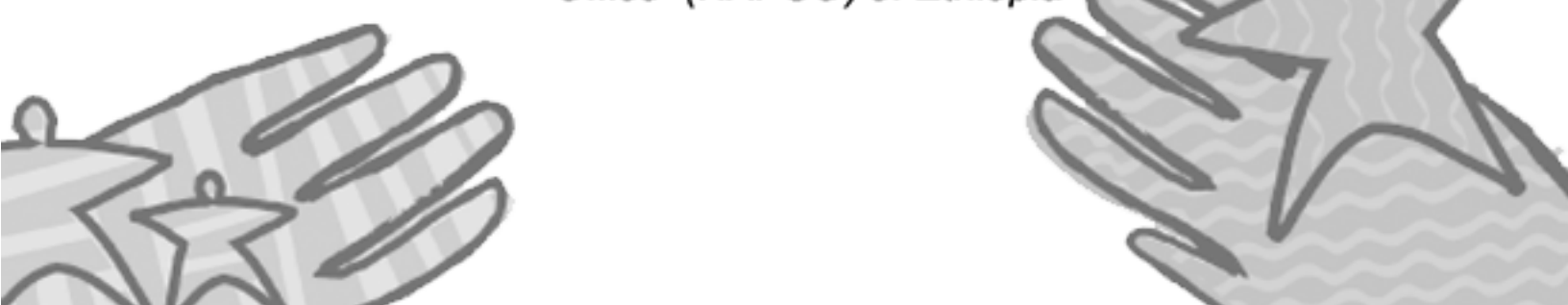


Community Planning for HIV/AIDS
Prevention Care and Support
Training of Trainers Manual

June 2004



*In collaboration with
the Centers for Disease Control and
Prevention (CDC/Ethiopia)
and
the National HIV/AIDS Prevention Control
Office (HAPCO) of Ethiopia*





The National Alliance of State and Territorial AIDS Directors (NASTAD) is a member organization consisting of state and territorial AIDS program directors of the United States. NASTAD holds a cooperative agreement with the Centers for Disease Control and Prevention Global AIDS Program (CDC/GAP), and provides technical assistance and support on request to CDC/GAP countries in the areas of infrastructure, planning, and capacity development.





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I. Background and Introduction to This Manual

Community planning for HIV/AIDS Prevention, Care, and Support involves those individuals most affected by HIV/AIDS in planning for HIV/AIDS at the local level. HIV/AIDS community planning builds community consensus that can form the basis for HIV/AIDS program policy, strengthens community capacity to develop and manage HIV/AIDS programs, and promotes buy-in and participation of community members in HIV/AIDS prevention and control activities.

Beginning in June 2001, NASTAD worked with CDC/Ethiopia and the National HIV/AIDS Prevention and Control Office of Ethiopia (HAPCO) to develop a model for community planning for HIV/AIDS prevention, care, and support in Ethiopia. Since that time, a training manual has been developed, and key stakeholders at the national, regional, and woreda levels have been trained to implement the model.

This *Training-of-Trainers (TOT) Manual* has been designed to accompany and enhance the *Manual for Community Planning for HIV/AIDS Prevention, Care, and Support*. It is intended to provide structure and guidance to those who are responsible for teaching others to become trainers in community planning. The *TOT Manual* includes a sample training agenda; description of the purpose, objectives, and intended participants of the TOT Workshop; an overview of the model for developing and sustaining experts and regional trainers; detailed, daily trainer notes for facilitating and presenting sessions; and handouts, including assessment tools.

In addition, the final section of this manual includes co-teaching and observation instructions to be used by experts after the TOT, when supporting the successful participants of the TOT workshop to deliver their first trainings to woreda-level community planning facilitators.

NASTAD intends for these tools be used as resources, and assumes and hopes that those who use them will modify and adapt them to meet their needs.







II. Purpose, Objectives, and Intended Participants of Training-of-Trainers Workshop

Purpose:

To develop trainers to provide community facilitators with the tools they need for effectively planning HIV/AIDS prevention, care, and support programs that are based on assessed community need.

Objectives:

At the end of the workshop, participants will:

- Understand the core concepts of community planning
- Be able to train community facilitators in using effective group facilitation skills
- Understand how to deliver the community planning training to future community planning facilitators

Intended Participants:

Individuals who are assigned to provide training to community planning facilitators.





III. Model:

Developing and Sustaining Experts and Regional Trainers in HIV Community Planning Training in Ethiopia

Developing and maintaining expertise in community planning training is key to sustaining implementation of the community planning process by HAPCO facilitators assigned to subcities (kaflekatomawich) and woredas in Ethiopia. NASTAD proposes this model to sustain HAPCO's capacity to implement community planning nationwide. The model, represented in **Figure 1: Sustaining Experts and Regional Trainers**, is based on five separate roles: experts, regional trainers, community planning facilitators, HAPCO-National, and NASTAD. The tasks and responsibilities of each of these groups are described below.

1. Experts

Experts are responsible for 1) training and certifying new regional-level trainers in community planning and 2) ensuring quality and monitoring implementation of community planning. Their tasks include the following:

- Maintaining current knowledge of community planning, including issues that arise as the process is widely implemented in Ethiopia.
- Updating training manual and materials.
- Conducting TOT workshops and follow-up.
- Ensuring quality of training by certifying and working with HAPCO-National and CDC/Ethiopia to monitor trainers.
- Recruiting, certifying, and mentoring trainers who may also serve as “experts.”

To become an **expert**, the candidate must:

- Be a certified trainer. That is, they must have completed steps described under the **regional trainers** section below, and quality assurance reviews of their trainings must reflect a sound understanding of community planning and skill in training.
- Under the supervision of existing experts, assist in conducting a TOT workshop. Experts will evaluate the candidate's performance during the workshop. Participants who are judged to be capable of succeeding as experts will move to the next step.
- Under the supervision of existing expert (s), conduct a TOT workshop. An expert will observe and evaluate the candidate's performance during the workshop. A participant who is judged to be capable of succeeding will be certified as an **expert**.



2. Regional Trainers

Regional trainers are identified, trained, and certified by experts. Their duties include the following:

- Participating in a two-day community planning training followed by a four-day TOT workshop.
- Following the procedures to become certified as a regional trainer (see below).
- Training subcity (kaflekatama) and woreda facilitators and others in community planning.
- Serving as a resource to local facilitators.
- Participating in ongoing updates and quality assurance activities.

To become a **regional trainer**, the candidate must:

- Satisfactorily complete the two-day community planning training as a participant.
- Participate in a TOT workshop conducted by existing expert(s). Expert(s) will evaluate their performance during the workshop. Participants who are judged to be capable of succeeding as regional trainers will move to the next step.
- Co-teach a two-day community planning training for community planning facilitators with an expert. The expert will evaluate their performance during the training. Participants who are judged to be capable of succeeding as regional trainers will move to the next step.
- Teach a two-day community planning training with an expert as an observer/evaluator. The expert will evaluate their performance during the training. Participants who are judged to be capable of succeeding as regional trainers will be certified as **regional trainers**. The regional trainer is then authorized to teach the two-day community planning training to new facilitators, NGO representatives, and other community members as needed. The regional trainer will also be available to assist facilitators in their efforts to implement community planning.

At this point, the team of experts will develop a schedule to periodically observe the regional trainer to ensure continued quality and effectiveness. NASTAD recommends that an expert observe at least one of the first three trainings conducted by the regional trainer after the trainer has been certified. The expert will observe the regional trainer conducting a two-day community planning training and complete a written assessment. The assessment indicates the regional trainer's strengths and identifies areas that need additional improvement. If the regional trainer performs satisfactorily, subsequent assessments should occur annually. If significant areas need improvement, the next assessment will occur during the next training conducted by the regional trainer. Each time the expert assesses the regional trainer, a copy of the completed assessment form is provided to the regional trainer's supervisor.





3. Community Planning Facilitators

Facilitators are trained by regional trainers through the two-day community planning training. They provide orientation to community members and community planning group members; and also facilitate ongoing community planning activities at the keflekatama and woreda levels. They can access a regional trainer or an expert for assistance and support.

4. HAPCO-National

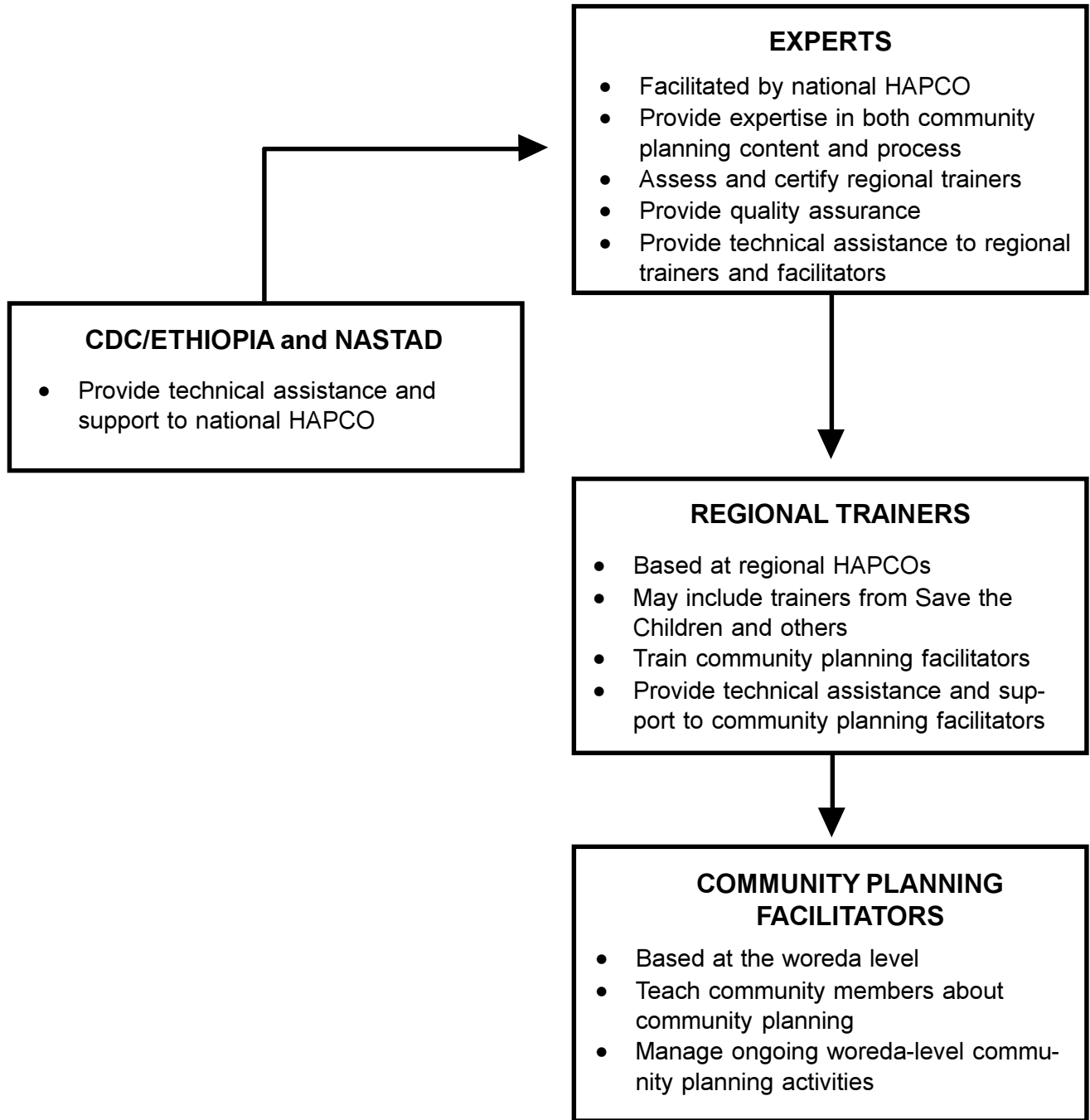
HAPCO-National supports the work of experts by ensuring adequate resources, logistical support, and continued commitment to implementing community planning. HAPCO also conducts routine quality assurance monitoring on experts, supported by CDC/Ethiopia and NASTAD.

5. NASTAD

NASTAD supports and assists the work of HAPCO-National and its experts by serving as mentors, focusing on training models and methods, subject matter (community planning) issues, and evaluation models for training activities. In addition, NASTAD works with national and regional HAPCOs to implement community planning by strengthening linkages between community planning and program implementation.



Figure 1: Sustaining Experts and Regional Trainers



IV. Trainer Notes

DAY 1

Core Concepts and General Training Skills

A. Introduction, Registration, and Ground Rules

The experts:

- Introduce themselves.
- Ask participants to introduce themselves with their name, where they are from, where they work, and a sentence or two describing why they do the work that they do (or a different ice-breaker question).
- Distribute *Handout A, Agenda* and review the purpose, objectives, and agenda of the TOT workshop with the participants.
- Distribute registration forms and allow enough time for participants to fill them out.
- Review logistics (location of bathrooms, breaks, etc.)
- Brainstorm list of ground rules that the participants feel are important for this workshop and record responses on newsprint.

B. Review Training-of-Trainer Model

- Distribute *Handout B, Sustaining Experts and Regional Trainers*.
- Describe the role of the experts and of the trainers as described in Section I, Model.
- Explain that the model includes assessment of trainers and that assessments will be performed on each participant.
- Distribute assessment forms to participants (*Handout C, Participant Assessment Tool*). Explain that the assessment will be reviewed shortly during the presentation on Training Concepts and Skills.

C. Core Concepts of Community Planning

- The purpose of this section is for the experts to role-model how to facilitate an interactive session, and for the experts to assess the level of understanding and experience of the participants with the content.
- Ask:
 - How have you used community planning in your work?
 - How does community planning benefit your work?
 - What do you see as the purpose of community planning?
 - What do you see as the challenges of community planning?



D. Presentation on Training Concepts and Skills

1. Introduction

- Explain that:
 - One of the primary purposes of this training is for participants to learn training skills.
 - Participants will be assessed on their ability to perform these skills.
 - This presentation follows the outline of the assessment (*Handout C, Participant Assessment Tool*), and will explain and describe the skills that participants are expected to learn.

2. Use of the Manual

- Explain that:
 - The walk-through on Day 2 of the training and the teach-back activities on Day 3 of the training will cover many of the required training skills.
 - Using and following the manual takes practice, as well as familiarity with the material. Ask the participants to look through the manual tonight if they have time.
 - Participants need to follow the times set for each session on the agenda until they are comfortable with the material. With deeper understanding of the content, and familiarity with typical responses to different sessions, trainers can be more flexible with the timing to allow interesting or important conversations initiated by the participants to finish.

3. Understanding the Nine Principles and Nine Steps of Community Planning

- Explain that:
 - For trainers to be successful, participants must fully understand the content of the manual.
 - Ideally, trainers should have participated in a community planning training. Encourage participants to take part in a community planning process.
 - The next few days are the ideal time for participants to ask questions about training content.
 - The experts are content resources for training participants, and participants should feel free to ask questions.




4. General Training Tips

- Begin by asking participants:
“Can you give an example of a time you attended a really good training? What was good about it? What did the trainers do in that training that helped you learn?”

List the answers on newsprint. Also ask for an example of a training they attended that they did not enjoy—and what the trainers did during the training that made it difficult for them to learn. List these answers on a separate sheet of newsprint.

- Summarize by explaining that adults learn differently from children. Some of the things we know about how adults learn include:
 - Training adults depends on building a good relationship between the instructor and the learner.
 - Adults remember things differently from children. It is easier for adults to remember things if they can connect the new things they learn with something they already know or have experienced.
 - Active learning is more effective than passive learning—that is, it is better to engage students in activities than to just lecture to them. The idea of “doing while learning” is a widely recommended approach to teaching adults.
 - Adults like to have some control over the learning process—that is, to be able to have some say in how the training is being conducted.
 - Adults (and children!) appreciate if the trainer has “unconditional positive regard” and empathy for them—that is, if the trainer accepts and trusts the learner as a person of worth, and has a nonjudgmental understanding of the learner’s perspective.
- Refer back to the lists the group has made on the newsprint, and use these as examples as you explain some ways in which trainers can meet the needs of adult learners, including:
 - Learning the names of your participants.
 - Repeating key points.
 - Asking many questions as you deliver the material. You can ask about participants’ experiences with the material, their understanding of what you have presented, or their questions or concerns. All of these questions help to develop relationships between presenter and learner, to make learners feel as if they have control over the process, and to help learners place what they are learning in the context of their own experience.
 - Involving the learners in active work as much as possible. Examples include the small group work during the community planning training, as well as the teach-back activities of the TOT.



- 
- Encouraging discussions among learners in which students are viewed as equal participants.

5. Promoting the involvement of participants in the training activities

- Have experts perform a role-play. One expert takes the role of an overly talkative participant, another takes the role of a very quiet participant, and a third assumes the role of the trainer.
- Use a community planning topic from the manual, or difficult training experience you have had, to guide the role-play. The trainer should model the approaches described below to managing such participants.
- After the role-play, ask the participants what techniques the trainer used to manage the two difficult participants.
- Ask the participants to offer examples of difficult training situations they have been in, and how they have managed them. For example, “What would you say if a participant insisted that HIV is spread by mosquitoes?”

Use the following suggestions on the next page if participants don't offer their own ideas.



Suggested Approaches for Managing Participation in Training Activities

In general, the trainer should acknowledge the contribution of the participant, and then redirect their focus using suggestions or statements such as the following:

Irrelevant topics:

- “That is a great idea, but I think it needs more work. Why don’t you pull together a small group over tea break and bring your recommendation to the larger group this afternoon?”
- “That is a really important topic, but right now we are discussing X. Why don’t we put this issue in our ‘parking lot,¹’ and come back to it at the end of the meeting?”
- “That is a very good question, but we are going to have a conversation about that topic this afternoon. Can you hold that thought until then?”

When an individual is dominating the conversation:

- “This has been a wonderful discussion, but we really need to move on with our agenda. I encourage you to continue this conversation among yourselves at tea break, or lunch.”
- “That is a good idea. Does anyone else have a similar experience (or a different experience)?”

You can also use this method to draw out a quiet person:

- *To one participant:* That is a good idea. *To the quiet participant:* What do you think about that comment?
- You can ensure that everyone contributes by asking everyone the same question in turn.

6. Managing Disagreement

- Ask participants to give examples of a conflict or disagreement that occurred during a training in which they participated, and write these examples on newsprint.
- Ask participants to offer suggestions as to how to deal with each example. Use the following suggestions if participants don’t offer their own ideas.

¹ A ‘parking lot’ is a sheet of newsprint upon which comments that may not be relevant to the immediate discussion can be noted. If a parking lot is used, remember to return to the comments listed on it at the end of the day, or at the end of the training.



Suggested Approaches for Managing Conflict

Disagreement between participant and trainer:

- Ask the participant to continue the discussion outside class.

Conflicts arise between participants:

- The trainer needs to intervene: “Clearly there are several ways to look at this issue—but we need to move on to the next topic.”

Anger about a topic:

- Acknowledge the person’s comments—“Yes, I understand and appreciate your concern—may we move on?”
- “I understand that you are upset—can we discuss your concerns at lunch?”

Criticism of the trainer:

- Respond humbly and honestly, be willing to make mistakes, apologize, and move on.

7. Training Styles

- Ask participants to give examples of the following, and ask why they think they might be useful/effective/important:
 - Asking open-ended questions
 - Paraphrasing
 - Listening to and acknowledging every participant’s contribution
 - Speaking in a loud and clear voice
 - Asking participants to speak for themselves and not for the group
 - Using language the participant can understand
 - Using appropriate facial expression (e.g., smiling)
 - Using appropriate tone of voice (projecting enthusiasm)
 - Using appropriate eye contact
 - Using appropriate body language (e.g., leaning towards the person who is speaking)



DAY 2

“Walk-through”

A. Check-In

- “Any questions or concerns from yesterday?”

B. “Walk-through” of Community Planning Training Manual

Ideally, participants in the *Training of HIV/AIDS Community Planning Trainers* workshop will already have received training in community planning. They should understand core community planning concepts, and may have even performed community planning activities at the woreda level.

The primary purpose of this workshop is to give the participants tools and skills to teach **others** to manage community planning activities. The *Community Planning Training Manual* is the primary tool available for the participants. The trainer notes below provide detailed step-by-step instructions for reviewing the Training Manual with workshop participants. The instructions are intended to be used and adapted by workshop leaders to:

- Reinforce their familiarity with the content of the manual.
- Help them as they prepare to deliver Day 2 of the TOT workshop.
- Provide a script for Day 2 of the workshop, if they haven’t conducted the TOT workshop before.

In addition, these walk-through notes can be shared with participants of the TOT after the workshop as a resource for planning their own trainings.

1. Purpose and Objectives

Explain that this section describes the purpose of community planning, and participants should be familiar with its content. Use open-ended questions to ensure that participants understand community planning; for example.


- “Who can tell me the purpose of community planning?”
- “Who can tell me the purpose of the workshop?”

2. How to Use This Manual

Explain that this section helps the trainer become familiar with the manual.

- Explain that numbers of trainers and numbers of participants are important to consider, particularly in setting up small groups. Ideally, there should be more than one trainer to allow facilitation of small group exercises.



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- Review the formatting of the manual, explaining how sections of it refer to words and/or activities the trainer needs to say or do.
 - Ask participants to look at training aids, and explain how they are used. Look at the list of handouts.
 - Ask participants, “What questions do you have about how to use the manual, or set up the training, or about your role in the training?”

3. Introduction and Registration

Point out that in the manual, objectives, topics covered, and teaching aids are listed at the beginning of each section. Trainers should be clear on the objectives of each section, and have achieved them for themselves. They should talk with an expert if they need clarification.

a. Introduction and Registration.

- Point out that the group went through an introduction process yesterday that was similar to the one described here.
- Note this is the first place in the manual where trainers are prompted to say something. Explain that the trainers are free to use these words exactly, or to paraphrase.

b. Opening Exercise

- Explain that this section describes two possible opening exercises, and ask participants to become familiar with them.
- Ask participants, “What are the benefits of using an opening exercise? What is your experience with using opening exercises?”

c. Ground Rules

- Explain the processes outlined in this section.
- Ask participants: “Why are ground rules important? What are some of your experiences with using ground rules during training?”

d. Overview of Community Planning

- Explain the activity outlined in this section (i.e., that a prepared newspaper is put up and reviewed with the group.)
- Explain that when a trainer presents information in this way, it is always appropriate to check the understanding of the group by probing, asking questions, and engaging in interactive dialogue. This might be a section where such a check-in happens.

e. Training Objectives and Schedule

- Explain the activity outlined in this section (i.e., that the trainer solicits and records personal objectives from each participant).
- Remind participants that at the end of the training the trainers will ask the participants to refer back to these objectives and discuss whether they have



been achieved.

- Explain that the trainers have a responsibility to address the objectives if they are asking participants to provide them. If participants provide objectives that are unrealistic or inappropriate for the training, they could:
 - Meet with them one-on-one to address them; or
 - If appropriate, engage the individual in special conversation during appropriate sections of the training.

4. Principles

- Note the suggestion to participants to take notes on their overhead handouts.
- Explain that there is a lot of material to cover. Read through each overhead, paraphrase the content, and explain that there are additional words for the trainer to say that describe and explain the overheads. Note that the trainer can paraphrase these if they are comfortable.
 - a. Principle 1: Be inclusive and set shared priorities.*
 - Explain that this section provides instructions on how to facilitate a discussion about inclusion.
 - Ask, “What examples would you provide to the group? What might the class say?”
 - b. Principle 2: Ensure representatives of a specific community truly reflect that community’s values, norms, and behaviors.*
 - Explain that this section provides instructions on facilitating a discussion on representation.
 - Ask, “What groups are mentioned by training participants? What values do participants say they bring?”
 - c. Principles 3-9*
 - Continue reading the overheads and paraphrasing the content.
 - d. Summary*
 - Note the summary and transition point. Explain that this is a good place to check in with the group, and review the examples of how to do this.
 - Ask, “What kinds of concerns or issues might you expect participants to have around the discussion of the Nine Principles? What might be some good responses?”
 - Note that the instructions to participants to place their overhead copies in the binder will vary depending on whether the overheads have been handed out, or if they are already in the participant binder.

5. Steps of Community Planning 1-4



a. Transition

- Note transition, and explain the value of occasional transition activities for participants during the training to check in on understanding.
- Note again that the class may have handouts in binders instead of trainers handing them out.

b. Review the Nine Steps

- Explain that this section provides an overview of the entire session, and gives the participant a sense of what they are about to learn.

c. For Each Step

- Explain that for each step, directions are provided to trainers on how to explain the step.
- Explain that in each section there are directions to the participants to refer to handouts and that trainers need to provide time at each of these points for participants to review the handouts.
- Read the overheads for each step and note the points at which trainers should refer participants to the handouts.
- Note the places where trainers are directed to ask for questions, and ask participants “What kinds of questions have participants asked you at this point, or “What kinds of examples have participants provided at this point?” “How do you respond to these questions and examples?”

d. Special Notes

- Note that trainers are referred to Appendix V for additional information on research methods, and that the trainers should be familiar with these appendices.
- Note that the trainers are asked to use a blank overhead to document Data Collection Methods.
- Ask, “What kinds of methods have participants identified in the past?”

6. Small Group Breakout 1 (Steps of Planning 1-4)

Explain that facilitating small groups may be the hardest part of the training for both the participants and the facilitators. However, they are possibly the most valuable experience for both.

a. Transition

- Explain that this section describes how to set up the small groups. Review the key points including how to assign reporters and recorders.

b. Step 1: Identify Target Populations

- Review instructions for conducting the exercise.
- Explain that the trainer is asked to facilitate and lead discussion. Their role is to help the participants to be as specific, detailed, and critical as possible.



- Point out that this section provides an example of a question to ask during such a session. Ask, “What are some other examples that you could provide?”
 - At the end of your review of this exercise, ask participants, “What is the purpose of this exercise?” and “Do you have questions about how to conduct this exercise?”
- c. *Step 2: Identify Needs of Target Populations*
- Review instructions for conducting the exercise.
 - Point out that this section provides an example on how to prompt participants to be specific. Ask, “Can you think of other examples of how to help participants be specific?”
 - Say, “Here are some examples of poorly defined unmet needs:”
 - “Need for female condoms”
 - “Need for community awareness”
 - “Need for stigma reduction”
 - Ask, “How could these examples be more clearly defined?”
 - At the end of the review of this exercise, ask participants, “What is the purpose of this exercise?” and “Do you have questions about how to conduct this exercise?”
- d. *Step 3: Identify Available Resources*
- Review instructions for conducting the exercise.
 - At the end of the review of this exercise, ask participants, “What is the purpose of this exercise?” and “Do you have questions about how to conduct this exercise?”
- e. *Step 4: Identify Unmet Needs*
- Review instructions for conducting the exercise.
 - At the end of the review of this exercise, ask participants, “What is the purpose of this exercise?” and “Do you have questions about how to conduct this exercise?”
- f. *Report-Back and Wrap-Up*
- Ask, “What kinds of questions do people ask at this point?” and “How would you respond?”
 - Point out that often at this point of the training there are no questions because participants are tired and ready to leave.
 - Note that the small group overheads are used in the wrap-up discussion for the small group work.
 - Explain that trainers should use the report-back session as an opportunity to provide feedback to the small groups, particularly on the specificity of the unmet needs. This is also an opportunity for engaging the entire group in providing feedback to the small groups.



a. *Transition and Review of Steps 1-4*

- Note transition, and explain the value of review of previous activities for participants during the training to check in on their understanding—particularly at this point, since Steps 5-6 build on the previous four steps.
- Note again that the class may have handouts in binders instead of trainers handing them out.

b. *For Each Step*

- Explain that for each step, directions are provided to trainers on how to describe the step.
- Explain that in each section, directions are provided to participants to refer to handouts and that trainers need to provide time at each of these points for participants to review the handouts.
- Read the overheads for each step and note the points at which trainers should refer participants to the handouts.
- Note the places where trainers are directed to ask for questions, and ask participants, “What kinds of questions have participants asked you at this point?” (Or, “What kinds of examples have participants provided at this point?”) “How do you respond to these questions and examples?”

c. *Step 5: Identify Interventions*

- Be prepared to take a lot of time reviewing this sections. Stop frequently to check participants’ understanding. Be prepared to model the exercise if needed.

d. *Step 6: Prioritize Interventions*

- Point out that prioritizing is the most challenging part of community planning, that there are many ways for a group to come to agreement about priorities, and that what follows are some examples or models of how such agreement may be achieved.
- Be prepared to take a lot of time reviewing this section. Stop frequently to check participants’ understanding. Be prepared to model the exercise if needed.
- When reviewing how to develop factor weights, explain that many groups choose to use those provided in the example, rather than developing their own, and that what is provided is a model rather than a requirement.
- Ask, “What is your experience with developing factor weights?” and “What are the pros and cons of developing factor weights in your chosen way?”
- When reviewing assigning weights by intervention, explain that many groups come to consensus on scoring factors for each intervention, and that what is provided is an example of how to come to agreement when consensus cannot be reached.
- Ask, “What is your experience with scoring factors for interventions?” and “What can you do when your group does not come to consensus?”



- Note that, scores submitted by each individual for each factor should be averaged before adding scores for all factors for an intervention.
- Note that the paragraph “Repeat this process for those who feel the factor...” should be deleted.

8. Small Groups, Steps

Note transition, and explain the value of review of previous activities for participants during the training to check in on their understanding—particularly at this point, since Steps 5-6 build on the previous four steps.

a. *Exercise Using Steps 1-5*

- Explain that the trainer is asked to facilitate and lead discussion. Their role is to help the participants to be as specific, detailed, and critical as possible.
- Review instructions for conducting the exercise.
- Ask, “What would be some ways that you could help participants describe specific interventions?” Refer participants back to Overhead 4 from Steps 5-6.
- At the end of the review of this exercise, ask participants, “What is the purpose of this exercise?” and “Do you have questions about how to conduct this exercise?”

b. *Using Step 6 Factors*

- Review instructions for conducting the exercise.
- At the end of the review of this exercise, ask participants, “What is the purpose of this exercise?” and “Do you have questions about how to conduct this exercise?”

c. *Report-Back and Wrap-Up*

- Ask, “What kinds of questions do people ask at this point?” and “How would you respond?”
- Point out that often at this point of the training, there are no questions because participants are tired and ready to leave.
- Explain that trainers should use the report-back session as an opportunity to provide feedback to the small groups, particularly on the specificity of the unmet needs. This is also an opportunity for engaging the entire group in providing feedback to the small groups.

9. Steps 7–9

a. *Step 7: Develop a Plan*

- Read the overheads and summarize the instructions.
- Ask, “What kinds of questions do participants have about the plan?” and “How would you respond?”



b. *Step 8: Evaluate the Planning Process*

- Read the overheads and summarize the instructions.
- Ask, “What kinds of questions do participants have?”
- Explain that trainers often hurry through this section because it is at the end, and encourage trainers to take their time.
- Ask, “What have participants told you in response to the questions about the value of the planning process?”

c. *Step 9: Assess and Update the Plan*

- Read the overheads and summarize the instructions.
- Ask, “What kinds of questions do participants have about updating the plan?” and “How would you respond?”

10. Closing

- Experts should model this closing, and initiate a discussion by asking, for example: “Have you developed a plan?” “Is it being used?” “What parts of the planning process were challenging?” “What are some responses you have made or could make to such challenges?” “Have you found there to be a link between the plans that have been developed and the allocation of resources?”

C. Preparations and Assignments for Teach-back

1. Remind participants again of the purpose of the TOT.
 - In the future, TOT participants will be delivering the training to woreda community planning facilitators and others who will be responsible for working with community members to implement a community planning process. It is vital that the participants be clear about how and why the exercises in the manual are performed, so that they can provide support to the woreda facilitators in their work.
 - The purpose of the teach-back is to allow participants to:
 - Practice using the *Community Planning Manual*
 - Learn from this practice which parts of the community planning training they do not yet understand
 - Ask questions and gain clarity from the community planning experts.
 - Practice training skills they have learned
2. Explain that the participants:
 - Will work in teams of two to deliver a section of the training
 - Should use the manual, and follow its directions carefully to deliver the piece assigned to them
 - Should model the training skills they have learned (general tips, how to engage participants, how to manage conflict)



-
- May not be able to answer every question that is asked during the teach-back; participants should refer these questions to the experts so participants do not leave with wrong information
3. Pair off the group, placing more experienced individuals with less experienced ones, and separating individuals who have worked with each other before.
 4. Depending on the number of participants, assign the following sections to a pair. If there are more participants than sections, assign additional pairs to assist with the small group exercises, and/or divide up the lecture on the Principles of Community Planning into two sections.
 - The Principles of Community Planning (lecture)
 - Steps of Community Planning 1-4 (lecture)
 - Steps of Community Planning 1-4, Small Group Exercise
 - Steps of Community Planning 5-6 (lecture)
 - Steps of Community Planning 5-6, Small Group Exercise
 - Steps of Community Planning 7-9 (lecture)
 5. Ask participants to prepare for the teach-back by:
 - Reviewing the sections of the manual they have been assigned to teach and writing down any questions they may have about the assignment and in particular, about the following areas:
 - What have the participants already learned about the community planning process before they are presented with this particular lesson?
 - What is the purpose of this particular section of the manual? (What are we hoping the participants will learn from this lesson?)
 - How does this particular section of the manual prepare the participants for the next lesson?
 - Working with their partner to “walk through” the assignment in detail, discussing with their partner responses and questions that may arise from the participants, and how they would answer these.
 - Working with their partner to identify how the teach-back assignment will be divided between them, and how they can best assist each other during the teach-back.
 - Using class preparation time to make use of the experts to help them in their preparation.
 6. Explain what participants will be expected to do during the teach-back sessions in Day 3:
 - Participants who are not teaching should act as if they have not participated in a Community Planning Training before, and ask questions and raise concerns that they may have heard during their own Community Planning Training experiences.





- Participants should provide constructive and sympathetic feedback during the group feedback sessions that will take place immediately after each session.
- Those who are teaching should refer any questions they are unable to answer to the experts, and to ask the experts to assist them at any time during their presentations. Emphasize that this is a time for learning, and that such questions and discussions will assist all the participants in their learning process, and will not count against them in any way during their assessment.



DAY 3

Teach-back

A. Introduction

- Check-in with participants—any questions from yesterday?
- Introduce the day's work
- Review the pieces of the manual that will not be covered in the teach-back
 - Purpose and objectives
 - How to use this manual
 - Introduction and registration

B. Nine Principles

- Two participants teach this session as outlined in the manual
- Group Feedback (facilitated by experts): All participants give feedback to those who taught the previous session

C. Steps 1-4 (large group presentation)

- Two participants teach this session as outlined in the manual
- Group Feedback (facilitated by experts): All participants give feedback to those who taught the previous session

D. Steps 1-4, small groups

- All participants are divided into two small groups, with two participants facilitating each small group.
- Group Feedback (facilitated by experts): All participants give feedback to those who taught the previous session

E. Steps

- Two participants teach this session
- Group Feedback (facilitated by experts): All participants give feedback to those who taught the previous session

F. Review

- Steps 5-6 small groups
- Steps 7-9
Closing





DAY 4

Review and Debrief

A. Reconvene and Debrief for Participants

- Experts provide individual feedback to each participant (using *Handout C, Participant Assessment Tool*)
- Experts discuss next steps with all participants in a large group
- Participants complete evaluation of Training-of-Trainers Workshop (using *Handout D, Evaluation of TOT Workshop*)

B. Debrief for Experts

- Feedback is provided to experts by their peers and/or HAPCO staff who have observed the workshop (see *Handout E, Training-of-Trainers Expert Assessment Tool*)
- Experts complete evaluation of TOT training by referring to the results of *Handout D* as completed by the participants and by processing their own additional reflections on what went well and what could be improved.
 - Are there any lessons learned from this training that you would use to change/update future trainings?
 - Complete written evaluation of TOT





V. Training-of-Trainers Handouts

Handout A

Agenda

Purpose:

To develop trainers to provide community planning facilitators with the tools that they need to work with community planning groups to effectively plan HIV prevention, care, and support activities that are based on assessed community need.

Objectives:

At the end of the workshop, participants will:

- Understand the core concepts of community planning.
- Be able to train community planning facilitators to use effective group facilitation skills.
- Understand how to deliver the community planning training to future community planning facilitators

DAY 1

Core Concepts and General Training Skills

1:30 p.m.	Introductions, Registration, and Ground Rules
2:00 p.m.	Review of Training-of-Trainer Model
2:20 p.m.	Core Concepts of Community Planning
3:00 p.m.	Tea Break
3:30 p.m.	Presentation on Core Training Concepts and Skills
5:00 p.m.	Adjourn



DAY 2
"Walk-through"

9:00 a.m. Check-in

9:15 a.m. Walk-through of manual

- Purpose and objectives
- How to use this manual
- Introduction and registration
- Principles

10:30 a.m. Tea Break

11:00 a.m. Walk-through of manual

- Steps 1-4, Community Planning
- Small group breakout 1 (steps of planning 1-4)

12:30 p.m. Lunch

2:00 p.m. Walk through of manual

- Steps 5-6, Community Planning
 - Small groups, Steps 5-6
 - Steps 7-9
 - Closing

3: 30 p.m. Tea Break

4:00 p.m. Teach-back Assignments and Preparation

5:00 p.m. Adjourn



DAY 3
"Teach-back"

8:30 a.m.	Introduction to the day's work
9:00 a.m.	Nine Principles
10:00 a.m.	Group Feedback (facilitated by experts)
10:15 a.m.	Tea Break
10:45 a.m.	Steps 1-4 (large group presentation)
12:00 p.m.	Group Feedback
12:15 p.m.	Lunch
1:45 p.m.	Steps 1-4 (small groups)
2:45 p.m.	Group Feedback
3:00 p.m.	Tea Break
3:30 p.m.	Steps 5-6 (large group presentation)
5:00 p.m.	Group Feedback
5:15 p.m.	Review remainder of agenda <ul style="list-style-type: none">• Steps 5-6 (small groups)• Steps 7-9• Closing
6:00 p.m.	Adjourn



Handout A

Agenda

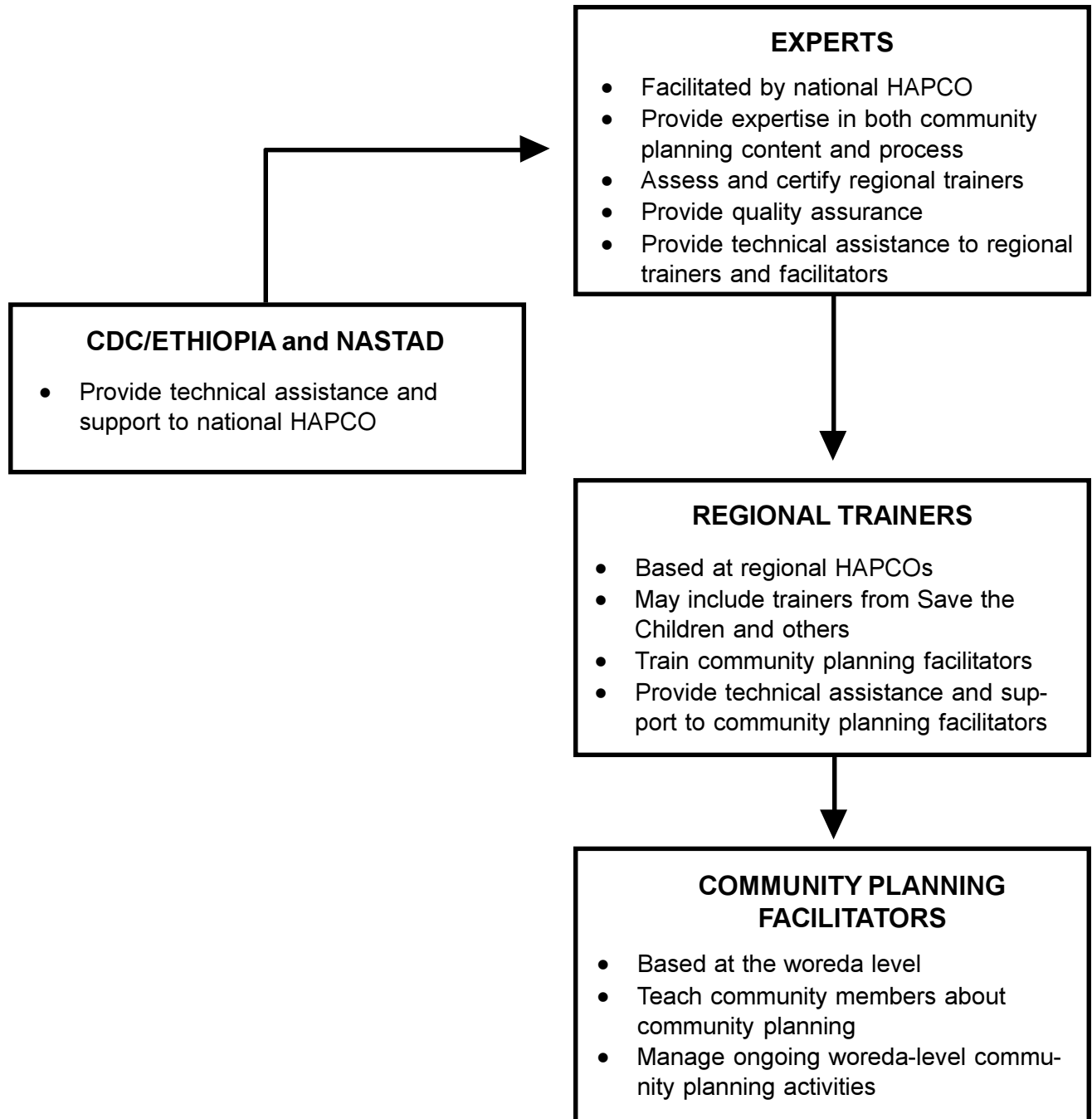
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DAY 4
Review and Debrief

- 9:00 a.m. Reconvene and Debrief for Participants**
- Experts provide feedback to the participants
 - Experts discuss next steps with participants
 - Participants complete evaluation of TOT training
- 10:30 a.m. Tea Break**
- Participants are free to leave
- 11:00 a.m. Debrief for Experts**
- 12: 30 p.m. Adjourn**



Model for Sustaining Experts and Regional Trainers





Participant Assessment Tool

1. How well did the trainer use and follow the manual?

- a. **Did the trainer give instructions for an activity? (i.e., Was a brief overview of the activity provided so that participants get a sense of what is expected of them?). Were those instructions clear?**

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

- b. **Did the trainer incorporate the use of overheads from the manual? Were those overheads used effectively?**

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

- c. **Did the trainer move smoothly between sections of the manual when necessary?**

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

- d. **Did the trainer manage the time effectively?**

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.





Participant Assessment Tool

e. How could the trainer have used the manual more effectively?

2. How well did the trainer demonstrate his/her understanding of the Nine Principles and Nine Steps of community planning?

a. Did the trainer clearly explain the content?

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

b. Did the trainer appropriately answer questions?

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

c. Did the trainer ask appropriate questions to ensure participant's understanding of the material?

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.



Participant Assessment Tool

1. How well did the trainer demonstrate understanding of how to teach adults?

a. Did the trainer seek to develop a relationship with the participants?

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

b. Did the trainer ask frequent questions of the participants during his/her presentations?

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

c. Did the trainer encourage discussion among the participants?

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

2. How well did the trainer promote involvement of participants?

a. Did the trainer encourage more quiet participants to participate?

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.





Participant Assessment Tool

b. Did the trainer discourage more enthusiastic participants from dominating?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

c. Did the trainer encourage participants to share their own experiences?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

d. How could the trainer have involved participants more effectively?

3. How well did the trainer manage disagreement?

a. Did the trainer respond appropriately to criticism?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

b. Did the trainer manage disagreement effectively?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.



Participant Assessment Tool

c. Did the trainer cope appropriately with conflict when it arose?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

Check all the effective training techniques that the instructor used.

- Using open-ended questions.
- Paraphrasing (the expert re-states participant comments or questions for clarification—without inserting personal opinions and/or judgments).
- Listening to and acknowledging every participant's contribution.
- Speaking in a loud and clear voice.
- Asking participants to speak for themselves and not for the group.
- Using language the participant can understand.
- Using appropriate facial expressions (e.g., smiling)
- Using appropriate tone of voice (projecting enthusiasm)
- Using appropriate eye contact
- Using appropriate body language (e.g., leaning towards the person who is speaking)





Handout D

Evaluation of Training-of-Trainers Workshop

1. Please rate the following sessions on their usefulness in preparing you to be a trainer.

	Not Useful	Somewhat Useful	Very Useful
Review of TOT model			
Core concepts of community planning			
Core training concepts and skills			
Walk-through			
Preparation for Teach-back			
Teach-back			
Debrief			

2. Did the TOT prepare you sufficiently to use the manual?

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.



Evaluation of Training-of-Trainers Workshop

3. Did the TOT help you understand the Nine Principles and Nine Steps enough to teach them?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

4. Did the TOT teach you how to involve participants in training activities?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

5. Did the TOT teach you how to manage disagreement during training activities?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

6. Did the TOT teach you appropriate training styles (voice, language, body language, etc.)?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.





Handout D

Evaluation of Training-of-Trainers Workshop

Page 3

7. Do you have other comments or suggestions?





Expert Assessment Tool

1. How well did the expert use and follow the manual?

a. Did the expert give clear instructions for an activity?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

b. Did the expert incorporate the use of overheads from the manual?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

c. Did the expert move smoothly between sections of the manual when necessary?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

d. Did the expert manage the time effectively?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

e. How could the expert have used the manual more effectively?



Expert Assessment Tool

2. How well did the instructor demonstrate his/her understanding of the Nine Principles and Nine Steps of community planning?

a. Did the expert clearly explain the content?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

b. Did the expert appropriately answer questions?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

c. Did the expert ask appropriate questions to ensure participants' understanding of the material?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

3. How well did the expert promote involvement of participants?

a. Did the expert encourage more quiet participants to participate?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.



Expert Assessment Tool

b. Did the expert discourage more enthusiastic participants from dominating?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

c. Did the expert encourage participants to share their own experiences?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

d. How could the expert have involved participants more effectively?

4. How well did the expert manage disagreement?

a. Did the expert respond appropriately to criticism?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.



Handout E

Expert Assessment Tool

Page 5

Handout E

Expert Assessment Tool

Page 4

b. Did the expert manage disagreement effectively?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

c. Did the expert cope appropriately with conflict when it arose?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

5. Check all the effective training techniques that the expert used.

- Using open-ended questions.
- Paraphrasing (the expert re-states participant comments or questions for clarification—without inserting personal opinions and/or judgments).
- Listening to and acknowledging every participant's contribution.
- Speaking in a loud and clear voice.
- Asking participants to speak for themselves and not for the group.
- Using language the participant can understand.



- Using appropriate facial expressions (e.g., smiling)
- Using appropriate tone of voice (projecting enthusiasm)
- Using appropriate eye contact
- Using appropriate body language (e.g., leaning towards the person who is speaking)

6. How well did the expert provide feedback to participants?

a. Did the experts model good training techniques during the course of the TOT training?

- Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

b. Did the expert provide detailed, constructive, useful comments on the written assessments?

- Yes No Needs Improvement



Expert Assessment Tool

If the answer is *No* or *Needs Improvement*, please make suggestions.

- c. **If the experts met individually with each participant, did they provide feedback in a constructive, nonthreatening, and supportive way?**

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

7. **How well did the expert establish a mentoring relationship with the trainers?**

- a. **Did the expert attempt to establish ways for the participant to communicate with them on an ongoing basis?**

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.

- b. **Did the experts identify the individual training needs of each participant and attempt to address them (e.g., plan one-on-one meetings; pair them up with a knowledgeable peer)?**

Yes No Needs Improvement

If the answer is *No* or *Needs Improvement*, please make suggestions.



VI. Guidelines for Co-teaching and Observation

As part of their training, each new regional HIV community planning trainer is expected to co-teach a training to woreda-level community planning facilitators with an HIV community planning expert. Experts can use the following guidelines to assist them in this process:

Co-Teaching

1. Review the participant assessment tool (*Handout C*) that was completed by experts for the trainer at the TOT, and note areas of special attention. Review these with the trainer and determine how best to address these areas in the co-teaching experience. (For example, if the assessment form suggests that the trainer needs to practice delivering the Nine Principles of community planning, the trainer should deliver this section in the co-teach).
2. Review the agenda and training manual with the trainer, and divide sections of the training between you.
3. Briefly walk through each section that the trainer will be delivering, and make sure that the trainer is comfortable with the process and content.
4. If there is more than one expert at the co-teaching experience, the experts should take the lead on the small group work, and the trainers should observe and participate. If the trainer is required to lead a small group, then the expert should carefully walk the trainer through the small group activities before the training, making sure that the trainer understands at each point what kinds of responses are expected from the participants, and reviewing potential questions that may arise from the participants.
5. Make it clear that you are willing to assist the trainer and answer questions during any part of the training—and that the trainer should feel comfortable referring questions from the participants to you at any time.
6. Introduce yourself and the trainer to the group, and explain that you will be co-teaching the training, and that they should expect either of you to answer questions or help with activities.
7. As the trainer delivers the training, complete a second TOT participant evaluation tool (*Handout C*) for the trainer, and schedule a meeting after the training to provide the trainer with positive and constructive feedback.
8. At a later time, determine with other experts whether the trainer is capable of succeeding as a regional trainer. If so, schedule a second training with the trainer where you will observe (rather than co-teach) the training.





Observation

1. Review the participant assessment tools (*Handout C*) completed by experts for the trainer at the TOT, and at the co-teaching experience. Note areas for special attention.
2. Review the manual and the training agenda with the trainer.
3. Briefly walk through any sections of the training that you feel from previous assessments deserve special attention. Make sure that the trainer is comfortable with the process and content.
4. Make it clear that you are willing to answer questions during any part of the training—and that the trainer should feel comfortable referring questions from the participants to you at any time.
5. As the trainer delivers the training, complete a third participant assessment tool (*Handout C*) for the trainer, and schedule a meeting after the training to provide positive and constructive feedback to the trainer.
6. Meet with other experts to determine whether the trainer is capable of being successful as a regional trainer. If so, certify the trainer, and determine a schedule with the trainer to provide support, assistance, and ongoing assessment.

