



Training Module for Programme Managers



National AIDS Control Organisation
Ministry of Health and Family Welfare
Government of India
6th & 9th Floor, Chandralok Building,
36, Janpath, New Delhi - 110001



Table of Contents

Title	Pg. No.
Acknowledgements	03
Preface	04
Introduction	05-07
DAY 1: Context Setting of NACP III, TI and Community Outreach	09-17
Session One: Welcome, Introductions, and Sharing of Expectations	
Session Two: Understanding TI in NACP III	
Session Three: Understanding Components of TI	
Session Four: Understanding Management and the Role of a Manager	
Session Five: Working in Partnership: SACS, TSU, NGO	
DAY 2: Planning & Implementing TI	19-25
Session One: Planning for Targeted Intervention	
Session Two: Implementing Targeted Intervention	
Session Three: Visit to a Targeted Intervention Project	
DAY 3: Supportive Supervision, Mentoring and Monitoring of TI	27-33
Session One: Introduction to Human Resource Management	
Session Two: Jigsaw Puzzle Game	
Session Three: Supportive Supervision and Performance Indicators	
DAY 4: Financial Management and Monitoring of TI	35-41
Session One: Financial Management	
Session Two: Procurement	
Session Three: Introduction to Monitoring and Indicators	
DAY 5: CMIS and Introduction to Leadership	43-47
Session One: NACO's CMIS	
Session Two: Monitoring Formats	
Session Three: Leadership	
DAY 6: Decision-Making and Programme Management Challenges	49-55
Session One: Understanding Leadership	
Session Two: Decision - Making	
Session Three: Challenges in Programme Management: Case Studies	
Glossary	56





Acknowledgements

Acknowledgements

Acknowledgements



Preface

The prevention of new infections in high risk groups and the general population is a major thrust in the third phase of the National AIDS Control Programme (NACP III). The most effective means of reducing HIV spread is through the implementation of Targeted Intervention (TI) amongst persons most vulnerable to HIV/AIDS, such as Female Sex Workers, Truck drivers, Migrants, Men who have Sex with Men (MSM) and Injecting Drug Users (IDU). Both NACO and the states place a high priority on full coverage of High Risk Group (HRG) populations (FSW, MSM and IDU) and the aim is to 'saturate' this population to a hundred percent.

In order to achieve a high level of coverage and to maintain quality standards of programme implementation, there is a need to make available learning opportunities to NGOs/CBOs working at the grassroots level.

This training module has been developed to address the Programme Managers of the Targeted Intervention programmes. It is their commitment and initiative that will go a long way in delivering quality programme outcomes at the state level.

Planning, Implementation and Monitoring are key programme management components in a Targeted Intervention programme. These components need to be developed early in the project to reach desired project goals. Programme Managers in turn help to facilitate these processes at the community level using a variety of tools provided in NACO's Operational Guidelines.

This module has been designed in order to develop the understanding of the implementation partners on NACP-III, so that the approaches and strategies of NACP-III are realized at field level. An effort has been made to simplify management concepts and relate them to the context of Targeted Intervention programmes and field realities. It is hoped that the training imparted using this package would help the participants to develop their understanding of concepts of programme management and to apply these tools in the field to ensure that all the sex workers, MSM and IDUs in their project sites access the services and resources of HIV prevention programmes.



Introduction

Design of the Module

This module has been designed to develop and broaden the perspective of the participants on the Goals and Objectives of NACP-III and the Operational Guidelines for implementation of TI programmes. The greater focus of this training lies on building knowledge and skills of Programme Managers to plan, implement and monitor the TI effectively and efficiently. This includes various pedagogies of learning and a field visit to an intervention site.

Purpose of the Module

The training module is designed to help build the skills of Programme Managers who are expected to plan, implement and monitor implementation of TI effectively.

The sessions in this module are developed in schematic manner so that the participants can develop their understanding about HIV/AIDS and the principles that are laid out in NACP-III and its Operational Guidelines to prevent the transmission of HIV/AIDS among the core population by increasing coverage and uptake of services.

The later sessions introduce the participants to concepts of Programme Management, which also include aspects such as supportive supervision and mentoring, job analysis, performance management and team building. Participants are helped to understand the need of monitoring and how to ensure that the CMIS developed under NACP III is an accurate and updated database that helps in programme planning and regular review.

Scheduling

The module has been designed for a six day training workshop. It is preferable that participants devote this time at a stretch in the training workshop along with a field visit to one of the intervention sites to orient themselves to field level issues and challenges.

Every session has been planned with time for open discussion and sharing of experiences of the participants. Interactive methods such as group work, brainstorming, games and such like have been introduced at key places in the training package to make for better recall of core learning and to enliven the training process itself. The participants are expected to develop a basic understanding about the sessions in advance by going through the supplementary manual provided to them. This manual contains the presentations that they will be exposed to as also additional reading material to broaden their understanding of the subjects.

Before the Training Workshop

- The participants are expected to have an exposure to, and experience with the targeted intervention programme among any of the HRGs (Female Sex Workers, Men Having Sex with Men and Injecting Drug Users).
- The participants are expected to have a commitment to transfer the knowledge and skills acquired through this training for operationalizing the tools for implementation as described in the Operational Guidelines of NACP-III.

- The participants are expected to develop an understanding of the Operational Guidelines as well as the context and settings of the HRGs where the guidelines are going to be operationalized.

How to Facilitate

The workshop trainers or facilitators should be familiar with experiential and participatory forms of learning. They should have the ability to ask exploratory open-ended questions and should be sensitive towards involving all the participants especially given that the group is likely to be that of a varied profile.

The facilitators should be technically competent to answer various intervention related questions. Adaptations of the various topics may be made in order to suit local needs and priorities.

While a range of devices such as energizers, brainstorming, games and such like have been provided in the manual itself, facilitators could also go beyond these and include others such as debates and quizzes related to the session topics. It would be helpful to review the feedback forms on a daily basis so as to be able to respond to any significant issues such as lack of comprehension of important content or perceived lack of applicability, if any, of the topics and issues.

Do remember that it would be important at all stages for participants to correlate their class room teachings with field level learning and vice versa.

The demonstration of tools to be used in the Operational Guidelines needs to be properly brushed up with the active involvement of the participants, trainers and field level representatives like peer educators or outreach workers. This training presumes that participants who come for the training have been involved in assessing their project area.

Teaching Aids

Try to use as many different teaching aids when presenting the topic information.

Chalkboard	Power Point Presentations
Handouts	Checklists
Games	Photographs or pictures
Maps	Role-Plays

How to Use the Module

Each session provides the following information:

Objective:

What the facilitator hopes to achieve by the end of the session.

Expected Outcome:

The outcomes that the facilitator expects to have achieved by the end of the session.

Duration:

How long each session should take.

Suggested Teaching Method:

What teaching methodology and techniques will be used.

Materials/Preparation required

What materials are required including flip charts, marking pens, handouts, etc. and any preparation that is required.

Process

The step-by-step instructions on how to implement the activities and run the sessions.

Key Learnings

The core learning content that the facilitator will explain with the help of the Power Point presentation for the session.

Evaluation of the workshop

Formats for daily evaluation of the sessions are provided in the supplementary manual.

Workshop Take-aways

Participants would take away the Supplementary Manual containing additional reading materials as also all power point presentations. They would also take home a ready reckoner container all the monitoring formats that require to be used in the field; this ready-reckoner is in the form of a diary that they get to use both for reference as also note-taking purposes when they go back to their projects. Finally, participants also get a table top tent card highlighting the core TI components as a reminder medium that summarizes the focus area of their job responsibilities.

Key things to remember as Facilitator

- Read the Operational Guidelines and training module completely before the workshop
- Be flexible. Scheduling may have to change depending on the need of the participants
- Use different teaching methods to enhance participation and retain interest
- Ensure all teaching materials like handouts, charts etc are available
- Respect participants' local knowledge
- Encourage peers to participate and make presentations
- After the training, ensure that a follow-up plan is developed
- Remember, this is a participatory workshop and your role is to FACILITATE!!



 **Day One****Session One**

Context Setting: TI and TI Management

Welcome, Introductions and Expectations 75 minutes

Tea/Coffee Break 15 minutes

Session Two

Understanding TI in NACP III 45 minutes

Energizer 15 minutes

Session Three

Understanding Components of TI 75 minutes

Lunch Break 60 minutes

Session Four

Understanding Management and the role of a Manager 75 minutes

Tea/Coffee Break 15 minutes

Session Five

Working in Partnership: SACS, TSU, NGO 60 minutes

Evaluation of Day One 15 minutes



Session One: Welcome, Introductions, and Sharing of Expectations

Objective

- To welcome the participants, get introduced to each other, and share expectations from the workshop

Expected Outcome

- Participants get to know each other
- Participants share their expectations from the workshop
- Facilitator shares the agenda and overview of the workshop

Duration

1 hr 15 minutes

Suggested Teaching Method

Games, Discussion and Writing on board/chart paper

Materials/Preparation required

Flip chart, marker pens, and workshop agenda

“ Targeted Intervention under NACP III looks at two categories: Core groups, which include FSWs, IDUs and MSM, and Bridge Population, which include truckers and migrant workers.”

Process

- Participants are welcomed to the workshop and the facilitator selects one of the ice-breakers given below to get them to introduce themselves and to know each other better
- Each participant is requested to jot down 2 expectations from the workshop on a slip of paper (the choice of putting their names on the paper is theirs); the papers are then collected
- The participants' expectations are collated on a flip chart as per the steps given below and the facilitator sums up the discussion.
- The workshop agenda is shared and discussed with the group.

Ice-breakers/Introductions

The facilitator can choose from any of these or devise a game of his/her own depending upon the time available.

Option 1: Select an Object

The participants are asked to observe items in the room for 5 minutes and identify an object which they feel describes them the best.

Each participant then introduces himself/herself and also shares the object he/she identified and the reason for doing so.

(For example, a participant might select the table and say it best describes his steady personality, or another might select a marker pen saying she likes to leave a mark on whatever she does; encourage the participants to be creative and to think out of the box!)

Option 2: Select an Adjective

The facilitator explains that she/he would like to learn everyone's names and remember them and would also like to learn something special about each participant i.e. about an achievement that they are proud of in their work. Everyone is asked to think of an adjective that begins with the same letter as their own name. Participants introduce themselves using the adjectives selected and also mention an achievement that they are proud of in their work.

(For example, Farida may introduce herself as 'Friendly Farida' or Lalit may introduce himself as 'Lazy Lalit')

Option 3: Three truths and a lie

Everyone writes their name, along with four pieces of information about themselves on a large sheet of paper. For

“ TI should aim at hundred percent condom usage, proactive screening for HIV and STI, and the involvement of the community in all decision-making.”

example, 'Gayatri likes singing, loves chess, has five snakes as pets, and loves chocolates'. Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other, and try to guess which of the 'facts' is a lie.

Expectations from the Workshop

Each participant is requested to jot down 2 expectations from the workshop on a slip of paper; the papers are then collected. The facilitator requests 2 participants to come up; while one reads out the expectations, the other writes them on a flip chart. The facilitator groups the expectations according to 'knowledge sought'/ 'skills sought' or according to other categories (eg. TI challenges; relationships with other partner organizations, and such like). The facilitator then discusses the workshop agenda already provided to the participants and walks them through the logic of the flow and content.



Session Two: Understanding TI in NACP III

Objective

- To broadly orient participants on the evolution of NACP III and the significant role of Targeted Intervention in prevention of HIV/AIDS.
- This session also aims at participants understanding the important roles of persons working with core populations.

Expected Outcome

- Participants are oriented to the evolution of NACP III
- The role of TI in prevention of HIV/AIDS is understood
- Participants understand specific roles and responsibilities of partners working with core populations

Duration

45 minutes

Suggested Teaching Method

Power Point presentation and discussion

Materials/Preparation required

Power Point presentation, flip charts, marking pens, and handouts. The facilitator needs to familiarize himself/herself with the NACP III Operational Guidelines.

Process

- The facilitator explains the evolution and strategies of NACP III with the help of the ppt.
- Participants are encouraged to discuss the same and seek clarification
- The relevance and significance of TI is explained
- Participants are asked to recall the key messages on the above

Key Learning

The facilitator uses the power point presentation (ppt) given in the annexure to emphasize the following key learning points

- The first case of AIDS was identified in 1986; the Ministry of Health and Family Welfare formed the National Health Committee. NACO came into being in 1992.
- The main objective of NACP I (1992-99) was to develop infrastructure for the treatment of sexually transmitted diseases in district hospitals and medical colleges, expansion of blood banks, and to initiate the HIV sentinel surveillance system.
- The programme led to the creation of AIDS cells at the state level and involved NGOs in the process of prevention intervention and awareness generation.
- NACP II (1999-2006) was launched with the objective of strengthening India's capacity to respond to HIV/AIDS on a long-term basis.
- The National AIDS Control Policy (2002) finally recognized HIV/AIDS as a problem of development and not merely a health issue. It aimed at integrating the AIDS control programme into other national programmes such as RCH, TB and the PHC system.
- NACP III (2007-2012) targets stigma and discrimination by aiming at scaling up treatment services for the general population, focusing on High Risk Groups so that more PLHA receive care and treatment, building strategic information management systems, focusing on youth and adolescents, normalizing the use of condoms and capacity building at the district, state and national levels (refer to PPT).

Energizer (15 minutes)

The facilitator calls out a characteristic of people in a group, such as 'all those in the room who dislike cricket'- all participants who fit this description have to raise their hands. Participants are asked to note down how many 'groups' they fit into. Some other categories that the facilitator can call out are 'all those who have a pet at home'; 'those who skipped breakfast this morning', 'those who voted in the last election', 'those who are non-vegetarian' etc. In the end, the person who has fitted the maximum numbers of categories/descriptions is cheered by the larger group.



Session Three: Understanding Components of TI

Objective

To help participants understand the different components of TI under NACP III

Expected Outcome

Participants understand the components of TI, its underlying principles, and the significance of each component

Duration

1 hour 15 minutes

Suggested Teaching Method

Presentation and discussion

Materials/Preparation required

Power Point presentation, flip charts, marking pens, and tent card take-aways. The facilitator should be familiar with the NACP III Operational Guidelines

Process

- The facilitator asks the group to identify the High Risk Groups and the vulnerable populations that a TI project works with; they then collectively brainstorm on what makes each group vulnerable and at risk for HIV/AIDS
- The Power Point presentation is used to walk the participants through a detailed understanding of the significance of the TI components ; the facilitator draws reference to what the participants have already identified

- Finally, the tent cards are distributed as 'take-aways' from this session; Programme Managers are encouraged to go through the same and to keep them as display items on tables when they return to their projects.

Key Learning

The facilitator uses the power point presentation (ppt) given in the annexure to emphasize the following key learning points

- In India, HIV/AIDS has affected specific high-risk groups like the FSW, MSM, IDU and Bridge Population (truckers and migrants).
- Targeted Intervention (TI) is needed in order to actively control the HIV/AIDS epidemic amongst each of these core groups.
- An increase in the prevalence of HIV in a core group can lead to it spreading into its sexual network. Therefore, core groups need to be addressed.
- There are different typologies of sex work in India and some of them are at a higher risk than others (Refer to pie-chart on PPT).
- IDU is a critical category of HRG since HIV is highly transmissible through the sharing of needles.
- There are migrants among the male clients of FSWs. HIV can spread rapidly into the general population unless

there is TI amongst this group of high-risk migrants. Migrants are a highly vulnerable group because of several socio-economic factors like poverty, loneliness, limited affordable recreation, trafficking and lack of awareness.

- Truckers represent a key vulnerable group due to higher prevalence of risky sexual behaviour. They move throughout the country and can form transmission 'bridges' from areas of higher prevalence to those of lower prevalence.
- Limited availability of sexual health services on highways, large chunks of migrant population engaged in road construction (which also includes a large number of women), harsh working conditions all make truckers vulnerable to HIV.
- The key learning of NACP II was to bring in more focus on these Core Groups, link TI and continuum of care, strengthen support to SACS and NGOs, and shift strategies from support to empowerment.
- Targeted Intervention under NACP III looks at two categories: Core groups, which include FSWs, IDUs and MSM, and Bridge Population, which include truckers



and migrant workers. It lays special emphasis on CBO-led interventions.

- The various components of TI for High Risk Groups (HRG) include condom promotion, behaviour change communication, provision of safe spaces, STI case management, ownership building, enabling environment, and linkages with other health services with a strong referral and follow-up system.
- Condom promotion for FSWs can be done both by the help of free supply of condoms through NGO/CBOs, as well as social marketing of condoms in collaboration with Social Marketing Organizations (SMOs).
- STI management plays a key role in preventive education; community mobilization is an effective way of ensuring the community's active participation in the uptake of services and safe practices, and behaviour change communication plays a vital role in creating awareness and generating a demand for available services.
- TI should aim at hundred percent condom usage, proactive screening for HIV and STI, and the involvement of the community in all decision-making.



Session Four: Understanding Management and the Role of a Manager

Objective

To ensure participants understand the concepts of 'Management' and 'Manager'

Expected Outcome

Participants understand the concept of Management and the various roles of a Manager in the context of Programme Management

Duration

1 hour 15 minutes

Suggested Teaching Method

Role play, discussion and Power Point presentation

Materials/Preparation required

Power Point presentation, flip charts, marking pens, and Role play handouts.

Process

- 10 volunteers are asked to come up for a role play. The volunteers are divided into two groups, and each is given 10 minutes to prepare the role play. During this time, the rest of the participants are taken through a 'word association' brainstorming exercise wherein they are asked to come up with all the words that they associate with the term 'management'. These are written on a flip chart to be used in later discussion

“ Management is the process of making the best possible use of human, financial, material, spatial and temporal resources in order to achieve objectives.”

- The two groups enact the role-plays and the facilitator then generates a discussion on what the participants saw and how they would describe the management styles and strategies in the role-plays
- The facilitator then explains the concept of Management, Programme Management and the role of a Manager with the help of a ppt, drawing attention to the terms that the participants generated in the word-association brainstorming exercise on 'management'.

Role Play scenarios

Role Play One

The setting is that of a weekly staff review meeting at the TI. The meeting is chaired by the Programme Manager of the TI. Several issues have come up for discussion, one of them being the objection by the neighbourhood to the running of a DIC for IDUs in the locality. The counsellor mentions the lack of privacy in the counselling room she sits in. The ORWs state that there's a shortage of condoms and that there's a demand for the same that they are not able to meet. The Programme Manager is conducting the meeting in a style that's autocratic and not participatory. Enact the scenario for the larger group.

Role Play Two

The setting is that of a weekly staff review meeting at the TI. The meeting is chaired by the Programme Manager of the TI. Several issues have come up for discussion, one of them being the objection by the neighbourhood to the running of a DIC for IDUs in the locality. The counsellor mentions the lack of privacy in the counselling room she sits in. The ORWs state that there's a shortage of condoms and that there's a demand for the same that they are not able to meet. The Programme Manager is conducting the meeting in a style that's participatory. Enact the scenario for the larger group.

Key Learning

- Management is the process of making the best possible use of human, financial, material, spatial and temporal resources in order to achieve objectives.
- A manager is a person who manages an organization and controls the business affairs.
- The ten roles of a manager include leadership, liaison, representing, monitoring, negotiating, communicating, disseminating, handling crisis, allocating resources and entrepreneurship.
- A participatory manager is a good listener, forthcoming to delegate, trusts subordinates to bypass norms in unusual situations, willing to take reasonable risks and uses positive reinforcement to maintain discipline.
- An autocratic manager does not involve others in the programme planning and implementation, finds it difficult to delegate responsibilities, and is not inclined towards developing a second line of leadership.
- Programme management in Targeted Intervention (TI) is defined as the management of available human, financial and material resources to increase coverage,

“ NGOs work in collaboration with SACS towards the implementation of TI. The TSU helps NGOs in proposal development and supervises the overall functioning of TI.”

uptake of services and quality control for the reduction of HIV/AIDS among HRGs.

- In TI, programme management aims at hundred percent condom usage, improving referral services, promoting STI treatment and augmenting access to health services.
- The State AIDS Control Society (SACS) holds the overall responsibility of implementing TI in a state.
- The TSU helps NGOs in proposal development and supervises the overall functioning of TI.
- NGOs work in collaboration with SACS towards the implementation of TI. They develop the outreach plan, ensure provision of services like treatment, condoms, etc, liaise with DAPCU, work with the community and are accountable to SACS/TSU.
- The STRCs cater to the training needs of TI projects as per the guidelines of NACP III. They undertake research and evaluation of TI projects and also help NGOs and civil society organizations in developing proposals for TI projects.



Session Five: Working in Partnership: SACS, TSU, NGO

Objective

To orient participants to the responsibilities of SACS, TSU and the NGO in TI Programme Management

Expected Outcome

Participants understand the roles and responsibilities of all key players in TI and reflect on how to optimize each organization's resources and expertise

Duration

One hour

Suggested Teaching Method

Group work, group presentations and discussion

Materials/Preparation required

Charts for group work and marker pens

Prototype Work Sheet

TI Component	Role of SACS	Role of TSU	Role of NGO

Process

- The facilitator recaps the key learnings about the overall roles and responsibilities of the SACS, TSU and NGO in TI projects
- Participants are divided into groups of 6-7 each. Each group works on a matrix indicating the role of SACS, TSU and the NGO for each of the six components of a TI project
- Groups can refer to the TI component tent cards with them
- Each group then presents its work to the larger audience and the facilitator generates a discussion on how the Programme Manager can optimize the resources and expertise of each partner organization.

Finally:

Remember: Request participants to complete the evaluation forms for the day!





Day Two

Session Plan

Recap of Key Learnings of Day One 15 minutes

Session One

Planning for Targeted Intervention 30 minutes

Group work on case studies 30 minutes

Group presentations 30 minutes

Tea/Coffee Break 15 minutes

Session Two

Energizer 15 minutes

Implementing Targeted Intervention 30 minutes

Group work on implementation plans 60 minutes

Lunch Break 60 minutes

Session Two Continued

Group presentations on plans 45 minutes

Planning for Estimation and Distribution of Condoms :
Case Study Review and Discussion 30 minutes

Session Three

Field visit to a TI Project

Session One: Planning for Targeted Intervention

Objective

- To help participants in understanding the concept of planning
- To help participants in understanding how to use resources efficiently

Expected Outcome

- Participants understand the importance of planning
- Participants understand how to prepare a resource plan

Duration

1.5 hours

Suggested Teaching Method

Power Point presentation, group work and discussion

Materials/Preparation required

Power Point presentation, flip charts, marking pens, and 2 case study handouts



“ Planning is not an end in itself. It is a means to enable implementation.”

Process

- The facilitator explains the concept of planning with the help of a Power Point presentation
- The participants are divided into four groups; case study handouts are distributed to the groups (two groups will do same case study)
- Groups work on their case studies and present to the larger audience
- The facilitator summarizes the discussion relating it to the concepts explained during the session

Key Learning

The facilitator uses the power point presentation given in the annexure to emphasize the following key learning points.

- Planning is the process in which all available resources are mobilized for achieving targets.
- A Planner
 - » Sets targets
 - » Prepares a recruitment and procurement plan
 - » Works out the budget on the basis of manpower, material, travel, etc
 - » Develops methods and activities to achieve the targets
 - » Foresees constraints like delay in the uptake and mobilization of services
 - » Works out possible solutions

- For example:
Aiming at 100% condom usage would involve:
 - » Condom procurement, storage and distribution
 - » Working out the cost of storage
 - » Scheduling of procurement and distribution
 - » Actual distribution of condoms
 - » Understanding the barriers to condom usage
- Resource planning in TI is composed of
 - » Manpower planning
 - » Funds planning
 - » Materials planning
 - » Time planning
 - » Infrastructure planning
- Outreach planning is a crucial component of TI as it helps identify new HRGs and their needs, ensures delivery of services and provides motivation towards safe practices. Using planning tools can help improve the quality of outreach services and build the PE's capacity to monitor his/her own performance.
- The Programme Manager is required to continuously assess the plan on the basis of reach, regularity, quality, access to care, barriers faced and promotion of safe practices among key populations. It is his/her responsibility to put special emphasis on implementing TI and to develop innovative plans for overcoming challenges.

Guide for the Group work

Participants should be divided into four groups. Two groups will discuss one case study.

Case Studies

A. Case Study on Condom Programming

NGO XYZ is working with 1000 FSWs. Out of these, 200 are Brothel based FSWs, 500 are Street based FSWs and the remaining 300 are Home based FSWs. Prepare a condom

“ While implementing, unanticipated hurdles can be overcome if one has a contingency or back-up plan.”

distribution plan for this NGO. Please identify the information required for planning, what distribution channels you propose to use and why, and how you will allocate manpower and other resources for the same.

B. Case study on STI Services

NGO ABC is working with FSWs and in their area the STI prevalence rate is quite high. Although the NGO has a qualified doctor and enough supply of medicines, they find that sex workers are not coming to their clinics. Identify what could be the possible reason and devise an action plan to improve accessibility of STI services.

Presentation by groups and summary

Summarize the learnings after the presentations by emphasizing that:

- Planning requires specific tools
- It also requires a specific time frame
- Efficient allocation of resources is vital to the success of a plan.

Remember! Planning is not an end in itself. It is a means to enable implementation. Also, planning need not be a one time activity. It can, and often should, be revisited periodically.



Session Two: Implementing Targeted Intervention

Energizer: Start the session with a simple energizer (15 minutes)

Ask the participants to think about situations where they had made plans in their life. The plans could be for activities such as a summer vacation plan, a holiday plan, a career plan, a study plan, and such like. Then ask them to share with the larger group instances of what happened when the plan was translated into reality. Did everything go as planned? If yes, what contributed to this? If not, what happened? Encourage the participants to share humorous stories, not necessarily related to their sphere of work.

After ten minutes of story sharing, draw the attention of the participants to the learning that action plans need to have a well-thought out implementation strategy and plan if they are to succeed on the ground.

Objective

- To help the participants understand the concept of implementation
- To guide the participants in planning the stages of implementation and scale up of services
- To expose the participants to a detailed planning process for estimation, distribution and monitoring of condoms

Expected Outcome

- Participants understand how to prepare a work plan
- Participants reflect on the challenges in implementing targeted interventions
- Participants understand the planning process for condom estimation, distribution and monitoring

“A plan is as good as its implementation. Detailed and accurate planning lessens problems faced at the implementation stage.”

Duration

3 hours (including pre and post lunch sessions)

Suggested Teaching method

Power Point presentation, group work and discussions, condom case study

Materials/Preparation required

Power Point presentation, flip charts, marking pens, group work handouts, condom case study

Process

- The facilitator explains the basic concepts of implementation and preparing a work plan
- The participants are divided into 4 groups; each group prepares a work plan for one of the stages of TI implementation
- Each group makes a presentation on its work
- The facilitator summarizes the discussion relating it to targeted intervention and the concepts explained during the session
- The facilitator then screens the e-training module on

the planning and implementation case study (condoms) and a discussion is followed

Key Learning

- Implementation is the process of putting together all the activities that will help meet the plan objectives.
- This is done by breaking down the broader plan into smaller activities. For example, condom programming can be broken down into segments like assessment of demand and supply, storage and distribution.
- Resources, both human and material, have to be allocated for each task.
- The project has to be monitored and evaluated regularly.
- Bottlenecks are to be addressed and feasible solutions devised.
- A work plan is a planning and management instrument that provides a framework and guidelines for carrying out work during a given period (see annexure for sample work plan).
- Targeted Intervention involves recruitment and training of staff, site assessment, establishing basic services, selecting PEs and training them, scaling up services, mobilizing the community through outreach and creating linkages with other services.



“ The facilitator then discusses in detail the planning and implementation of condom distribution for TI projects with reference to the annexure outlining stages from estimation through procurement, distribution and monitoring.”

- The formula for calculating condom requirement for an FSW TI at a given site is:
$$D = (S \times I \times N) - C$$
Where D is the condom requirement
S is the number of FSWs operating in that area
I is the number of sexual acts per day
N is the number of days that a sex worker is 'active' in a given month.
C is the number of condoms already available with HRGs or clients
- Distribution can be done directly at the DIC, at the STI clinic or by PEs and ORWs in the field.
- It can also be done indirectly at public toilets, petty shops, lodges, teashops and bars as well as through brothel madams, brokers and auto drivers.
- Distribution can be monitored at the PE level to ensure that all high-risk acts are being covered.
- Accessibility can be monitored by tracking PEs individually, as well as at condom depots.

- Usage can be monitored through PEs and peer counsellors at the clinic, and by counting the number of used condoms at sex work sites and tallying it with the estimated number of sexual acts.
- Alcoholism, misconceptions regarding condom usage, condom non-availability and complicated accessibility at the time of sex, are possible barriers to condom usage.
- In spite of a well-developed work plan, there might be roadblocks in the process of implementation and the Programme Manager should be ready for it.
- There should be optimum utilization of money allocated for activities.

Guide for Group Work

Participants should be divided into 4 groups and each will prepare a work plan for implementation of one stage of TI. For this groups should use the planning and implementation concepts provided to the participants along with the stage of implementation of TI (please refer to

NACO's Operational Guidelines)

The topics will be:

- Establishment of basic services
- Outreach
- Linkages
- Enabling environment

Each group presents its plan to the larger audience and a discussion follows.

Planning for Estimation and Distribution of Condoms : Case Study Review and Discussion

The facilitator discusses in detail the planning and implementation of condom distribution for TI projects with reference to the annexure outlining stages from estimation through procurement, distribution and monitoring. Questions and clarifications if any required, are addressed in the open discussion that follows.

Session Three: Visit to a Targeted Intervention Project

Objective

To help the participants understand the implementation of Targeted Intervention through a visit to the field.

Expected Outcome

- Participants would obtain a first-hand exposure to the field and understand the different components of TI
- Participants would appreciate the actual processes for planning and implementation in the field
- Participants would understand the challenges in planning, implementation and monitoring of TIs in the field and strategies to deal with these challenges

Methodology

The participants will be divided into groups of 4-5 persons. Each group will concentrate on a specific component of TI. The groups will engage the project staff in discussions on how planning and implementation of activities under that specific component is undertaken. An effort will be made to understand the various challenges that arise in planning and implementation and to explore the ways in which these challenges can be met.

“ Planning, Implementation & Monitoring are key components in a TI Programme. These components need to be developed early in the project to reach the desired project goals.”

Some of the areas for discussion in the field could include:

- The different components of the TI
- Planning for each component
- Developing an implementation plan for each component
- Challenges and issues encountered and how these have been addressed

The field visit will be followed by a detailed discussion and reflection with the other participants. The session of shared experiences and learnings could either take place the same evening or the next morning.





Day Three

Session Plan

Recap of Key Learnings of Day Two 15 minutes

Session One

Introduction to Human Resource Management 15 minutes

The Team Members in a TI Project 30 minutes

Group Work on skills required 30 minutes

Tea/Coffee Break 15 minutes

Presentations by Groups 60 minutes

Summarization by Facilitator 15 minutes

Session Two

Jigsaw Puzzle Game 30 minutes

Discussion on learnings from game 15 minutes

Lunch Break 60 minutes

Session Three

Supportive Supervision and Performance Indicators

Introduction to Concept 30 minutes

Group Work on Development of Performance Indicators 60 minutes

Tea/Coffee Break 15 minutes

Group Presentations 45 minutes

Summarization by Facilitator 15 minutes

Group Game on Positive Feedback 30 minutes

Evaluation of Day Three 15 minutes

Session One: Introduction to Human Resource Management

Objective

- To help participants understand the concept of Human Resource Management
- To ensure participants understand their responsibilities clearly
- To help the participants in developing skill sets required for the job

Expected Outcome

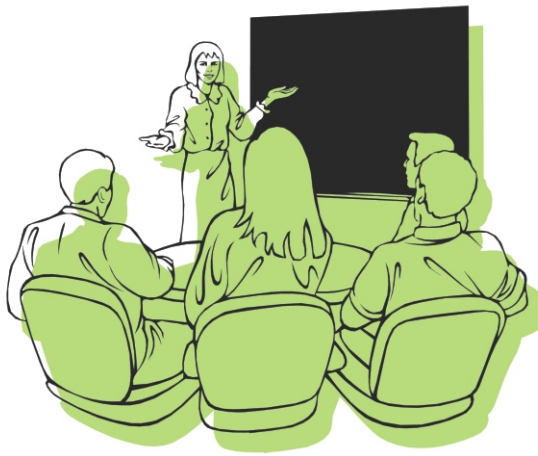
- Participants relate to their job responsibilities as members of the TI team
- Participants identify the job responsibilities of other project team members
- Participants understand the skill sets required to perform their responsibilities well

Duration

2.5 hours

Suggested Teaching Method

Presentation, group exercises and discussion



“ An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success.”

-Stephen Covey

Materials/Preparation required

Power Point presentation, flip charts, marking pens, and handouts.

Process

- The facilitator explains the concept of human resource management with the help of a Power Point Presentation.
- Each staff position in the TI project is projected on the screen and participants are first asked to brainstorm on the roles and tasks that the staff member would be expected to perform. The job chart of the staff member is then revealed on screen and the group identifies the functions that it had overlooked.
- The facilitator then divides the participants into 4 groups and asks them to identify the key skills for PM, ORW, PE and Counsellor with the help of the Responsibility Mapping Work Sheet.
- The facilitator summarizes the discussion, linking it with the concepts explained earlier.

Key Learning

- HRM involves the productive use of people in achieving the organization's objectives and the satisfaction of individual employee needs.
- Activities include job analysis, human resource planning, recruitment, performance appraisal and staff development.
- TIs have the following staff: Project Co-ordinator, Counsellor, Accountant, Part time Doctor, Outreach Worker, Peer Educator, and Office Support Staff.
- Each of the staff members has a clearly defined job description (please see power point presentation for details).
- The Project Co-ordinator/Programme Manager oversees the team, reviews performance, provides feedback to team members and handles regular reporting to SACS/TSU.
- Counsellors, nurses and ANMs are engaged in crisis counselling, patient management, follow-up of recurrent cases, therapy sessions and recording feedback.

- Doctors participate in the Clinic Management Committee's decisions, take exposure history from the patient and most importantly, motivate patients towards follow-up and adherence to treatment.
- Each Outreach Worker is responsible for 250 HRGs and 4 PEs. S/he visits the field regularly and brings in relevant information regarding the community's supply needs, facilitates rapport building with partner NGOs and works towards capacity building of peer volunteers.
- Peer Educators develop the micro plan, distribute condoms, conduct FGDs, create awareness and are in direct contact with the community members.
- The Accountants are responsible for the disbursement of salaries, preparing statement of accounts and financial reports, preparing appointment letters for new staff and maintaining files and cashbook registers.

Guide for the Group work

Participants should be divided into 4 groups and each will discuss the skills required for TI positions. For this, participants should use the concepts provided to them.

D. Worksheet for responsibility & skill mapping

Position	Required Skill Set
Programme Manager	
Counsellor	
Outreach Worker	
Peer Educator	

Session Two: Jigsaw Puzzle Game*

Objective

- To stimulate participants to acquire and use a simple metaphor for the characteristics of effective teams
- To demonstrate the value of group effort

Expected Outcome

- Participants understand the characteristics of good teams through an association game
- Participants reflect on their own responsibilities in forming and leading effective teams

Duration

45 minutes

Suggested Teaching Method

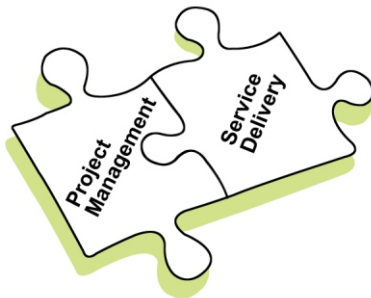
Group game and discussion

Materials/Preparation required

Six sets of jigsaw puzzles provided with the training kit

Process

The facilitator requests the participants to form six teams. Each team is given one of the sets of jigsaw puzzles available with the facilitator. Team members are given 15 minutes to complete the puzzles and the winning team is cheered. The final completed puzzles will be figures of staff



“In a team the whole is better than the sum of its parts.”

positions in the TI: Programme Manager, Counsellor, Peer Educator, Outreach Worker, Part time Doctor and Accountant.

Key Learning

Ask the participants to think about how the jigsaw puzzle they have just completed is similar to a team that performs well. Are there any attributes that come to their mind? Take them through the following similarities, after they have expressed their own ideas.

- There are always boundaries
- Each piece has a role to play in the final puzzle
- Pieces are all inter-connected
- Each piece is a unique one
- The solution is fragile
- The whole is better than the sum of its parts
- Some pieces are central, some are peripheral
- There are some natural groupings, for example by colour or design
- Pieces need someone to move them
- Rapid solution is aided by someone with an overall vision

(*Adapted from: The big book of team building games-John Newstrom & Edward Scannell-Tata McGraw Hill Edition, 2004)



Session Three : Supportive Supervision and Performance Indicators

Objective

To help participants in understanding the importance of supervision and performance management

Expected Outcome

Participants are clear on the basic concepts and appreciate the importance of supervision, developing competencies and performance management

Duration

2.5 hours

Suggested Teaching Method

Group work, presentation, game and discussion

Materials/Preparation required

Power Point presentation, flip charts, marking pens, and handouts.

Process

- Facilitator explains the basic concepts of supervision and performance management with the help of a Power Point presentation and illustrations
- Participants are divided into groups (one for each component) and asked to prepare simple performance tools using performance mapping work sheets.
- Each group makes a presentation on its work
- The facilitator summarizes the complete discussion relating it with TI and concepts provided during the session.

“A good supervisor knows his job well, is approachable, empathetic, and always willing to learn.”

Key Learning

Explain the key points given below with the help of the Power Point Presentation given in the annexure:

- The Programme Manager or Supervisor supervises the work of the staff members, sets targets and provides them the necessary support for achieving the targets
- A good supervisor knows his job well, is approachable, empathetic, and always willing to learn
- Supervision ensures timely achievement of targets (ex. 100% condom usage), regular availability of supplies like condoms, STI medicines etc, and helps to identify training needs among TI staff. It also develops innovative practice for improving uptake of services (removes barriers to access to services)
- A Programme Manager has several responsibilities as a Supervisor (refer to PPT)
- Supportive supervision involves listening, providing feedback, and helping staff to achieve their objectives
- Performance Management includes components of performance planning, coaching, and review. All three are essential ingredients of quality supervision and team leadership

Group Work on Development of Performance Indicators

Participants are to be divided into four groups. In their groups, they are asked to discuss and come up with performance indicators for PM, ORW, PE and Counsellor. They have to also indicate what inputs are required for achieving these performance indicators. For this participants should use the concepts provided during the session.

C. Worksheet for supportive supervision and indicators for performance in TI

Position	Support (inputs) required from supervisor and organization	Performance Indicators
Programme Manager	1.	1.
	2.	2.
	3.	3.
	4.	4.
Counsellor	1.	1.
	2.	2.
	3.	3.
	4.	4.
Outreach Worker	1.	1.
	2.	2.
	3.	3.
	4.	4.
Peer Educator	1.	1.
	2.	2.
	3.	3.
	4.	4.

Each of the groups presents their group work. A discussion is facilitated whereby the performance indicators are finalized by the participants.

Group Game on Positive Feedback (30 minutes)*

Finally, end the day with an interesting group game!
This game encourages people to give positive feedback to others.

Divide the participants into pairs.
Ask each person to write down three things they have noticed in their partner:

- One physical feature that is particularly nice eg a pleasant smile or a pleasant voice
- One personality trait that they admire eg patience, neatness
- One talent or skill that is noteworthy eg a good speaker

The items must ALL be positive ones!
After a few minutes of writing, each observer states what he wrote about the other.



“ Performance Management includes components of performance planning, coaching, and review. All three are essential ingredients of quality supervision and team leadership.”

Facilitate a discussion around the following points:

- It's often difficult for us to give another person a compliment!
- What factors can facilitate giving positive feedback to others?
- What makes it easier for us to receive positive feedback from others?
- Why do some people give 'negative strokes' more easily than positive ones?

You will find that participants enjoy playing this game and also begin to reflect on some of the issues it highlights.

Finally:

Remember! Request participants to complete the evaluation forms for the day!

(*Adapted from: The big book of team building games-John Newstrom & Edward Scannell-Tata McGraw Hill Edition, 2004)



Day Four

Session Plan

Recap of Key Learnings of Day Three 15 minutes

Session One

Understanding Financial Management 30 minutes

Group work on SoE Case Study 30 minutes

Group Presentations 30 minutes

Tea/Coffee Break 15 minutes

Session Two

Understanding Procurement 30 minutes

Group Work on Procurement 30 minutes

Group Presentations 30 minutes

Lunch Break 60 minutes

Energizer 15 minutes

Session Three

Understanding Monitoring & Indicators 45 minutes

Group work on setting monitoring indicators 45 minutes

Group Presentations 30 minutes

Tea/Coffee Break 15 minutes

Session Three Continued

Understanding the flow of data/monitoring 45 minutes

Understanding Participatory Review 15 minutes

Evaluation of Day Four 15 minutes

Session One: Financial Management

Objective

- To help participants understand the financial management requirements for TIs
- To help participants in strengthening their financial management systems
- To address the requirements of external and internal audit systems to ensure that the agreed norms with donors are followed at the primary level of accounting
- To provide participants an overall view of the contracting systems for implementation of the programme

Expected Outcome

- Participants understand the financial guidelines of SACS
- Participants understand the audit requirements and reporting requirements

Duration

1.5 hours



“Strategic financial management is one of the most critical and important activities for a Programme Manager in a Targeted Intervention Project.”

Suggested Teaching Method

Power Point presentation, group work and discussion

Materials/Preparation required

Power Point presentation, flip charts, marking pens, and 2 case study handouts

Process

- The facilitator explains the guidelines, audit requirements, and reporting formats with the help of a Power Point presentation and illustrations
- The participants are divided into four groups; Statement of Expenditure (SoE) case study handouts are distributed to the groups
- The groups are asked to go through the SoE and explain what they understand from it and the variance
- Groups work on the SoE and present to the larger audience
- The facilitator summarizes the discussion relating it with the TI budget and concepts explained during the session

Key Learning

The facilitator uses the power point presentation (ppt) given in the annexure to emphasize the following key learning points

- Understanding the fund flow mechanism is a critical part of financial management (Refer to flowchart in ppt).
- The NGOs are accountable and responsible for implementing activities as per the plan formally approved by TSU and need to ensure that all systems are transparent.
- They are to submit to TSU/SACS detailed activity reports, monthly as well as annual financial statements, and comply with the financial guidelines laid out in the programme.
- The annual financial statements reveal all the financial transactions during the year (for details on Annual Accounts Report, refer to ppt).
- The Monthly Expenditure and Variance Report reflects the expenditures incurred during a month and includes statements supporting budget variance during that period.
- In addition to internal control measures, the management performs several other spot, monthly, quarterly and annual checks to safeguard assets.
- The Management Information Report reflects the utilization of funds received, the variance report on Management of Expenses budget, and information about the compliance or non-compliance to statutory provisions.
- This report helps managers monitor adherence to requirements and deadlines, maintain vigilance, financial propriety and transparency throughout the entire process.



Guide for Group Work

Participants should be divided into four groups. Each group will go through a SoE and explain the variance and corrective action. For this, participants should use the concepts provided to them during the session.

Presentation by groups and summary

The facilitator summarizes the learnings after the presentations by emphasizing the financial requirements from NGOs/Tis in NACP III.



Session Two: Procurement

Objective

- To help the participants in understanding the concepts and procedures for procurement of goods and services for Targeted Intervention projects

Expected Outcome

- Participants understand the concept of procurement
- Participants understand the procedure of procurement

Duration

1.5 hours

Suggested Teaching Method

Power Point presentation, group work and discussions

Materials/Preparation required

Power Point presentation, flip charts, marking pens

Process

- The facilitator explains the basic concepts of procurement with the help of a Power Point presentation and illustrations
- The participants are divided into 4 groups; each group is assigned an item (office furniture, office stationery, STI drugs, condoms) for procurement
- Each group works on the flowchart for procurement of the items and presents their work to the larger audience
- The facilitator summarizes the discussion relating it to targeted intervention and the concepts explained during the session

Key Learning

- All NGOs are to follow the guidelines specified in NACO's procurement manual for the procurement of goods and services while implementing targeted intervention projects.
- The procurement process while shopping for goods

“ Effective and efficient procurement activities form the bedrock of transparent Project Management ”

includes preparing specifications of materials to be procured, issuing quotation enquiry to at least three prospective suppliers, making a comparative statement, issuing the purchase order signed by relevant authorities and finally, entering the goods received in the stock register.

- All drugs procured should be manufactured by a WHO-GMP certified manufacturer.
- Procurement control ensures that the entire process of purchase which includes ordering and receiving of goods and services is systematic, accurate, accounted for, and in accordance with the agreed terms.

Energizer (Post-Lunch) (15 minutes)

This energizer would help to enliven the post-lunch session by a process of getting participants to verbalize any questions or doubts they may have in their minds pertaining to the morning's sessions on financial management and procurement. Crumple a sheet of paper into a ball and throw it to one participant to start the process. The participant receiving the ball has to ask any question he may have on his mind pertaining to the morning's sessions. The answer may be provided by any other participant, and if not satisfactory, the facilitator would provide the response. The ball then gets thrown to another participant and this process continues till at least 8-9 questions on the morning's learnings have been generated and successfully responded to.



Session Three: Introduction to Monitoring and Indicators

Objective

- To help the participants understand the concepts of monitoring and design of indicators, role clarity of Programme Manager, ORW & PE, and conducting of reviews.

Expected Outcome

- Participants identify and understand the concepts of monitoring and indicators
- Participants understand the concept and need of participatory review

Duration

3 hours (including pre and post tea/coffee break sessions)

Suggested Teaching Method

Power Point presentation, group work and discussions

Materials/Preparation required

Power Point presentation, flip charts, marking pens

Process

- The facilitator writes the word 'monitoring' in the middle of a flipchart. S/he then encourages the participants to say one word each that comes to their mind when they hear this term. The facilitator writes these words around the middle word

“Monitoring is a function that uses data collected on specified indicators to provide a clear picture about the extent of progress, achievement of objectives and utilization of allocated funds in a project.”

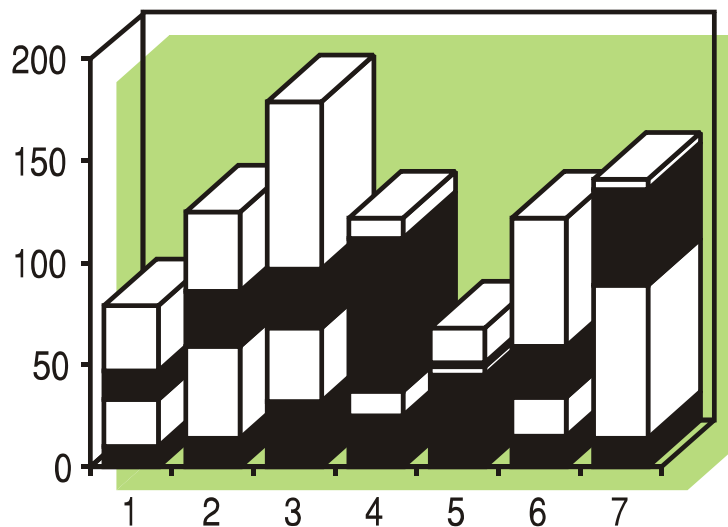
- Based on this word association exercise, the facilitator helps the group come up with the definition of monitoring along with the important components of monitoring that will be discussed throughout the session
- The facilitator explains the basic concepts of monitoring and indicators with the help of a Power Point presentation
- The participants are divided into four groups; they need to use the implementation plan prepared by them in Session 2 of Day 2
- The groups are asked to put monitoring indicators for each activity in the implementation plan
- The groups are also asked to put beside each indicator the format/register that will capture the data (this will be further used in the session on monitoring formats in Day 5)

- Groups work on the indicators and present to the larger audience (indicative indicators to be taken as examples; it would not be possible to develop an exhaustive list)
- Using the examples, the facilitator further elaborates on how these will be monitored i.e. the flow of monitoring at outreach, clinic, NGO level (see annexure)
- The concept of participatory review involving the community is introduced to the participants

“ Monitoring helps introduce corrective measures to improve the programme at any stage ”

Key Learning

- Monitoring is a function that uses data collected on specified indicators to provide the management and the main stakeholders of an ongoing development intervention a clear picture about the extent of progress, achievement of objectives and utilization of allocated funds.
- Monitoring helps introduce corrective measures to improve the programme at any stage.
- There are different indicators that aid the process of monitoring.
- Input indicators help measure the inputs provided for achieving a given objective. For example, the number



of FGDs conducted on HIV and STI denotes the number of people who were made aware about the topic.

- Process indicators help measure the performance of activities carried out to achieve given objectives. For example, the number of people who visit a particular clinic in a specific month is arrived at by dividing the number of HRG individuals who have visited all types of clinics at least once during that month by the number of HRG individuals who were mapped as per a broad mapping estimate.
- Outcome indicators help measure the outcome of the programme. For example, the STI prevalence rate is arrived at by dividing the number of people who are found STI positive by the total number of people who visited the clinic.
- Involving the team members, donors, stake holders as well as the community in the review process by getting their feedback makes the system more transparent, participatory, helps identify gaps and brainstorm collectively on solutions.
- The Programme Manager should review periodically the achievements of the programme and regularly monitor the work of the staff.

Finally:

Remember: Request participants to complete the evaluation forms for the day!

“ Involving the team members, donors, stake holders as well as the community in the review process by getting their feedback makes the system more transparent and participatory ”



 **Day Five****Session Plan**

Recap of Key Learnings of Day Four 15 minutes

Session One

Understanding NACO's CMIS 30 minutes

Group work on Case Study - CMIS Format 30 minutes

Group Presentations 30 minutes

Tea/Coffee Break 15 minutes

Session Two

Understanding Monitoring Formats

- Formats for Outreach Level 45 minutes

- Formats for Project Level 45 minutes

Lunch Break 60 minutes

Session Two Continued

Understanding Monitoring Formats

- Formats for SHG/CBO Level 30 minutes

- Formats for Clinic Level 30 minutes

Energizer 15 minutes

Session Three

Understanding Leadership: Role Plays on Leadership 60 minutes

Tea/Coffee Break 15 minutes

Presentation on Leadership 30 minutes

Evaluation of Day Five 15 minutes



Session One: NACO's CMIS

Objective

- To orient the participants on NACO's CMIS
- To help participants get first-hand experience in filling up a CMIS format and using data for decision-making

Expected Outcome

- Participants understand NACO's CMIS
- Participants are able to use data collected for decision-making

Duration

1.5 hours

Suggested Teaching Method

Power Point presentation, group work and discussion

Materials/Preparation required

Power Point presentation, flip charts, marking pens, and 3 case study handouts

Process

- The facilitator explains the concept of data and information, processing of data collection, entry, analysis and interpretations with the help of a Power Point presentation and illustrations
- The participants are divided into three groups; each group gets a Case Study on one component of TI
- The groups are asked to fill the CMIS data sheet from the case study and process the data
- Groups work on the case studies and present to the larger audience explaining the use of this information, especially for decision-making
- The facilitator summarizes the discussion relating it with TI and concepts explained during the session

Case Studies

Case Study 1: FSWTI

XYZ organization is running a TI for FSWs in ABC district of Karnataka. During site assessment they have found that there are 1,500 FSWs in the town. Till now 850 FSWs are registered with the organization. In the month of January they made contact with 557 FSWs. They have distributed 40,000 condoms through PEs, 10,000 through the DIC and clinic and 30,000 through different condom outlets. 125 FSWs visited their clinics for STI check up and counselling. Out of these, 25 FSWs visited their clinic for the first time. 87 FSWs were found to be having an STI; however, STI medicine was provided to 36 FSWs only as supplies were short. Out of these 36 FSWs, 5 FSWs brought their partners for treatment too. 37 FSWs were referred to the ICTC for counselling and testing. Of these, 25 FSWs were found to be HIV+, with 12 of them having CD4 count of less than 200; hence they were to be referred for ART. 15 people were found to be having TB and were referred for DOTs. Besides that, 3 SHGs of 15 members were formed and 80 FSWs were helped in getting benefits of different government schemes. During the month the organization also conducted 5 FGDs with more than 15 FSWs, and organized one training programme for police and media personnel. The organization has also formed community committees to deal with different issues. The crisis management committee has helped the community in 5 crisis cases within 24 hours. The Programme Manager has to send a monthly report to SACS. Please help him in doing so, using the CMIS format that has been provided to you.

Case Study 2: MSM TI

XYZ organization is running a TI for MSM in ABC district of Tamil Nadu. During site assessment they have found that there are 1,000 MSM in the town. Until now, 750 MSM are registered with the organization. In the month of January they made contact with 457 MSM. They have distributed 20,000 condoms through PEs, 5,000 through the DIC and

clinic and 5,000 through different condom outlets. 125 MSM visited their clinics for STI check up and counselling. Of these, 25 MSM visited their clinic for the first time. 87 MSM were found to be having an STI but the clinic managed to provide STI medicine only to 36 MSM as they didn't have enough supply. Out of these 36 MSM, 5 brought their partners for treatment too. 37 MSM were referred to the ICTC for counselling and testing. Of these, 25 MSM were found to be HIV+, with 12 of them having CD4 count less than 200 and hence subsequently referred for ART. 15 people, found to be having TB, were referred for DOTs. Besides that, 3 SHGs of 15 members were formed and 80 MSM were helped in getting benefits of different government schemes. During the month the organization also conducted 5 FGDs with more than 15 MSM, and organized one training programme for police and media personnel. The organization has also formed community committees to deal with different issues. The crisis management committee has helped in 5 crisis cases within 24 hours. The Programme Manager has to send a monthly report to SACS. Please help her in doing so, using the CMIS format that has been provided to you.

Case Study 3: IDU TI

XYZ organization is running a TI for IDUs in ABC district of Maharashtra. During site assessment they have found that there are 1,000 IDUs in the town. Until now, 750 IDUs are registered with the organization. In the month of January they made contact with 557 IDUs. They have distributed 10,000 Needle Syringe (NS) and 3,000 condoms through the PEs, and 7,000 NS and 2,000 condoms through the DIC and clinic. The organization also received back 13,000 used NS. 125 IDUs visited their clinics. Of these, 25 IDUs were treated for STI, 15 for abscess management and 20 for overdose management. 37 IDUs were referred to the ICTC for counselling and testing and 25 IDUs were referred for abscess treatment. Out of these, 25 IDUs were found to be HIV+, and 12 of them having CD4 count less than 200 were referred for ART. 15 people were found to be having TB and referred for DOTs. Also, 30 IDUs were put on OST out of

“Monitoring and Evaluation ascertains whether a project is able to achieve what it had set out to do.”

which 10 dropped out, 15 were taking regular doses, 5 were found to be taking drugs through injection, and 3 have completed their treatment. The organization also provided counselling to families of 10 IDUs and helped 10 IDUs in facing problems with the police. They have conducted 5 community and 3 advocacy meetings in the month. The Programme Manager has to send a monthly report to SACS. Please help her in doing so, using the CMIS format that has been provided to you.

Key Learning

The facilitator uses the power point presentation given in the annexure to emphasize the following key learning points.

- CMIS is a tool which helps identify opportunity gaps in project implementation and bridges them for obtaining optimum results from the project.
- Monitoring and Evaluation ascertains whether a project is able to achieve what it had set out to do.
- It does so by collecting information about the scope, process, quality, input, output, impact levels, barriers and milestones achieved.
- For the Monitoring and Evaluation system to operate effectively, information should be routinely collected at various levels of programme implementation (refer to ppt for the flow structure of Management Information System for TI).
- Conducting regular data analysis helps in finding coverage and usage of services, STI prevalence rate, number of beneficiaries and HRG cruising time.
- NACO has laid out well-defined reporting and CMIS formats that help in the timely detection of loopholes in a programme, and should therefore not be taken as a mere formality (for formats, refer to ppt).

Session Two: Monitoring Formats

Objective

- To help the participants in reviewing the various monitoring formats used at outreach, project, clinic and SHG/CBO level
- To help participants in understanding the 'why, where, who, and when' for each format

Expected Outcome

- Participants understand the various formats used at varied levels of TI
- Participants understand the frequency of filling these formats, the person responsible, the reasons for filling, the place for filling/keeping the format and any other guidelines that can help during the usage of the formats

Duration

2.5 hours

Suggested Teaching Method

Reference to booklet and discussions

Materials/Preparation required

Ready reference booklet for monitoring formats, flip charts, marking pens

Process

- The facilitator starts by taking the participants back to session 3 of Day 4 (setting monitoring indicators worksheet).
- S/he states that while the group had set monitoring indicators it had also made note of the various formats that will be required to capture the data. This session will focus on those formats.
- Each participant is given a ready reference guide for monitoring formats.

- The facilitator, making use of the same guide, explains each format used at the outreach, project, clinic and SHG/CBO level.
- Each format needs to be explained in detail:
 - What is the frequency of using the format?
 - Who is responsible for filling the format?
 - Where is the format used?
 - Why is the format used? (data captured by the format)
 - Steps in filling the format
- Discussions are encouraged on:
 - Whether all data required to be captured for monitoring (as stated in the worksheet) can be captured using the given formats?
 - What are the common mistakes in filling the format?

Energizer (15 minutes)

After the sessions on CMIS and monitoring, inform the participants that they are now transiting to a topic that's different and that connects to earlier discussions they had in the training programme on management styles and human resources. To facilitate the transition from the sessions on data collection and monitoring to the one on leadership, introduce an energizer before moving on. The facilitator may choose any energizer of his/her choice; one example of this is given here.

- Participants are requested to break into pairs.
- They observe each other for one minute and try to memorize the appearance of the other.
- They then turn their backs to each other and make three changes to their appearance (for example, putting the watch on the other wrist, removing one's spectacles, rolling up sleeves, etc)
- Once the facilitator signals 'time over' they then turn to face their partner.
- The participant quickest to spot all 3 changes correctly in his/her partner is cheered by the larger group.

Session Three: Leadership

Objective

To help the participants in understanding the qualities that a good leader should have.

Expected Outcome

- Participants understand the difference between a Manager and a Leader
- Qualities expected of a leader for TI are identified and understood
- Participants appreciate the importance of acquiring personal mastery and the role of emotional intelligence in building leadership qualities in themselves and in others

Duration

3.5 hours (1.5 hours on Day 5 and 2 hours on Day 6)

Suggested Teaching Method

Role play, Power Point Presentation, and discussion

Materials/Preparation required

Power Point presentation, flip charts, marking pens

Process

- The facilitator divides the participants into four groups. Each group is asked to think of a situation that requires leadership skills and qualities and to enact a role play (7-8 minutes duration) on the same.
- After the role play is enacted, the rest of the participants comment on the skills and qualities that were displayed by the leader in the role play.
- The facilitator then explains the concept and qualities of leadership with the help of a Power Point presentation.

Key Learning

The facilitator uses the power point presentation given in the annexure to emphasize the following key learning points.

- Leadership is the ability to influence a group towards the achievement of goals.
- There are transactional leaders and transformational leaders.
- A transformational leader gives personal attention to each employee, provides intellectual stimulus, is ambitious, recognizes efforts, communicates effectively and is a visionary.
- A transactional leader works within the existing system to attain goals, negotiates opportunities and has a reward-oriented approach with followers.
- TI Programme Managers should be proactive, sensitive and focused on the goals of the CBO.
- Programme Managers need to identify community members who have clarity about problems that they face, can influence others, are effective trouble-shooters and can take the CBO to the next level.
- They should involve the community in planning, implementation and monitoring of the programme.
- In order to ensure an effective implementation of TI, it is the Programme Manager's responsibility to build capacities among the staff, conduct training programmes to improve competencies, allow them to take independent decisions, review performances regularly and give productive feedback.

Finally:

Remember: Request participants to complete the evaluation forms for the day!



Day Six

Session Plan

Recap of Key Learnings of Day Five 15 minutes

Session One

Understanding Leadership

Group Work on Leadership qualities in TI 30 minutes

Group Presentations and Discussion 30 minutes

Tea/Coffee Break 15 minutes

Group Game 15 minutes

Discussion on game and brainstorming 45 minutes

Session Two

Decision- Making

Group Work 30 minutes

Group Presentations 30 minutes

Presentation on decision-making 15 minutes

Lunch Break 60 minutes

Session Three

Challenges in Programme Management

(Case Studies) 90 minutes

Tea/Coffee Break 15 minutes

Evaluation of Day Six 15 minutes

Conclusion of Workshop

Session One: Understanding Leadership

(Continued from Session 3 of Day 5)

Objective

To help the participants in understanding the qualities that a good leader should have.

Expected Outcome

- Participants understand the difference between a Manager and a Leader
- Qualities expected of a leader for TI are identified and understood
- Participants appreciate the importance of acquiring personal mastery and the role of emotional intelligence in building leadership qualities in themselves and in others

Duration

2 hours (1.5 hours on Day 5, and 2 hours on Day 6)

Suggested Teaching Method

Group Work, game, and discussion

Materials/Preparation required

Group Work formats, flip charts, marking pens



“ Leadership is practiced not so much in words as in attitude and in actions.”

- Harold S. Geneen

Process

- The participants are divided into four groups and each group identifies leadership qualities required in a TI Programme Manager along with one example of a situation to illustrate the same.
- Each group presents its work to the larger audience, followed by a discussion on the same.
- The facilitator links the group work to the presentation of the previous day on leadership skills and qualities.

Guide to group work

Participants should be divided into groups of 4-5 persons each. Each group will write down what they believe are the leadership qualities required for a Programme Manager of a TI. They also need to provide an example of a situation wherein such a quality/skill would be needed. Do ask the participants to focus on qualities that would be needed in building capacity in the community as also in their own staff so as to be able to transition the project in terms of genuine community participation and ownership.

Worksheet

Leadership qualities/skills required for a Programme Manager
1
2
3
4
5
Examples of situations wherein the above qualities/skills would be required
1
2
3
4
5

Group Game and Discussion*

Objective

To help participants understand issues of confidentiality when leading TI projects and to stimulate reflection on aspects such as ethics and sensitivity

Duration

1 hour

Process

- Request participants to sit in a circle and explain that this is a serious exercise about trust.
- Ask participants to think of a secret which they would not want anyone else to know. Request them to write it on a piece of paper, fold it and not show it to anyone.
- Now ask participants to pass this piece of paper to the person on the left.
- Ask them how it feels to have their secret in someone else's possession. And, how it feels to have someone else's secret in their possession!
- Now ask participants to return the secret to the person who gave it to them and the pieces of paper may then be destroyed.
- Once participants have relaxed, reassured in the knowledge that no one has to share their secret, facilitate reflection around the points given below.

“ People at risk for, and living with, HIV infection have the right to know that information about them is kept confidential by everyone involved.”

Reflection

- What does the game tell us about confidentiality in our work as Programme Managers of TI projects?
- What kinds of things might people share that we must keep confidential?
- What are the likely consequences of breach of confidentiality?
- What other aspects assume importance when working with vulnerable populations?

*Adapted from 'Tools Together Now!'- International HIV/AIDS Alliance-Frontiers Prevention Project





Session Two: Decision - Making

Objective

To help the participants in understanding the importance of, and different methods of decision-making

Expected Outcome

Participants appreciate the importance and methods of individual and group decision-making

Duration

1 hour 15 minutes

Suggested Teaching Method

Presentation, Group Work and discussion

Materials/Preparation required

Power Point presentation, flip charts, marking pens, and handouts.

Process

- The facilitator presents a case and asks the participants to take a decision on the case as individuals.
- The facilitator then divides them into 4 groups and requests the groups to come with a group decision on the same case.
- Each group presents its decision to the larger audience.
- The facilitator summarizes the discussion along with highlighting the benefits and challenges of group decision making.
- The facilitator also asks the participants to reflect on and share the factors that went into the decision-process, and the comparative weightage given to each factor while arriving at the final decision.
- Finally, the facilitator explains the concept, process and tools of decision-making with the help of a Power Point presentation drawing reference to the case analysis.

“ Making a decision involves identifying the problem, generating and evaluating alternatives, deciding on a course of action and having a contingency plan.”

Key Learnings

The facilitator uses the power point presentation given in the annexure to emphasize the following key learning points.

- Choosing a course of action from various possible options is called a decision.
- Positive outcomes can be traced back to effective decision-making.
- Prejudices, non-receptivity and mental baggage hinder good decision-making.
- Making a decision involves identifying the problem, generating and evaluating alternatives, deciding on a course of action and having a contingency plan.
- Democratic decision-making involves allowing people at different levels to make their own decisions.
- The Programme Manager should encourage ORWs, PEs, counsellors and community members to take their own decisions.
- The community can be motivated to take decisions about the kind of services they need, timings at centers, and electing their representative.

- PEs should take independent decisions on ways to reach out to a HRG, the frequency of providing services to the HRG, and changing working hours depending upon the availability of the HRG.
- ORWs should be encouraged to design the outreach planning for a given area, regulate the provision of services and resolve conflicts between PEs.
- The Programme Manager should be capable of effective delegation of work among staff members.
- S/he should be able to promote among the staff and community a critical/analytical approach towards all issues at hand.

A. Guide to group work

Participants should be divided into 4 groups. Each group will go through the case and discuss what decision they would make as a group. They will also identify the factors that have gone into the decision and the relative importance of these factors.

B. Case study

The 'unpopular' outreach worker

Harish has been leading a TI Project working among FSWs for a year now. His team of Outreach Workers includes Sheela, who is very efficient in terms of her commitment to the job, her willingness to take on additional responsibilities, her understanding of monitoring and evaluation requirements, and such like. Harish is pleased with Sheela's work but is troubled that Sheela herself is quite unpopular among her own team mates and among the Peer Educators she works with. They have spoken to Harish on more than one occasion about Sheela's apparent curtness and lack of friendliness. Harish has had a discussion with Sheela on this, but the latter believes that she is doing her job well, achieving all her 'targets' and is an efficient worker. Harish has to take a decision on how to deal with Sheela's case. What should he do?



Session Three: Challenges in Programme Management : Case Studies

Objective

To explore a range of field challenges that Programme Managers are likely to face in a TI project and to generate appropriate responses to the same

Expected Outcome

Participants reflect on the kinds of challenges they may face in their projects and arrive at possible ways of dealing with them

Duration

1.5 hours

Suggested Teaching Method

Screening of case studies audio-visual, discussion and brainstorming

Materials/Preparation required

Case studies audio visual and accompanying booklet on usage

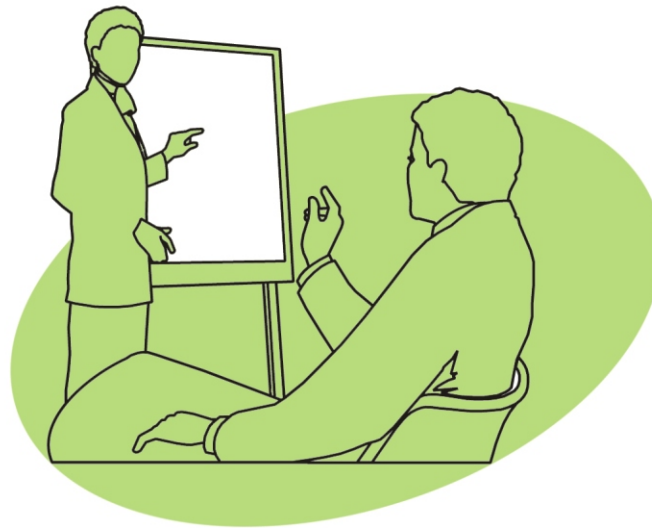
Process

- The facilitator screens the case studies one at a time
- After each case study, a discussion is generated around the case, using the guide booklet accompanying the audio-visual
- Solutions and appropriate responses around each case are discussed before moving on to the next case
- The facilitator may use the audio visual tool in a flexible manner and may choose to screen cases along with specific sessions during the training

The workshop concludes after the above session.

Finally:

Remember: Request participants to complete the evaluation forms for the last day!





Glossary

AIDS	Acquired Immuno Deficiency Syndrome	NACO	National AIDS Control Organization
ANC	Ante Natal Care	NACP-I	National AIDS Control Programme Phase 1
ANM	Auxiliary Nurse Midwife	NACP-II	National AIDS Control Programme Phase 2
ART	Anti Retroviral Therapy	NACP-III	National AIDS Control Programme Phase 3
ARV	Anti Retro Viral	NGO	Non-Government Organization
BB	Blood Banks	OG	Operational Guideline
BP	Bridge Population	ORW	Out Reach Worker
BSS	Behavioural Sentinel Surveillance	PC	Project Coordinator
CBO	Community-Based Organization	PE	Peer Educator
CCC	Community Care Centers	PHC	Primary Health Center
CMIS	Computerized Management and Information System	PLHIV/PLHA	People living with HIV/AIDS
CSM	Condom Social Marketing	PM	Programme Manager
DAPCU	District AIDS Prevention & Control Unit	PPTCT	Prevention of Parent to Child Transmission of HIV
DFID	UK Department For International Development	RH	Reproductive Health
DIC	Drop-In-Center	RTI	Reproductive Tract Infection
FGD	Focus Group Discussion	SACS	State AIDS Control Society
FHAC	Family Health Awareness Camp	SAEP	School AIDS Education Programme
FRU	First Referral Unit	SHG	Self Help Group
FSW	Female Sex Worker	SIMU	Strategic Information Management Units
GIPA	Greater Involvement of People Living with and directly affected by HIV/AIDS	SMO	Social Marketing Organization
GMP	Good Manufacturing Practice	SoE	Statement of Expenditure
HCV	Hepatitis C Virus	STD	Sexually Transmitted Disease
HIV	Human Immuno-deficiency Virus	STI	Sexually Transmitted Infection
HRG	High Risk Group	STRC	State Training Resource Center
HRM	Human Resource Management	TA	Travel Allowance
ICTC	Integrated Counselling and Testing Center	TB	Tuberculosis
IDU	Injecting Drug User	TDS	Tax Deducted at Source
IEC	Information, Education and Communication	TG	Transgender
KP	Key Population	TIs	Targeted Interventions
LAN	Local Area Network	TOT	Training of Trainers
MIS	Management Information System	TSU	Technical Support Unit
MoU	Memorandum of Understanding	UNAIDS	United Nations Joint Programme on HIV/AIDS
MSM	Men having Sex with Men	VCTC	Voluntary Counselling and Testing Center
		WHO	World Health Organization

