follow-up plan helps reinforce key takeaways, encourages application of knowledge, and strengthens relationships with participants for future engagements.



Ground Rules

Setting ground rules at the start of the workshop helps establish clear expectations for behaviour and engagement. Rules around participation, time management, and respect create a productive and respectful environment, ensuring that the workshop runs smoothly and everyone's learning experience is maximized.



Interpreters / Translators

If the workshop involves a diverse audience speaking different languages, interpreters or translators ensure clear communication and make the content accessible to everyone. They also help in overcoming language barriers, which is critical for inclusivity and effective learning.



Invitations

A crucial aspect of organizing a workshop as they serve as the first point of contact with prospective participants. Sending invitations with detailed information about the workshop helps set clear expectations for the participants. Sending invitations early gives participants ample time to plan and register, while also allowing the organizers to manage logistics, like accommodation or dietary preferences. This particular point would include other related activities such as development of registration form, confirmation email with further details, invitation follow-up via email or phone call.



Logistics (Transportation, Accommodation)

If the workshop requires participants to travel, ensuring smooth logistical arrangements (like transportation and accommodation) can reduce stress and make the event more accessible for attendees. This is especially important for workshop that involves a national or international audience.



Participant List

The participant list could be selected based on specific criteria to ensure that the workshop is relevant and beneficial for those attending. The criteria may include job roles, experience levels, geographical locations, or specific skills or challenges participants are facing. Selecting the right participants helps create a focused and engaging learning environment.





Resource Persons

Identifying and securing qualified trainers, speakers, or facilitators is crucial for ensuring the content is credible, relevant, and engaging. Resource persons play a significant role in delivering the workshop effectively, and it's important to choose experts who can meet the needs of the participants.



Safety and Security

Ensuring the safety and security of all participants is critical, both in terms of physical safety (e.g., emergency procedures, first aid) and data security (if handling sensitive information). Addressing safety measures in advance helps prevent accidents and ensures a safe, stress-free environment where participants can focus on learning.



Session Plan

A Session Plan is a key component of a workshop programme. A Session Plan should include the following aspects: Session Title, Session Date, Session Duration, Session Time, Facilitators, Learning Objectives, Method and Materials Needed. The optimum duration of a session should be 90 minutes and this should include interactive elements in order to ensure active participation by learners. A 1-day Workshop would usually have 4 sessions, and it is important to develop a separate Session Plan for each session.



Site Visits Outside of Workshop Venue

Incorporating site visits outside the workshop venue, if the budget allows, can enrich the learning experience by offering hands-on opportunities or practical examples related to the workshop content. Site visits can offer real-world context and deepen participants' understanding of the subject matter, especially in field-based or industry-specific workshop.



Workshop Materials & Equipment

Providing the necessary workshop materials (such as slides, handouts, workbooks) and equipment (like projectors, microphones, laptops, and equipment for simultaneous interpretation if needed) is crucial for smooth execution and active participant engagement. Additionally, basic materials like pens, flipcharts, and name tags are essential for ensuring that participants are prepared to interact with the content and each other. Well-prepared materials not only enhance the learning experience but also help maintain organization throughout the workshop. Ensuring that all technical and logistical requirements are met in advance minimizes disruptions, fostering a productive and professional environment for everyone involved.



Workshop Memorabilia

Offering gifts (from branded items (pens or notebooks) to chocolates) and providing workshop certificates of completion are both thoughtful ways to enhance the participant experience. Gifts serve as small tokens of appreciation, creating a positive, memorable impression and increasing satisfaction with the workshop. Meanwhile, certificates act as tangible recognition of participants' efforts and achievements, adding value to the workshop experience. They can also be used for career development or professional growth, helping to boost motivation and engagement, while leaving participants with something lasting that acknowledges their participation.



DEVELOPING A CONCEPT NOTE

– KEY POINTS TO CONSIDER

A Concept Note is essential in organizing a workshop and could even be considered as one of the first steps in the process. A simple and easy way to develop a Concept Note is to outline the “who, what, when, where, why and how” components of a proposed workshop. These components will help ensure that the workshop is well-planned, targeted, and effective.



Who

This defines the target audience for the workshop. Who are the participants of the workshop? Are they beginners, intermediate, or advanced in the topic? Understanding who will be attending helps tailor the content and teaching methods to their needs.



What

This refers to the content and materials of the workshop. What will the workshop cover? It includes deciding the objectives, the key topics, the workshop materials (slides, handouts, etc.), and the structure of the sessions. Defining the “what” ensures that the workshop is relevant and valuable to participants.



When

The timing of the workshop is critical. When will it take place? Choosing a time that works for the majority of your target audience, considering their availability and optimal learning conditions. Consider also if there are any cultural / religious festivals that may impact participation. You must also decide on the duration of the workshop and whether it will be a one-time event or a series.



Where

The location is vital for accessibility and comfort. Where will the workshop take place? The venue needs to accommodate the number of attendees and provide the necessary primary resources (e.g., seating, equipment, technology), as well as specific resources that would be required to cater diverse needs of the target audience of the workshop (e.g., wheelchair accessibility, food options (dietary restrictions) provided at the venue). Also thinking how the target audience of the workshop will be getting to and from the venue.



Why

The purpose and goals of the workshop must be clear. Why should this workshop be conducted? What does the workshop aim to achieve? Defining the purpose helps align the content and structure with the broader organizational or personal goals, ensuring that the workshop addresses a specific need or problem.



How

The methodology and approach to delivering the workshop are key. How will the workshop be conducted? Will it involve lectures, workshops, hands-on activities, discussions, or assessments? How are participants engaged? The “how” influences the overall effectiveness of the workshop in helping participants achieve the desired outcomes.



DEVELOPING A SESSION PLAN

– KEY POINTS TO CONSIDER

A session plan could include, but is not limited to, the following components:



Session Title



Session Activities (brief description of key activities or steps)



Session Number (e.g. Session 2 of 4)



Materials Needed (e.g. flipcharts, markers, printed handouts)



Duration (e.g. 90 minutes)



Facilitator Notes (special tips or reminders for facilitators – optional but helpful)



Time of Day (e.g. morning, afternoon)



Resource Persons (names and designations of possible resource persons, if any)



Learning Objectives (clear and measurable – what participants should learn or be able to do at the end of the workshop)



Session Methodology (how will the session be conducted? e.g. group discussion, roleplay, case study, presentations?)



ICEBREAKERS & ENERGIZERS

Icebreakers and Energizers are both fun activities that foster collaboration, build group identity, and encourage creative thinking and problem-solving, which ultimately make the learning experience more effective and enjoyable.



Icebreaker



Energizer

What is it?

A fun activity that encourages the whole group to mingle and get to know each other.

A dynamic and fun activity that involves movement and meaningful sharing; designed to wake up and engage participants, boosting their energy and focus.

When to use it?

Icebreakers help reduce anxiety and make participants feel comfortable, especially if they're meeting for the first time.

Energizers help keep participants alert and engaged, particularly during long or tiring sessions.

Examples

Two Truths and a Lie

- **How:** Each participant shares their name and three statements about themselves: two truths and one lie. The group tries to guess which statement is the lie. Once everyone has guessed, the participant reveals the actual lie.
- **Why:** This exercise promotes interaction and laughter, making participants feel more comfortable while also helping them learn more about each other in a fun, relaxed way.

Seven

- **How:** All participants stand in a circle. The facilitator explains that when the group counts aloud, participants must clap instead of saying numbers that are multiples of 7 or contain the digit 7. Anyone who makes a mistake is "out," and the game continues until only one person remains.
- **Why:** This energizer helps focus participants' attention, promotes quick thinking, and fosters a sense of fun. It's a great way to boost energy levels and reduce tension, encouraging friendly competition and team spirit.



Say My Name

- **How:** Ask all participants to stand in a circle. Then ask one person to say their own name. The person next to the first person has to repeat that person's name and then say their own name. Each participant follows suit until all the names have been shared. The last person has the most challenging task of saying everyone's names, in order, and then saying their own name.
- **Why:** This activity helps participants get to know each other's names in a fun and memorable way.

Telephone Whispers

- **How:** Participants form a line or circle. The first person thinks of a message (this could be a long and complicated sentence) and whispers it to the next person, and so on, until the last person announces the message they received. The first person compares the final version with the original message.
- **Why:** This exercise highlights the importance of clear communication while promoting active listening. It adds fun, reduces tension, and builds a strong rapport within the group.

The Human Knot

- **How:** Participants stand in a circle and grab the hands of two different people across from them. Without letting go, they must work together to untangle the knot they've created.
- **Why:** This activity promotes teamwork, communication, and problem-solving skills while fostering trust. The physical movement re-energizes the group, making it an excellent way to rejuvenate and build collaboration.



FACILITATION SKILLS

As a facilitator, it is important to learn how to distinguish between a **teacher** and a **facilitator**. This is important to understand your own role (as a facilitator) in creating an inclusive, learner-centred environment that promotes engagement and autonomy in future workshop sessions.



Teacher



Facilitator

What is it?

A **teacher** is like a pilot who chooses the topics of workshop and directs the process and activities that lead participants to a solution.

A **teacher** is more likely to use lectures, presentations, exercises, case studies as illustrations and instructional media.

A **facilitator** is like a navigator who guides participants, assists them to learn what they need to know and to find their own solutions.

A **facilitator** is likely to use group discussions, games, simulations, role plays and case studies for discussion.

Key Qualities of a good Facilitator:

- **Knowledge:** A good facilitator must be well-versed in the subject to guide discussions, answer questions, and provide credible insights.
- **Attitudes:** A facilitator should be friendly, honest, gender-sensitive, and respectful of cultural differences to create a comfortable, inclusive environment.
- **Skills:** Key skills such as conflict resolution, time management, strategic thinking, active listening, and open communication are essential for effective group management.



Pro Tip!

Essential Skills of a good Facilitator include the following:

- Encouraging sharing and learning
- Clear and concise communication
- Keeping workshop material relevant and practical
- Adapting to group dynamics to maintain focus



PRESENTATION SKILLS

Body language and vocal variety are two of the most important aspects of presentation skills.



Body language



Vocal variety

What is it?

Body language includes your posture, hand gestures and facial expressions. It communicates more than words, affecting how confident, credible, and connected the speaker is to the audience.

Vocal variety refers to changes in pitch, pace, volume, and tone during speech. It prevents monotony and makes the delivery livelier and engaging.

“We are more likely to be influenced by **voice** than by spoken **words** as we listen to a speaker. Thus, we are more influenced by how a speaker **talks** than by what a speaker **says**.”

While body language grabs the audience's attention and shows confidence, vocal variety helps you express emotions, emphasize key points, and keep the audience engaged. Both body language and vocal variety go hand in hand in effective public speaking, working together to deliver a strong message.

Key Elements

- **Posture:** Stand tall with shoulders back to convey confidence. Avoid slouching or crossing arms, as this can make you seem defensive or disinterested.
- **Movement:** Purposeful movement can make your presentation more dynamic. Avoid excessive movement, as it may distract your audience.
- **Gestures:** Use hand gestures to emphasize key points. Keep gestures natural, but avoid overdoing it.
- **Facial Expressions:** Your face reflects your emotions. Smile to appear approachable or show seriousness to convey the importance of a topic.
- **Eye Contact:** Maintain eye contact with your audience to build trust and show engagement.
- **Breathing:** Deep breaths help maintain a steady, controlled voice and reduce nerves.
- **Volume:** Vary your volume to emphasize key points or create intimacy.
- **Pitch:** Change your pitch to convey emotion and keep the speech dynamic.
- **Rate:** Speak at a moderate pace to allow your audience to follow along.
- **Quality:** A clear, confident voice keeps your audience's attention.



How to be an effective presenter

- To be an effective presenter, it's not just about the words spoken or the slides shown - it's about creating a genuine connection with the audience. Effective presenters have qualities that help foster this connection, such as being friendly, approachable, and adaptable.
- A good presenter is not only knowledgeable but also sensitive to the needs of the group, confident in their abilities, and reflective on their own performance. These qualities are the foundation of effective public speaking: how the message is delivered is just as important as the content itself.
- Being a great presenter involves mastering both the structure and content of a session and the methods used to engage and impact the audience.

Key Qualities of a Good Presenter:

- Friendly
- Confident
- Knowledgeable
- Caring
- Reliable
- Organized
- Approachable
- A good communicator
- Able to reflect
- Sensitive to group needs
- Enthusiastic
- Adaptable
- Able to self-disclose appropriately
- Non-Judgmental
- Fun
- A good role model
- Uses a variety of methods
- Has realistic expectations of the group and oneself
- Is aware of individual needs
- Establishes group rules
- Can cope with "negative" feelings
- Knows own limitations
- Presents material clearly
- Manages time efficiently

Essential Tips for Public Speaking:

- Know your material
- Use humour
- Use props when necessary
- Practice! Practice! Practice!
- Know the audience
- Know the room
- Relax
- Visualize yourself giving your speech
- Realize that people want you to succeed
- Don't apologize for any nervousness
- Concentrate on the message - not the medium
- Gain experience



Key Elements of Effective Presentation:

- Make sure to have a 'GLOSSY' introduction.
 - G** Get attention
 - L** Link in with previous learning
 - O** Outcome of the session
 - S** Structure the session will take
 - S** Stimulate interest
 - Y** You
- Decide what information needs to be covered
- Identify what the audience must know, should know (important but not essential), and could know (nice to know, but not critical)
- Ensure content is digestible, well-organized, and logically sequenced
- Incorporate activities – these can vary in practice, e.g., role plays, case studies, small group work, brainstorming, etc.
- Aim to keep each idea or topic to no longer than 5 minutes
- Recap significant concepts
- Identify and consolidate main points
- Reinforce key skills
- Link to past and future sessions
- Stick to the point
- Dress appropriately and professionally while ensuring comfort and authenticity to help you engage confidently with the audience
- It's not about you – it's all about your audience.
- Respect your audience, prepare in advance, and strive to master your craft.
- Strive to be the best version of yourself.
- It doesn't matter how good your message is if no one is listening.
- Presenting is a lot more than just having a nice voice, good body language, and a few PowerPoint slides; presenting is about connecting with people through words, so choose your words carefully.

Techniques for engaging and impacting the audience:

- Be yourself and trust yourself
- Be conscious of your body language
- Be powerful and memorable
- Work your audience (converse and interact with your audience)
- Learners remember best the 'first' and the 'last' things said in a learning session or presentation
- Do something emotionally relevant every 5-10 minutes to regain participants' attention
- Use metaphors and examples
- Show conviction
- Have a strong beginning and finale
- Avoid depending on your PowerPoint presentation
- Don't avoid presenting – practice makes perfect



Common major mistakes to avoid:

- Failing to manage time effectively
- Material that is not suited to the audience
- Information overload
- Material that is too technical
- Poor preparation
- Failure to practice the speech / session
- Distracting visuals, verbals, or vocals
- Inappropriate pacing
- Lack of eye contact
- Lack of enthusiasm



The Sustainability of HIV Services for Key Populations in South-East Asia (SKPA-2) is a three and a half year program (1 July 2022 – 31 December 2025) funded by the Global Fund to Fight AIDS, Tuberculosis and Malaria under Agreement No. QSA-H-AFAO and aimed at improving the sustainability of evidence-informed, prioritized HIV services for key populations in Bhutan, Malaysia, Mongolia, Philippines and Sri Lanka. The objectives of SKPA-2 are to: 1. Accelerate financial sustainability; 2. Improve strategic information availability and use; 3. Promote programmatic sustainability; and 4. Remove human rights- and gender related barriers to services.

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