

**Outreach Workers Training Manual
Project Kavach
TCIF**

Contents

Sno	Title	Pages
1	Introduction	
2	Abbreviations	
3	Guide map to the manual <ul style="list-style-type: none"> • Overview of the entire training • Layout of the sessions • General guidelines for trainers 	
4	Session1 Introduction <ul style="list-style-type: none"> • Module 1 Welcome and Introduction • Module 2 Purpose of Training 	
5	Session2 Sensitization to the issue <ul style="list-style-type: none"> • Module 1 Pre existing KAP about STIs/HIV AIDS • Module 2 Scenario Description • Module 3 Key Population context 	
6	Session3 Introduction to STI and HIV <ul style="list-style-type: none"> • Module 1 Introduction to STI • Module 2 Introduction to HIV/AIDS • Module 3 Prevention and Treatment 	
7	Session4 Introduction to the program <ul style="list-style-type: none"> • Module 1 Program Objectives, structure and activities • Module 2 Putting the ORW's role in context 	
8	Session5 ORWs roles and responsibilities <ul style="list-style-type: none"> • Module 1 Introduction to roles and responsibilities of an ORW • Module 2 Planning and Execution of Mid media activities • Module 3 Activities for condom social marketing • Module 4 Documentation, Reporting and Evaluation 	
9	Session6 Communication <ul style="list-style-type: none"> • Module 1 Communication Barriers and Strategies to overcome these 	

10	Session7 Developing Soft skills for effectiveness <ul style="list-style-type: none"> • Module 1 Interpersonal Skills • Module 2 Problem solving skills 	
11	Session 8 Experience sharing	
12	Appendix <ul style="list-style-type: none"> • KAP Cards • Energiser Games • Myths and mis conceptions • Reporting Formats 	

Introduction

This page would contain information about the KAVACH project of TCIF

Its activities

Achievements so far

Need for this manual

Purpose of this manual

Description of what the manual contains

Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immunodeficiency Virus
TSL	Trans-shipment Locations
CVM	Condom Vending Machine
STI	Sexually Transmitted Infection
IPC	Inter Personal Communication
NACO	National AIDS Control Organization
ORW	Out Reach Worker
BMGF	Bill and Melinda Gates Foundation
SMO	Social Marketing Organisation
GP	General practitioner

Guide Map to the Manual

Overview

This training manual is meant as an aid for training the outreach workers working as a part of the KAVACH intervention. The entire training program spans two days and 15 hours. The training areas have been covered through eight sessions. Symbols have been used to represent key sections in the manual, for easy reference of content by facilitators while conducting the training.

A guide to the symbols used-

Duration
Material Required
Learning Objectives
Module Summary
Directions for Facilitator
Activity instructions for participants
Stop activity
Facilitation Tips

Layout of the sessions

The training content has been covered in eight sessions. The details are as follows-

Sno	Session Title	Duration
1	Session1 Introduction	90 mins
2	Session2 Sensitization to the issue	90 mins
3	Session3 Introduction to STI and HIV	70 mins
4	Session4 Introduction to the program	90 mins
5	Session5 ORWs roles and responsibilities	180 mins
9	Session6 Communication	90 mins
10	Session7 Developing Soft skills for	90 mins

	effectiveness	
11	Session 8 Experience sharing	40 mins

Each training session has been divided into *modules* that cover specific aspects within the area being covered in a particular session. The general format of each module is as follows:

1. Title of Module
2. Duration
3. Learning Objectives
4. Module Summary
5. Material Required
6. Facilitation content

The modules are linked to each other so that the flow of thought and conversation is maintained. At the end of each session there is a recap exercise

General guidelines for trainers

- Encourage all participants to speak up.
- Ensure they use words like ‘condoms’, ‘sex’, ‘HIV’, ‘intercourse’ without hesitation
- Ensure participation of all trainees in all exercises
- Answer all queries, especially seek out and clarify myths and misconceptions
- During group exercises move around to help the groups in the exercises and try to identify weak participants and provide more attention to them and ensure equal participation from all the participants
- Keep checking comprehension by asking questions
- Ask open ended questions that allow for different responses from different participants
- Encourage participants to share any personal experience relevant to the topic being discussed
- Build upon pre-existing knowledge to increase retention
- Maximize the number of responses from participants
- Show your sincere interest and understanding and give your full attention when a participant is speaking or enacting a role play
- Show respect to participants’ beliefs, opinions and experiences
- Use a tone that shows interest, attention and friendliness
- Be impartial in your responses
- Periodically repeat what you have heard, confirming that you and the other participants have understood
- Keep track of discussions. So that the participants remain connected to the topic.

Session1 Introduction

Module 1 Welcome and Introduction	50 mins
Module 2 Purpose of Training	40 mins
Total Duration: 90mins	

Module 1

Title of Module: Welcome and Introduction

Duration: 50 mins

Learning Objectives: At the end of this module, the participants will get adjusted to the new environment and will get familiar with other members of the group and the facilitator.

Module Summary: In this module the facilitator will welcome the participants. This will be followed by an ice breaker group exercise.

Material Required: Pens and papers

Facilitation content:

Facilitation Tips

- Maintain eye contact with the group
- Adjust seating if required, so that all participants are within audible range and there is no formation of groups

Directions for Facilitator

- Greet and welcome the participants to the training session
- Introduce yourself
- Appreciate trainees decision to be a part of the intervention
- Inform participants that they will have to work together for various activities and games and therefore it is very important to get familiar with each other
- Inform them that you would be leading a group exercise to help them get familiar with each other
- Divide participants into teams with 4 members each
- Distribute pens and papers to participants in each group

Activity instructions for participants

- Interact with the team members and get to know their names and their backgrounds
- Compose a song of introduction for your team, that introduces all of your team members
- Teams shall be given 10 mins for preparation and 2 mins each for presentation of the song

Facilitation tips

- Ensure that all team members are participating

Stop Activity

- After 10 mins, teams are asked to end their preparations

Directions for Facilitator

- Ask one volunteer from each team to present the song, while the other members have to greet the audience /or come forward/or clap when their name appears in the song

Module 2

Title of Module: Purpose of Training

Duration: 40 mins

Learning Objectives: At the end of the module the participants will know-
The purpose of the training
The areas of training

Module Summary: This module shall start with sharing of expectations of the group from the training. This would set the context for giving a brief overview of the training through an interactive lecture

Material Required: White Board and Markers

Facilitation content:

Directions for facilitator

- Ask few participants what they are expecting from the training
- Capture their responses on a flip chart
- Go on to explain the purpose of training as follows:

this training is aimed at enhancing capacity of the participants to conduct interventions among the truckers population, aimed at building awareness on STIs and HIV/AIDS.

- Inform on training areas - HIV/AIDS, STI, about the program, roles and responsibilities of an outreach worker, effective communication
- From the flipchart (where participants' expectations were recorded), read out the expectations and clarify to participants on what can be achieved during this training, and also inform on what is outside the scope of the current training.
- Inform participants about-
 - Duration of training- 2 days
 - Daily timings- 9 AM to 5 PM
- Ask for any clarifications
- Encourage participants to be actively involved in the training process and not to hesitate in asking questions or sharing their views

-----**END OF SESSION 1**-----

Session2 Sensitization to the issue

Module 1 Pre-existing KAP about STIs, HIV/AIDS	30mins
Module 2 Scenario Description	20mins
Module 3 Key Population context	30mins
Recap	10mins
Total Duration: 90mins	

Module 1

Title of Module: Pre-existing KAP about STIs, HIV/AIDS

Duration: 30 mins

Learning Objectives: At the end of the module the participants would have reflected on their KAP on HIV/AIDS and STIs

Module Summary: In this module the facilitator shall check pre existing knowledge, attitude and practice about HIV/AIDS and STIs through a group exercise using KAP cards. A copy of the KAP cards is attached as an appendix.

Material Required: KAP cards, pens

Facilitation content:

Directions for Facilitator

(In the ensuing group exercise, the participants will be given three cards- red, yellow and green. The red, green and yellow cards will have five questions each on knowledge, attitude and practices related to STI and HIV/AIDS respectively)

- Inform participants that you would be leading a group exercise
- Divide participants into teams with four members each
- Ask participants to stay in their respective teams till the end of this session

Activity instructions for participants

- Each team shall be given three cards- red, yellow, green
- There are 5 questions written on each card
- Discuss amongst yourselves and answer the questions in 'yes' or 'no'
- Please express your thoughts honestly

- You shall be given 15 minutes for filling up the cards

Facilitation Tips

- Reassure participants that since they would already know many facts about STIs and HIV/AIDS, the purpose of this exercise is only to enable the facilitator to understand participants' views to enable building further on their knowledge through this training. This is not a test - there are no right and wrong answers
- Ensure that the answers are being written after discussion within the team and is not an individual effort

Directions for Facilitator

- Distribute the cards and pens to each team
- Announce commencement of activity

Stop Activity

- After 15 minutes collect the cards of each team

Directions for Facilitator

Discuss

- Was the activity interesting? Did it bring up any thoughts on their minds? Would they like to share any of their thoughts?

Module 2

Title of Module: Scenario Description

Duration: 20 mins

Learning Objectives: At the end of the module the participants would be able to-

- Describe status of the STI and HIV/AIDS epidemic in India
- Explain impact of the situation on the health of people

Module Summary: In this module the facilitator shall describe the gravity of the situation, citing fatality rate, and disease burden

Material Required: White board, markers

Facilitation content:

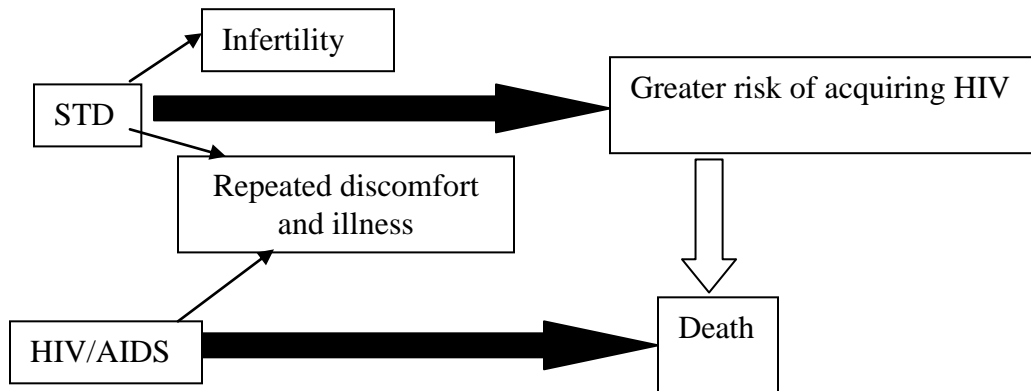
Directions for Facilitator

- Ask participants do they know why so much of propaganda is being done nowadays for HIV/AIDS and STI
- Record relevant points on the white board
- Conclude that HIV/AIDS is a fatal illness, and its incidence is rising
- Ask participants if they know how common is the illness
- Inform participants that-
 - HIV/AIDS is spreading very fast in the country
 - Especially amongst truckers the prevalence is very high- on an average if we check a group of 100 truckers at least 2 and at most 15 be suffering from HIV
 - STIs are also very prevalent. In a group of 100 truckers at least 10 and at most 15 would be suffering from an STI.

Q and A

- Ask what STI leads to
- Ask what HIV/AIDS leads to

Draw



Discuss

- Describe the drawing and emphasize the need to-
 - Identify and treat cases of STIs and HIV
 - Curb transmission of STIs and HIV

Module 3

Title of Module: Key Population Context

Duration: 30 mins

Learning Objectives: At the end of the module the participants would be able to-

- Describe the concept of key population context
- Understand the need for targeted interventions in the key population

Module Summary: In this module the facilitator shall ask participants to ideate and propose solutions for the prevention, early diagnosis and treatment of STIs and HIV, and then introduce the key population context through a group discussion

Material Required: White board, markers

Facilitation content:

Directions for Facilitator

- Distribute an orange solution card to all teams
- Ask participant teams to ideate among themselves and propose solutions for two problems-
 - How to facilitate early diagnosis and treatment of STIs and HIV in the community?
 - How to curb the high rates of transmission of STIs and HIV
- Inform participants that 10 mins have been allotted for the activity

Stop Activity

- Collect the solution cards after 10 mins

Directions for Facilitator

- Discuss the various solutions proposed
- Link to key population where prevalence is especially high-
 - Long distance truckers
 - Commercial sex workers
 - Needle drug users
- Show participants various picture cards exhibiting modes of entertainment like-cinema, chatting, sports, having casual sex, alcohol, drug abuse, etc.
- Ask participants to choose the cards which show the mode of entertainment that truckers would probably be indulging in
- Discuss why or why not truckers would be indulging in the chosen entertainment modes

- Establish that given their lifestyle, truckers tend to indulge in activities such as drinking, drugs, visiting commercial sex workers. These activities further encourage promiscuous behaviors, that can lead to STIs and HIV infections.
- Discuss reasons for high risk behaviour amongst truckers-
 - Avg age of truckers- 25 to 38, Avg age of helpers- 16 to 21
 - Away from home & family for long durations- 1 week to 6 months
 - Driving on the highways – lead a risky life
 - Easy access to commercial sex workers
 - No other sources of entertainment
- In the context of the above discussion, inform participants that the truckers are an important vulnerable group -
 - Most of them visit commercial sex workers
 - There is a very high prevalence of STIs and HIV
 - They are a mobile population and therefore can spread STIs and HIV easily to various locations

Recap

Directions for Facilitator

- Inform participants that as a recap exercise you would ask one of the following questions to each team

Q and A

- What is the prevalence of STIs and HIV in India?
- What does HIV lead to?
- What does STI lead to?
- Which are most vulnerable groups in the community?

-----**END OF SESSION 2**-----

Session3 Introduction to STI and HIV

Module 1 Introduction to STI	30mins
Module 2 Introduction to HIV/AIDS	30mins
Module 3 Prevention and Treatment	20mins
Recap	10mins
Total Duration: 90mins	

Module 1

Title of Module: Introduction to STI

Duration: 30 mins

Learning Objectives: At the end of the module the participants will be able to-

- Describe what are STIs
- Describe the common signs and symptoms of STIs
- Explain how are they transmitted
- Enlist risk factors for acquiring STIs

Module Summary: In this module the facilitator shall impart knowledge on STIs. It will be an interactive session with questions and answers

Material Required: White Board and Markers

Facilitation content:

Directions for Facilitator

- Define STIs: diseases that spread through sexual contact. Talk about different vernacular names of the disease.

Facilitation Tips

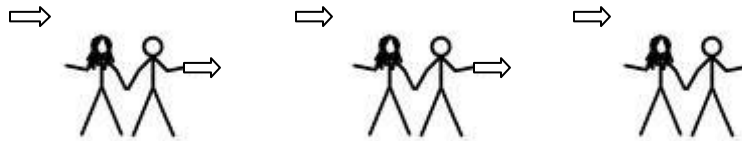
- Reassure that STI is like other everyday illnesses, so as to make the participants comfortable about discussing it. Inform them that it is due to hesitation that people do not get it treated early and therefore it causes major health risks

Directions for Facilitator

- Discuss types of sexual contact - vaginal, anal, oral or skin-to-skin contact.

Draw

- A picture on the white board to illustrate how an organism is transmitted from one person to the other through sexual contact



Facilitation Tips

- Encourage participants to ask questions
- If no questions from their end, ask questions from your end to clarify understanding
- Probable questions-
 - Does it spread by touching/kissing?
 - Can both men and women get it?
 - Can it lead to death?
 - Does it cause impotency?
 - Can it spread by masturbation?

Q and A

Ask for the common signs and symptoms of STIs that the participants are aware of. Note these on the white board. Add more to the list if required.

- Describe the common signs and symptoms-
 - Signs (Things you can see)
 - Urethral discharge (green/yellow/ whitish/colorless discharge)
 - Genital ulcers (painless or painful)
 - Blisters in the genital area
 - Warts in the genital area
 - Swelling in the groin
 - Scrotal swelling
 - Vaginal discharge
 - Symptoms (Things you experience)
 - Lower abdominal pain
 - Itching around the vagina for women
 - Pain during urination or intercourse
 - Sore throat in people who have oral sex
 - Pain in and around the anus in people who have anal sex
 - Fever and Body aches
 - Unexplained fatigue, night sweats and weight loss

Key learning points

Draw

- Draw on the white board/show card - picture of the groin and male genital system to illustrate these symptoms
- Discuss whether the participants have heard of somebody suffer from these symptoms.

Facilitation tips

- Empower participants by saying that now since they are aware of the signs and symptoms it is their responsibility to counsel people who have these symptoms to seek medical advice and treatment. Inform that as an outreach worker this will be one of their main responsibility areas

Directions for Facilitator

Q and A

- Ask what kind of people are at a greater risk of getting STIs
- Note these on the white board. Add more to the list if required-
 - People who have multiple sex partners
 - People who have had sex with someone who has multiple sex partners
 - People engaging in casual sex without using condoms

Module 2

Title of Module: Introduction to HIV/AIDS

Duration: 30 mins

Learning Objectives: At the end of the module the participants will be able to-

- Describe what is HIV and AIDS
- Explain how it is transmitted
- Describe the common signs and symptoms of HIV infection
- Link to other STIs

Module Summary: In this module the facilitator shall impart knowledge on HIV/AIDS. To start with there will be a thought sharing individual exercise followed by an interactive session with questions and answers

Material Required: White Board and Markers, Pens and papers

Facilitation content:

Directions for Facilitator

- Distribute papers and pens
- Inform participants that you are going to lead a small exercise.

Activity instructions for participants

- On the given paper–
 - Write down one word that comes to your mind when you hear the word HIV/AIDS.
 - Draw a picture that best describes HIV/AIDS. For example if I have to draw a picture related to diarrhea I would draw a droopy flower. You will be given 5 mins for the exercise

Stop activity

- Collect sheets after 5 mins.

Directions for Facilitator

- Note on the white board the words written by participants
- Describe their drawings
- Define HIV- name of an organism that causes a type of infection called ‘HIV infection’
- Define AIDS- is a disease that develops later on due to HIV infection, which destroys the immune system
- Define HIV positive- people who have been infected with the HIV virus are called HIV positive. This does not mean that they are suffering from AIDS.

Facilitation tips

- Ask questions to ensure the participants have clearly understood the difference between HIV and AIDS

Directions for Facilitator

Inform on the modes of transmission-

- having unprotected sex (sex without a condom) with someone who has HIV
 - sharing a needle to inject drugs or sharing drug works with someone who has HIV
 - from a pregnant mother who is infected with HIV to her baby
 - through a blood transfusion (of infected blood)

Discuss

- Have they ever seen/heard of an HIV positive patient? What are the common symptoms that they are aware of? Encourage to share stories and anecdotes

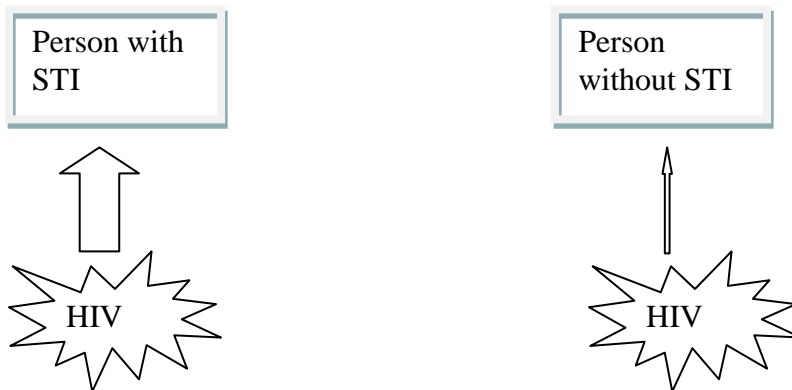
Inform participants that:

- HIV infection itself does not cause any signs and symptoms
- It weakens the immune symptoms so the patient becomes vulnerable to many other common infections
- But these common infections in an HIV positive patient do not get treated easily
- The most common symptoms of these infections are-
 - Breathing problems
 - Mouth problems, such as thrush (white spots), sores, change in taste, dryness, trouble swallowing, or loose teeth
 - Fever for more than 2 days
 - Weight loss
 - Change in vision or floaters (moving lines or spots in your vision)
 - Diarrhea
 - Skin rashes or itching

Q&A

- Ask if HIV/AIDS an STI?
- Inform that it is an STI, but is also transmitted through other routes

Draw



Inform that:

- There is a very strong link between other STIs and HIV infection-
 - A person suffering from STI has greater risk of acquiring HIV infection
 - A person suffering from both STI and HIV has greater chance of transmitting the infection to another person
- Hence the need to seek treatment of STIs as soon as possible

Module 3

Title of Module: Prevention and Treatment

Duration: 20 mins

Learning Objectives: At the end of the module the participants will be able to-

- Enlist strategies for prevention of STIs and HIV
- Describe what are the treatments and where they are available

Module Summary: In this module the facilitator shall discuss prevention and treatment options for STIs and HIV/AIDS

Key learning points

Material Required: White Board and Markers, Pens and papers

Facilitation content:

Directions for facilitator

- Enlist prevention strategies-
 - Using barrier method ie using condoms with a water-based lubricant
 - Not having sex while drunk or on drugs
 - Mutually faithful relationship with the sexual partner
 - Using sterilized needles and syringes
 - Using certified “HIV free” blood for transfusion

Facilitation Tips

- Encourage participants to discuss about condoms, and use the word ‘condom’ without hesitation

Directions for facilitator

- Emphasise the effectiveness of condoms for the prevention of infection and unintended pregnancy
- Explain the correct way of handling condoms
 - Handle condoms gently
 - Store them in cool, dry place (long exposure to air, heat and light makes the condoms more breakable)
 - Do not stash them continually in a back pocket, wallet, in vehicle dash board .
 - If needed, use lubricant. Lubrication helps prevent rips and tears and it increases sensitivity
 - Use only water based lubricants, such as KY Jelly with latex condoms
 - Oil based condoms like petroleum jelly, cold cream and Mobil oil damage the latex

- Latex will become brittle from changes in temperature ,rough handling or age
- Do not use damaged ,discolored, brittle or sticky condoms
- Inform that condom protects both partners during vaginal ,anal, oral intercourse
- Take participants views on why people don't use condoms?
- Discuss barriers to condom use-
 - Belief that condom reduce sexual pleasure
 - Belief that condoms break and are not reliable
 - Too shy to buy a condom
 - Partner does not like it
 - Not having a condom at hand, at the time of sex.

Q and A

- Ask whether STIs and HIV ca be treated?
- Inform participants that-
 - Treatment of STIs is by using simple medicines which can be prescribed by any doctor (GP or STD specialist)
 - Medicines are available within hospitals/clinics and also at chemist shops
 - There is no complete cure for HIV/AIDS. However treatment can delay the progression of HIV to AIDS
- Discuss : Prevention is the best option

Recap

- Ask the following questions to participants-
 - What can unsafe sexual practices lead to?
 - Name any 5 signs and symptoms of STIs
 - How are STIs transmitted?
 - What is the best way to prevent transmission of STI and HIV/ AIDS
 - How are STIs and HIV linked?

----- **END OF SESSION 3** -----

Session4 Introduction to the program

Module 1 Program objectives, structure and activities	45mins
Module 2 Putting the ORW's role in context	35mins
Recap	10mins
Total Duration	90mins

Module 1

Title of Module: Program Objectives, structure and activities

Duration: 45 mins

Learning Objectives: At the end of the module the participants will be able to-

- Describe the key objectives and activities of the program
- Describe the structure of the program-who does what?

Module Summary: In this module the facilitator shall introduce the program through an interactive lecture.

Material Required: White Board and Markers

Facilitation content:

Directions for Facilitator

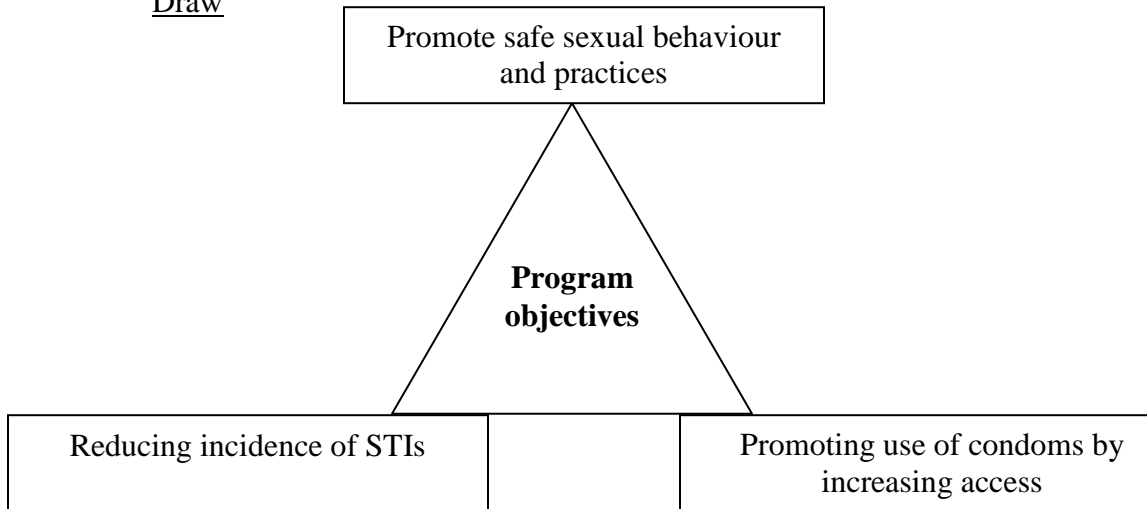
- Link the conversation on STI and HIV/AIDS to the program for prevention and treatment of STIs and HIV/AIDS called 'KAVACH'
- Ask participants what they understand by the term Kavach

- Write down the program goal on the white board marker & explain:
 - To arrest the spread of HIV amongst long distance truckers in India

- Inform participants about coverage of Kavach:
 - The target audience: The long distance trucker (Truckers- drivers & helpers, who travel a distance of more than 800 kilometers -one way in a trip)
 - Location: 17 trans-shipment locations spread all over the country

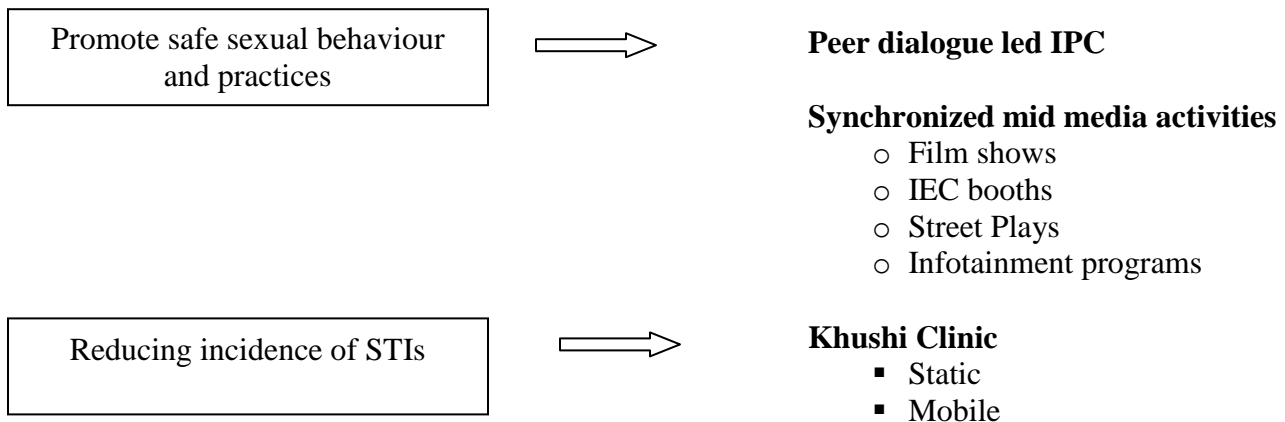
- Give background information about-
 - TCIF
 - NACO
 - Avahan
 - BMGF

Draw

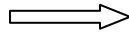


Explain

- the three fold objectives of the program
- how these objectives are being met -



Promoting use of condoms by increasing access



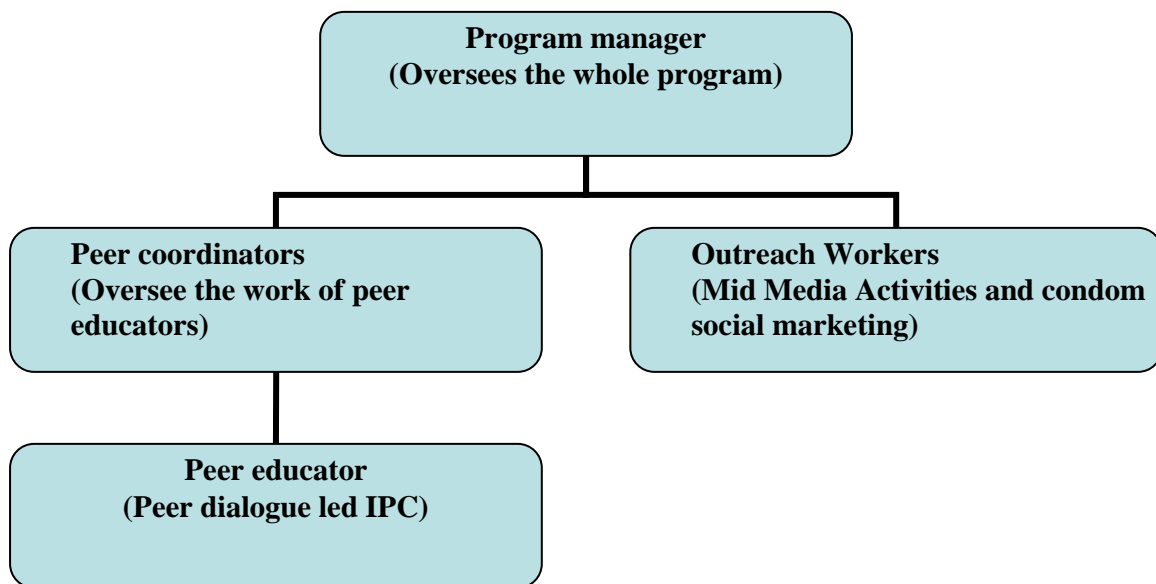
Establishing non traditional condom retail outlets

Training outlet owners to conduct condom demonstration

Distribution of IEC material through condom outlets

Discuss

- Do you feel these activities can help reduce transmission of STIs and HIV/AIDS?
- Do you have any suggestions for improving this program?
- The various functionaries involved in the program with their specific roles



Module 2

Title of Module: Putting the ORW's role in context

Duration: 35 mins

Learning Objectives: At the end of the module the participants will be able to-

- Understand the importance of their role in the program

Module Summary: In this module first a group exercise would be done to compare different formats of message delivery. This would be followed by an interactive lecture to explain the role of an ORW in achieving program objectives

Material Required: White Board, Markers, Chart papers, plain papers, sketch pens, pens

Facilitation content:

Directions for facilitator

- Inform participants that you are going to lead a group exercise
- Request participants to form groups of five members each
- Each group is assigned one KP
- Give names in the local setting for five KP characters
- KP characters to be described as below:

S. No.	Description	Task
1	Is not aware of where he can gather information on safe sex techniques	Inform him of sources of information
2	Does not know of safe sex techniques, does not see a benefit in knowing	Inform him of safe sex techniques, build his interest in seeking information
3	Is not sure, has concerns, needs clarification and needs support for seeking further information and using safe sex techniques	Clarify his concerns, reassure him and demonstrate utilisation
4	Has heard, is aware but often does not use safe sex techniques	Remind him
5	Has heard of it, does not know much, is planning to find out	Remind him to find out and provide relevant information

- Ask group to identify relevant media to address the task for each character.
- Request groups to present and share the media as below:

S. No.	Media	Task
1	Poster	Inform him of sources of information
2	Poster => audio cassettes	Inform him of safe sex techniques, build his interest in seeking information
3	Street Plays	Clarify his concerns, reassure him(in presence of his peers) and demonstrate utilisation
4	Poster	Remind him
5	Poster => audio cassettes => Street Plays	Remind him to find out and provide relevant information

Facilitation Tips

- The roles of different media are:
 - To inform
 - To build interest
 - To encourage action
 - To clarify
 - To remind
- Any media can be used for any purpose BUT the decision to select media is based on ease of using media for the purpose and the cost. For example, a poster is cheaper and easier to use for informing people instead of organizing a meeting. BUT, unlike a meeting, even if some doubt is clarified on a poster, it does not give a chance for the KP to ask questions that maybe vary for each individual
- Another example is, audio cassettes could be used to inform but there is a higher chance of a poster being seen in comparison to a message being heard on audio. BUT, an audio cassette can play a dialogue between KPs that illustrates their concerns that a poster may not do effectively

Directions for facilitator

- Ask participants to share some experiences of messages that they heard on various media and how it influenced
- Highlight the importance of their role in helping to select the right media to influence behaviour of KPs

Recap

- Ask the following questions-
 - Who is the target audience for the Kavach program?
 - What are the main objectives of the program?
 - Name the main program functionaries.
 - Where does this program run?
 - Who is responsible for conducting games and street plays?

-----END OF SESSION 4-----

Recap

Directions for facilitator

- Do a recap of learnings during the day
- Explain the brief for activity to be held at beginning of session 5

Brief:

- Divide the trainees into two groups A and B.
- There is a mobile clinic at Mohan Nagar at 4 PM. Group A has to develop a strategy to engage a group of truckers (Group B) and bring them to the site. It could be anything- an announcement, a song, a street play etc.
- Vice a versa for group B
- Time given for each presentation would be 10 minutes

Session5 ORWs roles and responsibilities

Module 1 Introduction to an ORW's roles and responsibilities	40 mins
Module 2 Planning and Execution of Mid media activities	50 mins
Module 3 Activities for condom social marketing	30 mins
Module 4 Documentation, Reporting and Evaluation	50 mins
Recap	10 mins
Total Duration	180 mins

Module 1

Title of Module: Introduction to ORWs' roles and responsibilities

Duration: 40 mins

Learning Objectives: At the end of the module the participants will be able to-

- Understand the basic roles and responsibilities of an ORW

Module Summary: This module shall begin with the group presentations, followed by an introduction to the roles and responsibilities of an ORW.

Material Required: White Board, Markers

Facilitation content

Directions for facilitator

- Greet the participants and welcome them to the second day of training
- Seek feedback on the previous day's training
- Ask if the group is sufficiently prepared for the presentation, if not give them 5 more minutes for the preparation

Activity instruction for participants

Start the activity-Ask Group A to present while ask group B to behave as the intended audience. Then repeat the activity for Group B

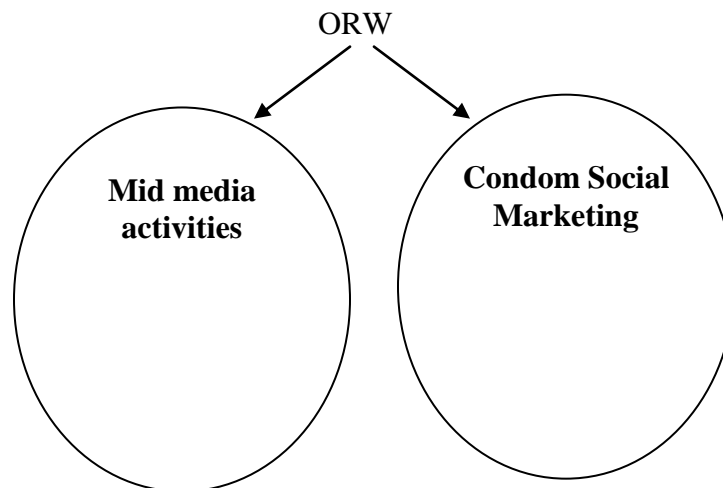
Stop Activity

- After 20 mins

Directions for facilitator

- After both groups have presented discuss with Group A the performance of Group B and vice versa.
- On the white board note down all the positive and negative points of the performance that emerged from the discussion
- Inform participants that engagement will be the major component of all their activities as an ORW

Draw



Discuss

- The two major work areas for ORWs
- The planning cycle-

Planning for the activity- where, when, how, what are the resources required



Conducting the activity



IPC/BCC after the activity



Documentation of the activity

Module 2

Title of Module: Planning and execution of Mid media activities

Duration: 50 mins

Learning Objectives: At the end of the module the participants will be able to-

- Understand the roles and responsibilities of an ORW in the context of mid media activities

Module Summary: The specific types of mid media activities would be discussed with the help of demonstrations and role plays.

Material Required: White Board, Markers, Health Games material,

Facilitation content

Directions for facilitator

- Ask participants to list types of mid media activities. Note on the white board
- Describe each activity as follows:
 - Street Plays
Conducted by drama troupes or peers
Standardised scripts and focused program messages
Reach out to 65-70 truckers at a time
Drama, humour and music used to convey messages
 - IEC booths with Health Games
Held daily
Synchronised with clinic timings and location to drive traffic to the clinics
Health games are played
Winners get simple gifts which are of everyday use for the truckers

- Film Shows-
At brokers/transport offices
Around 20 -25 truckers attend a show
Useful for sharing program messages

- Infotainment programs-
Large format event
Participation by more than 1000 truckers
Day long activities-health camps, cultural event, competitions
Opportunity for local community to engage with program
Forum for recognition of peers and other stakeholders

- Ask participants what could be their role in these activities
- Take one activity at a time and delineate the roles and responsibilities of an ORW with respect to each activity

S No	Activity	Roles and responsibilities of an ORW
1	Infotainment programs	Put up IEC booths Health Games Mobilisation of crowd
2	Street Plays	Decide location of the play Decide theme, duration and dress Mobilisation of crowd IPC/BCC after the play KP referrals Documentation
3	IEC booths	Display of tents and posters Mike arrangement Arranging gifts IPC/BCC after the play KP referrals Documentation
4	Film Shows	Publicity of the show before the play Choose film according to audience's choice Decide location IPC/BCC after the play KP referrals Documentation

Directions for Facilitator

- Ask participants to share experiences of participating or organizing similar activities
- Ask participants to share positive and negative experiences
- Moderate discussion to generate a list of do's and don'ts in organizing such activities

Facilitation Tip

S. No.	Activity	Do's
1	Infotainment programs	<ul style="list-style-type: none"> • Do adequate advance publicity • Prepare and use checklist for all material and equipment • Plan layout of event venue based on expected movement of crowd • Ensure event venue has multiple entry and exit points • Plan logistics roles and responsibilities of event team in advance • Devote adequate time to briefing and clarifying roles before the event • Ensure event venue, vendors, etc. are booked/ blocked well in advance • Maintain standby equipment and personnel as back up • Develop/ use prepared script for event compere
2	Street Plays	<ul style="list-style-type: none"> • Do adequate advance publicity • Ensure adequate room for movement of characters and for audience • Prepare and use checklist for all material • Maintain standby troupe/ led character as back up • Use audio announcements to gather crowd • Start play after reasonable audience gathers • Involve audience by asking questions before and after the play
3	IEC booths	<ul style="list-style-type: none"> • Placement near clinics/ service delivery points • Prepare and use checklist to ensure all material is available •
4	Film Shows	<ul style="list-style-type: none"> • Do adequate advance publicity • Ensure adequate clear viewing space for audience • Ensure no nearby audio disturbance so that audio is clearly heard

		<ul style="list-style-type: none">• Prepare and use checklist for all material and equipment• Maintain standby equipment as back up• Use audio announcements to gather crowd• Start film show after reasonable audience gathers
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Demonstrate

- Health Games-
 - Jigsaw
 - Throw the ball
 - 12 point game
 - Dart Game

Facilitation tips

- Ask questions to ensure that the participants have fully understood the games and their purpose

Directions for facilitator

- Divide participants into groups of 4
- Assign one to each group to play the games among themselves and get familiar with them
- Inform participants that you would be leading a group exercise based on the mid media activities
- Divide participants into four teams.
- Distribute pens and papers

Activity instructions for participants

- Allot one mid media activity to each group
- Announce that the theme of the activities is 'hand washing'.
 - Group A- IEC booth-health game on hand washing
 - Group B- Street Play on hand washing
 - Group D- Infotainment program (What activities will you keep in the program where and how messages on hand washing will be delivered)
- Time given for preparation is 10 mins
- Presentation would be of 5 mins each

Stop activity

- After 10 minutes, all groups asked to stop their preparations

Directions for facilitator

- Seek feedback from other groups

Module 3

Title of Module: Activities for condom social marketing

Duration: 30 mins

Learning Objectives: At the end of the module the participants will be able to-

- Understand the roles and responsibilities of an ORW in the context of condom social marketing

Module Summary: An ORW's role in condom social marketing would be discussed in an interactive lecture with demonstrations.

Material Required: White Board, Markers, Condoms, Condom vending machine dummy

Facilitation content

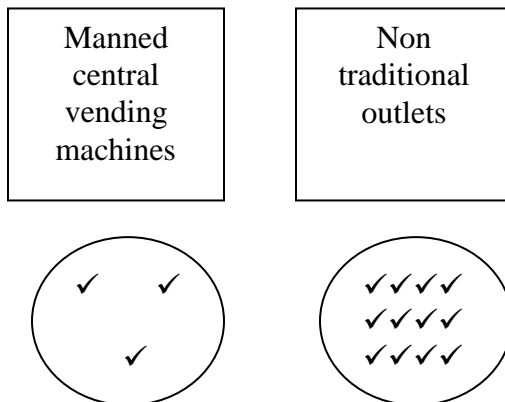
Directions for facilitator

- Clarify any doubts from the previous module and inform participants that now you would be discussing about the second important work area of an ORW

Q and A

- What are the benefits of using a condom? Note the answers on the white board

Draw



- Inform participants that-
 - At halt centers of truckers there are both manned central vending machines and non traditional outlets for selling condoms
 - The non traditional outlets are paan shops, dhabas etc.
 - They are 25 to 30 in number and spread across the halt centre
 - They have regular timings and are central in location
 - The manned CVM are lesser in number and in not very crowded places to ensure privacy
 - Care takers manage the CVMs
 - The main responsibilities of an ORW –
 - Identifying individuals who wish to run the non traditional outlets
 - Getting such contacts in touch with the SMOs (Social Marketing Organisations)
 - Regular follow up of vending machine and outlet owners

- Promotion of condoms during mid media activities
- Display of posters/condoms at the outlets
- Regular meeting with outlet owners
- Regular follow up with SMO
- Documentation

Demonstrate

- Using finger as a prop demonstrate the right way of using condoms. Ask one or two participants to repeat the instructions

Instructions-

1. Use condom immediately when penis is erect
2. Squeeze tip of condom and place rolled condom on head of penis.
3. Leave a half-inch space at the tip of the condom to collect semen.
4. Hold tip of condom and unroll until penis is completely covered.
5. After ejaculation, while penis is still erect hold condom at base of penis.
6. Carefully remove condom without spilling any semen.

- Demonstrate the use of condom vending machine and how it works

Role play

- Request two volunteers to come for a role play.
- One volunteer acts as the ORW and the other acts as a trucker.
- The ORW has to counsel the trucker about the importance of using condoms
- Seek Feedback from other participants
 - On the performance by the ORW.
 - Discuss what should or should not be told, and the right and wrong ways of counseling

Module 4

Title of Module: Documentation and reporting, Evaluation

Duration: 50 mins

Learning Objectives: At the end of the module the participants will be able to-

- Fill the various reporting formats
- Understand how his work will be evaluated

Module Summary: The documentation that needs to be done by an ORW would be explained and evaluation of his work would be discussed

Material Required: White Board, Markers, copies of reporting formats

Facilitation content

Directions for facilitator

- Distribute copies of the reporting formats of-
 - Mid media activities-(Daily reporting formats)
 - Street Plays
 - Health Games
 - Film Shows
 - Condom Social Marketing-(Monthly reporting formats)
- Pick one format at a time, and explain each format as follows:
 - Define the purpose
 - Describe the columns and how to fill in
 - Demonstrate by taking hypothetical situations
 - Demonstrate how the data can be recorded and saved using MS Excel
 - Inform when, how and to whom these reports have to be sent/submitted to?
- Inform participants about-
 - Who evaluates an ORWs work- *the program manager*
 - What are the parameters of evaluation?- *ORWs are given benchmarks. They are evaluated on the basis of benchmarks achieved*
 - How does the career of an ORW progress? *After working in the field for some time the ORW is promoted to the rank of program manager*

Recap

- Ask the following questions-
 - What are the kinds of condom outlets?
 - Name the two major work areas for ORW
 - ORWs role in street plays
 - The purpose of Reporting formats

-----END OF SESSION 5-----

Session 6 Communication

Module 1 Communication Barriers and Strategies to overcome them	80 mins
Recap	10 mins
Total Duration	90 mins

Module 1

Title of Module: Communication barriers and strategies to overcome them

Duration: 80 mins

Learning Objectives: At the end of the module the participants will be able to-

- Describe what could be the probable barriers to communication about STI and HIV/AIDS.
- Overcome their barriers to communication on the issue

Module Summary: In this module participants shall brainstorm to identify communication barriers and then work in groups to propose solutions for the same.

Preparation Required: White Board, Markers

Facilitation content

Directions for facilitator

- Initiate session by discussing about the activities of an ORW detailed so far
- Inform the participants that in all the activities discussed so far the most critical underlying element is effective communication - Effective communication
- Ask participants to brainstorm and identify what could be the probable barriers to communication in the field setting
- As participants name the barriers note them on the board. Add more to the list if required
- Ensure that the following barriers are discussed-
 - Fear of being stigmatized- *People will think I only talk about STIs and HIV all the time*
 - Incomplete Knowledge- *May not know answers to questions posed by Audience*
 - Embarrassment- *I have never talked about these things*
 - Unsure of my efficacy- *will people actually listen to me?*

Facilitation Tips

- Ask them to imagine themselves on the field conducting the various mid media activities and then ask them to think of barriers to communication
- Appreciate them for producing an exhaustive list

Directions for facilitator

- Describe that some of these barriers are external (Environment related) and some are internal (self)
- Divide participants into groups of 2 or 3

Activity instructions for participants

- Allot 1 or 2 communication barriers to each group
- Ask them to ideate within groups and propose a strategy for overcoming that particular communication barrier
- Time given for the activity is 10 mins ideation and 2 mins presentation

Stop activity

After 10 mins, ask all groups to stop ideation, and start with group presentations

Directions for facilitator

- As all groups present, note relevant points on the white board
- After all groups present, seek feedback on proposed solutions
- Add more to the list if required
- Some of the strategies could be:
 - Overcoming environmental barriers-
 - Focus on the issue and the people listening intently
 - Don't react to unproductive remarks and comments
 - Don't argue, be firm, clear and consistent
 - Overcoming internal barriers-
 - Practice speaking in front of a mirror
 - Imagine all possible questions that might arise and prepare answers before hand
 - Practice by discussing with peers
 - Reassure yourself that your job is for a great cause
 - Don't imagine that you are being analysed/criticized while you are talking
 - People who disagree or make fun will slowly start agreeing if you continue exhibiting positive attitude towards them

Recap

Ask the following questions-

- Name a few barriers to communication
- How can you overcome the internal barriers to communication?

-----END OF SESSION 6-----

Session7 Developing Soft skills for effectiveness

Module 1 Interpersonal Skills	40 mins
Module 2 Problem solving skills	40 mins
Recap	10 mins
Total Duration	90 mins

Module 1

Title of Module: Interpersonal skills

Duration: 40 mins

Learning Objectives: At the end of the module the participants will be able to-

- Know of, and practice team work and counseling and communication skills

Module Summary: In this module team work skills shall be discussed, followed by a role play and discussion on counseling and communication skills

Material required: White Board, Markers

Facilitation content

Directions for facilitator

- Remind the participants that throughout the training they have been doing group exercises
- These group exercises were enjoyable only because of good team work
- An ORW always works in a team

Brainstorm

- Ask participants what are the Dos and Dons of good team work
- Note on the white board
- Ensure these are discussed-

Dos

- Seek opinions and feedbacks from all members
- Listen and acknowledge others' ideas and suggestions
- Believe that everyone has something to offer.
- Be as clear and straight forward as possible in talking to team members
- Ensure that the team meets and discusses important issues
- Clearly distribute work and accountability

Donts

- Aggressively refute others' ideas and opinions.
- Snub other team members
- Talk in terms of I, me , mine while talking about the team and its accomplishments
- Expect others to change
- Blame an individual for team failure

Directions for facilitator

- Give certain tips to participants about good communication skills

Body language-

- Habitual rhythmic movements of hands or feet can be distracting for the audience
- Stand erect- that gives an impression of being in control
- Maintain eye contact with the entire group- that ensures everybody is cued in

Verbal Language-

- Use vernacular terms to explain concepts
- Use simple language, minimize jargon
- Don't use authoritative language
- Listen to audience's response and react conformingly
- Give new information in steps to avoid overload

- After communication tips have been discussed move on to discuss on counseling skills
- Inform participants that an ORW may have to counsel truckers who come to the IEC booths or attend a street play or a movie show
- Explain that the purpose of counseling is to provide an empathetic, safe and secure environment so that an individual can easily discuss his problems and seek solutions
- While counseling. the important points to remember are-
 - Listen attentively
 - Show empathy
 - Don't exhibit disagreement/disapproval verbally or even through gestures
 - Help the person clear up his thoughts and express himself
 - The counselor may summarize or paraphrase to show interest
 - The counselor should provide the answers that he is sure of and direct the person to another health care worker or doctor for more information

Role play

- Request a volunteer to come for the role play
- Ask him to enact/ discuss any hypothetical problem with the facilitator.

- The facilitator acts as a counselor and demonstrates the right way of doing counseling

Discuss:

Dos of counseling

- Always talk in private to minimize embarrassment and defensiveness.
- Openly acknowledge that you are aware of their distress.
- Listen carefully without necessarily agreeing or disagreeing.
- Attempt to identify the problem and explore options to deal with the problem.

Donts of counseling

- Don't minimize the situation or depth of feeling by saying- this is common/it happens to everybody...etc
- Don't be judgmental
- Don't reprimand the person for wrong behaviour

Module 2

Title of Module: Problem Solving skills

Duration: 40 mins

Learning Objectives: At the end of the module the participants will be able to-

- Identify the interpersonal skills required for effectiveness

Module Summary: In this module problem solving skills shall bevarious interpersonal skills which are relevant to an ORWs work will be discussed. Role plays will be used to demonstrate the relevant skills

Material Required: White Board, Markers

Facilitation content

Directions for facilitator

- Inform participants that when they start working in the field they will be confronted by various types of problems- For eg
Interpersonal disagreement/non cooperation by team members/superiors/truckers
Resources/time constraints
Ineffectiveness of activities etc
- As site managers they will have to individually tackle the problems and develop a solution for the same
- Hence the importance of learning problem solving skills
- Ask participants how they tackle problems in their daily life.
 - Take 1 example-
I take a bus to office everyday. However the bus timings are erratic because of which most of the time I reach office late. What should I do to ensure that I reach

on time?

- Explain to the participants that in a situation like this many people would continue in the same manner, blaming and cursing the bus driver/the transport system/the traffic jams etc
- Hence the first step in solving a problem is accepting that a problem exists
- The next step is problem definition. –What exactly is the problem? Is it that-
I am late at office and therefore miss out on my attendance
OR
I miss my bus and therefore I am late
OR
I never know the exact timings of the bus hence I am late
OR
There are no issues in the office about reaching late, it is just that I feel guilty when I reach late

Discuss

- In each of the above scenarios the problem is different and hence the solution is different
- Therefore the relevance of the second step- problem definition
- Ask participants to pick any one of the problems above and suggest alternative options for overcoming the problem
- Explain that the next step is searching for alternative solutions
- Ask participants to evaluate the alternate solutions in terms of doability, costs, time consumption etc
- Choose the option that seems most appropriate in the given context
- Next step is implementation of the solution
- However problem solving does not end at that. It is important to verify whether by adopting one option is the problem actually being solved and to what extent
- Sometimes after verification one might decide to chose another option
- This completes the cycle of problem solving
- Take another example and ask the group to implement the steps of problem solving to develop a solution for the same.

Draw

Steps of problem solving

1. Accept problem
2. Define problem
3. Look for alternative solutions
4. Prioritise and choose the best option
5. Implement the solution
6. Evaluate whether it actually solves the problem
7. If not choose the next alternative solution

Recap

Ask the following questions-

- Should a counselor argue with a person who is seeking counseling?
- Detail the steps of problem solving
- Name 5 dos and donts of team work

Session 8 Experience Sharing

Duration 40 mins

Preparation Required: White Board, Markers

Facilitation content

- Do a recap of the entire training
 - The HIV/AIDS epidemic
 - Truckers as key population
 - STI and HIV/AIDS
 - The KAVACH program
 - Roles and responsibilities of an ORW
 - Soft skills for effectiveness
- Invite participants to share their experiences of the two day training session
- Ask them for feedback
- Ask- What benefits do I seek for myself by working as an ORW
- Note responses on the white board
- Thank participants and announce end of the training session

-----**END OF TRAINING**-----

Appendix 1

KAP CARDS

Appendix 2

Myths and Misconceptions

Appendix 3

Energiser Games

Appendix 4

Reporting Formats

