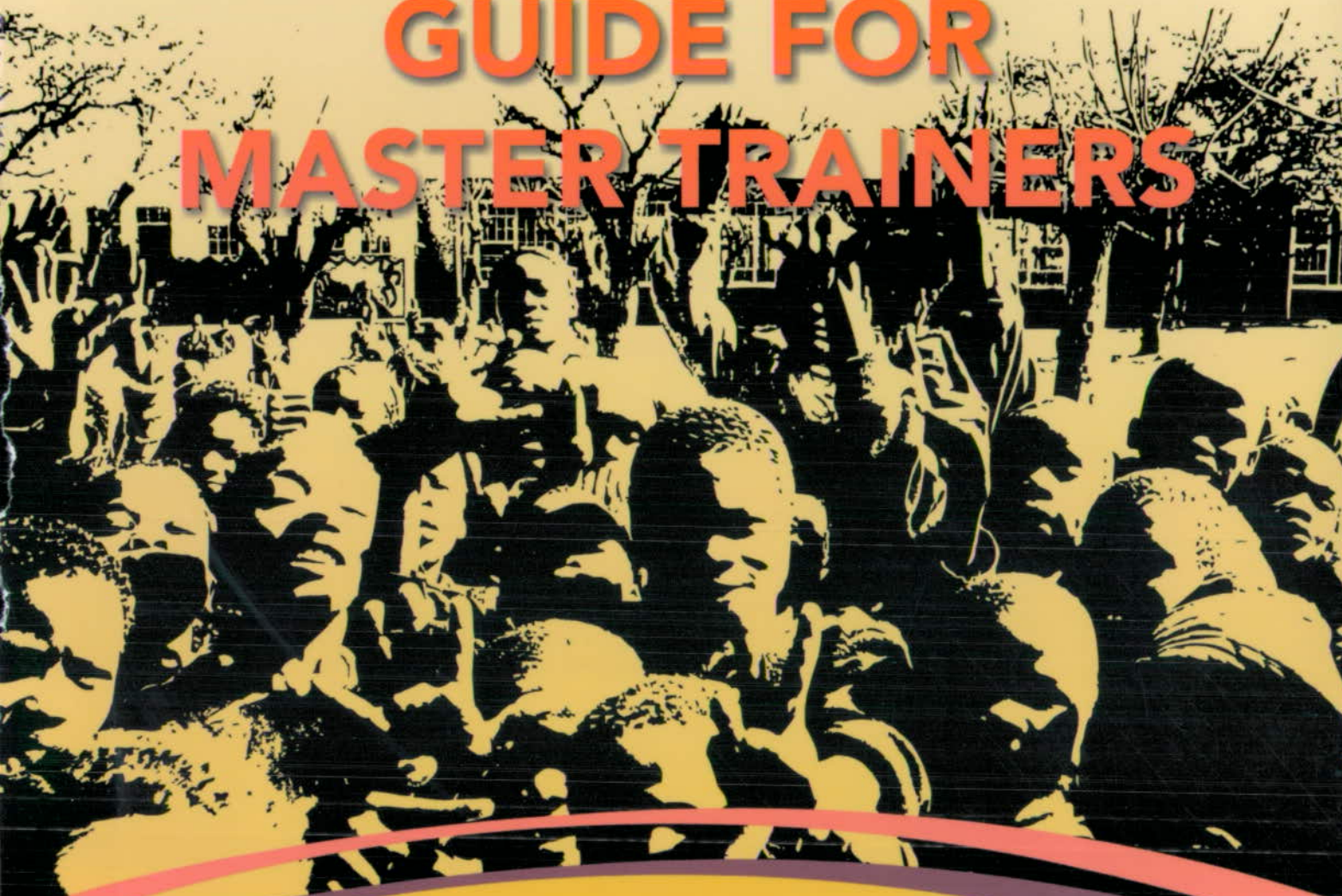


AIDS MAINSTREAMING

TRAINING OF TRAINERS

GUIDE FOR MASTER TRAINERS



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Acknowledgements

The **Guide for Master Trainers** is based on the UNDP mainstreaming training curriculum, manual and participant pack. It is meant to assist Member States to roll-out the training using the UNDP curriculum. We wish to thank the UNDP Regional Services Centre for providing to the region an invaluable instrument.

The Guide was tested through two regional workshops. First, the workshop that was held in Livingstone, Zambia, in April 2007, attended by representatives from Mauritius, South Africa, Zambia and Zimbabwe; and second, the workshop held in Maputo, Mozambique, in May 2007, attended by representatives from Angola, the Democratic Republic of Congo, Madagascar and Mozambique.

The Guide was also made possible through consultancy services of Ms Rose Smart who drafted and packaged it according to the needs of the Member States.

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Worksheets and handouts

Workshop programme

Assessment of basic HIV and AIDS competency

Post ToT capacity assessment

Workshop evaluation

CD with UNDP manual and participant pack, resource materials and PPTs

Abbreviations and Acronyms

AIDS	Acquired immune deficiency syndrome
ART	Antiretroviral therapy
ASO	AIDS service organisation
AU	African Union
CBO	Community-based organisation
EAP	Employee assistance programme
EFA	Education for All
EU	European Union
GIPA	Greater involvement of PLWH
HIV	Human immunodeficiency virus
IEC	Information, education and communication
KPA	Key performance area
M&E	Monitoring and evaluation
MDG	Millennium Development Goals
MIS	Management information system
MTEF	Medium Term Expenditure Framework
NAA	National AIDS Authority
NAC	National AIDS Council
NDP	National Development Plan
NEPAD	New Partnership for Africa's Development
NGO	Non-governmental organisation
NSF	National AIDS Strategic Framework
PLWH	Person/people living with HIV
PLWHA	Person/people living with HIV and AIDS (old usage)
PPT	PowerPoint
PRSP	Poverty Reduction Strategy Paper
SADC	Southern African Development Community
STI	Sexually transmitted infection
TB	Tuberculosis
TSF	Technical Support Facility
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNGASS	United Nations General Assembly Special Session on HIV/AIDS

BACKGROUND

Point of Departure

Mainstreaming HIV and AIDS has become such a critical competency that there are ever-increasing and urgent demands for training. This is being addressed in part through the UNDP/SADC partnership to create teams of trainers in all SADC Members States who can, in turn and through training, build capacity in those who have AIDS mainstreaming mandates. The emphasis is thus on training trainers, equipping them with the necessary materials and then establishing systems of appropriate mentoring and support to ensure that they provide consistently high quality mainstreaming training in their respective countries. The trainers are, themselves, trained by a core of Master Trainers (MTs), for whom this pack has been developed. This cascade model is depicted below.

Model for training trainers:



Support for subsequent training and mainstreaming activities

Purpose of the Guide for Master Trainers

The Guide is part of a set of resources that collectively form a pack for use by MTs who will facilitate mainstreaming training of trainers (ToT) workshops using the UNDP ToT curriculum.

In particular, the Guide is designed to be used in conjunction with the following two UNDP documents:

- *AIDS mainstreaming: curriculum and training manual (2007)* – referred to as the manual; and
- *AIDS mainstreaming: participant pack (2007)* – referred to as the PP.

Assumptions

There is an assumption that the MTs who will use the pack have:

- Extensive training experience;
- Participated, as trainers, in AIDS mainstreaming training; and
- Adopted the UNDP curriculum for mainstreaming training.

Reminders

For easy reference, here are a couple of reminders:

1. *Mainstreaming HIV and AIDS* implies addressing:
 - How the spread of HIV is caused or contributed to by national, sectoral or organisational

programmes and activities;

- How the epidemic is likely to affect national, sectoral or organisational goals, objectives and programmes; and
- Where a country, sector or organisation has a comparative advantage to respond, to limit the spread of HIV and to mitigate the impact of the epidemic.

Based on this analysis, action plans need to be developed and incorporated into long- and shorter-term planning cycles, at all levels.

2. The *objective of the ToT workshop* (i.e. the workshops that will be facilitated by Master Trainers) is to equip a core group of trainers with skills and knowledge to effectively facilitate AIDS mainstreaming courses for key individuals in sectors and other organisations, as well as for individuals such as consultants who will be supporting national and sectoral AIDS mainstreaming initiatives.
3. The ultimate learning outcomes (for the participants who are trained by the trainers who were trained by the MTs) are that they will be able to:
 - Explain the development-related causes/drivers of the AIDS epidemic;
 - Identify the general and sector-specific impacts of the AIDS epidemic;
 - Demonstrate the links between international, national and sectoral *development* targets and international, national and sectoral AIDS targets;
 - Demonstrate an understanding of the fundamentals of AIDS mainstreaming, as well as context/sector/organisation-specific variables;
 - Identify appropriate internal and external mainstreaming actions for a sector/organisation;
 - Describe key mainstreaming processes;
 - Utilise and analyse available data to inform AIDS mainstreaming;
 - Use tools to enhance mainstreaming processes;
 - Through advocacy, build commitment to and a base of support for mainstreaming;
 - Identify and develop appropriate responses to common mainstreaming barriers;
 - Identify opportunities and entry points to entrench the bi-directional factors and relationships (AIDS and development) into national and sectoral instruments;
 - Review and strengthen AIDS mainstreaming in existing development and planning instruments;
 - Develop indicators and mechanisms to report on, monitor and measure AIDS mainstreaming;
 - Utilise all the above to translate theory into practice; and
 - Develop preliminary AIDS mainstreaming action plans.

What is in the Guide for MT?

The Guide consists, in effect, of a ToT programme, expanded to include facilitator's notes for use by MTs.

In the final section – *Workshop Materials* – only the materials that are exclusively for use in a ToT are included. All others can be found in the UNDP PP.

A companion CD is included, with resource materials and PPTs.

Provision for ice-breakers, which should be the responsibility of the Fun Committee, is not included, but these should be slotted in at appropriate times throughout. Examples can be found in Appendix Four in the UNDP manual.

CHALLENGES

1. The first challenge is to ensure that the participants at a ToT workshop are indeed trainers and that, as far as possible, the selection has been done appropriately. For this reason it is highly recommended that formal nomination and selection processes are undertaken. These could include completing a nomination/registration form with the following information:
 - Country;
 - Name of participant;
 - Ministry/sector/organisation;
 - Position in the Ministry/sector/organisation;
 - Summary of previous training experience – in general;
 - Summary of AIDS-related training experience;
 - Summary of a adult education experience; and
 - Contact details.

Having this information will enable MTs to analyse the profile of participants and prepare accordingly. It may even be the basis for negotiating for more appropriate participants, in cases where the nominees are clearly unsuitable.
2. A significant challenge in facilitating a ToT workshop is to get through the content in ways that will ensure adequate *understanding* by the participants, whilst, at the same time, enabling them to practice facilitating sessions as trainers. The programme in the Guide seeks to achieve this important balance. On each day time is allocated for participants to practice important sessions or parts of sessions.
3. Another challenge is to run the ToT workshop in a way that the participants can recognise – in the ToT – the same process in the manual that they will follow when they, themselves, conduct a mainstreaming training workshop. The strategy adopted to meet these challenges is to run most of the sessions in the ToT as per the manual, with strict time management and limited report backs, as a way of ensuring optimal participation, whilst using the time available to best effect.
4. A final (related) challenge is to continuously remind participants that they must, at all times, assimilate what they are learning and experiencing both as participants and as trainers.

PREPARATIONS

1. As preparation for the ToT, do the following: Read through the fundamental conceptual points in Section One of the manual;
 - Familiarise yourself again with what is included in each section of the manual and the PP; and
 - Gather together everything you will need for the workshop; this can be done by going through the manual and PP creating a checklist of what you will require for each day.

2. Make copies for each participant of:
 - The workshop programme, which should be adjusted for each ToT;
 - The AIDS competency assessment questionnaire; and
 - The workshop evaluation form.

These are in the section entitled Workshop Materials and on the CD. All the other workshop materials that will be needed are in the PP.

3. Analyse the participant nomination forms to establish:
 - The sectors that are represented;
 - The positions held by participants, to identify potential resource persons;
 - The participants who (i) can facilitate an adult education session; and (ii) an HIV and AIDS information update.

FACILITATION NOTES FOR MT

The following section consists of the ToT programme with detailed facilitation notes, except where a session is to be run as per the manual, in which case the facilitation notes are in the manual.

To make navigation easy between the Guide and the manual, the session numbering and titles appear as in the manual, so, where additional ToT-specific sessions have been included, these are not numbered and are identified as such (**and highlighted in colour**). There are one or more ToT sessions on each day, being primarily (though not exclusively) the practical sessions.

Ideally, such as in a situation where there are three MTs, the participants can be split into three groups for the practical sessions and each MT can facilitate one group. This would require two breakaway rooms and possibly some additional equipment (flipcharts, pens, etc).

DAY ONE: A Framework for AIDS Mainstreaming

Session One – Getting started

This session can be run in a similar manner to the first session in the manual, covering the following:

- Registration and distribution of workshop materials;
- Opening formalities;
- Participant introductions and expectations;
- Workshop objectives and orientation to the programme;
- Group code of conduct, nomination of Fun Committee and Time Keeper;
- Any logistics; and
- Organisation of participants into groups.

ToT Session – Orientation to material and mapping our training experiences

Present an overview of the material – manual and PP – after which participants can spend some time familiarising themselves with these. In particular, participants should be instructed to read through Sections One and Two in the manual, after which any queries can be addressed. Make sure that participants have read the Terminology section, as it is important always to use consistent and correct AIDS terminology.

Whilst participants review the manual, prepare categories on flipchart pages for the next part of the session on mapping training experiences and grouping participants for practica sessions.

Hand out two blank coloured cards to each participant and instruct them as follows:

- Write your name on the top of each card.
- Record on the cards – one per card – two training experiences you have had – one the most recent and *one the most significant*. It is important that these are experiences where they, themselves, have trained, rather than being trained.
- Next present the four categories, namely: (i) limited training experience; (ii) general training experience, eg teaching; (iii) AIDS-related training experience, eg peer education; and (iv) adult education training experience. Stick up the flipchart pages, with these headings, side-by-side on the wall.
- Participants must then decide in which category to place each of their cards and stick each one up on the relevant flipchart.

The resulting picture illustrates a snapshot of the training experiences of the group. Now permit those with *limited or general* training experience to select a partner from the *AIDS-related or adult education* groups until everyone has been partnered. List the pairs on a flip chart for subsequent allocation of the pairs to lead each of the practica sessions.

Finally, also on a flipchart, list the broad areas that will be used for critiquing each session. The list should cover aspects such as:

- Content;
- Methodology and use of different training techniques;
- Facilitation skills;
- Whether or not adult education principles were observed;
- Preparedness;
- The clarity of presentation and instructions;

- Clear learning objectives;
- The use of teaching and visual aids;
- Language and body language;
- Time management;
- Group management; and
- Interactions and communication with participants.

The list can be referred to at the end of each , and used as the framework for assessing the session, so ensure that it is kept available (and replicated if more than one session is run by different facilitators in different rooms).

Also, encourage participants to make notes – for their own reference purposes – in the spaces provided in their manuals after every session.

During a break, meet with the team identified to facilitate the *adult education session* at the end of DAY ONE and ensure that they understand their brief and have the necessary resources to prepare.

Session Two – Checking our knowledge of HIV and AIDS

This session is a variation on the one in the manual. Although the competency of the ToT participants must be assessed, this is done using a tool that is different to the two in the manual. (The objective of using this tool is to test, in depth, the HIV and AIDS competency of those who will themselves be future trainers).

Distribute the *Assessment of basic HIV and AIDS competency* questionnaire (which is located in the Guide in the section entitled Workshop Materials), emphasise that it is anonymous and instruct the participants to complete it.

Advise participants that there will be a session updating their knowledge, based on the collective results of the assessment, at the end of DAY TWO.

Once the assessments have been handed in, refer the trainers to the two assessment tools in the PP that *they* can use when conducting training; go through these briefly and invite any questions or comments on their use. Discuss the fact that these are optional or alternatives and how both can be accommodated, if this is desirable.

Session Three – Exploring the causes and consequences

Run as per the manual using the problem tree approach. Remember to introduce the concept of sectoral comparative advantages. It may be useful to invite the identification of causes according to categories, such as:

- Structural;
- Political;
- Social;
- Environmental

Refer participants to further readings, such as the UNDP document entitled *Mainstreaming HIV and AIDS in sectors and programmes: An implementation guide for national responses (2005)*, for more information.

Session Four – Finding the development connections

For the next part, spend some time brainstorming and discussing the MDGs (as this is an important revision for the participants). Run as per the manual, but with limited report backs. Comment on the AIDS priorities that are used for the framework; these can be from a national AIDS plan.

Session Five – Testing a mainstreaming framework

Run as per the manual, but with limited report backs.

ToT Session – Adult education update

This session takes the place of the final session on DAY ONE in the manual. It is facilitated by the team identified from the analysis of the participant profile. They should cover adult education principles and methodologies, in whichever way they wish.

One activity might be to instruct the participants (in groups) to identify the best (half the participants) and worst (the other half) learning experiences they have had. They then describe their experience to their group and identify and record the reasons why it was a good/bad experience. The report back to the plenary is a consolidation of the reasons why (the experiences were good/bad).

These can be a useful way of illustrating the principles of adult education. Examples could be:

Good	<ul style="list-style-type: none"> • Learning through story telling • Practice • Recognition of prior learning • Active participation • Flexible and relaxed • Moving from the known to the unknown • Stimulating environment
Bad	<ul style="list-style-type: none"> • Content too academic • Lack of respect • Monotonous teaching style • Lack of acknowledgement of status (age, position, etc) of participants • Expectations not met • Offensive language • Difficult to understand or follow • Lecturer who talks to himself • Lecturer telling students they can't understand the material

Refer participants to the adult education section in the manual and to the adult education files (WORD and PPT) on the CD that accompanies the UNDP manual. Many other resources exist and some key ones can be brainstormed with the participants.

Nominate the first pairs to present on elements from DAY ONE: Sessions Three, Four and Five and provide them with the resources they require to prepare.

After the close of the workshop, consolidate the results of the AIDS competency assessment to present on DAY TWO.

DAY TWO: Mainstreaming Processes and Parameters

Session One – Reflecting on yesterday and results of AIDS competency assessment

Run reflections as per the manual.

Appoint/confirm the Time Keeper and Fun Committee.

Present the AIDS competency assessment results and remind participants that the evening session on DAY TWO will deal with the gaps. Provide the results to the team who are presenting the evening session and ensure that they are briefed about what to cover. Remember, this session must also cover current global, continental and regional commitments, trends and initiatives.

Get participants to move into country teams. If all the participants are from one country, use sectoral affiliations as a way to divide into groups.

Session Two – Setting the scene for mainstreaming

Run as per the manual.

Session Three – Understanding AIDS mainstreaming

Run as per the manual.

During a break, invite participants to check that their mainstreaming experiences recorded in Session Two are, in fact, in the correct place in the matrix. Invite them to re-position any that are not.

ToT Session – Practica and peer review for DAY ONE

Split the participants into groups according to the number of MTs and ensuring that the participant pairs are in the same groups. Have the nominated pairs present their sessions (or elements of sessions) from DAY ONE: Sessions Three, Four and Five, pausing after each to critique the practica according to the agreed criteria. Each critique can be led by a different person, followed by comments from other participants, with a final summary and comments from the MT.

Session Four – Modelling an internal workplace response

Run as per the manual, but with limited report backs. If there are more than five country teams, one of the scenarios can be given to more than one of the groups. The tour can be cut short after two or three stops.

Session Five – Exploring external responses

Run as per the manual, but with limited report backs. Allow the groups to choose a sector, but make sure they are different ones.

Session Six – Learning from a model response

Run as per the manual, but with limited report backs. Ensure that participants do not simply copy from their manuals.

ToT Session – Filling in the gaps – HIV and AIDS update

This session is facilitated by the team identified from the analysis of the participant profile. The results of the AIDS competency can be used as a way of prioritising the information to be covered. Refer to the topics listed in the manual in DAY ONE: Session Six.

On global commitments, initiatives and trends, as a minimum the following should be covered:

Global

- MDGs;
- UNGASS;
- The Three Ones;
- Universal access; and
- Harmonisation and alignment (following the Paris Declaration on aid effectiveness).

Continental

- Abuja Declaration, 2001 and subsequent summit on AIDS, TB and other infectious diseases, 2006 (to review UNGASS targets); and
- Brazzaville Commitment (on scaling up towards universal access), 2006; and
- Johannesburg Declaration, 2007.

Regional

- Maseru Declaration, 2003.

Some key commitments from the African declarations are listed below, but trainers should read the original documents to ensure that they are well briefed for this session.

Abuja promises	<ul style="list-style-type: none"> • Provide leadership for AIDS Commissions • Allocate 15% of annual budget to improve the health sector • Commit to strengthening and developing youth programmes • Mobilise for all resources required • Enact and utilise appropriate legislation for drugs and other technologies
Maseru promises	<ul style="list-style-type: none"> • Focus on prevention and social mobilisation (develop youth friendly and affordable reproductive health services) • Improve care and access to testing and counselling (rapid scale up of PMTCT; reduce stigma and discrimination; promote VCT; roll-out access to ART) • Accelerate development and mitigate HIV and AIDS impact • Intensify resource mobilisation • Strengthen M&E
Brazzaville promises	<ul style="list-style-type: none"> • By 2006 set national targets on prevention, treatment, care and support • Build partnerships, infrastructure and systems • Increase domestic resources and align with national budgets • Generate new national and regional resources • Reduce stigma through social mobilisation • Achieve universal access in Africa by 2010 ("Know your rights and duties" campaign)

MTs should be prepared to add or amend as necessary.

Be aware that the session can run over time.

At the end of the session, select the pairs for practica for DAY TWO: Sessions Three, Four, Five and Six.

Session Seven – Mapping our context

Run as per the manual. Give this as homework for the country teams to prepare their presentations.

Make the point that in multi-country ToT workshops this is usually done for *countries*, whereas when the trainers run in-country workshops for mainstreaming implementers, this will generally be done by sector.

DAY THREE: Practical Mainstreaming Steps

Session One – Presenting our profiles

Run as per the manual.

Appoint/confirm the Time Keeper and Fun Committee.

Reorganise the groups if appropriate.

Session Two – Using data and information

Run as per the manual, but with limited report backs.

Make the point that some data assessments and analysis are quite complex and so the training does not attempt to equip participants with skills to conduct exercises like impact assessments.

Session Three – Applying tools to gather data and information

Run as per the manual. This session will take time, as it is important for trainers to become familiar with the tools. MT must review the tools described in the manual in order to, themselves, be able to facilitate this session optimally. PPTs on some of the UNDP tools are on the CD and one or more could be used to provide more detail if time permits.

Session Four – Testing more tools

Run as per the manual.

ToT Session – Practica and peer review for DAY TWO

Session Five – Polishing our advocacy skills

Run as per the manual, but with limited report backs.

Session Six – Tackling mainstreaming barriers

Run as per the manual, but with limited report backs.

Select the pairs for practica for DAY THREE: Sessions Two, Three, Four, Five and Six.

If time permits, it is usually appreciated by participants if DAY THREE ends early to give them a bit of free time.

DAY FOUR: Mainstreaming Applied

Session One – Reflecting on yesterday

To be done by one of the participants, in the same way as on DAY TWO, or in another way.

Appoint/confirm the Time Keeper and Fun Committee.

ToT Session – Practica and peer review for DAY THREE

Session Two – Mainstreaming AIDS into development instruments

On DAY FOUR and DAY FIVE – from this point onwards and where feasible in terms of the participant profile – participants should sit in country teams.

Run as per the manual, but with limited report backs. Presentations can be facilitated by one of the participants.

Session Three – Finding entry points

Run as per the manual, but with limited report backs.

Session Four – Examining M&E in development instruments

Run as per the manual, but with limited report backs.

Session Five – Finding mainstreaming in AIDS M&E frameworks

Run as per the manual, but with limited report backs.

Session Six – Compiling our action list

Take the participants through the methodology of this session rather than running it as per the manual.

At the same time, provide a brief orientation to the session in the manual on DAY FIVE entitled Session Five – Making future plans as this is a session for mainstreaming implementers, not for trainers. Ensure that they understand the value of their participants having time to compile preliminary plans in order to get the ball rolling on AIDS mainstreaming when they return to work.

ToT Session – Sharing training techniques

Brainstorm the *training techniques and methodologies* that have been used; then invite the participants to share their tried and tested ones with the group.

Mention the *evaluation methodologies* that have been used and then discuss others that might be appropriate for them to use when conducting training.

Select the pairs for practica for DAY FOUR: Sessions Two, Three, Four and Five and alert the pairs who will present on DAY FIVE for Sessions Two, Three, Four and Five.

Give the participants time to consolidate their training notes for Modules One to Four.

DAY FIVE: Measuring, monitoring and reporting mainstreaming

Session One - Reflecting on yesterday

To be done by one of the participants, in the same way as on DAY TWO, or in another way.

Appoint/confirm the Time Keeper and Fun Committee.

ToT Session – Practica and peer review for DAY FOUR

Session Two – Revising M&E

Run as per the manual.

Session Three – Designing mainstreaming indicators

Run as per the manual.

Session Four – Reporting on mainstreaming

Run as per the manual, but with limited report backs.

Session Five – Making future plans

This was covered on DAY FOUR, along with *Session Six – Compiling our action list*, so no further time is required.

ToT Session – Practica and peer review for DAY FIVE

ToT Session – Planning the way forward

Use this session to discuss, in plenary, issues related to rollout of the mainstreaming training:

- When, who and how;
- Things that need to be done in order for training rollout to take place; and
- Mentoring, support and issues of quality assurance.

If required, the form entitled Post ToT capacity assessment can be adapted and used. It is located in the *Workshop Materials*.

Session Six – Checking out: how well and farewell

Run as per the manual, but use the ToT evaluation questionnaire (in the section entitled *Workshop Materials*) and not the one in the PP. Emphasise that it is anonymous and instruct the participants to complete it.

At the conclusion of the ToT workshop, analyse the evaluation forms and prepare a summary of the findings. Ensure that any significant recommendations are considered and/or incorporated into future ToT workshops.

WORKSHOP MATERIALS

WORKSHEETS AND HANDOUTS

- Workshop programme
- Assessment of basic HIV and AIDS competency
- Post ToT capacity assessment
- ToT workshop evaluation

ELECTRONIC MATERIALS

Many of the materials required for the ToT are on the CD that accompanies the manual. These are replicated on the CD in the Guide for MT, along with others that MTs will require for their ToT training. The files are the following:

1. Folder entitled **AIDS mainstreaming materials-English** with:
 - Manual in WORD
 - PP in WORD
 - Manual in pdf
 - PP in pdf
 - Guide for MT – in WORD and pdf
 - Curriculum and training kit for leadership in SADC – in WORD and pdf
2. Folder entitled **AIDS mainstreaming PPT presentations-English** with:
 - AIDS mainstreaming orientation
 - Sunshine City mainstreamed response
 - Advocacy for mainstreaming
 - M&E and sectoral indicators
3. Folder entitled **PPT presentations for leadership training** with:
 - Trends, facts and agreements
 - AIDS mainstreaming orientation
 - Measuring and monitoring AIDS mainstreaming
4. Folder entitled **Optional additional PPT presentations** with:
 - UNDP PPTs of tools
 - AIDS update
5. Folder entitled **Key resources** with:
 - UNGASS Declaration
 - Abuja Declaration (2001 & 2006) (2 docs)
 - Brazzaville Declaration (2006)
 - Maseru Declaration (2003)
 - Three Ones principles

- UNAIDS-UNDP-WB mainstreaming guide (2005)
- Paris Declaration (2006)
- GTT final recommendations (2005)
- Political Declaration (2006)
- Johannesburg Declaration (2007)
- SADC prevention report
- SADC mainstreaming framework
- UNAIDS & UNDP budgeting and costing (2 docs)
- UNESCO HIV language guidelines
- Basic fact sheets on HIV and AIDS

6. Folder entitled **Adult education**, with:

- Adult education presentation (ToT April07)
- Approaches to adult learning
- Principles of adult learning
- Extract from UNDP draft mainstreaming manual

AIDS MAINSTREAMING: TRAINING OF TRAINERS

TOT WORKSHOP PROGRAMME

Objective of the workshop

A core group of trainers are equipped with skills and knowledge to effectively facilitate AIDS mainstreaming courses for key individuals in sectors and other organisations, as well as for individuals such as consultants who will be supporting national and sectoral AIDS mainstreaming initiatives.

WORKSHOP PROGRAMME

DAY ONE: A FRAMEWORK FOR AIDS MAINSTREAMING

- 08h30 – 09h00 Registration
- 09h00 – 10h00 Opening ceremony
- 10h00 – 10h15 Tea break
- 10h15 – 11h15 Session One – Getting started
- 11h15 – 12h00 ToT Session – Orientation to material and mapping training experiences**
- 12h00 – 12h45 Session Two – Checking our knowledge of HIV and AIDS Other competency assessments
- 12h45 – 13h45 Lunch
- 13h45 – 14h30 Session Three – Exploring the causes and consequences
- 14h30 – 15h00 Session Four – Finding the development connections
- 15h00 – 15h15 Tea break
- 15h15 – 16h00 Session Five – Testing a mainstreaming framework
- 16h00 – 17h30 ToT Session – Adult education update**

DAY TWO: MAINSTREAMING PROCESSES AND PARAMETERS

- 08h00 – 08h30 Session One – Reflecting on yesterday
Results of AIDS competency assessment
- 08h30 – 09h00 Session Two – Setting the scene for mainstreaming
- 09h00 – 10h15 Session Three – Understanding AIDS mainstreaming
- 10h15 – 10h30 Tea break
- 10h30 – 12h00 ToT Session – Practica and peer review for DAY ONE**
- 12h00 – 12h45 Session Four – Modelling an internal workplace response
- 12h45 – 13h45 Lunch
- 13h45 – 14h15 Session Five – Exploring external responses
- 14h15 – 15h00 Session Six – Learning from a model response
- 15h00 – 15h15 Tea break
- 15h15 – 17h00 TOT Session – Filling in the gaps – HIV and AIDS update**
- 17h00 – 17h30 Session Seven – Homework – Mapping our context

DAY THREE: PRACTICAL MAINSTREAMING STEPS

- 08h00 – 08h45 Session One – Presenting our profiles
 08h45 – 09h30 Session Two – Using data and information
 09h30 – 10h15 Session Three – Applying tools to gather data and information
 10h15 – 10h30 Tea break
 10h30 – 11h15 Session Four – Testing more tools
11h15 – 12h30 ToT Session – Practica and peer review for DAY TWO
 12h30 – 13h15 Session Five – Polishing our advocacy skills
 13h15 – 14h00 Session Six – Tackling mainstreaming barriers
 14h00 – 15h00 Lunch
 Free afternoon

DAY FOUR: MAINSTREAMING APPLIED

- 08h00 – 08h30 Session One – Reflecting on yesterday
08h30 – 10h15 ToT Session – Practica and peer review for DAY THREE
 10h15 – 10h30 Tea break
 10h30 – 11h15 Session Two – Mainstreaming AIDS into development instruments
 11h15 – 12h00 Session Three – Finding entry points
 12h00 – 12h45 Session Four – Examining M&E in development instruments
 12h45 – 13h45 Lunch
 13h45 – 14h30 Session Five – Finding mainstreaming in AIDS M&E frameworks
 14h30 – 15h00 Session Six – Compiling our action list
 15h00 – 15h15 Tea break
15h15 – 16h45 ToT Session – Sharing training techniques

DAY FIVE: MEASURING, MONITORING AND REPORTING MAINSTREAMING

- 08h00 – 08h30 Session One – Reflecting on yesterday
08h30 – 09h45 ToT Session – Practica and peer review for DAY FOUR
 09h45 – 10h15 Session Two – Revising M&E
 10h15 – 10h30 Tea break
 10h30 – 11h15 Session Three – Designing mainstreaming indicators
 11h15 – 12h00 Session Four – Reporting on mainstreaming
 12h00 – 12h45 Session Five – Making future plans
 12h45 – 13h45 Lunch
13h45 – 14h30 ToT Session – Practica and peer review for DAY FIVE
14h30 – 15h15 ToT Session – Planning the way forward
 15h15 – 15h30 Tea break
 15h30 – 15h45 Session Six – Checking out: how well and farewell
 15h45 – 16h30 Closing ceremony

AIDS MAINSTREAMING: TRAINING OF TRAINERS

ASSESSMENT OF BASIC HIV AND AIDS COMPETENCY

COMPETENCY	QUESTIONS TO ASSESS COMPETENCY	RESPONSES
Basic knowledge of HIV, AIDS and other STIs	What is the difference between HIV and AIDS?	
	What is the "window period"?	
	What is the relationship between HIV infection and other STIs?	
In-depth knowledge about selected aspects, like VCT, PMTCT, HAART	What does a voluntary counselling and testing (VCT) programme consist of?	
	What intervention/s is/are available to prevent mother to child transmission of HIV?	
	How does highly active antiretroviral therapy (HAART) prevent the progression of HIV disease?	
Knowledge of legal and human rights issues	What is meant by the right to privacy and bodily integrity?	
	What is the difference between confidentiality and secrecy?	
	What is the difference between stigma and discrimination?	

COMPETENCY	QUESTIONS TO ASSESS COMPETENCY	RESPONSES
Ability to talk about sex, sexuality, relationships and so on	What advice would you give parents wishing to talk to their children about sex?	
	What do you think about gay couples adopting children?	
	Should sex workers who are HIV infected be allowed to continue working as sex workers?	
Communication skills	How would you explain the effect of HIV on the immune system to a person with low literacy abilities (perhaps a farm worker)?	
	How would you describe how to use a condom to a blind person?	
Counselling skills	How would you define counselling?	
	What are the qualities of a good counsellor?	
	What information should be given to a client during pre-test counselling?	

AIDS MAINSTREAMING: TRAINING OF TRAINERS

POST TOT CAPACITY ASSESSMENT

Please complete the following short survey, to inform options for rolling out AIDS mainstreaming training. Thank you.

NAME _____ COUNTRY _____

POSITION _____

1. In the next 4 to 6 months, please estimate how much time can you commit to mainstreaming training, as a percentage of your work time each month? For example, if you can run one five-day workshop per month, with the pre- and post-workshop time, that would represent about 9 days, which is about 45% of your time in one month.

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2. What, if any, challenges might you personally or your country team experience in rolling out the training in your country?

.....

.....

3. If you will not be in a position to actually conduct mainstreaming training, please describe what role you will be able to play in rolling out the training to sectors and Ministries.

.....

.....

4. Would you be interested and willing to co-facilitate a ToT workshop? Tick one option.

YES NO

5. If YES, would you get the necessary permission and support to be released from work for six to seven days (five day workshop and one day preparation meeting)? Please comment.

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6. In your opinion, is there any other key person (or persons) from your country, with a full-time public sector training mandate, who should be trained to conduct AIDS mainstreaming workshops. If YES, please give the position (not the name) and a brief explanation of why you have identified this position.

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AIDS MAINSTREAMING: TRAINING OF TRAINERS

TOT WORKSHOP EVALUATION (ANONYMOUS)

Instructions to participants

Your opinions are important. Please complete the evaluation form and hand it to one of the facilitators.

Mark your ratings with a cross (X). Where appropriate provide feedback on what could have been done better.

1. In terms of your expectations, how well did we do?

Participant expectations Excellent Good Average Poor

We could have done better if ...

2. Now evaluate each of the following:

Facilitation Excellent Good Average Poor

We could have done better if ...

Methodologies Excellent Good Average Poor

We could have done better if ...

Presentations Excellent Good Average Poor

We could have done better if ...

Workshop materials Excellent Good Average Poor

We could have done better if ...

Venue and logistics Excellent Good Average Poor

We could have done better if ...

2. Using the programme, select your best and worst sessions on each day.

	SESSION NAME	REASON/S FOR SELECTION
DAY ONE	 BEST	
	 WORST	
DAY TWO	 BEST	
	 WORST	
DAY THREE	 BEST	
	 WORST	
DAY FOUR	 BEST	
	 WORST	
DAY FIVE	 BEST	
	 WORST	

4. Finally, complete the following three sentences:

4.1 This workshop has equipped me to:

? _____

? _____

4.2 The greatest challenge I will face in conducting AIDS mainstreaming training is:

? _____

? _____

4.3 When the next ToT is run the most important change or addition should be:

? _____

? _____

Please hand in the evaluation form.

NOTES

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