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Pehchan Training Curriculum
MSM, Transgender and Hijra
Community Systems Strengthening

Curriculum Guide

Pehchan Consortium Partners

India HIV/AIDS Alliance (www.allianceindia.org)

Pehchan Focus: National coordination and grant oversight

Based in New Delhi, India HIV/AIDS Alliance (Alliance India) was founded in 1999 as a non-governmental organisation working in partnership with civil society and communities to support sustained responses to HIV in India. Complementing the Indian national program, Alliance India works through capacity building, technical support and advocacy to strengthen the delivery of effective, innovative, community-based interventions to key populations most vulnerable to HIV, including men who have sex with men (MSM), transgenders, hijras, people who use drugs (PWUD), sex workers, youth, and people living with HIV (PLHIV).

Alliance India Andhra Pradesh

Pehchan Focus: Andhra Pradesh

Alliance India supports a regional office in Hyderabad that leads implementation of Pehchan in Andhra Pradesh and serves as a State Lead Partner of the Bill & Melinda Gates Foundation.

The Humsafar Trust (www.humsafar.org)

Pehchan Focus: Maharashtra, Madhya Pradesh, Goa, Gujarat and Rajasthan

For nearly two decades, Humsafar Trust has worked with MSM and transgender communities in Mumbai, Maharashtra. It has successfully linked community advocacy and support activities to the development of effective HIV prevention and health services. It is one of the pioneers among MSM and transgender organisations in India and serves as the national secretariat of the Indian Network for Sexual Minorities (INFOSEM).

Pehchan North Region Office

Pehchan Focus: Punjab, Delhi, Uttar Pradesh and Bihar

Alliance India supports a regional implementing office based in Delhi that leads implementation of Pehchan in four states of North India.

Solidarity and Action Against The HIV Infection in India (SAATHII) (www.saathii.org)

Pehchan Focus: West Bengal, Manipur, Orissa and Jharkhand

With offices in five states and over 10 years of experience, SAATHI works with sexual minorities for HIV prevention. SAATHII works closely with the West Bengal's State AIDS Control Society (SACS) and the State Technical Support Unit and is the SACS-designated State Training and Resource Centre for MSM, transgender and hijra.

South India AIDS Action Programme (SIAAP) (www.siaapindia.org)

Pehchan Focus: Tamil Nadu

SIAAP brings more than 22 years of experience with community-driven and community development focussed programmes, counselling, advocacy for progressive policies, and training to address HIV and wider vulnerability issues for MSM, transgender and hijra community.

Sangama (www.sangama.org)

Pehchan Focus: Karnataka and Kerala

For more than 20 years, Sangama has been assisting MSM, transgender and hijra communities to live their lives with self-acceptance, self-respect and dignity. Sangama lobbies for changes in existing laws that discriminate against sexual minorities and for changing public opinion in their favour.

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About Pehchan

With financial support from the Global Fund, Pehchan is building the capacity of 200 community-based organisations (CBOs) for men who have sex with men (MSM), transgenders and hijras in 17 states in India to be more effective partners in the government's HIV prevention programme. By supporting the development of strong CBOs, Pehchan addresses some of the capacity gaps that have often prevented CBOs from receiving government funding for much-needed HIV programming. Named Pehchan, which in Hindi means 'identity', 'recognition' or 'acknowledgement,' this programme will reach 453,750 MSM, transgenders and hijras by 2015. It is the Global Fund's largest single-country grant to date, focused on the HIV response for vulnerable sexual minorities.

Training Curriculum Overview

In order to stimulate the development of strong and effective CBOs for MSM, transgender and hijra communities and to increase their impact in HIV prevention efforts, responsive and comprehensive capacity building is required. To build CBO capacity, Pehchan developed a robust training programme through a process of engagement with community leaders, trainers, technical experts, and academicians in a series of consultations that identified training priorities. Based on these priorities, smaller subgroups then developed specific thematic components for each curricular module.

Inputs from community consultations helped increase relevance and value of training modules. By engaging MSM, transgender and hijra (MTH) communities in the development process, there has been greater ownership of training and of the overall programme among supported CBOs. Technical experts worked on the development of thematic components for priority areas identified by community representatives. The process also helped fine-tune the overall training model and scale-up strategy. Thus, through a consultative, community-based process, Pehchan developed a training model responsive to the specific needs of the programme and reflecting key priorities and capacity gaps of MSM, transgender and hijra CBOs in India.

Preface

As I put pen to paper, a shiver goes down my spine. It is hard to believe that this day has come after almost five long years! For many of us, Pehchan is not merely a programme; it is a way of life. Facing a growing HIV epidemic among men who have sex with men (MSM), transgender, and hijra communities in India, a group of development and health activists began to push for a large-scale project for these populations that would be responsive to their specific needs and would show this country and the world that these interventions are not only urgently needed but feasible.

Pehchan was finally launched in 2010 after more than two years of planning and negotiation. As the programme has evolved, it has never stepped back from its core principle: Pehchan is by, for and of India's MSM, transgender and hijra communities. Leveraging rich community expertise, the Global Fund's generous support and our government's unwavering collaboration, Pehchan has been meticulously planned and passionately executed. More than just the sum of good intentions, it has thrived due to hard work, excellent stakeholder support, and creative execution.

At the heart of Pehchan are community systems strengthening. Our approach to capacity building has been engineered to maximise community leadership and expertise. The community drives and energises Pehchan. Our task was to develop 200 strong community-based organisations (CBOs) in a vast and complex country to partner with state governments and provide services to MSM, transgender and hijra communities to increase the effectiveness of the HIV response for these populations and improve their health and wellbeing. To achieve necessary scale and sustain social change, strong CBOs would require responsive development of human capital.

Over and above consistent services throughout Pehchan, we wanted to ensure quality. To achieve this, we proposed a standard training package for all CBO staff. When we looked around, we found there really wasn't an existing curriculum that we could use. Consequently, we decided to develop one not only for Pehchan but also for future efforts to build the capacity of community systems for sexual minorities. So began our journey to create this curriculum.

Building on the experience of Sashakt, a pilot programme supported by UNDP that tested the model that we're scaling up in Pehchan, an involved process of consultations and workshops was undertaken. Ideas for each module came from discussions with a range of stakeholders from across India, including community leaders, activists, academics and institutional representatives from government and donors. The list of modules grew with each consultation. For example in Sashakt, we had a single training module on family support and mental health; in Pehchan, we decided that it would be valuable to spilt these and have one on each.

Eventually, we agreed on the framework for the modules and the thematic components, finding a balance between individual and organisational capacity. Overall, there are two main areas of capacity building: one that is directly related to the services and the other that is focused on building capable service providers. Then we began the actual writing of the curriculum, a process of drafting, commenting, correcting, tweaking and finalising that took over eight months.

Once the curriculum was ready to use, trainings-of-trainers were organised to develop a cadre of master trainers who would work directly with CBO staff. Working through Pehchan's four Regional Training Centers, these trainers, mostly members of MSM, transgender and hijra communities, provided further in-service revisions and suggestions to the modules to make them succinct, clear and user-friendly. Our consortium partner SAATHII contributed particularly to these efforts, and the current training curriculum reflects their hard work.

In fact, the contributors to this work are many, and in the Acknowledgements section following this Preface, we have done our best to name them. They include staff from all our consortium partners, technical experts, advocates, donor representatives and government colleagues. The staff at India HIV/AIDS Alliance, notably the Pehchan team, worked beautifully to develop both process and content. That we have come so far is also a tribute to vision and support of our leaders, at Alliance India and in our consortium partners, Humsafar Trust, SAATHII, Sangama, and SIAAP, as well as in India's National AIDS Control Organisation and at the Global Fund to Fight AIDS, Tuberculosis and Malaria in Geneva.

We would like to think of the Pehchan Training Curriculum as a game changer. While the modules reflect the specific context of India, we are confident that they will be useful to governments, civil society organisations and individuals around the world interested in developing community systems to support improved HIV and other health programming for sexual minorities and other vulnerable communities as well.

After two years of trial and testing, we now share this curriculum with the world. Our team members and master trainers have helped us refine them, and seeing the growth of the staff in the CBOs we have trained has increased our confidence in the value of this curriculum. The impact of these efforts is becoming apparent. As CBOs have been strengthened through Pehchan, we are already seeing MSM, transgender and hijra communities more empowered to take charge, not only to improve HIV prevention but also to lead more productive and healthy lives.

Sonal Mehta
Director: Policy & Programmes
India HIV/AIDS Alliance

New Delhi
March 2013

General Acknowledgements

Curriculum Acknowledgments

Each component of the Pehchan Training Curriculum has a number of contributors who have provided specific inputs. For this component, the following are acknowledged:

Background

Though HIV prevalence in India is low in the general population, it remains disproportionately high among high-risk groups, such as injecting drug users (IDUs), female sex workers, men who have sex with men (MSM), transgenders (TG), and hijras. The vulnerability of MSM/transgenders/hijras (MTH) to HIV is amplified by social marginalisation, discrimination, and poor access to health services.

MTH populations are often difficult to reach with HIV prevention interventions, and many civil society partners lack adequate expertise or capacity to work with MTH populations. Community-based organisations (CBOs) established, led and staffed by MTH communities can be effective in reaching their peers with prevention and other HIV-related services. Though CBOs may struggle to develop robust management systems necessary to thrive, strong CBOs will be critical to the success of the National AIDS Control Programme Phase IV (NACP IV) and particularly its interventions among MTH.

Pehchan builds the capacities of MTH CBOs to be at the forefront of the HIV response. The core strategy of Pehchan is to support the establishment and strengthening of CBOs and develop community systems as a basis for long-term engagement with HIV and other issues affecting the health and wellbeing of these populations. A key goal is to support CBOs to become sufficiently capacitated to be contracted by the government to implement one of the National AIDS Control Programme's Targeted Interventions (TIs) to provide HIV prevention services to MTH communities.

Purpose of this Curriculum

CBO formation and strengthening is a long process but necessary for the development of strong CBO partners for the TI programme. Pehchan provides a range of technical support and capacity building, including training packages to build necessary competencies in CBO staff. The Pehchan training curriculum was developed to ensure that each member of the CBO staff understands technical issues and is able to address organisational and management challenges. While these modules have been developed for the Indian context, they can be adapted for different environments and cultural contexts.

Intended Audience

These modules have primarily been developed to build the knowledge and skills of community volunteers, counsellors and outreach workers of NGOs and CBOs who work directly with MTH communities. In the context of Pehchan, the modules will be useful to guide a trainer from an SR partner who will train the staff of sub-sub-recipient (SSR) CBOs in key topic areas.

How to Use this Curriculum

The curriculum stresses participation. Depending on the objectives of each training module, the existing expertise of participants, and availability of resources, one may choose to use all or just some of the modules or sessions. Duration of sessions is described in each module. Each session outline contains a list of resources needed to run that session. Some understanding and knowledge of HIV and other issues related to MTH is desirable, but workshop facilitators do not need to be medical experts in HIV.

There are fifteen Pehchan modules in total. Each module is described briefly below, including the themes covered and the number of training days required for each. A training day typically covers 8 hours.

Module A

A1: Organisational Development

This module is designed to help training participants: 1) understand the importance of organisational development (OD) in bringing systematic, sustainable and planned change to support growth; 2) recognise how strengthening an organisation helps the growth and development of its employees; 3) develop skills to formulate organisational goals and effective strategies to attain them with the help of structured and documented processes; and 4) create clear and empowering communication channels to make the community a resource for its own problem-solving. In the Pehchan programme, this module is used to introduce organisational development principles to CBO Programme Officers as well as board members of Pehchan's Community Advisory Boards (CABs).

Total Duration: One day

A2: Leadership and Governance

This module is designed to help training participants: 1) understand the importance of leadership and good governance in achieving the goals of an organisation; and 2) enhance individual leadership capacity to help develop a vision to improve the quality of life in the community. Interactive sessions in this module include group work, games, live projects, audio and video clips, role playing and case studies. In the Pehchan programme, this module is used to introduce leadership and governance principles to CBO Programme Officers as well as board members of Pehchan's Community Advisory Boards (CABs).

Total Duration: One day

A3: Resource Mobilisation and Financial Management

This module is designed to help training participants: 1) develop an understanding of resource mobilisation; 2) become familiar with resource mobilisation techniques; 3) develop a resource mobilisation strategy for the CBO; 4) develop an understanding about grant management and the basics of bookkeeping and accounting; and 5) review guidelines for strong and stable financial systems. Interactive sessions in this module include games, exercises, group discussions, presentations, case studies, and slide shows. In the Pehchan programme, this module is used to introduce resource mobilisation and financial management principles to CBO staff.

Total Duration: One and a half days

Module B

B: Basics of HIV/AIDS Prevention and Outreach Planning (Pre-TI)

This module is designed to help training participants: 1) learn basic facts about HIV/AIDS and STIs; 2) understand the roles and responsibilities of outreach workers and peer educators; and 3) appreciate the value of needs assessments, implementation planning, behaviour change communication, linkages and referrals, drop-in-centre management, condom promotion, and negotiation skills. In the Pehchan programme, this module orients participants on India's National AIDS Control Programme and its Targeted Intervention prevention strategy, and it is used specifically with CBO Programme Managers, Programme Officers, Counsellors, and Outreach Workers.

Total Duration: Two days

Module C

C1: Identity, Gender and Sexuality

This module is designed to help training participants: 1) gain a broad understanding of language and concepts relating to identity, gender and sexuality; 2) understand differences in gender, sex and sexuality; and 3) become familiar with the experience of stigma and discrimination in the lives of men who have sex with men (MSM), transgenders and hijras. In the Pehchan programme, this module is used to introduce principles of identity, gender and sexuality to CBO Programme Managers, Programme Officers, Counsellors, and Outreach Workers.

Total Duration: One day

C2: Family Support

This module is designed to help training participants: 1) develop a common understanding of the term 'family' from the perspective of men who have sex with men (MSM), transgenders and hijras (MTH); 2) identify different constructs of 'family' present in MTH communities; 3) explore the importance of 'family' in a person's life; and 4) understand issues faced by MTH community members with regard to their families. In the Pehchan programme, this module is used to introduce principles of family support to CBO Outreach Workers and Counsellors.

Total Duration: One day

C3: Mental Health

This module is designed to help training participants: 1) become familiar with basic concepts of counselling; 2) develop skills to form a support relationship with a programme client within an ethical framework; 3) increase awareness of common mental health concerns among men who have sex with men (MSM), transgenders and hijras; 4) build capacity to assess and provide basic psycho-social support; and 5) promote positive mental health. In the Pehchan programme, this module is used to introduce principles of family support to CBO Outreach Workers and Counsellors. This module is designed to help CBOs' Counsellors and Outreach Workers to introduce the concept of Mental Health and the importance of psycho-social support.

Total Duration: One and a half days

C4: MSM with Female Partners

This module is designed to help training participants: 1) understand the issues of men who have sex with men (MSM) who also have sex with female partners; 2) become familiar with how gender impacts health; 3) learn basic sexual anatomy and differences between male and female; and 4) learn basic strategies to reach out to MSM with female partners and provide appropriate support and linkages to services. In the Pehchan programme, this module is used to familiarise CBO staff on the specific needs of MSM with female partners.

Total Duration: One day

C5: Transgender and Hijra Communities

This module is designed to help training participants: 1) understand the basics of transgender and hijra identity; and 2) become familiar with the challenges facing transgender and hijra community members in the current context. In the Pehchan programme, this module is used to familiarise CBO Programme Managers, Counsellors, and Outreach Workers on the specific needs of transgender and hijra-identified individuals.

Total Duration: One day

Module D

D1: Human and Legal Rights

This module is designed to help training participants: 1) understand basic human rights and their importance to work with sexual minorities; 2) learn how to apply the principles of International Human Rights to local settings; 3) understand human and legal rights from the perspective of men who have sex with men (MSM), transgenders and hijras; and 4) build skills to recognise rights violations and mitigate them. In the Pehchan programme, this module is used to introduce basic principles of human and legal rights to CBO Programme Managers and Outreach Workers.

Total Duration: One day

D2: Trauma and Violence

This module is designed to help training participants: 1) deepen their understanding of trauma and violence; 2) identify different forms of violence; 3) understand the connection between violence and exploitation; 4) learn strategies to address violence; and 5) develop an action plan to respond to trauma and violence in their local context. In the Pehchan programme, this module is used to introduce basic principles of trauma and violence to CBO Counsellors and Outreach Workers.

Total Duration: One day

D3: Positive Living

This module is designed to help training participants: 1) understand clinical basics of HIV and AIDS, with special reference to People Living with HIV (PLHIV); 2) become familiar with Antiretroviral Treatment (ART) and treatment adherence; 3) identify specific needs of PLHIV; and 4) learn principles of caregiving for PLHIV. In the Pehchan programme, this module is used to introduce basic principles of positive living to CBO Programme Managers, Counsellors, and Outreach Workers.

Total Duration: One and a half days

D4: Community Friendly Services

This module is designed to help training participants: 1) understand the concept of friendly services for men who have sex with men (MSM), transgenders and hijras; 2) document existing services in the local context; 3) access and coordinate with these services or create community friendly services if none exist. In the Pehchan programme, this module is used to introduce basic principles of community friendly services to CBO Counsellors, Outreach Workers and Advocacy Officers.

Total Duration: One day

D5: Community Preparedness for Sustainability

This module is designed to help training participants: 1) understand the concept of community preparedness; 2) become familiar with the rationales and processes to shift the focus of programmes for men who have sex with men (MSM), transgenders and hijras (MTH) from HIV-centric to community-centric; 3) learn strategies to help MTH communities become self-reliant and sustainable; and 4) appreciate the importance of critical thought processes in planning for strong CBOs and communities. In the Pehchan programme, this module is used to introduce basic principles of community preparedness to CBO Programme Managers, Counsellors, and Outreach Workers.

Total Duration: One day

D6: Life Skills Education

This module is designed to help training participants: 1) understand the basic concepts and principles of Life Skills Education (LSE) for men who have sex with men (MSM), transgenders and hijras (MTH); 2) provide skills to sensitise CBO staff on life skills and equip them to respond to the needs of MTH community members; 3) learn techniques to build self-worth and enhance self-esteem of CBO clients; 4) develop listening and communication skills; and 5) build staff capacity to respond to difficult situations constructively. In the Pehchan programme, this module is used to introduce basic principles of LSE to CBO Counsellors.

Total Duration: One day

Helping Participants Get the Most Out of Training

(Adapted from Human Rights and Prison: Trainers Guide on Human Rights Training for Prison Officials. 2005. United Nations, Office of the High Commissioner for Human Rights.)

Role of the Facilitator

The role of the facilitator is to enable and empower participants to develop their knowledge on topics included in the training curriculum. In order for them to do this, the facilitator should:

- Understand the areas in which the participants work and gather information and resources that can be used in their work at the field level.
- Go through the curriculum and handouts before the training workshop is conducted and should feel confident to answer all the issues that will be raised through the toolkit.
- Create a learning atmosphere where training exercises are designed in such a way to allow participants to share their experiences, ideas and views on various issues, including those traditionally considered taboo, such as gender, sexuality, etc.
- Ensure that each participant is comfortable and feels supported.
- Be willing to look inside and assess his/her own attitudes and values that might affect the workshop.
- Understand who the participants are and where they come from.
- Remember that the information being provided may be new and quite different from what participants have learned earlier. Keep information and definitions simple.

Training Methodology

A variety of methods are used for training, including brainstorming, group work, case studies, role plays, presentations, and panel discussions. For optimum results and use of resources, the facilitator may adapt the suggested methodology to the intended audience. The goal is to use the most appropriate method or methods to build on existing knowledge and skills and hold the attention and interest of participants.

Here is a list of some of the different methods and tools used in these modules.

Problem-solving and Brainstorming

In this method, participants are asked to develop and propose ideas and solutions to both theoretical and practical problems on specific issues or topics proposed by the facilitator. Brainstorming helps promote creative thinking among the participants and makes them understand different approaches to solving a problem or addressing an issue.

Group Discussions (or Working Groups)

Group discussions are conducted in small groups of 4-5 participants. Here participants discuss and come up with ideas and opinions on a particular topic or issue. A facilitator may, where necessary, be assigned to each group. After these smaller groups have met, all participants are then reconvened, and a summary of the deliberations of each group is presented by a spokesperson for the group. The facilitator should exercise care in structuring the topic and framework and then help guide participants through the discussion to keep focus.

Case Studies

Case studies are detailed descriptions of a person, group or situation over a period of time. Case studies will be used where there is a need for participants to be presented with scenarios they can analyse to understand a particular problem or solution. Trainers can use questions along with case studies to help participants discuss and try to understand the key ideas that are conveyed through the case study.

Role Plays

Role plays encourage participants to understand an issue by placing them in the 'shoes' of individual facing a particular challenge by having them act it out in front of the larger group. Role plays help bring real life situations to the forefront of discussions during trainings.

Presentations/Lectures

These are a common method for training in this curriculum. PowerPoint slides help a facilitator present ideas in a succinct manner. Flip charts and whiteboards may also be simultaneously used along with presentations for elaborating certain points of discussion.

The following pointers should be noted while making presentations or lectures:

- Speak slowly, clearly and in an audible manner.
- Use simple language.
- Make eye contact with participants.
- Encourage questions and discussions.
- Do not read from notes – use a conversational tone. No matter how interesting the material is, a monotone presentation will fail to grasp your audience's attention.
- Be mindful of the time – measure the length of your presentation beforehand and keep tab of clock while making it.
- Move around; do not present in one place. When responding to a question, approach the person who asked it. If someone seems inattentive, approach and try to engage him/her in a discussion.
- Use visual aids; these should be simple and not overloaded with information. Detailed information can be provided in the handouts.

- Prepare in advance – know your subject. Follow these basic steps in preparing your session:
  - Refer to the training materials provided and to the agenda;
  - Note the time available for the session;
  - Prioritise the subject matter – be sure to cover the important points;
  - Draft your speaking points (introduction, body, conclusion, summary of major points);
  - Select the exercise and questions to be used;
  - Select or prepare your visual aids (handouts, etc.); and
  - Practice your presentation so that it can be delivered confidently and within the time limit.
- Ensure that all information is accurate and up-to-date.
- Encourage participants to read the printed annexures in the class. Materials that are not discussed or read during the course are likely never to be read ever.
- Acknowledge the value of comments of every participant.
- Set ground rules for the session and ensure that no discriminatory or intolerant comments are made either by the facilitator or participants. Such comments, if any arise, should be addressed immediately in a tactful manner.
- Be prepared to address myths and stereotypes that may come up during the course of a discussion.
- Structure your presentation – every presentation should have an introduction, a body, and a conclusion.
- Always summarise the discussions.

Question Box

The facilitator may provide a question box with paper and pens beside it. This allows participants to ask questions anonymously that they might not be comfortable asking in public. The facilitator should periodically review the question box and ensure that questions are answered at an appropriate time during the workshop.

Statements (Myths/Realities)

In a few exercises, participants are presented with various statements whose truth and veracity can be debated. The facilitator should help clear away myths and misconceptions and help participants get clarity about key issues presented.

Panel Discussions

In some modules, it may be useful to have a panel discussion. The formation of a panel of presenters or experts, possibly following a presentation by one or more of them, is a useful training methodology. Such an approach is particularly effective when presenters have expertise in different thematic areas. However, time and availability of experts are constraints in holding a panel discussion in a workshop.

Use of Visual Aids

Visual aids, such as audio-visual clips, PowerPoint presentations, etc., have been used throughout the curriculum to illustrate and complement oral presentations, Ensure that visual aids used are clear, readable/audible, and not overloaded with too much information.

Key Considerations for Training

- *Describe competencies*: Training of different cadres of staff should be competency-based, with the relevant competencies known well before a workshop is organised.
- *Optimise group size*: To ensure there is a good use of resources, training/ workshop should not exceed 15-20 participants.
- *Adopt interactive training strategies*: This curriculum suggests use of various interactive training methodologies. It is important to remember that that the objective of interactive training techniques should always be:

  - To receive information and knowledge (about what we do not know)
  - To acquire skills (what shall we do with what we know?)
  - To sensitise (are we practicing ourselves what we know?)

- *Use a participatory approach:* The facilitator should lay out basic ground rules and offer an overview of the planned session. Thereafter, the facilitator should involve the participants in a moderated/guided discussion to flesh out the main issues.
- *Assess participant knowledge levels*: Assess participants' current knowledge with a pre-training questionnaire. This information can then be used to refine the training. At the end of the training, the same questionnaire can be administered to determine how much knowledge and skills the participants have gained and how effective the training has been. (See section on pre- and post-training assessment for more details.)
- *Respect participants*: Respect for participants is crucial to the success of a training. Participants will carry with them their own professional expertise and practical experience, which if acknowledged and respected, can be tapped for the benefit of the training. The skill with which the facilitator does this will determine participants' attitude, approach, and reaction to the training. An atmosphere needs to be created where an exchange of expertise and experience is facilitated, and it will encourage the participants to become more responsive.

Understanding Training Needs

Pre- and Post-training Assessment

Pre-training assessments are designed to help the facilitator assess the level of knowledge and skills of participants. A pre-training assessment helps to structure a training to respond to the needs of participants. Post-training assessments are undertaken at the end of a workshop to assess participants' understanding of the sessions as well as to assess the performance of facilitators. Written assessments can help determine if the objectives of the exercises have been met and whether participants have learned what they expected. Assessment can also be done through a participatory method in which participants speak about key learnings and whether their expectations have been met.

Follow Up

Any effective training should ideally involve regular follow-ups about the impact of the training and the need for further training.

Workshop Preparation Checklist

Checklist	Check
Objectives of workshop identified	
Facilitators identified	
Announcement/publicity/invitations disseminated	
Realistic timeframe planned	
Appropriate workshop venue assessed and booked	
Agenda and activities planned	
Evaluation forms prepared	
Participants information	
Confirmed number of people attending in the workshop	
Background of participants (job, experience, human rights knowledge)	
Any specific dietary requirements of the participants	
Time and date of workshop suitable	
Workshop logistics	
Adequate size of room	
Check for visual obstructions	
Plan seating arrangements for interaction	
Check noise level, heating adjustment, air conditioning	
Equipment needs: sound system, audio-visual, etc.	
Convenient rest rooms	
Refreshments and meals	
Handouts	
Relevant information on handouts: check if large print is required	
Materials for workshop activities	
Sufficient copies for participants and some extras	
Evaluation forms	
Materials/equipment	
Laptop, projector, screen	
Flipcharts and easel	
Markers or chalk	
Notebooks and folders	
Pens and pencils	
Masking tape, Blu-Tack, flip charts	
Scissors	
Extra paper, marker pens, sketch pens	
Paper clips, writing pads, ballpoint pens	
Workshop scheduling	
Registration	
Introductory activities	

Beginning a Training

The session below is recommended for use at the beginning of all workshops planned under this curriculum. The overall objective is to enable the facilitator to get to know the participants and also for the participants to meet each other.

Getting to Know Each Other: Welcome and Introductions

Duration: 50 Minutes

Learning Objectives:

To help participants

- Feel comfortable and get to know each other;
- Arrive at a set of ground rules to be followed throughout the training; and
- Map the training expectations of participants.

Session Overview

Step	Time	Content	Activity/Method	Resources Needed
1	10 minutes	Welcome Address	Facilitator presentation/ Discussion	None
2	25 minutes	Game/Ice Breaker	Facilitator presentation/ Game	Flip chart/ Marker pens
3	10 minutes	Mapping Training expectations	Facilitator presentation/ Discussion	Flip chart/ Marker pens
4	5 minutes	Setting Ground Rules	Facilitator presentation/ Discussion	Flip chart/ Marker pens

Resources Required

Flip chart, paper pieces, markers

Step 1: Welcome Address

Duration: 10 minutes

The facilitator can start the session by welcoming participants and introducing him/herself and other members of the workshop organising team. The facilitator may do this using some of the following points:

- Thank participants for arriving on time;
- Acknowledge their commitment to the programme and their decision to work with Pehchan;
- Motivate participants by saying that their efforts will benefit the MTH community;
- Explain how it is not only facilitators who are bringing important information to the training but also participants bring their valuable experience and skills;
- Assure them of your constant support throughout the learning process;
- Express hope that the training is going to be successful with their active participation;
- Explain how the training will be a fun-filled exercise because of the interactive sessions and methods such as role plays, games, group works, etc;
- Seek their cooperation during the training period;
- Encourage all participants to be present for the entire training; and
- Explain the importance of commencing training sessions on time.

Note to Facilitator

Ask participants if they have any health problems or other apprehensions. Address their anxieties and concerns. This helps in creating a supportive atmosphere for training. For example if anyone is suffering from health problems either due to travel or any other reason, provide them with the necessary help and support. This is important as it will also make other participants feel comfortable.

Step 2: Game/Ice Breaker

Duration: 25 minutes

The main objective of the 'Ice-breaker session' is to create an opportunity for participants to get to know each other and gain a sense of who they are working with. It will also help create a congenial environment for training and make participants more receptive for interactive learning. This can be done through the following exercise.

Write down the words given below in the table on small pieces of paper and fold them to conceal the contents and put them in a box or another available container. Ask each participant to pick one and then identify their 'partner' based on the pairings given below. After identifying their partners, give them five minutes to interact. These interactions may involve the pair introducing themselves and gathering information on the following questions:

- What is your favorite recipe?
- What is favorite hobby?
- What is their greatest expectation from this training?

After their interactions within each pair, each participant then introduces his/her partner to the rest of the group and shares the information gathered through the questions above. The facilitator can make up for a missing partner if there are an odd number of participants.

Sample pairs

Guru	Chela
Hero	Heroine
Bride	Groom
King (Maha Raja)	Queen (Maha Rani)
Honey	Bee
Sun	Moon
Husband	Wife
Flight	Airport
Brother	Sister
Sugar	Sugar cane
Milk	Butter
Train	Railway station
Coconut	Tender coconut
Morning	Evening
Rose	Lotus

If you need additional pairs, avoid words that are seen as provocative or potentially offensive to the sentiments of the participants, such as 'police' and 'thief' or 'clever' and 'fool'.

Step 3: Mapping Training expectations

Duration: 10 minutes

It is important that the session achieves the learning objectives identified in the module and that the specific needs and learning outcomes of the participants are met. Pre-session activities can help assess participants existing knowledge levels about the topic, and their expectations for the session. It may be done in two ways depending upon the availability of resources:

- *Formally using questionnaires*: Here workshop organisers can send out a questionnaire to each participant approximately four weeks in advance. The questionnaire will allow you to find out about participants' work responsibilities, skills and knowledge, prior experiences and their specific learning needs or expectations. Ask them to return the questionnaires at least a week before the start of the session.

- *Informally during the workshop:* Here the facilitator calls upon participants after introductions to share their expectations from the workshop. One of the participants may take the lead and write down the expectations of other participants on a flip chart. After writing down the expectations, the facilitator may then classify themes or highlight the key ones from the list. Keep the chart paper up throughout the training to act as reminder for the facilitator to fulfill these expectations.

Step 4: Setting the Ground Rules

Duration: 5 minutes

Ask participants to list out the ground rules they think are important for making the training more efficient. Add the ones you think are also important and read them aloud with the help of the flipchart. See box for some of the common ground rules.

Illustrative Ground Rules:

- Attend all the sessions in the workshop;
- Respect other's point of view;
- Give everybody an equal opportunity to talk;
- Avoid cross-talking or using mobile phones during sessions;
- Maintain confidentiality;
- Be punctual; and
- Encourage participants to respect individual differences.

Notes

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MSM, Trangender and Hijra
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CG **CG Curriculum Guide**

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