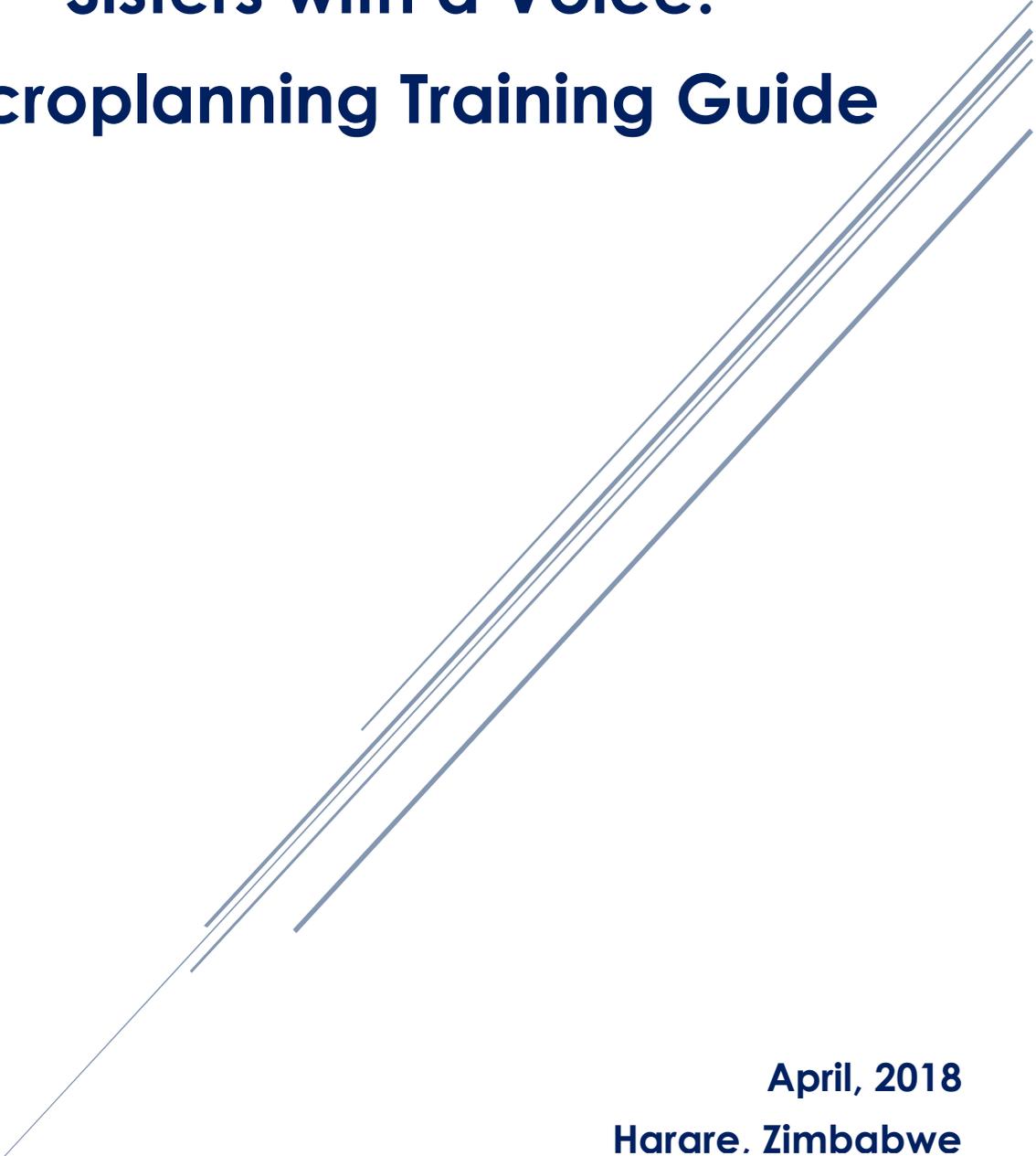


Sisters with a Voice: Microplanning Training Guide



**April, 2018
Harare, Zimbabwe**

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Introduction

Microplanning was introduced to Sisters with a Voice in 2017 at the same time as Self Help Group (SHG) activities were established. The Empowerment Workers recruited to form and facilitate SHG were also trained in microplanning, and were the first to pilot the approach.

Microplanning is a way of managing Peer Education programmes that empowers Peer Educators to collect and analyse data to guide their outreach activities. It builds community ownership as Peer Educators actively engage with sex workers to ensure outreach work is tailored to local needs and priorities. Microplanning puts into place a data-driven and evidence-based process that supports Peer Educators to make programming decisions at the grassroots level. Peer Educators learn to prioritise context with sex workers in their area based on risk, identify gaps and monitor progress.

The **aim of microplanning** is to standardize and strengthen Peer Educators' outreach work and ensure relevant data are available to guide activities in each sex work hot spot.

The initial microplanning training took place over 1 day at the end of the SHG training workshop. Training is participatory and interactive, and does not include powerpoint presentations. Rather, participants are introduced to and practice using each of the microplanning tools that they will be responsible for filling out as part of their work.

Outreach Workers should deliver microplanning training as they will be the ones working closely with Peer Educators and will supervise the process in the community.

Materials:

- Copies of *Microplanning SOP and tools* for each participant
- Flipchart paper and pens
- 4 powerpoint presentations

Sample Agenda for Microplanning Training

Date	Time	Session title
Day 1	8:30 - 9:00	Welcome & Introductions Getting to know each other
	9:00 - 10:00	Rules & Expectations What is Microplanning? Community Mapping – individual exercise
	10:00 - 10:30	Tea Break
	10:30 - 11:30	Social Network maps Organising outreach using the Hotspot List Group work & report back
	11:30 - 12:30	Using the Risk Assessment Form Practice & Report back
	12:30 - 1:00	Discussion
	1:00 - 2:00	Lunch
	2:00 - 3:00	How, When & Where to talk to Sisters Group Work Report back from groups
	3:00 - 4:00	Summary & final points Questions and General Discussion Wrap Up

Sessions & Trainers' Notes

Welcome participants and introduce the training – choose an “ice breaker” activity and a way for everyone to introduce themselves to the group. You can then set ground rules for the workshop and ask about expectations from the day.

You should highlight that the workshop is a “hands on” training to practice the Microplanning tools, rather than formal “classroom style” training. There will be very few powerpoint slides; the focus is on introducing the tools for practice. There will be a mix of individual and group exercises and general discussion.

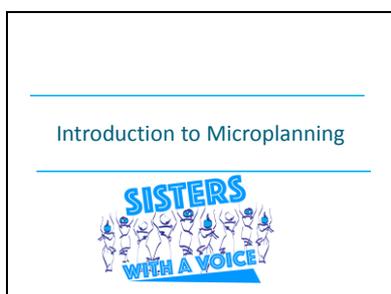
What is Microplanning and what is its role in Sisters with a Voice?

In this session, you should:

- Give an overview of Microplanning and its role
- Explain that Microplanning was introduced to the Sisters programme in 2017 and has been in use since then
- Ask Peer Educators and Outreach Workers who have already been using Microplanning to describe the process and the benefits and challenges they have faced in using the tools
- Hand out each of the tools (from the SOP) and describe how they are used and how they fit together

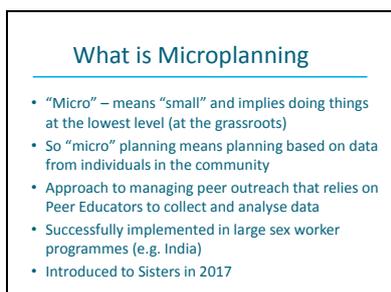
Presentation: What is Microplanning and what is its role in Sisters with a Voice?

Slide 1



All the information presented here can be found in the Microplanning SOP.

Slide 2



Slide 3

Rationale

- Peer Educators know their communities
 - Can identify sex work “hot spots” and where sex workers can be found
 - Able to assess risks and prioritise their contact with those sex workers most in need
- Builds local ownership and sustainability
 - Peer Educators collect local data to decide how the programme should be focused
 - Regular engagement with sex workers provides feedback to the programme

Slide 4

Microplanning in Sisters

- Peer Educators responsible for a case load of 50 sex workers in their community
- Outreach Workers support Peer Educations through weekly meetings
- Sex workers receive information, counselling, condoms and referrals to Sisters from Peer Educators
- Peer Educators focus their attention on most at risk sex workers

Slide 5

Microplanning Process

- Community mapping of sex work hotspot
- Social network mapping of contacts in hotspot
- Peer Educators list all their case load contacts in a Hotspot List
- They identify high risk sex workers, and calculate how many condoms to distribute
- They track their daily, weekly and monthly outreach activities with each contact

Slide 6

Tools

- Hotspot List
- Tracking form
- Risk assessment
- Condom estimation tool
- Alcohol/ Drug/ Violence identification

- *We will practice all of these today!*

Slide 7

Consultation Meetings

- Peer Educators discuss their community and social network maps with Outreach Workers
- Outreach Worker conducts an occasional “spot validation” to check hotspots
- Peer Educators and Outreach Workers communicate weekly to discuss outreach activities and how they are prioritised
- Monthly meetings for Peer Educators to share experiences and discuss progress

Slide 8



In previous trainings, it has been very useful for experienced Peer Educators to provide a brief description of their work and how they have used microplanning (including the challenges they face and how they overcome these).

Individual Exercise: Community Mapping

Mapping is the first tool of microplanning. Through mapping, each Peer Educator identifies a “hot spot” where she will work, and details the venues and locations where sex workers can be found, along with information on the busiest times, and estimated number of sex workers at each place. Mapping should be done at the inception of the microplanning process, and then regularly after that (every 6 months or so) to identify any changes that might be occurring in the hotspot (such as new venues opening, others closing down, shift from indoor locations to street based sex work, etc.)

Give each participant a large piece of paper (eg from a flipchart) and pens. Ask each to spend 10-15 minutes drawing their local “hot spot” and marking all the places where sex workers can be found, what kind of sex work is available (street based, home based, etc), and recording roughly how many sex workers might be found in each location on the map. Note that in some places, there may be different numbers of sex workers depending on the time of day (evening, late at night), the day of the week (Friday, Saturday), or even day of the month (payday). Ask participants to record as many details as they can remember about their hotspot.

After 20 minutes or so, ask participants to present their maps and describe where they think they should concentrate their work and why (for example, in places that are busier, or place where they feel the sex workers are especially vulnerable).

Discussion questions:

- Will you be able to cover all the sex workers in that hot spot? It is recommended that each Peer Educator is responsible for about 50 sex workers. Will we need more than 1 Peer Educator for the hotspot?
- How much change occurs in the hotspot? Is it a stable place (lots of the same bars/ lodges have been open for a long time) or do places where sex is sold change/ move?
- Are sex workers in your hotspot local or migrant? Do they stay in the hotspot most of the time, or do they come and go?

After all participants have presented their maps, you may want to draw out similarities and differences. There are likely to be some common types of venues and patterns of behaviour in across hotspot so Peer Educators will be able to share their experiences and advise each other. On the other hand, some hotspots may be quite unique or have very specific types of venues (e.g. truck stops, sex workers operating from home etc) and special efforts to reach sex workers in these less common locations will need to be made.

Emphasise that the mapping may need to be conducted again in the field to ensure no locations are left off. Outreach Workers can help walk around the community and work with Peer Educators to finalise the maps.

Making a Hotspot List

The Hotspot List is where the Peer Educator records all the sex workers in her hotspot with whom she plans to have regular contact. She records information about each one so that she can remember whom she should speak to when she conducts outreach, and to help her contact a sex worker if she doesn't see her around in the community. The Hotspot List provides the name, age, Sisters number, and contact details (ie phone number) for each sex worker the Peer Educator plans to work with (the expected case load is 50 sex workers). There is also a place to record whether that sex worker has been formally registered at a Sisters clinic. Peer Educators should regularly encourage all the sex workers with whom they work to attend the Sisters clinics regularly, and particularly for HIV testing and treatment for any ill health.

Before being able to compile a hotspot list, Peer Educators need to map out how many *potential contacts* they have in the area where they work. They can do this by visually diagramming a social network for the hotspot – the number of sex workers the Peer Educator knows, and then the number of sex workers that their first contacts are likely to know.

An example is provided below:



The Peer Educator is depicted in the main circle in the middle of the diagram and then other sex workers with whom she has *close links* are shown connected to her by solid lines. Dotted lines are used to show weaker links. Then the Peer Educator has estimated the number of sex workers that each of her contacts may know – for example, if one of the Peer Educator's contacts works in a bar, and there are about 14 women working in the bar each night, then there may be 13 additional sex workers that could be reached through that first contact.

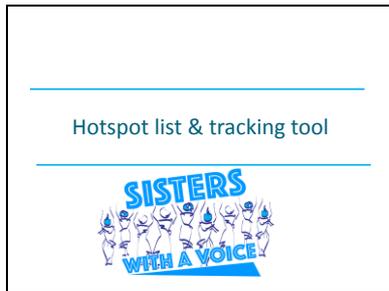
Divide the participants into small groups. They can choose to work on individual social network maps and then share them, or they can all help to work on one "hypothetical map" – e.g. an estimate of what a typical Peer Educator's social network in a typical hotspot might look like. This tool also helps estimate how many sex workers there are in an area, and to encourage Peer Educators to think about how they can expand their outreach and cover as many community members as possible.

Discussion questions:

- Who will you add to your Hotspot diary first? [*it would make sense to start with the Peer Educators personal contacts, especially those closest to her*]
- How will you approach contacts and explain why you want to add them to your outreach list?
- How can you develop relationships with the contacts who are far from you on the social network map?

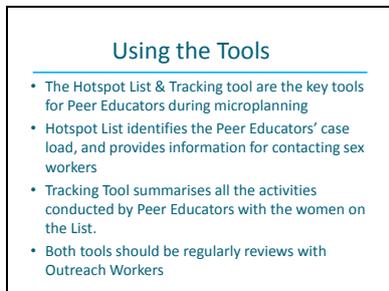
Presentation: Using the Hotspot List and Tracking Form

Slide 1



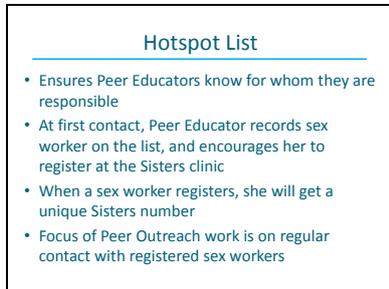
These are tools that will be used on a daily basis by Peer Educators engaged in Microplanning

Slide 2



It is useful to hand out a blank copy of each tool to participants, so they can review as you discuss each.

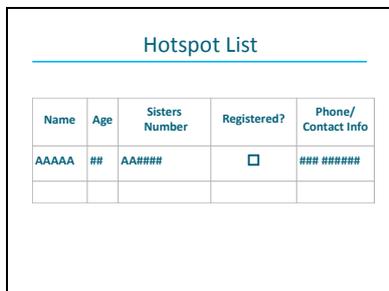
Slide 3



This is the list of the Peer Educators “case load.” Most of the daily peer outreach work will be with local sex workers who are registered with Sisters.

We will discuss how to prioritise with whom to work later today.

Slide 4



This is what the form looks like. You add a new sex worker on each line.

You don’t have to record the sex workers’ real names. A “working name” is acceptable. However, it is useful to get a phone number so you can contact sex workers if you haven’t seen them for a while. You should reassure the sex worker that the contact information will be kept confidential by the *Sisters* programme.

Slide 5

Tracking Tool

- Records activities conducted during outreach
- Used weekly to list all contacts made with sex workers from the Hotspot List
- Shows topics discussed, referrals made, condoms distributed for each contact
- Used for sex workers *registered* with Sisters – includes the name and number of each contact (separate forms record activities with unregistered sex workers, group events etc)
- Discussed at weekly meeting with Outreach Worker

A new (blank) tracking tool should be started each week. This is the tool that is used to record daily activities, and which sex workers from the Hotspot list have been contacted, and what kind of information/service provided.

Slide 6

Tracking Tool

Sisters Number	Name	Hotspot	Topic discussed	Male condoms	Female condoms	Refer	Risk
AA####	AAAA	AAAAA	Code	##	##	Code	H/M/L

The form records the name & Sisters number of each sex worker approached during the week, and then there is a code for recording the topics discussed and any referrals made.

You should also make a note of whether the sex worker is low, medium or high risk (we will cover how to assess risk later today). You may need to re-assess a woman's level of risk on a regular basis as people's circumstances can change.

Slide 7

- Codes for Topics Discussed
1. HIV
 2. Condoms
 3. Condom demonstration
 4. Sisters clinic
 5. Community mobilization meetings
 6. Repeat testing
 7. STI
 8. Contraception
 9. PrEP
 10. ART

Here are the codes for topics discussed during the outreach contact.

You can record more than 1 topic.

Slide 8

- Codes for Referrals
1. Check-up
 2. Sisters Follow-up
 3. FMOH
 4. PSI

These are the referral codes.

NOTE: as the programme expands and other services become available in the area, this list should be updated to reflect *all* possible referrals made by Peer educators.

Slide 9

- Risk Score
- L = Low Risk
 - M = Medium Risk
 - H = High Risk

Presentation: Risk Assessment and other vulnerability forms

Slide 1



Slide 2

Why conduct a Risk Assessment?

- Sex workers are diverse in their knowledge, perceptions and behaviour
- Condom use and health-seeking behaviours vary between individuals
- Risk levels can also change over time
- Makes peer outreach more efficient to focus on those sex workers who need more support
- Important to re-assess sex workers regularly in case their circumstances have changed

It is important to note that all sex workers can be at risk of HIV, STI and other health issues. The assessment works to identify those who are at *highest* risk, so Peer Educators can prioritise among their case load. Nonetheless, they must continue to keep in regular contact with all sex workers on the Hotspot list, and provide information, referrals, condoms, and encouragement for participation in community mobilization and visiting the Sisters clinic.

Slide 3

Risk Assessment

- Based on 5 simple criteria – Peer Educators can ask for the information in casual conversation
- Provides scores based on sex worker's responses
- Helps Peer Educator estimate if the woman is at Low, Medium or High risk of STI and HIV
- Can be a useful way to raise the topic of SRH with sex workers during early contacts
- Should be conducted by the 3rd meeting between the Peer Educator and sex worker

Slide 4

Risk Assessment Tool

Criteria	Score
< 25 years of age	Yes = 1; No = 0
New to sex work (<6 months)	Yes = 1; No = 0
Inconsistent condom use	Yes = 1; No = 0
High client load (>10/ week)	Yes = 1; No = 0
Facing violence/ taking alcohol/drugs	Yes = 1; No = 0
Total score	0:1:2:3:4:5
Risk score: 0 = Low; 1 – 2 = Medium; 3 – 5 = High	

This is the very simple tool used to estimate a sex workers' relative level of risk.

Slide 5

Risk Assessment Tool

- After obtaining the information, you add up the points for the 5 criteria
- The total score then determines the level of risk
- 0 = Low; 1-2 = Medium; 3-5 = High risk
- Peer Educators should work most intensively with High Risk contacts
- Over time, risk assessment should be repeated, as some High risk women may reduce their risk and other start to become higher risk

Slide 6

Suggested questions

- A “sample conversation” is provided in the SOP to suggest ways Peer Educators might raise the 5 criteria
- There are also 2 “worksheets” to get more accurate and detailed information about condom use and factors that make sex workers vulnerable
- The number of condoms the sex worker will require can be estimated at the same time as the risk assessment using the condom use worksheet
- We will do a role play using these tools!

Slide 7

Other Vulnerabilities

- In addition to sexual behaviour, there are other factors that can make sex workers more vulnerable
- Alcohol and drug use, and experiences of violence cause harm to sex workers and also can make them at higher risk of HIV
- There is a “worksheet” Peer Educators can use to get more information about these issues
- This will help answer the Risk Assessment accurately and also provides the Peer Educator with information to help her counsel and refer sex workers appropriately

The worksheets help get more detail about a given woman’s risks. They should complement the Risk Assessment.

The same information can also be obtained through casual conversation – it is up to the Peer Educator to determine the most appropriate way to interact with the sex workers in her Hotspot.

Slide 8

Condom Worksheet

Question	Response
Number of clients per week?	
Estimated number of condoms needed	
Any sex with a client without a condom in the past week?	YES/NO
Condom used at last sex with condom	YES/NO

If the sex worker answers “yes” to not having used a condom at least once with a client in the past week OR answers “no” to having used a condom at last sex with a client, she receives a score of 1 for the “inconsistent condom use” criteria in the Risk Assessment

Slide 9

Problem Drinking/ Drugs/ Violence Worksheet

Question	Response
Did you sometimes have sex with clients without a condom because you were drinking (or taking drugs)?	YES/NO
Do you ever think you have a drinking/drug problem? Do you think your drinking/ drug use ever interferes with condom use?	
Did you experience any violence last week?	YES/NO
If YES, did you get assistance from anyone?	YES/NO
Were you forced to have sex without a condom last week?	YES/NO

If the sex worker answers “yes” to any of the questions about negative experiences of alcohol, drugs, or violence, then she should receive a score of 1 for criteria 5 in the Risk Assessment (facing violence / taking alcohol or drugs)

This worksheet can also be useful to starting to discuss sensitive issues such as violence, alcohol and drug use. Following the conversation based on this worksheet, it may be appropriate to refer the woman to Sisters or other services for additional support and assistance, especially in cases of physical and sexual assault.

Practice Tool Use

It is now time for the participants to try out the tools! Ask participants to divide into pairs. Hand out the Risk Assessment tools, the condom worksheet, the alcohol, drug use and violence worksheet, and the sample conversation (included at the end of the SOP).

Ask participants to take turns doing role plays, where 1 takes the role of a Peer Educator and the other pretends to be a sex worker that has been approached in her work location (bar, lodge, etc). The Peer Educator should approach the sex worker, greet her, and explain what she is doing, and then find a way to go through the Risk Assessment and worksheets. At the end of the conversation,

the Peer Educator should have determined a score and level of risk for the sex worker, and come up with an estimated number of condoms that she should provide.

After about 20 minutes, when each person in the pair have had a chance to play both roles, ask everyone to find another person with whom to pair-up for another round of role plays. Suggest the when pretending to be the sex worker client, participants change their answers so that they have a different risk profile from before.

After everyone has had a second chance to practice using the tools, ask several pairs to come up and perform their role plays for the rest of the group. Finish with a general discussion.

Discussion questions:

- How easy or difficult is it to approach someone and introduce the idea of the risk assessment?
- Do you think you will be able to use these tools in your work? How did the worksheets contribute to the risk assessment process?
- What do you think about the risk assessment criteria – do they capture the level of risk being described by the sex worker?
- What questions of your own might help obtain the kind of information you need to decide if the women in your hotspot are low, medium, or high risk?

How, When and Where to talk to Sex Workers?

This is a group activity. Ask participants to get into small groups of 4-5 people. They should think seriously about where they work, and how they reach peers in the hotspot. This is an opportunity for participants to brainstorm and share ideas about the strategies they can use to ensure they have a case load of roughly 50 sex workers, with whom they will regularly interact.

They should think about the challenges they may face and how they will work to overcome these. Ask each group to identify ways they will do the following:

- Approach new contacts and add them to the Hotspot list
- Make new contacts in a safe way
- Reach women whom the Peer Educator has never met, but who are connected to them through their existing contacts (e.g. further away in the social network map).
- Collect data for the risk assessment
- Ensure they are able to regularly meet with those sex workers who have been assessed as High Risk
- Provide information and engage with sex workers who are usually drunk or busy when they are at work
- Integrate microplanning into their other responsibilities, ie community mobilisation activities

Leave some time to bring the whole group back together and share their “Action Plans” for how to use what they have learned in their peer education work. Hold a discussion about setting up microplanning, and include what *Sisters with a Voice* will do to support Peer Educators.

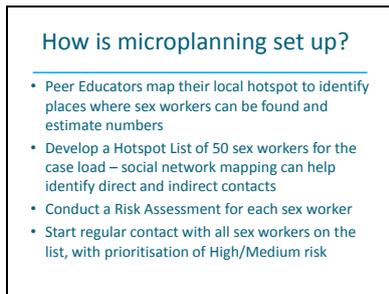
Presentation: Summary and final points

Slide 1



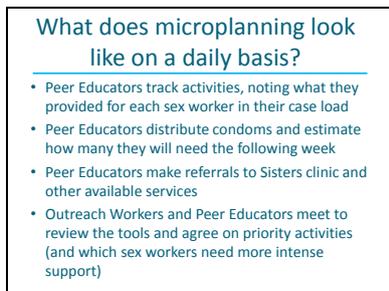
This is an opportunity to briefly summarise the main points of microplanning and check participants understand what will be expected of them.

Slide 2

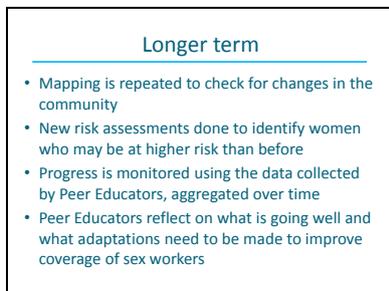


Add any details specific to logistics of initiating microplanning (“next steps” for the trainees).

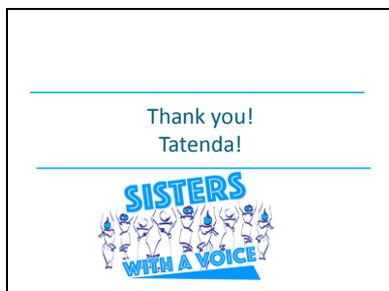
Slide 3



Slide 4



Slide 5



Answer any remaining questions from the group.