

# Material Development in Ten Steps.

A training on methodical development of IEC materials for sex workers

Trainers Manual



This training manual is part of a serie



Outreach



Counselling



Leadership Skills



Material Development



Financial Skills

 **Aids Fonds**

# Introduction

## How to use this manual



Outreach



Counselling



Leadership Skills



Material Development



Financial Skills

**Aids Fonds  
wishes you  
an inspiring  
and joyful  
training.**

This manual supports trainers to adequately facilitate the three-day training course 'Material Development'. The training manual has been developed by the Sex Work Programme and Aids Fonds. The training programme has been designed in collaboration with international sex worker organisations and is pre-tested and evaluated by sex workers and health professionals.

### Training programme

This Material Development training programme draws on the experience of the Aids Fonds' Bridging the Gaps programme in Kenya. The HIV burden in Kenya is disproportionately high among sex workers. Very limited prevention, treatment, care and support strategies are in place for this specific key population. Information, education and communication (IEC) materials aimed at changing and reinforcing health-related behaviour that focus on sexual reproductive health and rights do not currently meet the needs of sex workers.

In 2012, a group of sex workers and health professionals participated in a three-day training programme on material development. The programme resulted in increased collaboration between the national Aids programme, sex worker-led organisations and NGOs, leading to the creation of the first official IEC materials for sex workers in Kenya. These materials have been adapted for use in other East African countries. Success factors in this process form the basis of the Material Development training programme. The ten-step approach emanates from the Intervention Mapping methodology, which is a protocol for developing effective behaviour change interventions.

### Preparation in advance by the trainer

The trainer needs to familiarise herself or himself with the exercises in the manual before the programme begins. The exercises require facilitation skills from the trainer to extract the knowledge and experience that is already present in the group. The exercises touch upon attitudes, knowledge and skills regarding the topic. Models and theory are adjusted to daily practice and the exercises connect the lessons learned to the daily practice of the participants. The learning objectives are listed to enable the trainer to know the knowledge and skills participants should gain after completing each exercise. The training schedule gives the approximate time necessary to do each exercise. Users of this training manual can follow the progress of the training in the timeline at the top of the pages. Each exercise is accompanied by a section called 'Notes for the trainer', which provides additional information.

### Materials needed

It is recommended to prepare a document for the participants containing the learning objectives and the hand-outs. In case participants do not read English, it is advisable to translate the hand-outs in the appropriate language beforehand. Some hand-outs can be translated on the spot by the trainer or an interpreter. PowerPoint and projection equipment is not a requirement to perform this training.

When inviting participants to the training session, ask them to bring examples of health IEC materials. These materials can be on any topic, aimed at any target group. Leaflets, posters, pictures of billboards, videos, songs – anything can be useful. The trainer will also collect materials to bring to the training.

In this training, sex workers and health professionals collaborate, and each have a specific input into the process of developing materials. Ideally, managers and staff of organisations at the national level should also participate in the training, to secure follow-up.

This manual is one of five training manuals that have been developed in collaboration with the international sex worker community. The other manuals deal with outreach, counselling, leadership skills and financial skills.

DAY 1	Output
Introduction to the training	<div><div></div><div>✓ Learning expectations</div><div>✓ Rules</div><div>✓ Participants' tasks</div></div>
Introduction to material development	<div><div></div><div>✓ General ideas on material</div></div>
Step 1	<div><div></div><div>✓ Problem definition</div><div>✓ Research strategies</div></div>
Step 2	<div><div></div><div>✓ List of influencing factor</div></div>
Step 3	<div><div></div><div>✓ List of priorities</div></div>
DAY 2	Output
Step 4	<div><div></div><div>✓ Strategies connected to priorities</div></div>
Step 5	<div><div></div><div>✓ Key questions and messages</div></div>
Step 6	<div><div></div><div>✓ Vehicles connected to the strategies</div></div>
DAY 3	Output
Step 7	<div><div></div><div>✓ Prototypes</div></div>
Step 8	<div><div></div><div>✓ Pre-test methods</div></div>
Step 9	<div><div></div><div>✓ Implementation plan</div></div>
Step 10	<div><div></div><div>✓ Key evaluation questions (KEQs)</div><div>✓ Personal development plan</div></div>
Personal development plan and training evaluation	

DAY 1	Time	Method
Introduction to the training	09:00 AM - 10:30 AM	
- Getting to know each other		Group work
- Agreeing on basic training rules		Plenary discussion
- Introducing the training topics and methodology		
Break	10:30 AM - 10:45 AM	
Introduction to material development		
- Explaining material	10:45 AM - 11:15 AM	Group work
- 'Sell me a bridge'	11:15 AM - 11:45 AM	Game presentation
- Material and behaviour change	11:45 AM - 12:00 PM	
Step 1: Define the challenges		
- Challenges sex workers face	12:00 PM - 12:30 PM	Group work
- Select most urgent challenge	12:30 PM - 01:00 PM	Presentation
Lunch	01:00 PM - 02:00 PM	
Step 2: Describe the influencing factors		
- Factors influencing the challenge	02:00 PM - 02:30 PM	Group work
- Take five steps to condom use	02:30 PM - 03:00 PM	
- Find the factors	03:00 PM - 04:00 PM	
Break	04:00 PM - 04:15 PM	
Step 3: Prioritise		
- Decision making tool	04:15 PM - 04:45 PM	Group work
Closing of the day		
- Summary	04:45 PM - 05:00 PM	Presentation
- 'Speak like popcorn'		Game

DAY 2	Time	Method
Recap	09:00 AM - 09:15 AM	
Step 4: Decide on a strategy		
- Let's cook	09:15 AM - 09:30 AM	Plenary discussion
- Different strategies	09:30 AM - 09:45 AM	Group work
- Strategy Board Game	09:45 AM - 10:30 AM	Game
Break	10:30 AM - 10:45 AM	
- Strategy and influencing factors	10:45 AM - 11:30 AM	Group work
Step 5: Decide on the content		
- Key question and message	11:30 AM - 12:00 PM	Group work
- Make a Word Web	12:00 PM - 12:30 PM	Writing assignment
- Write a message	12:30 PM - 01:00 PM	
Lunch	01:00 PM - 02:00 PM	
- Presentation of the messages	02:00 PM - 03:00 PM	Presentation
Step 6: Choose a vehicle for the message		
- Play the 'whisper game'	03:00 PM - 03:30 PM	Game
- Explore the vehicles	03:30 PM - 04:00 PM	Group work
Break	04:00 PM - 04:15 PM	
- Select the right vehicle	04:15 PM - 04:45 PM	Group work
Closing of the day		
- Summary	04:45 PM - 05:00 PM	Presentation
- Play the snow ball fight		Game

DAY 3	Time	Method
Recap and introduction	09:00 AM - 09:15 AM	
Step 7: Develop the material		
- Play the sheet and ball game	09:15 AM - 09:30 AM	Game
- Make a prototype	09:30 AM - 10:30 AM	Group work
Break	10:30 AM - 10:45 AM	
- Presentation of prototype	10:45 AM - 11:45 AM	Presentation
Step 8: Pre-test the material		
- Review the text and its effect	11:45 AM - 12:00 PM	Plenary instruction
- Pre-test the prototype	12:00 PM - 01:00 PM	Discussion
		Group work
Lunch	01:00 PM - 02:00 PM	
Step 9: Implement the material		
- Make a implementation plan	02:00 PM - 03:00 PM	
Step 10: Evaluate the material		
- Key evaluation questions	03:00 PM - 03:30 PM	Group work
- Make a personal development plan	03:30 PM - 04:00 PM	Individual work
- Evaluation of the training		

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Day 1.



# 1. Introduction to the training

This chapter provides exercises to lay a solid basis for effective collaboration and to promote a thorough understanding of the training programme.

## Getting to know each other

### Exercise

The trainers welcome the participants and introduce themselves. The participants get to know each other by doing one or more of the introduction exercises (see annex 1).


**Indicated time:**

- 30 minutes


**Objective:**

- Trainers and participants get to know each other


**Output:**

- List of learning expectations for the training


**Materials:**

- A4 white paper
- Markers
- Tape


**Method:**

- Group work

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Annex 1


**Indicated time:**

- 20 minutes


**Objective:**

- Participants agree on roles and responsibilities during the training


**Output:**

- List of rules to be followed during the training
- List of participants and their specific tasks during the training


**Materials:**

- Flip chart sheets
- Markers


**Method:**

- Group discussion

## Agreeing on basic training rules

### Exercises

#### Setting the training rules

A safe and positive learning space is crucial for a successful training experience. The trainer explains the importance of a joint set of agreements, emphasising the participants' rights and responsibilities throughout the training. The trainer asks each participant to discuss essential rules on confidentiality, being on time, telephone use, praying, and so on. The trainer asks if all participants agree, and discusses with the group what to do when agreements are broken. Rules can be added at the end of the day, anonymously on sticky notes if appropriate. The trainer writes the input from the group on a flip chart sheet and puts it on the wall, visible in the room.

#### Divide roles and responsibilities

During the training days some participants will take on specific responsibilities to benefit the group process. Invite participants to take the following roles:

- Time keeper;
- Person responsible for the energiser;
- Someone responsible for recap and summary;
- Participant who can speak on behalf of the group.

The participants assign the roles and the trainer writes them down on a flip chart sheet, visible to everyone in the room. The roles rotate during the training days.

**Indicated time:**

- 75 minutes

**Objective:**

- Participants are familiar with the experiences and knowledge concerning material development held by other participants
- Participants understand the relationship between a needs assessment and material development
- Participants understand that information, education and communication (IEC) materials can change behaviour
- Participants are familiar with the ten steps to develop materials

**Output:**

- List of main ideas on Material Development

**Materials:**

- Pictures of the national HIV campaign (found on the internet)
- Flip chart sheets: one for each step
- Ten A4 sheets of paper
- One metre of masking tape per group
- Toy car
- Hand-out 1

**Method:**

- Group work
- Discussion

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Hand-out 1

## Introducing the training topic: Material Development

### Exercises

#### Explore IEC materials

The trainer starts a group discussion by asking the participants about their experiences with IEC materials:

- What poster, billboard or other material made an impression on you?
- What impression did it make and why?

The trainer distributes pictures of the national HIV campaign and asks smaller groups to discuss the following questions:

- For what purpose do you think these materials were developed? What is the aim and target audience?
- What will people do with the information?
- How do you know it will lead to behaviour change?

Groups of participants report back to whole group, after which all participants discuss the answers. During the discussion the trainer writes the input from the participants on a flip chart sheet. In this way, the participants and the trainer can see the knowledge and experience present in the group, which will be drawn on during the training.

#### 'Sell me a bridge'

The trainer explains to the group that each group have to sell a bridge between two tables. The trainer distributes ten A4 sheets of paper and one metre of masking tape to each group, and asks the participants to make a bridge between two tables that are about one metre apart. After ten minutes, the trainer gives participants a sign to stop constructing the bridge and start selling it. The trainer walks around the room to negotiate with each group, explaining that the trainer being the costumer has certain wishes and wants to check if the bridge lives up to her or his expectations. The trainer tests each bridge by letting a toy car travel over it. All paper bridges will probably collapse under the weight of the toy car. The trainer invites participants to discuss what happened in this exercise. The trainer reflects on their answers and connects the discussion to the development of IEC materials and the importance of assessing the needs in advance.

#### Explanation of the ten-step model for material development

The trainer explains to the group that participants will make materials to change the behaviour of their audience. But they first need to know the kind of challenges their audience are facing, why people act as they do, and in what way people can be persuaded to change. The ten-step model to develop materials is used in this training module. The participants begin by investigating what the challenges and related influencing factors are. Then they decide what they want to change. Based on the factors participants want to influence, they will design a strategy and vehicle. Pre-testing, evaluating and implementing are also part of the ten-step model.



### Preparation by the trainer

Before the start of the training, the trainer prepares ten flip chart sheets, one for each step in the Material Development process. The trainer writes the name of each step in capital letters on top of the sheets. The flip chart sheets will be displayed on the wall of the training room, so participants can follow the process and different steps. After completing each step, the trainer writes the most important findings on the appropriate flip chart sheet. Instructions for this can be found with each step in this manual.

## 2. Ten steps to develop materials

This chapter outlines the core of the training programme – the methodological development of information, education and communication (IEC) materials. The exercises ensure that the course participants have a thorough understanding of the required ten steps and can use them in practice.


**Indicated time:**

- 45 minutes


**Objective:**

- participants can describe the health challenges sex workers face in their area
- Participants identify the most urgent health challenge sex workers face in their area


**Output:**

- On flip chart sheet of Step 1: Challenges sexworkers face


**Materials:**

- Hand-out 2


**Method:**

- Lecture
- Group work

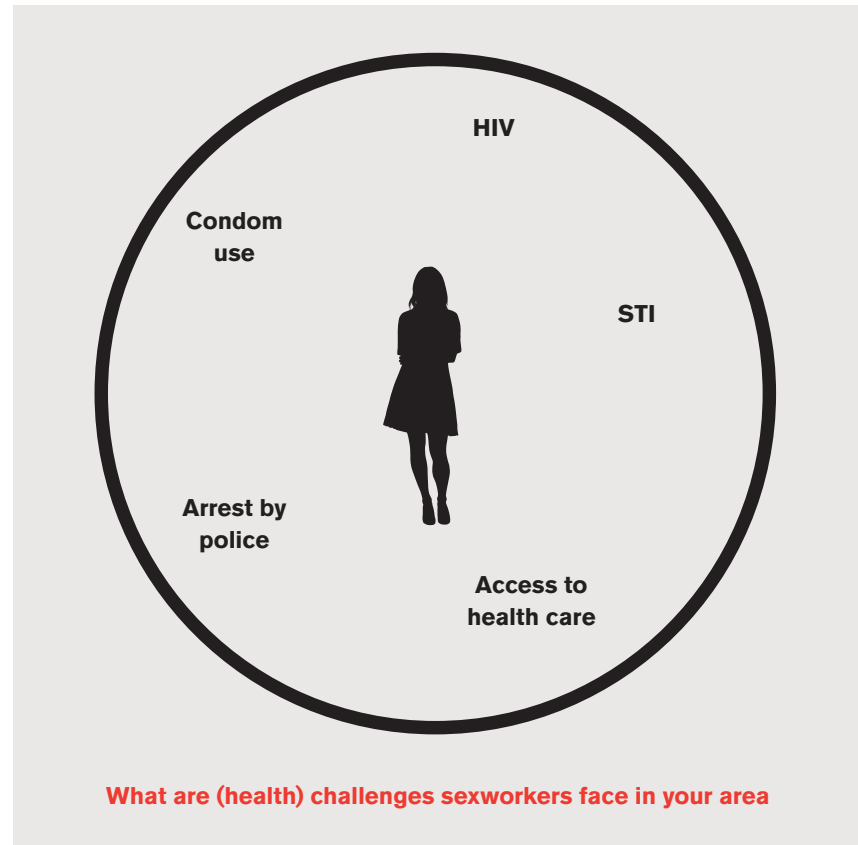
Page **20** →  
Hand-out 2

### Step 1: Define the challenges

**Exercise**
**Explore the health challenges sex workers face**

The trainer distributes hand-out 2. The trainer asks the groups to compile a list of health challenges sex workers face in their region or community. The groups present their findings to the whole group. The trainer clusters, summarises and writes the common challenges on the flip chart sheet of Step 1 under the following categories:

- No condom use
- HIV
- Other sexually transmitted infections (STIs)
- Arrest by police
- No or limited access to health care



The trainer presents slides if the group requires more detailed information.

[www.unaids.org/en/resources/campaigns/2014/2014gapreport/slides/](http://www.unaids.org/en/resources/campaigns/2014/2014gapreport/slides/)

### Select the most urgent challenge

The trainer divides the categories of challenges (selected in the previous exercise) among the groups. The trainer explains to the groups that their government has allocated \$10,000 to fund the most important challenge in their country and asks the groups to prepare a presentation about why their challenge should receive the \$10,000.

In their presentations, the groups need to answer the following questions:

- What is the most important challenge?
- Why do we consider it a challenge? How do we know for sure? Do we have proof for this?
- Who is experiencing this challenge? Which group of sex workers has excess burden? Is there a demographic difference? Which specific groups are at risk?
- Whom do we involve to select the challenge? Whom do we consult and collaborate with to get a good idea about the challenge?
- Where can the groups at risk be reached?

Each group gives a five-minute presentation of their findings. After each presentation, there is time for questions and discussion. The trainer notes the most important input on the flip chart sheet of Step 1.

### Notes for the trainer

The basic questions to assess a health challenge are the following:

- What is the challenge?
- Who faces this challenge?
- What is the prevalence and distribution of the challenge?
- What are the demographic characteristics of the population that faces the challenge or is at risk of the challenge?
- Is there a community? What are its characteristics, including its resources and its strengths?
- What segments of the population have an excess burden from the health challenge?
- Where can groups at risk, especially groups at excess risk or excess burden, be reached by the programme?

Participants can consider a challenge very urgent due to their own experiences. The trainer explains to the group that when only one person is experiencing the challenge, you do not have a solid argument to work with in this case. The trainer stimulates participants to practice a 'helicopter view' and find proof for their arguments.

**Indicated time:**

- 120 minutes

**Objective:**

- Participants can describe the behavioural factors related to the selected challenge
- Participants can describe the environmental factors related to the selected challenge
- Participants have a basic understanding of behaviour change

**Output:**

- On flip chart of Step 2: List of influencing factors

**Materials:**

- Chairs
- For each group: a set of printed symbols (determinants)
- Hand-out 3

**Method:**

- Group work
- Game

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Annex 2 and hand-out 3

## Step 2: Describe the influencing factors

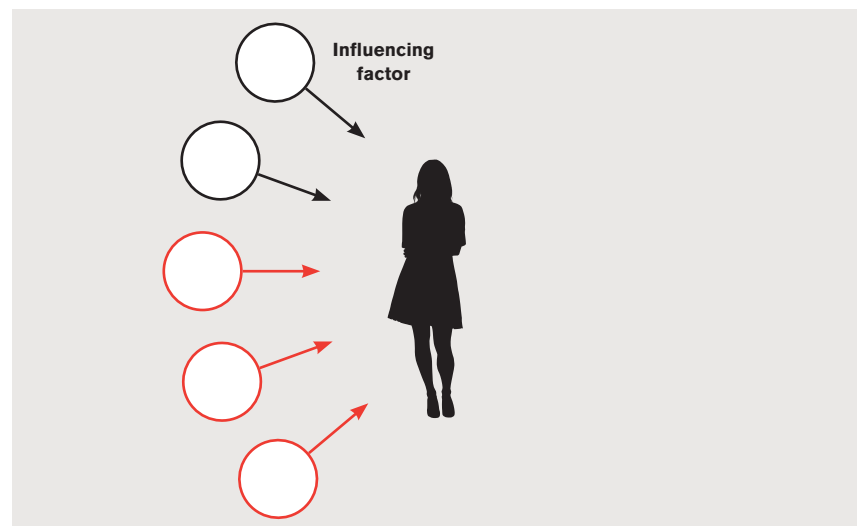
### Introduction

The trainer summarises the previous step that has seen the participants define a health challenge facing sex workers in their area. In Step 2 they will have a closer look at the factors influencing this challenge. The trainer reads aloud the notes made on the flip chart sheet of Step 1.

### Exercises

#### Explore the influencing factors

The trainer explains to the group that the challenges sex workers face are influenced by different factors. To demonstrate this, the trainer takes the example of sexworkers who do not seek treatment and makes a drawing on a flip chart sheet (using the drawing in this chapter). The trainer invites participants to brainstorm concerning the influencing factors, and elicits as many factors as possible from the group. The trainer asks the participants to differentiate between behavioural factors and environmental factors. With two different colour markers the trainer can make the differentiation visible.



### Notes for the trainer

To explain 'influencing factors', the trainer can use the example below.

**Challenge:** Sex workers do not seek treatment

#### Categories of influencing factors (determinants):

**Knowledge:** Sex workers do not have information about STIs, have misconceptions and/or they are not aware of services to access for testing and treatment.

**Attitude:** They have a negative attitude towards STI services and visiting the services. Attitudes are often influenced by people's personal values.

**Risk perception:** They do not feel at risk themselves and/or they are not aware of the risks of untreated STIs.

**Skills and self-efficacy (closely linked):** A relevant skill in this example is the skill to resist peer pressure. Self-efficacy is the self-confidence to actually use this skill and others, even in difficult situations. A sex worker might, for example, be confident enough to access a health service, even if her or his friends would laugh at her or him.

**Social influence (support, norms, and peer pressure):** The norm among sex workers can be that using STI services will expose their sex work or that having an STI is a sign of promiscuous behaviour.

**Intention to perform a behaviour or not:** For example, the sex worker has the intention to visit a service within the next week or month. Intention is shaped by all of the above. If someone has the knowledge, or even sees the risks, but has a negative attitude or is strongly influenced by others, she or he is not likely to go. And even if someone intends to go, lack of skills or external factors (for example, no service available) may prevent her or him from going.

**External factors:** Someone intends to go to a clinic, but if there is no clinic nearby, or the clinic does not provide (friendly) services to sex workers, then she or he may not go. External factors relate to legislation, affordability, availability and accessibility.

**The cultural, religious and societal context:** This influences all the above-mentioned determinants: the environment influences what people know, value and are used to, as well as their norms.

### Take five steps to condom use

The trainer explains the different influencing factors and steps that may lead to behaviour change, using the outcome of the previous exercise. The trainer also discusses the theory on behaviour change (hand-out 3) with the group. To make sure that the participants grasp the notion of the different categories of influencing factors, or determinants, the trainer asks the group to do the following exercise.

The trainer sits on one side of the room, on a chair with a sign that reads 'Start: no condom use'. Between this chair and the endpoint are five chairs, each carrying a paper with symbols of determinants (annex 2) on it. The chairs represent the steps to condom use:

Start: No condom use  
 Chair 1: What information do I need about condoms? (Knowledge)  
 Chair 2: What skills do I need to use a condom? (Skills)  
 Chair 3: What do I think and feel about condom use? (Attitude)  
 Chair 4: How big is my risk of contracting HIV and other STIs when not using a condom? (Risk perception)  
 Chair 5: How important is what other people think about condom use? (Social norms)  
 Endpoint: Condom use

The trainer introduces herself or himself as a sex worker: **'I've been in the business for two years now, mostly meeting my clients in a bar. I have to be honest with you: I don't always use protection.'**

The trainer then asks five participants to join the exercise. Each of them can pick two assistants who are allowed to whisper suggestions. Each participant gets a condom. The trainer asks them the following questions: In what way

would they like to get the sex worker to the desired endpoint – that is accurate and consistent use of a condom? What does the sex worker need in terms of knowledge, skills, attitude and so on to use a condom correctly? What questions do you ask to assess the knowledge, skills, and attitude and so on? If the participant correctly addresses a specific determinant, the trainer moves one chair closer to the endpoint. When moving a chair, the trainer explains what exactly made the moving possible. The trainer summarises the way this specific factor was addressed by the participants.

### Find the factors that influence the challenge

The trainer divides the categories of the challenges from Step 1 among the groups: no condom use; HIV; other STIs; arrest by police; and no or limited access to health care. The trainer asks the groups to work with the seven chairs, appointing one person from each group to move from chair to chair, one to take notes and one to be a facilitator. The note taker fills out the influencing factor on hand-out 4 each time the participant moves a chair. The trainer explains that the influencing factors need to be described in terms of positive behavioural objectives. For example: 'Sex worker has knowledge on condom use' instead of 'Sex worker has no knowledge on condom use'.

When the groups are finished, the trainer puts all the completed hand-outs on the wall. The participants then move around to look at the results of the other groups. Everyone can ask questions and give suggestions for improvement.

The trainer summarises the results of the exercise and makes notes on the flip chart sheet of Step 2 using the scheme of hand-out 4. The trainer summarises all influencing factors for each of the selected challenges. The group gathers in front of the flip chart sheet and discusses the following questions:

- How do we know for sure that these are influencing factors? How can we find out? Can we do research, consult professionals or ask sex workers? How would we organise this?
- Whom do we have to involve in this stage of the process? How would we organise this?

### Notes for the trainer

The exercise about influencing factors needs close guidance and facilitation from the trainer. Make sure participants ask the right questions and get the answers they need. Reflect on the participants' input.

As the exercise can be challenging for participants, it is advisable to:

- Take time to make sure groups understand what to do. The output of this exercise will influence the rest of the training.
- Walk around the training room when the groups are working on this exercise. Assist them when necessary.
- Suggest to the groups that find it difficult to use hand-out 4 to make a drawing instead, as in the first exercise of this step. From there it will be easier to make the step to fill in the scheme of hand-out 4.
- Go back to the beginning of Step 2 and work plenary with the trainer in the five chairs, in case all groups experience similar difficulties.

**Indicated time:**

- 45 minutes

**Objective:**

- Participants can use a decision-making tool
- Participants can prioritise the most important influencing factors

**Output:**

- On flip chart sheet of Step 3: Priority list of influencing factors

**Materials:**

- Red and green marker

**Method:**

- Group work

## Step 3: Prioritise

### Introduction

The trainer summarises the previous steps, which have seen the group define a challenge and the factors influencing this challenge. In Step 3 the participants will prioritise the most important and adjustable factors. The trainer reads aloud the notes made on the flip chart sheets of Step 1 and 2.

### Exercise

#### Decide on the influencing factors

The trainer explains that it is not possible to deal with all the influencing factors. We need to decide what is most important and within reach for us to change. So the participants need to answer the following questions:

- How important is the influencing factor to the challenge?
- Is it feasible to change the factors? What type of factors can easily be changed or influenced? For example, knowledge is easier to change than social norms.

The trainer asks the group to gather around the flip chart sheet of Step 2. The trainer and the participants discuss each influencing factor. The trainer marks factors with a red 'X' if not important, with a green 'V' if important. The trainer repeats the process for the feasibility: a red 'X' if not within reach, a green 'V' if within reach. The trainer emphasises that this process works on a consensual basis, as not everyone will completely agree on the priorities. The trainer can stimulate discussion by asking the following questions: Do we know for sure? Where can we find proof for this?

The trainer lists on the flip chart sheet of Step 3 the most important and feasible factors that influence the challenge. Factors are marked with two green 'V's. In the next step, the group will work with these factors only.

## Closing of the day

### Summary

The trainer summarises the three steps in the Material Development process that were taken on the first training day: 1. Define the challenges; 2. Describe the influencing factors, and 3. Prioritise. The trainer can note the most important outcomes on the flip chart sheets. The trainer explains that during the second day of the training programme, the group will work on the next three steps: 4. Decide on a strategy; 5. Decide on the content; and 6. Choose a vehicle for the message.

### Closing of the day exercise: 'Speak like popcorn'

The trainer asks the participants to stand in a circle. The trainer explains the rules of this exercise. When somebody wants to say something (make a comment, share a thought, and evaluate the day), this person steps forward inside the circle, then speaks up. The others do not comment or say anything. When finished, others may join the person who spoke if they agree. Then the person who spoke steps back in line. And the next person may come forward.



Step 5

Step 6

DAY 3

Step 7

Step 8

Step 9

Step 10

Personal development  
plan and training  
evaluation

DAY 1



# Hand-outs Day 1.



# Annex 1

## Introduction exercises

### Share your expectations

The trainer divides participants into groups of four and asks them to answer the following two questions:

- What are you most proud of? What is your biggest achievement in work?
- What are your expectations of this training?

The different groups report back, while the trainer takes notes on a flip chart sheet concerning: 1) best practices and 2) expectations.

### Meet your neighbour

Each participant shakes hands with her or his neighbour and explains why she or he is participating in the training. The participant then does the same with the other neighbour. All participants walk around the room and, at a signal from the trainer, shake hands with their neighbour.

### Join your team

The trainer writes different categories (for example age groups, years with the organisation, outreach activities, colours) on four separate A4-sized pages, and puts the sheets up in four corners of the room. The trainer poses questions or issues raised and asks the participants to go and stand in the corner of the most relevant category. This exercise provides insight into the composition of the group and makes participants feel more at ease in the training room.

### Create a self-portrait

The trainer asks participants to draw a self-portrait on a piece of paper. They can choose any style they like (realistic, cartoon, abstract). The trainer asks them to write their name on the portrait and to write down three 'stepping stones' (important events) that led them to this training. When everyone is finished, the trainer asks the participants to show their self-portraits and to present themselves through the drawing, including a short explanation of their stepping stones.

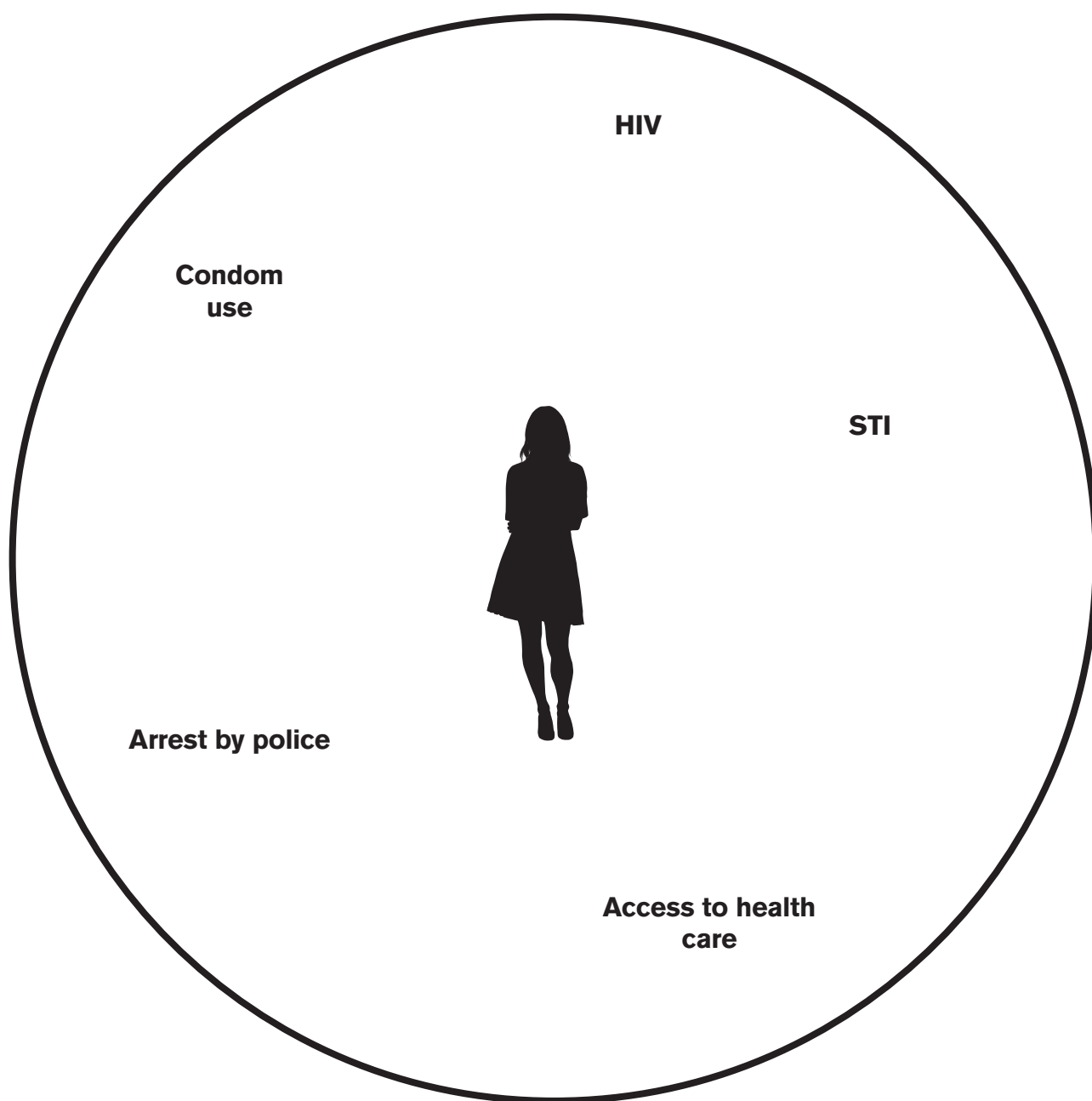
# Hand-out 1

## 10-step model for material development



# Hand-out 2

Define (health) challenges



# Hand-out 3

## Theory on behaviour change

### What is behaviour change?

Behaviour change refers to the transformation of a person's conduct and activities.

Examples of health promoting behaviours of sex workers that prevent transmission of HIV and other STIs, prevent unplanned pregnancy, and prevent sexual abuse and harassment, include:

- Sex workers make their own decisions about sexual and reproductive health.
- Sex workers use a condom when working.
- Sex workers only have consensual sex.
- Sex workers seek support when they need this.

### What are sub-behaviours?

Behaviours consists of sub-behaviours. For example, if you want to promote condom use, the following sub-behaviours are required for people to be able to use a condom:

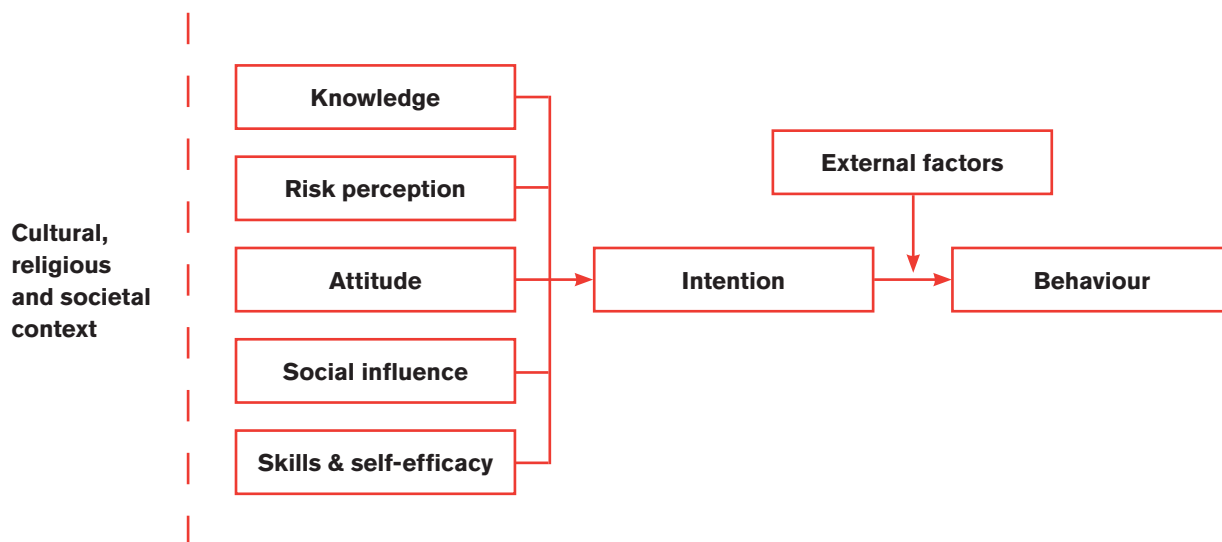
- They decide to use condoms.
- They buy condoms.
- They carry condoms with them.
- They negotiate condom use with clients and partners.
- They correctly apply condoms.
- They maintain condom use over time.

### What are determinants?

After identifying behaviours and sub-behaviours that contribute to or inhibit health and rights, the next step is to analyse why people do what they do: Why do sex workers with STIs not seek treatment? And why do health care providers not provide STI testing and treatment?

Behaviour change models distinguish a number of factors that can influence behaviour, also referred to as 'determinants'.

Figure 1 shows a model with various determinants, the Theory of Planned Behaviour.



This video of Chenge Muyambo (FACT Zimbabwe) explains the Theory of Planned Behaviour: <http://youtu.be/aEs3cxdv8u0>

# Knowledge



# Skills





# Social norm



# Risk perception



# Attitude



# Environment



# Hand-out 4

## Influencing factors

Challenges	Environment	Knowledge	Attitude	Risk perception	Skills	Social norms

Use for step 3: X = not important X = not changeable V = important V = changeable



Day 2.





**Indicated time:**

- 150 minutes

**Objective:**

- Participants have insight into the different strategies to change behaviour
- Participants can link the influencing factors to the different strategies

**Output:**

- On flip chart sheet of Step 4: Criteria for choosing the right strategy to convey information
- Strategies connected to the prioritised influencing factors selected

**Materials:**

- Board game, including cards (hand-out 5), pawn and dice for each group
- Hand-out 6

**Method:**

- Group work
- Game

Page **40** →

Hand-out 5 and 6

## Step 4: Decide on a strategy

### Introduction

The trainer summarises the previous steps: The group has defined a challenge and prioritised the factors influencing this challenge. In Step 4 the participants will work on finding the strategy that best meets the challenge. The trainer reads aloud the notes made on the flip chart sheets of Step 1, 2 and 3.

### Notes for the trainer

We know from research that certain strategies work best with certain behaviours. For example, we know that creating fear does not have a long-term effect on behaviour. People might be scared for a few days, but then they start to forget. We also know that the best way to learn a new skill is by practicing it a few times after you have seen somebody else doing it.

### Exercises

#### Let's cook!

The trainer asks the participants what their national dish is, and explains that she or he has been asked to cook this dish at home. The trainer asks the participants to come up with a strategy to make sure she or he can cook this dish at home.

The trainer explains that in return she or he wants to teach the participants how to prepare a dish too, for example Dutch pea soup. The trainer tells the group that, unfortunately, they have no time to show them how to do it. In what way would that influence the strategy? There are different ways to explain how to make the soup. How do you decide which way is best? The trainer records the criteria on the flip chart sheet of Step 4.

### Explore different strategies to change behaviour

The trainer asks participants to come up with examples of strategies from their daily practice. Can they mention effective or ineffective strategies to change knowledge, skills or attitudes, for example? The trainer asks the participants to have a look at hand-out 5 and discusses with them the different strategies for bringing about behaviour change.

### Play the Strategy Board Game

The trainer hands out the board game, including the cards from hand-out 6, dice and pawns, to each group, and explains the rules. The youngest person of the group starts. The person on the right of her or him then continues the game. Roll the dice and pick up a card. If she or he answers the card correctly according to the group, the person can move the number of spaces on the dice. Two or more players can be on the same space. The participants continue to play until the winner reaches the finish. When all groups of participants are finished, the trainer discusses the answers to the questions with the group as a whole.

### Connect the strategy to the influencing factors

The trainer divides the priorities of influencing factors from Step 3 among the groups, and asks the participants to choose the appropriate strategy for each influencing factor. Participants can use hand-out 6 for reference. The trainer writes a list of priorities on the flip chart sheet of Step 4. As the groups report back, the trainer adds the strategies next to them.

**Indicated time:**

- 150 minutes

**Objective:**

- Participants can formulate a key question and key message
- Participants can create a Word Web on a specific topic
- Participants understand the basics of text writing

**Output:**

On flip chart sheet of Step 5: Key question and key message

**Materials:**

- Leaflets with health information (brought by the trainer and participants on first training day)
- Paper and markers for each group
- Hand-out 7

**Method:**

- Group work
- Lecture

Page **44** →  
Hand-out 7

## Step 5: Decide on the content

### Introduction

The trainer summarises the previous steps: The group has defined a challenge, prioritised the factors influencing the challenge, and decided on a strategy. In Step 5 the group will work on the content of the message. The trainer reads aloud the notes made on the flip chart sheets of Steps 1, 2, 3 and 4.

### Exercises

#### Formulate the key question and message

The trainer distributes a leaflet, for example one with STI information, to each group and asks them to examine the content. The trainer explains that the text gives answers to questions that are not explicitly posed in the material but which preceded the writing of the text. To come up with these questions, the trainer:

- Asks one half of the group to formulate the key question the writer answers in each paragraph of the text;
- Asks the other half of the group to formulate the key message in each paragraph of the text.

The groups then present their findings. Each key message should be the answer to a key question. If not, the trainer invites the groups to discuss and formulate a new key message.

#### Make a Word Web

The groups continue working on the priorities and strategies that were assigned to them in the previous step. The trainer asks the groups to:

- Formulate a key message (in one sentence);
- Make a Word Web: participants arrange the content by making a schematic structure of catchwords. This is done by making an associative network of words: a Word Web. The trainer asks participants to write their key message in capital letters in the middle of a flip chart sheet. The group writes all words that come to mind on the relevant flip chart sheet. The participants draw lines between words that are related.

#### Write a message

The trainer asks the group to read hand-out 7. The trainer then reads the hand-out aloud and invites participants to discuss how they can incorporate the suggestions on the hand-out into their messages. The trainer asks the groups to write a short message, of half a side of A4 paper (about 300 words) for a leaflet, using the output from the previous exercise. Each group presents its message.

**Indicated time:**

- 120 minutes

**Objective:**

- Participants know which vehicle can be used for their message
- Participants are aware of the range, costs and effectiveness of the different vehicles

**Output:**

- On flip chart sheet of Step 6:
- List of vehicles and connecting strategies

**Materials:**

- Sticky notes

**Method:**

- Game
- Group work

Page **45** →  
Hand-out 8

## Step 6: Choose a vehicle for the message

### Introduction

The trainer summarises the previous steps: The group has defined a challenge, prioritised the factors influencing the challenge, and decided on a strategy. In Step 5 the group worked on the content of the message. In Step 6 the participants will decide which method they will use to pass on the message. The trainer reads aloud the notes made on the flip chart sheets of Steps 1, 2, 3, 4 and 5.

### Exercises

#### Play the 'whisper game'

The trainer explains that the first person in line will receive a sentence on paper. This participant whispers the sentence in the ear of the person next to her or him. This person in turn whispers the sentence in the ear of the person next to her or him and so on. In the end, the sentence will come back to the person who began the game. She or he will speak out loud the sentence whispered in their ear. She or he then reads the original sentence on paper.

The group as a whole discusses the following:

- Is the sentence the same at the beginning and the end?
- Why is it that the sentence is different? The trainer supports the participants in finding explanations.
- Is the human messenger using her or his voice in a one-to-one situation the best way to convey information? What other vehicles to convey a message can you think of?

The trainer summarises the discussion. The group discusses the value of this exercise for creating health promoting messages. The trainer then explains the communication model, using hand-out 8.

#### Explore the vehicles for passing on a message

The trainer asks the different groups to brainstorm the preferred media for sex workers to use to pass on a message:

- Do they watch television or listen to the radio? What newspapers and magazines do they read? What websites or social media channels do they use?
- What amount of time do they spend on each media outlet?
- In what way do they like to receive content? (news, talk shows, entertainment)
- What channels are usually used to get information?

The trainer asks the participants to brainstorm what other vehicles they know for passing on a message and to write them on different sticky notes. The trainer collects the different vehicles and puts them in the second column on the flip chart sheet of Step 6, next to the appropriate strategy. The group discusses why certain vehicles fit certain strategies. The participants discuss the advantages and disadvantages of the different vehicles.

Example for the trainer:

Strategies	Vehicles	Advantages	Disadvantages
Changing knowledge	Information leaflets Presentations on facts Written materials (newspapers, magazines) Lectures Video clips	Target your audience Visual quality	Lack of control of distribution Lack of flexibility
Changing attitudes	Billboards Posters Group discussions Interactive theatre Debates Brainstorming sessions	Effective in calling attention to topic	Only limited effect on knowledge and awareness Expensive
Changing risk perception	Quizzes Scenarios on radio, video, and written stories of people's experiences	Wide distribution Effective in changing awareness	Requires relationship with producers Expensive
Changing Skills and self-efficacy	Skills training through role-play: - People have positive experiences - People get positive feedback - People express themselves - Computer-assisted instruction Positive role model stories in videos and written materials	Inexpensive Effective in skills gaining	Requires facilitators for roleplay
Changing social influence	Discussions about misconceptions Planning sessions during which people make a plan how to deal with the topic Testimonies of positive role models Radio Chatting	Effective in behaviour change	Social influence can be hard to change

### Select the right vehicle

The trainer asks the groups to select the most effective vehicle for the message they wrote in Step 5. The groups then present their findings. In this presentation they have to justify their choice.

## Closing of the day

### Summary

The trainer summarises the three steps in the Material Development process that were taken today: 4) Decide on a strategy; 5) Decide on the content; and 6) Choose a vehicle for the message. The trainer outlines the most important notes on the flip chart sheets. The trainer explains that on the third day of the training the group will work on the final four steps: 7) Develop the material; 8) Pre-test the material; 9) Implement the material; and 10) Evaluate the material.

### Play the snowball fight

All participants take a piece of paper and write down the most important lessons learned during the second training day. They make a ball out of the paper and, when the trainer gives a sign, they play the snowball fight. Participants throw the paper balls at each other. At the sign of the trainer, the fight stops and everybody picks up a ball. One after the other, they read aloud the most important lessons learned.

# Hand-outs Day 2.





# Hand-out 5

## Strategies for behaviour change



### CHANGING KNOWLEDGE

Changing knowledge is not sufficient to initiate behaviour change

#### Most effective:

- Actively process information
- Provide knowledge in discussions and interactions
- Tailor knowledge to the target group
- Correct misconceptions and myths

Activities and materials: information in leaflets, presentations, written materials, video clips

#### Not effective:

- Transfer information one way



### CHANGING ATTITUDES

#### Most effective:

- Use convincing and persuasive arguments
- Address all (conflicting) elements of the attitude

Activities and materials: group discussions, interactive theatre, debates, brainstorming sessions

#### Not effective:

- Tell people how they should think



### CHANGING RISK PERCEPTION

#### Most effective:

- Provide realistic information about personal risks
- Always make sure people have the feeling they can do something about it, by providing skills and increasing their confidence

Activities and materials: quizzes, scenarios (modelling story), videos and written stories of people's experiences

#### Not effective:

- Create fear



### CHANGING SKILLS & SELF-EFFICACY

#### Most effective:

- Give skills training, including role-playing, whereby people develop positive experiences, and positive feedback or can express themselves
- Self-efficacy is the most important and most difficult aspects of behaviour change to address

Activities and materials: Role model stories in videos and written materials (positive role models and role models were youth can relate to), role-plays

#### Not effective:

- Tell people about skills



### CHANGING SOCIAL INFLUENCE

#### Most effective:

- Encourage people to seek social support from peers, parents and others
- Correct misconceptions about social and peer norms that hinder safe behaviours

Activities and materials: discussions about misconceptions, planning sessions in which young people make a plan about how to deal with the topic

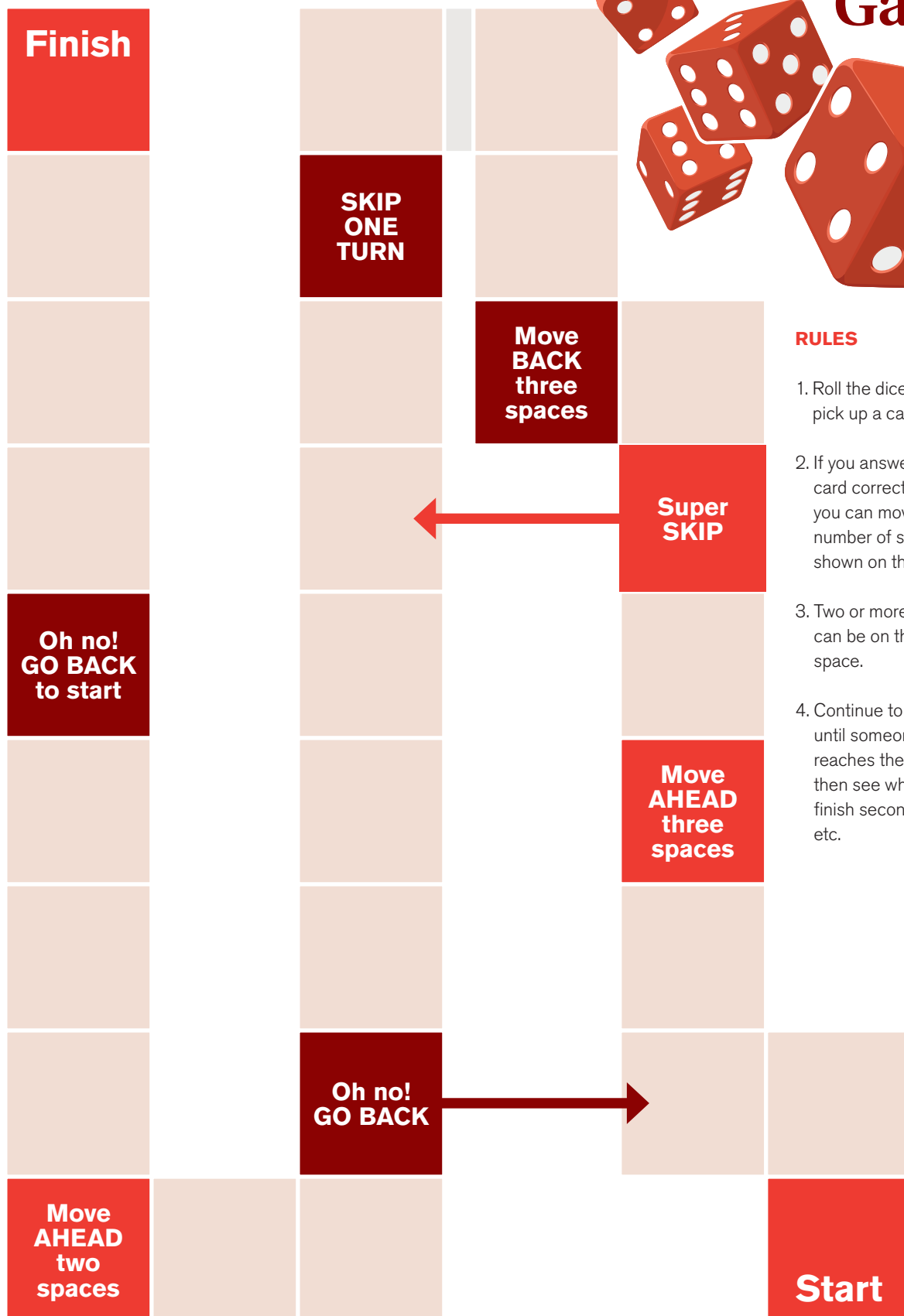


# Hand-out 6

## Cards and board for the Strategy Board Game

<p><b>Changing knowledge</b> The best way to make people understand the danger of sex without condom is to show them pictures of people dying of AIDS.</p> <p>True or False?</p>	<p><b>Changing knowledge</b> If people know how to use a condom they will use one every time they have sex.</p> <p>True or False?</p>
<p><b>Changing knowledge</b> New knowledge will only stick when this knowledge can be put into practice immediately.</p> <p>True or False?</p>	<p><b>Changing knowledge</b> People learn more if they gain new knowledge in a discussion with others.</p> <p>True or false?</p>
<p><b>Changing knowledge</b> Everybody should receive the same information about safe sex.</p> <p>True or False?</p>	<p><b>Changing attitudes</b> Interactive group activities like discussion groups, theatre and forum discussions are good ways to influence people's attitudes.</p> <p>True or False?</p>
<p><b>Changing attitudes</b> Attitudes can be changed by giving people convincing and persuasive arguments.</p> <p>True or false?</p>	<p><b>Changing social norms</b> It is not possible to change social norms.</p> <p>True or false?</p>
<p><b>Changing social norms</b> People can explore the influence of social norms on their behaviour when they discuss or read other people's stories.</p> <p>True or false?</p>	<p><b>Changing social norms</b> People can deal with social pressure best when they have support from peers, parents, or others.</p> <p>True or false?</p>
<p><b>Changing skills</b> Just tell people what to do and they will know how to do it. If not, tell them again.</p> <p>True or false?</p>	<p><b>Changing skills</b> The best way to learn a new skill is to let people practice, so that they gain confidence to do it themselves.</p> <p>True or false?</p>

# Strategy Board Game



## RULES

1. Roll the dice and pick up a card.
2. If you answer the card correctly, then you can move the number of spaces shown on the dice.
3. Two or more players can be on the same space.
4. Continue to play until someone reaches the finish, then see who will finish second, third, etc.

# Hand-out 7

## Tips for creating a message

### Create an outline of your message

Write a sentence that contains the main message and then make a list of key points you want to make. This gives structure to the message.

Example:

- I. Title**
  1. Subject
    - a. Item 1: Description*
    - b. Item 2: Description*
    - c. Item 3: ...*
  2. Subject 2
- II. Title 2**

### Title

- Define the content in as few words as possible.
- Use the title to deliver the key message, to indicate the content of the document. Or use a challenging question.
- Golden rule: keep it short, express just one idea.

### Introduction

- This is one of the most important parts of the document.
- It is the next thing the reader will read after the headings.
- By writing the key message in the introduction, you make sure that the reader learns something even if she or he decides not to continue reading.

### Choose your words carefully.

- Keep it short. Use words with one or two syllables when you can. Keep most sentences to between eight to ten words and limit paragraphs to three to five sentences.
- Write as if you were talking to a friend. For example: 'You could get sick if you are near the chemical.' instead of 'Exposure to the chemical could cause adverse health effects.'
- Tell your audience what they should do rather than what they should not do. For example 'Use a condom every time you have sex.' instead of 'Do not have sex without a condom.'
- Respect and value your audience: Do not talk down or preach. People are less likely to act on information if they are made to feel bad about their current behaviour or health situation. Use a tone that encourages the audience.
- Emphasise small, practical steps. Offer concrete examples of successful action steps.

### Give the most important information first

To quickly engage your readers:

- Give the most important information first.
- Tell them what actions to take.
- Explain why it is important to them.

Example:

**Always wash hands with soap and warm water for 20 seconds before and after handling food. Food and water can carry germs that may make you and your family sick.**

### Editing

- Take a break and edit your message after the break. Editing usually means taking away words you do not need and correcting mistakes.
- Editing ensures that the document:
  - is easy to read;
  - makes more sense;
  - does not miss anything important;
  - does not include anything irrelevant.

### Headings

Use headings to shape the structure of the text.

Example:

**h1 - The Most Important One**  
**h2 - Important, but less important than h1**  
**h3 - Less Important than h2 but more important than**  
**h4 - Getting less and less Important**  
**h5 - Even less important**  
**h6 - The least Important of them all**

### Graphics

- Tables, diagrams and images help to explain your point.
- They also make the page look less boring.
- Use bullet points to present a list.
- Always ask yourself: Does the image, table or diagram enhance communicating the message?

### Extra Tips

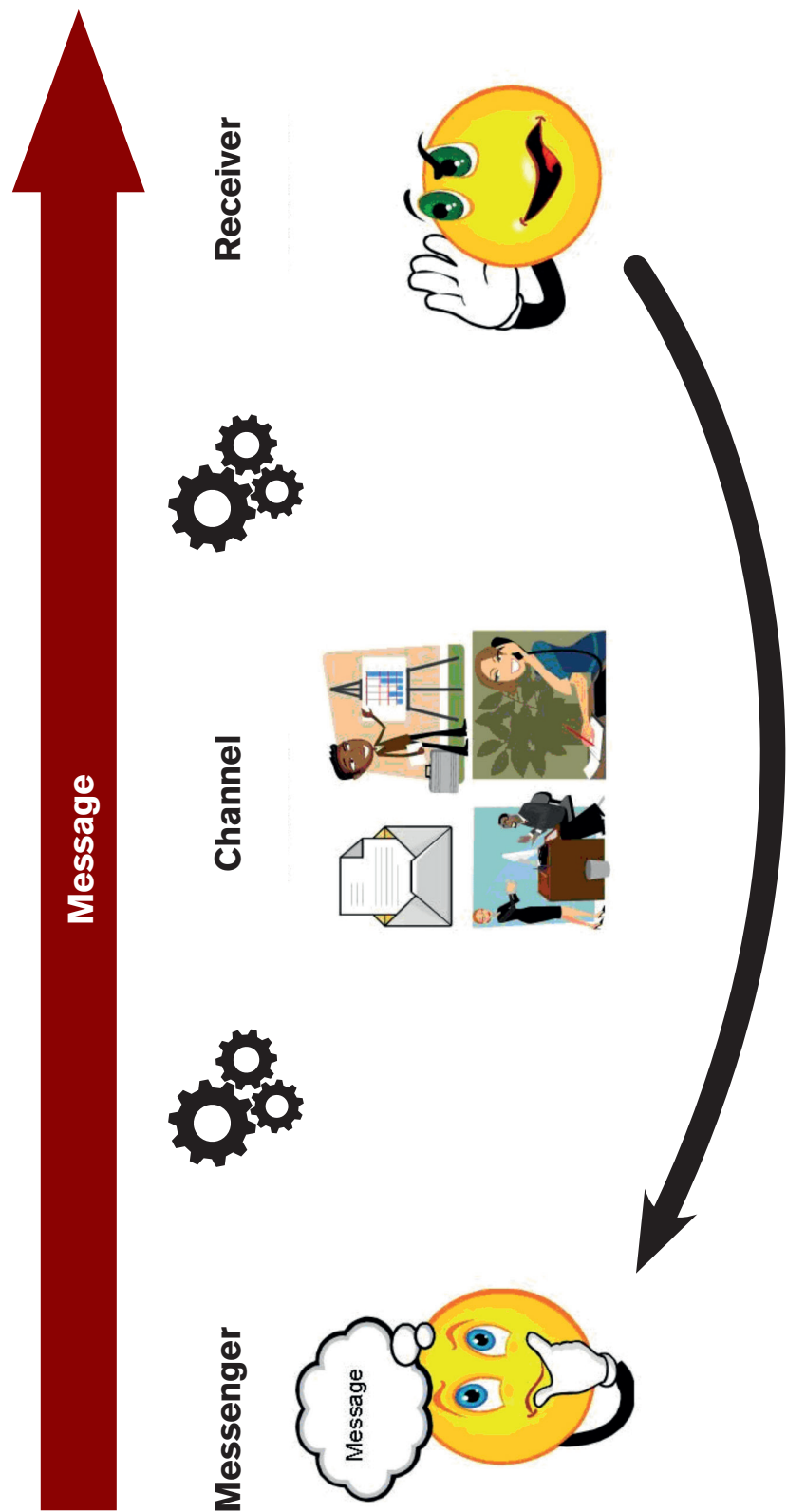
- Choose a clear message: make choices, do not do it all!
- Use a clear structure: logical order, headings, bullet points, charts.
- Keep your audience in mind: Adapt the content and style to them.
- Bring the story to life: Use quotes, storytelling, case studies and pictures.

### AIDA

- A = Attention:** Grab the reader's attention: Alert the reader, introduce the reason for writing.
- I = Interest:** Generate the reader's interest: State the key facts, findings, goals, and main points.
- D = Desire:** Create desire in the reader: Convey the impact and consequences, draw conclusions, propose alternatives.
- A = Action:** Prompt the reader to take action: List the steps to be taken, provide decisions or action steps.

# Hand-out 8

Communication model



Day 3.





**Indicated time:**

- 120 minutes

**Objective:**

- **Participants can create a prototype of their material, using all previous steps of the Material Development methodology**

**Output:**

- **On flip chart sheet of Step 7: Different prototypes of developed materials**

**Materials:**

- **Sheet and ball**
- **Craft materials: old magazines, leaflets, paper, markers, tape, and so on**

**Method:**

- **Group work**
- **Presentation**

## Step 7: Develop the material

### Introduction

The trainer summarises the previous steps: The group has defined the challenge, prioritised the factors influencing this challenge and decided on a strategy. The group worked on the content and vehicle of the message. In Step 7 the participants will make a prototype of the material. The trainer reads aloud the notes made on the flip chart sheets of Steps 1, 2, 3, 4, 5 and 6.

### Exercises

#### Play the sheet and ball game

The trainer asks everybody to hold one sheet (for instance a bed sheet or table cloth) with both hands. In the middle of the sheet is a ball or another object. The trainer appoints two observers on each side of the sheet. The group initially plays for a bit. The trainer then asks the participants to roll the ball to the different corners, to try to reach the ceiling with the ball, and so on. The participants have to turn the sheet without the object falling off. Cooperation is essential for success. If the group has difficulties with turning the sheet without the ball dropping, the two observers act as team coaches and give advice.

Alternative exercise: The participants stand on a sheet together. They need to turn the sheet and all stand on the other side without leaving the sheet.

The trainer discusses the game with the group, asking the following questions:

- Who thought this was not possible? Who thought this might be possible but did not know how? Who thought this was possible and knew how?
- What happened? Did the observers recognise the different roles people have in finding a solution?
- What did you learn from this game?

#### Make a prototype

The trainer explains that, looking back on the three training days, the participants have defined a challenge and related influencing factors, decided on the strategy and content, and chosen a vehicle for the message. The trainer distributes craft materials and asks the different groups to make a prototype of the medium to be used for their message. Each group gives a presentation of their product including the following: definition of the challenge, influencing factors, strategy, key message, and vehicle.

**Indicated time:**

- 90 minutes

**Objective:**

- Participants can explain why pre-testing is a necessary step in Material Development
- Participants can pre-test materials using the suggested method

**Output:**

- On flip chart sheet of Step 8: Methods for pre-testing

**Materials:**

- Prototypes of material for pre-test

**Method:**

- Group work
- Lecture

Page **56** →  
Hand-out 9

## Step 8: Pre-test the material

### Introduction

The trainer summarises the previous steps: The group has defined a challenge, prioritised the factors influencing the challenge, and decided on a strategy. All participants worked on the content and vehicle of the message. In Step 7 the participants made a prototype of the material. In Step 8 the participants will pre-test the material. The trainer reads aloud the notes made on the flip chart sheets of steps 1, 2, 3, 4, 5, 6 and 7.

### Exercises

#### Review the text and its effect

The trainer asks the participants: Why is pre-testing of materials necessary? What would be the goal of pre-testing materials? What kind of improvements can be expected? Do you have experience or ideas on pre-test methods? Who should be involved in the pre-testing?

The trainer explains the different pre-test methods and the two levels of pre-testing:

1. Text: Readers review the text and record their opinion. The plus-minus method is a good way to find out if the readers understand what is written.
2. Effect: Readers answer specific questions in a structured interview or do assignments to measure the effect of the text. This can give some indication if readers understand the message and if they are willing to follow the advice that is given in the text.

### Notes for the trainer

#### Pre-test methods

##### Plus-minus method

The plus-minus method is a method to evaluate brochures and written information material. The method involves asking members of the target group to read the material and record positive and negative reading experiences by putting plusses and minuses in the margins of the text. The plusses and minuses refer to understanding the text, as well as appreciating the information given, and may be assigned to all sorts of texts, words, chapters, titles, and so on. After this, individual interviews are held on the reasons for every plus and minus. This results in a list of reader critiques, which may result in a revision of the text.

##### Reading aloud

Reading aloud is a method to detect ambiguities in the text. Ask the reader to read the text aloud and comment freely on what she or he is reading. When the reader is faltering, it is a sign that the text is not running smoothly.

**Structured interview**

A structured interview will show if the reader understands the key message. Questions can be asked to find out if:

- the instructions are clear and stimulate the reader to follow them;
- the information is objective, correct and trustworthy;
- the text is relevant to the reader;
- the reader knows where to find more information.

Participants from the target population should be involved in pre-testing. The number of people participating in a pre-test is five in a homogenous group, and ten to 20 in a heterogeneous group.

**Pre-test the prototype**

The trainer asks the groups to prepare a pre-test plan, using hand-out 9 as a reference, for the materials they made in Step 6. Each group is split in two: one team are the pre-testers, the other team are the readers. The readers switch groups and will pre-test according to the other group's plan. The pre-testers team will carry out the plan, the readers team will act as target group members. The groups report back and present their findings to the group who made the material. The trainer makes notes on the flip chart sheet of Step 8 about the methods used.

**Indicated time:**

- 60 minutes

**Objective:**

- Participants can make a plan of action for the implementation of their material

**Output:**

- Flip chart sheet of Step 9: Implementation plan

**Materials:**

- Hand-out 10

**Method:**

- Group work

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Hand-out 10

## Step 9: Implement the material

### Introduction

The trainer summarises the previous steps: The group has defined a challenge, prioritised the factors influencing the challenge, and decided on a strategy. All participants worked on the content and vehicle of the message and developed a prototype of the material. In Step 8 the participants pre-tested the material. In Step 9 the group will work on the implementation of the material. The trainer reads aloud the notes made on all previous flip chart sheets.

### Exercise

#### Make an implementation plan

The main question to be answered in this step is: What should be done to make sure that the target group will use the material? The trainer asks each group to prepare an implementation plan: a plan of action for the implementation of their material, using hand-out 10. The participants need to take into account all eight steps in the material development process and discuss what needs to be done. Special attention needs to be paid to deciding on whom will be involved in each step.

**Indicated time:**

- 60 minutes

**Objective:**

- Participants can design an evaluation plan

**Output:**

- On flip chart sheet of Step 10:  
Tips for evaluation

**Materials:**

- Flip chart sheet

**Method:**

- Group work

## Step 10: Evaluate the material

### Introduction

The trainer explains that in this final step we look back on the development of materials and evaluate the process.

### Exercise

#### Formulate key evaluation questions

Having an agreed set of key evaluation questions (KEQs) makes it easier to decide what data to collect, how to analyse it, and how to report it – that is: how to evaluate the material. The trainer asks the groups to brainstorm the KEQs they would like to see being answered in the evaluation. The groups need to keep in mind the different steps. The trainer collects the input from the groups and puts the KEQs in different categories on a flip chart sheet. The participants then collaborate to prioritise before they discuss the following questions:

- How will you get an answer to these questions?
- With whom do you collaborate?
- How will you disseminate the evaluation results?

### Notes for the trainer

Examples of evaluation questions to ask:

#### 1. Is the intervention carried out as planned?

Which activities were carried out? Which activities were not carried out? Why not? Are all materials available? Are they of good quality?

#### 2. How do others appreciate the intervention?

How do the target group members appreciate the material? Do they understand the message? What do people do differently as a result of the material? Who benefits and how?

#### 3. Have you reached the target group?

How many people did you reach? Did you intend to reach them? Who dropped out and why? How does the number of people reached relate to the urgency of the challenge?

#### 4. What are the factors of failure and success?

Can you point out steps in the process that contributed to the failure and success, for example, motives of different partners, barriers, lack of support? Did everybody keep to their commitments? Were there any internal or external factors that influenced the process?

#### 5. What recommendation(s) can you make for improvement?

# 3. Personal development plan and training evaluation

This chapter deals with the design of a personal development plan and how to commit to the plan. On this last day of the course, the training programme will be evaluated.



**Indicated time:**

- 30 minutes



**Objective:**

- Participants are able to develop a personal development plan
- Participants are able to commit themselves to the personal development plan



**Output:**

- Personal development plan



**Materials:**

- Hand-out 11



**Method:**

- Individual assignment
- Group discussion

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Hand-out 11

## Personal development plan

### Exercise

#### Make a personal development plan

The trainer explains to the participants that this training has provided them with the skills and knowledge to develop materials in a structured way. The trainer asks the participants to list three goals that she or he can reach within the coming six months and explain in what way these objectives can be reached. The trainer asks the participants to fill out the personal development plan (hand-out 11).

## Evaluation of the training

The trainer evaluates the training by asking the following questions: What have you learned and what will you implement in practice? What did you like and what needs more attention during the training? The trainer states that she or he appreciates the participants' input, as this will help to improve future training programmes. The trainer thanks the participants for working together during the training.

# Hand-outs Day 3.





# Hand-out 9

## Pre-test methods

### Plus-minus method

The plus-minus method is a method to evaluate brochures and written information materials. The method involves asking members of the target group to read the material and record positive and negative reading experiences by putting plusses and minuses in the margins of the text. The plusses and minuses refer to understanding the text, as well as appreciating the information given, and may be assigned to all sorts of texts, words, chapters, titles, and so on. After this, individual interviews are held on the reasons behind every plus and minus. This results in a list of reader critiques, which may result in a revision of the text.

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- the text is relevant to the reader;
- the reader knows where to find more information.

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# Hand-out 10

Implementation plan

Step:				
Action	Leader	When ready	Expected result	Involve/collaborate with
1.				
2.				
3.				
Notes:				

# Hand-out 11

## Personal development plan

Name:				
Profession:				
Site/location:				
Date:				
Current situation	Goals	Action	Challenges	Coaching and mentoring needs

# Colophon

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