

An Introduction to the Road To Good Health HIV and Infrastructure Toolkit

For HIV Education Project Managers, World Bank Task Team Leaders and Construction Managers and Supervisors

Introduction

Are you a World Bank manager responsible for integrating HIV into your sector projects?

Are you a contractor seeking to provide HIV education to your workers?

Are you an HIV educator looking for promising approaches for working with construction workers, sex workers, and community members?

The Road to Good Health has been designed just for you.

The World Bank requires HIV education to be implemented in association with Bank-funded infrastructure projects in excess of \$10 million. This requires the provision of HIV education (risks, transmission, and treatment) to construction workers and to communities that are impacted by these projects.

Whether you are a World Bank Task Team Leader, an implementing agency manager, a project manager for a contractor, or a HIV trainer, *The Road to Good Health* is designed to provide you with the materials and strategies you and others need to design, implement and monitor a comprehensive HIV education campaign.

Background

In August 2006 the African Development Bank (AfDB), Asia Development Bank (ADB), UK Department for International Development (DFID), Japan Bank for International Cooperation (JBIC), KfW Entwicklungsbank (KfW Development Bank), and the World Bank signed an agreement entitled the Joint Initiative by Development Agencies for the Infrastructure Sectors to Mitigate the Spread of HIV/AIDS.¹

Building on the World Bank's experience in other regions and on the core principles of the Joint Initiative, the transport group in the EAP region has taken a leading role in promoting the implementation of HIV IEC campaigns in all infrastructure projects. These efforts are in response to the well-known information that mobile populations, including truckers and construction workers, are considered at increased risk for contracting HIV.

The People's Republic of China has been a testing ground for this group's HIV education efforts for construction workers and residents in the affected areas. Grant funds were used to contract HIV experts and an International Non-Governmental Organization (INGO) to provide training of trainers (ToT) to government health workers who conduct education at the community level – a model for delivering HIV education which is supported by this Toolkit.

Campaign Goals

The Road to Good Health includes specific short-term, intermediate and long-term outcomes for managers and supervisors, HIV trainers, and members of target populations. These are detailed in Section 8: Monitoring & Evaluation.

The long-term goals for the campaign are to

- reduce the incidence of HIV,

¹ For a more comprehensive list of the Joint Initiative's core principles, as well as an overview of the different donors engaged in HIV and Infrastructure (and the activities they currently support) please refer to the *Practice Guidelines for Harmonizing HIV Prevention Initiatives in the Infrastructure Sector*.

- reduce stigma and discrimination associated with HIV or AIDS,
- increase the protection of human rights for people living with HIV and AIDS, and
- increase gender equity.

Among the important means of achieving these goals is ensuring access to, and increasing knowledgeable use of:

- good, quality condoms,
- voluntary and confidential counseling and testing, and
- treatment and care services.

Target Populations

The three primary target populations for the campaign are construction workers, community residents in project-affected areas, and sex workers. An additional target group includes project managers and supervisors responsible for execution of these projects: World Bank managers, Ministry of Transport (or equivalent) managers, and contractor managers.

Implementing HIV Education

The World Bank requires the implementing agency (i.e., Ministry of Transportation, or equivalent) to include a requirement that HIV education be provided for workers in all contractor bidding documents.

Construction companies may contract an NGO, public health agency or HIV experts to implement HIV education. In the case where an implementing ministry has developed its own internal capacity for this purpose, the ministry itself may be contracted to implement HIV education.

Modes of Education

A mixture of approaches and media will help you reinforce messages to promote the knowledge, behavior change, and social change needed to achieve expected campaign outcomes.

Your comprehensive HIV education campaign should include face-to-face training and participatory communication techniques using a range of delivery mechanisms, as well as an effective Information, Education and Communication campaign (including posters, brochures, mass media and other methods appropriate to the country context).

The Road to Good Health provides information about some of the types of IEC materials you might use, as well as samples. These materials are widely available in most countries from international and local NGOs, and from government agencies.

In addition, three leaflets were produced for *The Road to Good Health* toolkit to cover condom use, counseling and testing, and gender equity. These should be made available to target populations throughout project construction. These leaflets should be adapted to local context and language and pre-tested within target population groups at risk-setting locations.

The Road to Good Health also includes step-by-step lesson plans to guide trainers in delivering interactive sessions targeting each of the three primary target groups, and a one-day workshop for managers and supervisors.

Social and Cultural Factors

Throughout the East Asia and Pacific (EAP) region there is tremendous diversity, both within and between countries. All programs to address HIV must be sensitive to differences in languages, cultural norms and social factors. Many countries have numerous ethnic minorities, each with a unique language. While the use of materials with strong visual

components may be helpful, a great deal of information can be “lost” or even misinterpreted without sufficient explanation. Countries should be encouraged to identify and train facilitators and peer leaders who speak local languages. Local trainers and facilitators will support adaptation of these session plans and the IEC materials to country-specific needs, conditions, and level of epidemic.

Linguistic, social, cultural, gender sensitivities, and other factors should be identified through a needs assessment conducted prior to the implementation phase of the campaign.

The HIV Education Campaign Project Cycle

There are four major phases in the “project cycle” required to effectively implement an HIV educational campaign as part of World Bank infrastructure projects:

1. Assessment,
2. Project Planning (including fundraising where needed),
3. Implementation, and
4. Monitoring & Evaluation (M&E).

The one-day training for Managers and Supervisors includes a session that provides an overview of the project cycle, and an introduction to elements of each phase of the cycle. Assessment and Project Planning are described in more detail below. The toolkit focuses on the last two phases of the cycle: Implementation and M&E.

Pre-Campaign Design and Development

Assessment

It is important to conduct an assessment prior to planning and implementing the HIV education campaign. This assessment will include a baseline assessment that forms part of the M&E Framework, addressed in Section 6. An important how-to resource for conducting a pre-design needs assessment is the Asian Development Bank’s *ADB, Roads, and HIV/AIDS: A Resource Book for the Transport Sector* (2008).

One necessary step in any assessment is to access and evaluate existing data to determine what information is currently available and what needs to be obtained. A list of internet sites where some of this data can be found is provided in Section 7: Other Resources.

Project Planning:

Once the assessment is complete a campaign implementation plan can be developed. This should include:

- composition of the project planning committee, with goals to include a broad group of stakeholders,
- the number of sites and estimates of individuals to be targeted, including construction workers, members of communities, and sex workers,
- estimated number of participatory learning sessions to be delivered to each target group,
- estimated number of printed materials needed,
- monitoring and evaluation plan,
- budget, and
- fundraising, if needed.

How to Use The Road to Good Health

The Road to Good Health toolkit is designed to provide information to the range of people and agencies involved in planning, implementing and evaluating a comprehensive IEC

campaign to address HIV on projects utilizing World Bank loans.

The toolkit is initially provided to the World Bank Task Team Leader. Finalized curricula and materials are provided to the responsible implementing agency, who in turn, informs the construction contractors, project supervisors, and campaign facilitators. Through these means, *The Road to Good Health* is brought to the target populations. Each agency plays a role in managing and supervising the program.

According to bidding documents, the construction contractor is responsible for identifying competent HIV campaign facilitators. Typically, a request for proposals is issued with requests for bids from NGOs, public health agencies, or other HIV experts, along with the anticipated terms of reference and/or scope of work. The responsible Ministry may play a role in identifying the appropriate agency and may itself have the capacity to fulfill this role.

Recommended minimum qualifications include:

- experience in addressing HIV in the country where the activity will take place,
- understanding of the key target groups,
- experience in participatory training, and
- knowledge about IEC and behavior change communication programs.

It is strongly suggested that a five-day training-of-trainers (TOT) be provided to all HIV Education Campaign trainers, and a suggested outline for that training is provided in Section 1 of the toolkit.

Components of the Toolkit

<p>Section 1:</p> <p>Training Guide</p>	<p>Provides outlines of training schedules including:</p> <ul style="list-style-type: none">• Recommended sample 5-day Training-of-Trainers Workshop Outline• The Road to Good Health Training-at-a-Glance• Sample Training Schedules for Primary Target Groups <p>Includes brief information about principles of training to support trainers/facilitators:</p> <ul style="list-style-type: none">• Training Basics• The Training Environment• Participatory Training• Target Groups• Peer Education• Behavior Change Communication
<p>Section 2:</p> <p>Workshop for Managers and Supervisors</p>	<p>Provides detailed session designs for a one-day training for managers and supervisors that should be organized by the World Bank and/or the implementing Ministry.</p> <p>These sessions include both formal presentations using PowerPoint and interactive participatory methods.</p>
<p>Section 3:</p> <p>Curricula for Workers</p> <p>Section 4:</p> <p>Curricula for Community Residents</p>	<p>Detailed training plans are provided using step-by-step instruction for training relating to:</p> <p>Basic knowledge on HIV, including:</p> <ul style="list-style-type: none">• HIV transmission,• HIV prevention,• addressing myths, stereotypes, and prejudice about HIV, available services for testing and counseling on HIV. <p>Understanding of attitudes, values and norms, that will lead to reduced incidence of HIV, including:</p> <ul style="list-style-type: none">• promotion of gender equality,• promotion of human rights for people living with HIV. <p>The curricula use interactive participatory approaches known to be effective in training with both youth and adults. They engage</p>

<p>Section 5:</p> <p>Curricula for Sex Workers</p>	<p>participants in games, simulations, discussion and role-plays.</p>
<p>Section 6:</p> <p>IEC Materials</p>	<p>Highlights some of multiple channels you can use to disseminate information about HIV, to reinforce what people already know, and to contribute to changing attitudes and behaviors.</p> <p>Provides sample IEC materials.</p>
<p>Section 7:</p> <p>Other Resources</p>	<p>Information about how to access additional information and materials.</p>
<p>Section 8:</p> <p>Monitoring & Evaluation Framework</p>	<p>Provides a framework to monitor the effectiveness of the IEC campaign.</p>
<p>Annex 1:</p> <p>Budgeting a RTGH Project</p>	<p>Gives sample costs of implementing the campaign, based on one country example.</p>
<p>Annex 2:</p> <p>Handouts</p>	<p>Handouts support designing and implementing an effective IEC campaign.</p>