

Induction Training Manual

Capacitating Key Program Implementers
on Comprehensive HIV/AIDS Prevention,
Care & Support Program

Facilitator's Guide



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ACRONYMS

AIDS	Acquired Immuno Deficiency Syndrome
CBO	Community Based Organization
CSW	Commercial Sex Worker
DAC	District AIDS Committee
DC	District Commissioner
DOTS	Directly Observed Treatment Short course chemotherapy
FSW	Female Sex Worker
HIV	Human Immunodeficiency Virus
ICHAP	India Canada Collaborative HIV & AIDS Project
ICTC	Integrated Counselling & Testing Centre
IVDU	Intra Venous Drug User
KHPT	Karnataka Health Promotion Trust
KSAPS	Karnataka State AIDS Prevention Society
MARP	Most At Risk Population
MSM	Men Who Have Sex With Men
NACO	National AIDS Control Organization
NACP	National AIDS Control Programme
NGO	Non Government Organisation
OVC	Orphan & Vulnerable Children
PEPFAR	President's Emergency Plan For AIDS Relief
PLHA	People Living with HIV /AIDS
PMTCT	Prevention of Mother to Child Transmission
PPTCT	Prevention of Parent To Child Transmission
PSI	Population Services International
RTI	Reproductive Tract Infections
STD	Sexually Transmitted Disease
STI	Sexually Transmitted Infection
TB	Tuberculosis
USAID	United States Agency for International Development
VCTC	Voluntary Counselling and Testing Centre



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KHPT Capacity Building Unit

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PREFACE

"HIV is preventable" this continues to be the mantra ever since HIV was first discovered in 1983. Care & support for persons infected with HIV has become the priority in recent decades. Organizations worldwide have come up with various micro and macro level strategies to deal with prevention, care & support.

KHPT as an organization has been involved in developing & implementing strategies that look at both micro and macro level programmatic issues. As a program implementing agency, it is its responsibility to ensure that implementers are skilled enough to deliver quality programs. It is in this direction that an induction training module for district program implementers was developed. This manual is designed to provide facilitators/trainers to train district program implementers about STI, HIV and AIDS, attitudes, sex work, services, and their role in a comprehensive rural HIV/AIDS intervention program ranging from prevention to care continuum.

Induction training is a type of training given as an initial preparation upon taking up a post. Its goal is to help new employees reach the level of performance expected from an experienced worker. Thus the training aimed at building perspectives of district program implementers through sharing of knowledge, skills, exposure visits & practice.

This manual seeks to integrate and consolidate existing expertise on the subject of HIV & AIDS program implementation. It is mainly based on the experience developed by KHPT in recent years, through its direct implementation projects. The manual incorporates as well the experience and materials developed by KHPT in providing training on HIV related issues such as understanding sex & sexuality, prevention to care continuum, epidemiology, perspectives on sex work, gender, community mobilization, as well as the experience of the various field functionaries and key populations.

This manual is intended to be a further contribution to these ongoing efforts. It is to be used as a guideline in rolling out trainings, undoubtedly, owing to the specificity of the region of operation, the socio-cultural context, and other factors - each regional/district level roll out has its particularities which must be carefully taken into consideration when conducting the trainings.

In addition, the manual draws upon the experience of experts in the field of HIV program implementation, monitoring and field work of many non-governmental organizations & individuals.

This manual reflects many recognized standards in addressing HIV & AIDS & hence it is expected that implementers adhere as well as respect these standards. As experience evolves in this relatively new endeavour of HIV & AIDS, the numerous suggestions and ideas in the manual will no doubt need to be improved and applied in revised form to different situations. Further inputs and suggestions that will help in improving this manual is encouraged.

DESIGN OF MANUAL

This manual includes several sessions, which is as per contents mentioned in the previous page.

Purpose of the Guide

This guide is designed to provide facilitators/trainers to train District program implementers about STI, HIV and AIDS, attitudes, sex work, services, and their role in a comprehensive rural HIV/AIDS intervention program ranging from prevention to care continuum.

Scheduling

This manual has been designed for a 3-day intensive course and it is mandatory that participants devote 3 continuous days to training as this is knowledge & attitudinal based module. Adaptations can be made without losing sight of the objectives of the sessions.

The sessions are presented in sequential order suggesting that Session 1 should be covered before Session 2. Likewise, topics within the sessions should follow the suggested sequential order. However, the facilitator can adapt any of the training material depending on the level of training and expertise of the participants and the availability of time. A sample workshop schedule is included for your convenience (See Annex 1).

How to Facilitate

The workshop trainers/facilitators should be familiar with experiential and participatory forms of learning. The trainers/facilitators should have the ability to ask exploratory open-ended questions and should be sensitive towards involving all the participants. The facilitator should also be technically competent to answer questions related to the training topics.

Some sessions can be sensitive and exploring the topics can be difficult and embarrassing, for example, talking about and demonstrating condoms. That would mean that even facilitators would have to be of the sex as that of the group. However, for any HIV and AIDS work, becoming comfortable about talking about sex and sexual activities is essential.

The manual also includes some ideas for energizers to provide a break during long sessions. (See Annex 2)



Suggested Teaching Methods and Teaching Aids

A variety of teaching methods have been suggested for each topic. These include the following participatory techniques:

1. **Small and Large Group Discussion**
Discussion is a technique that is central to participatory education. It allows members of a group to openly express their opinions on a subject, and listen to the opinions of others. Discussion can be conducted with the whole group, but reducing the number of participants in a discussion creates a more informal atmosphere and promotes participation by all. Small groups of 4 to 5 participants are ideal.
2. **Work Pairs**
Two participants can explore topics or issues that could be sensitive or of a very personal nature in a secure setting. Pair work is also appropriate for problem solving exercises that encourage intensive input, not consensus agreement. Remember to change pairs often so that the same two people do not always work together.
3. **Brainstorming**
Brainstorming involves getting people to list all of the related ideas that they can think while someone records the ideas on paper without editing them. This technique helps participants generate ideas quickly and fluidly while allowing participants freedom to express any/all ideas. When approaching a difficult topic, such as sex, which usually makes people nervous and shy, you may find brainstorming invaluable in loosening up a group. It can also be a lot of fun.
4. **Role Play**
A role-play involves a trainee imitating or acting out a situation with members of the group. These members assume other roles related to learning objectives. Role Play allows participants to practice situations before they come across them in real life.
5. **Mini Lecture**
This is a brief and well-paced lecture where definitions, facts or other information are presented to participants. The lecture should be presented verbally and should be visually supplemented by teaching aids such as information on flip charts, handouts, chalkboards, etc. It should not last more than 10 minutes.

6. Demonstration

In a demonstration, a facilitator uses examples, experiments or some other actual performance in order to illustrate a principle or show the participants how to carry out a certain activity. Demonstrations provide concrete experiences of life-like situations. Demonstration improves practical skills and the ability to communicate with others. For example, using demonstration as a technique can be vital in educating partners how to use condoms.

7. Story Telling / Experience Sharing

Based on a typical/practical case, a story with pictures is depicted. The story is told to the participants with the help of these sequentially arranged pictures. The pictures are usually in flip charts or as powerpoint presentations. The facilitator should be skilled in telling the story.

8. Field Visits

Visits to the various service centres such as VCTC/ICTC/PPTCT, ART Centre, Sex work intervention sites, positive networks, clinics, villages, camps, etc. This also includes practice sessions in the field. During the visits participants will be discussing with various service providers such as clinicians, counsellors, peers, key populations, beneficiaries, infected and affected community members. Learning by observation is the focus of these activities.

Teaching Aids

Try to use many different teaching aids when presenting the topic information. Examples include:

Chalkboard

Handouts

Games

Films and/or videos

Photographs or pictures

Overhead Projector & Transparencies

Flip chart

Checklists

Graphs and diagrams

Brochures

Games

Penis Models





HOW TO USE THIS GUIDE

Each session provides the following information:

Background: Gives an overview of each session's aim and a general understanding of what is included in the related topics.

Topic Outline: Lists the individual topics in a session.

Total Session Time: Gives an overview of the approximate time for each topic.

Each topic provides the following information:

Aim: What the facilitator hopes to achieve by the end of the session

Description: How the facilitator will achieve the aim

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.

Duration: How long each session should take

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

Notes: Gives any extra information to help the facilitator to have a successful teaching experience

Reference: After each session, this gives links to facilitator notes or sometimes further readings.

How to Prepare for Every Topic

Before the facilitator starts each topic in the identified session they should:

- Read the entire session thoroughly to see how each topic relates to the next topic.
- Prepare the materials and resources identified. For example: handover the participants guide, notes, and have items ready in the training room such as flip charts, markers, etc. ready before the session begins.



How to Close the Workshop

Close the training workshop with a wrap-up debriefing, songs, tea and distribution of certificates (if applicable).

After the Training Workshop

Providing classroom training is only the first step. Participants also need to be provided with ongoing support. It is suggested that the facilitators involved in the training be available to provide support to these participants.

Session/Exercises/Activity in this manual has been developed to accommodate maximum benefits from each session and done with a leisurely pace. The facilitator has the liberty to adapt and change according to the group to be trained and the pace of the program. It is advised that the facilitator does not miss out on key points to be stressed



SESSION 1

Setting the Stage for the Training

-

Topic 1.1: Welcome & Introduction

Topic 1.2: Expectations & Setting Objectives

Topic 1.3: Group Norms & MERT

TOPIC 1: Welcome and Introductions

Aim: To welcome participants to the training.
To allow facilitators and participants to introduce themselves, their organizations and explain the relevance of the training.

Description: The facilitators should introduce themselves.

Suggested Teaching Method: Large group discussion.

Materials/Preparation Required: None

Duration: 30 minutes.

Process:

1. Begin the training by welcoming all the participants.
2. Introduce all of the workshop facilitators.
3. Welcome any other guests who might be present to open the training workshop.



Activity for self introductions: ADJECTIVAL NAMES

Aim: To allow the facilitator to learn the names of participants and for the participants to become acquainted with their colleagues in an enjoyable and relaxed way.

Description: Each person introduces her/himself to the rest of the group using an adjective, which starts with the same letter as their name and an achievement that they are proud of in their work.

Suggested Teaching Method: Large group activity.

Materials/Preparation required: None.

Duration: 30 minutes.

Process:

Explain that you would like to learn everyone's names and remember them and you would also like to learn something special about each participant i.e., about an achievement that they are proud of in their work.

Start off by asking everyone to think of an adjective that begins with the same letter as their own name. Explain that it's not a competition and that if anyone can't think of an adjective everyone else can help. Then ask each participant to mention about an achievement that they are proud of in their work.

Begin the game by introducing yourself: For example, I am Radha and am RADIANT, and a special achievement that they have accomplished in their work or I am Balaji and am BOLD and a special achievement that they have accomplished in their work.

Go round the circle to your right, each group member introducing his/her name with a positive adjective and a special achievement that they have accomplished in their work.

This exercise will help everyone remember names and also associate a positive character (adjective) to the person. This would be a positive way to begin the workshop.

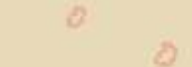


Note: Cheerful (& positive) adjectives help everyone to laugh! Participants may prefer to choose a clan name or something else, rather than a word that actually rhymes with their own name. If someone really can't think of an adjective for him or herself, it may be because they are shy. Bear this in mind, because they may need some help during the rest of the workshop. Help by suggesting a suitable pleasing adjective and encourage others to help too. Some participants may also find it embarrassing to share something they like about themselves. Throughout the workshop, give a lot of praise and encouragement to those who are more shy/introverted.

The facilitator could also use the following introduction activities:

Activity 2: Each of the participants will have to pair up with the person sitting next to them or pair up with someone who they do not know much about. The pairs are given about 5 to 10 minutes, during which they can get to know their names, hobbies, best movie they like, if they like to share their family life, their professional life, the funniest moment in their life, etc. One among the pair will have to introduce the partner along with them, while doing so the person being introduced has to stand up. This activity is good if the groups are about 15 and could be boring if it is more than that.

Activity 3: Each of the participants will have to introduce themselves (their name, where they came from, which organization that they represent, etc.) and also tell a lie. They can also choose a positive adjective beginning with the same letter as that of their name. This could be funny and enjoyable one.



TOPIC 2: Expectations & Setting Objectives

Aim: To clarify the objectives of the workshop so that everyone has an understanding of the purpose and scope of the training.

Description: Participants are given a chance to review the objectives of the training workshop, discuss and amend them.

Suggested Teaching Method: Large group discussion.

Materials/Preparation Required: Flip chart and markers.

Duration: 30 minutes.

Process:

1. Begin the session by asking the participants to mention what are their expectations. List out their objectives on a chart.
2. Display the workshop objectives on a flip chart.

By the end of the session it is expected that the participants will be able to:

- Get an overall understanding on Project Samastha.
 - Get an understanding on sex, sexuality, STIs, HIV/AIDS and the sensitive issues around it.
 - Get an understanding on a comprehensive rural HIV & AIDS intervention programming ranging from prevention to care continuum
 - Get an understanding on the roles and responsibilities of various program implementers
 - Get the necessary knowledge and skills about situation needs assessment (SNA) for collecting the necessary baseline information
3. Read through all the objectives and compare the lists of objectives with that of the participant's expectations and mention what will be covered and what will not be.
 4. Also probe into each of the objective by asking "why should this objective be framed" or "what is the need for such an objective".
 5. Ask if there are any questions about any of the objectives. Clarify any misunderstandings.



TOPIC 3: Group Norms & MERT

Aim: To agree on a set of norms for the group during the training workshop.

Description: Encourage the group members to brainstorm and agree upon norms that they can observe as a group.

Suggested Teaching Method: Large group discussion.

Materials/Preparation required: Flip chart and markers.

Duration: 20 minutes.

Process:

1. Explain to the group that this is their time together and that in order to make the best of it, everyone should agree on some ground norms, or ways of preventing any group tensions or conflicts during the workshop. Suggest certain topics which they may like to include, such as punctuality, confidentiality, respect for other people's views, politeness, being non-judgmental, giving everybody a chance to voice their views.
2. Place a piece of flip chart paper on the floor in the middle of your circle. Encourage each group member to suggest an idea they may have for a rule. If everyone else agrees, ask her/him to come into the circle and to draw a symbol of his or her choice to represent that rule. They may need some encouragement to do this initially, but once they are encouraged, they will find it easy to think of an appropriate symbol. You might like to suggest that punctuality, for instance, could be drawn as the sun, or as a clock. Politeness could be represented by a smiling face and respect could be shown by the picture of an ear, listening. After you have given shared suggestions, let them choose their own symbols and encourage them draw. Everyone in the group will remember what they mean.
3. Once all the rules proposed by the group have been drawn on the flip chart and put it up in a place that could be seen by everyone, ask the group to review them again together for clarity.



4. Encourage group members to follow these rules and ask them to remind each other should someone forget.

Note: This is an optional exercise. If time is a constraint, then you may want to state few essential rules rather than having the group carry out the exercise. However this exercise is a good team building exercise.

Pictures are universal. Hence encouraging trainees to depict their ideas and thoughts in form of pictures breaks barriers of language and literacy. Pictorial depictions allow and encourage even illiterate community members to trainee in processes.



Monitoring Evaluation Reporting Team (MERT)

Introduce the concept of MERT (Monitoring Evaluation Reporting Team) by briefing, that this training programme is a participatory one and we want you to participate in coordinating it. So we are entrusting the responsibility of this training to you - a team of 3 people the Monitor, the Reporter and the Evaluator. This team will take care of the training programme and coordinate it.

The responsibilities of these 3 people as follows:

MONITOR

The team leader and the overall coordinator of the programme. He fixes the Starting time, Tea break, Lunch time and the Ending time. He discusses with the Trainees and Trainers on any extension or change in timings during the training and informs the concerned people. He ensures that the arrangement are done properly from Food, Stay, Trips, Training Hall arrangements and so on. He ensures that the Reporter and the Evaluator are doing their works properly. This person has an over all control over the programme and its proceedings, even the trainers function only based on his recommendations with regard to these areas.

REPORTER

The Reporter records the day's proceedings and He/She prepare a summary of it and presents it on the following day morning for the benefit of the Trainees and the Trainers.

EVALUATOR

The Evaluator gets the feedback from all the participants as to how the day went on. He/She prepares a few heads or questions and discusses with 75% of the Trainees and gets their feedback on how effective and useful the training was and ask them the positive and negative aspects of the training. The Evaluator presents the report on the following day morning.

FUNCTIONS

MERT starts the day by assembling all the Trainees and Trainers. The Monitor starts the day with a thought for the day or a song or a prayer, followed by a short presentation of the previous day's proceedings by asking the



Reporter and the Evaluator to present their reports. Then after a concluding note he invites 3 new persons to take up their positions and all the 3 persons handover their responsibilities to the next team. The duration of the MET is a day.

The MET which takes responsibility on the last day will have to conduct a valedictory function. If the Trainers feel that the MET has to continue for one more day then the team's duration can be extended for half day or a day with their consent.



SESSION 2

Understanding Sex, STIs, HIV & ABC

Topic 2.1: Sex and sexuality

Topic 2.2: Basics of STI/HIV/AIDS Transmission & Prevention & Emphasizing ABC messages

Topic 2.3: Bush fire

Topic 2.4: Condom promotion

TOPIC 2.1: Sex and Sexuality

Background: Understanding HIV, STI & AIDS involves indepth discussions on sex, sexuality and other sensitive issues. The trainees are introduced to the topic through various activities. This is followed by a session on basic facts of STI and HIV.

SEXUALITY CIRCLE ACTIVITY

Aim: To make the participants to talk about sex and develop an understanding on issues around sex and sexuality.

Description: A guided discussion, which enables the participants to begin to understand how they learned about sex and sexuality, explores social conditioning, helps participants to begin to talk about sex and sexuality.

Suggested Teaching Method: Sharing in small & large group.

Materials/Preparation required: None.

Duration: 30 minutes.

Process:

Ask the participants the following questions:

- Recall when was the first time heard about sex, how old were you and how did you feel about it.
 - Recall when was the first time you had an opportunity to discuss about sex at what age and with whom and how did you feel about it.
 - Have you ever seen yourself naked in front of the a mirror, how did you feel about it

This activity has to be done in pairs



Once the pairs finish discussing they could Then few participants are requested to share their experiences in the larger group. Do not force anyone to share if they do not want to.

Conclusion

Considering our socio-cultural upbringing there is very little scope for discussion of issues on sex. Though feeling about sex starts during early adolescence, there is limited scope to discuss and get necessary and appropriate information. This has led to many myths and misconceptions regarding sex, sexual acts, sexual preferences, gender, and also about STIs, HIV and AIDS as these are primarily transmitted through sexual routes.



Activity 2: BODY MAPPING

Aim: To enable participants understand the values given to the body and create ability to feel comfortable to talk on these issues.

Description: Participants would be aware of ones own body, sexual organs, sexual feelings and desires and feel comfortable talking about it.

Suggested Teaching Method: small group work (each group to have not more than 5 persons), drawing and discussion exercise.

Material/Preparation Required: Newsprint/large brown sheets, chart papers, pens, markers (different colours), cello tape/Glue for joining the sheets, glue tack. Sufficient space for group activity-preferably separates rooms.

Duration: 90 minutes

30 minutes for the groups to do body mapping. 10 minutes for each group to present and 30 minutes for clarifications and the facilitator to sum up.

Process:

1. Divide the group into three small group
2. Trainer should instruct the trainees:
 - To draw an outline of your (male/female respectively) body by one of the participant lying on a big brown sheet.
 - Trainer also instructs to mark and name the sexual organs and the parts, which give pleasure.
 - Provide colloquial terms for each of the sexual parts.
 - 30 minutes would be provided for this activity. Group has to make a presentation for 10 minutes to the entire group.
3. After the presentation, the facilitator can initiate a sharing of the learning's, feelings, surprise reactions and discuss the same.



ACTIVITY 3: Exploring various Sexual Acts and its Risk.

Aim of the activity: Identifying and understanding various Sexual Acts and its risk factors for contracting HIV.

Description of the activity: Participants should be able to explain various sexual acts and their risk of HIV in each of the act.

Suggested teaching methodology: Card Posting & clustering of sexual Acts and its risk factor.

Material/preparation Required: Soft board & pins, brown sheet & rectangle cards (size), permanent markers & glue.

Time required: 30 minutes

Process:

1. Write the topic "Various Sexual Acts & on a headline card and pin it on top of the brown sheet.
2. Request the participants to come out with various sexual acts known to them.
3. Once it is mentioned by the participants ask the participant to note it down on a rectangle card and then post it on the board. Simultaneously ask the person mentioning the act to explain it.
4. Collect all new acts on the card and keep posting them on the brown paper on the soft board.
5. When there are no more ideas forthcoming /within 10 minutes close the brainstorming.
6. Spread a new brown sheet on another soft board. Move the headline card to the new sheet.
7. Pin 3 oval shape cards with 3 categories (No Risk, Low Risk, High Risk) written on them on the brown sheet.



8. Now pick each of the earlier posted sexual act card, ask the participants, under which category it should be posted. If there are differences of opinions, discuss and clarify and post each card to an appropriate risk category. Do this until all the cards are moved to the new sheet.

Points for discussion:

Sum up by saying in the context of HIV, various sexual acts pose different degree of risk of infection. One needs to understand this risk and also explore ways on how to reduce this risk and provide alternatives to high risk sexual acts. There are methods, which could provide same pleasure at less or no risk, and it is perfectly fine to involve in such acts if it is acceptable to both the adult partners.

