Session 1.1 – Introduction

Aim
To introduce the participants to each other and to the course programme

Outcome of this session
By the end of this session participants will have:
- Been welcomed and introduced
- Discussed their expectations
- Reviewed the training objectives and the programme
- Self assessed their pre training competence in relevant areas
- Discussed norms and logistics for the training

Key points

1. Participants know each other by name
2. Participants expectations are discussed in relation to objectives of the training
3. Participants' pre training competence in relevant areas is assessed
4. Ground rules are established and task assigned.

Materials and handouts
1.1.1 Find someone sheet
1.1.2 Programme objectives
1.1.3 Programme of the training
1.1.4 Self assessment form

Handout 1.1.1 – Find someone sheet

Find an individual in the group who fits well with the description given in each box and write his/ her name in the respective box. Fill as many boxes as possible. The one who fill ups maximum boxes will be the winner!!!

Is the founder of an NGO	Is a member of an NGO	Works for an NGO	Is a government official	Is a trainer
Works in HIV/AIDS	Is married	Is getting married soon	Can sing	Is a poet
Is a writer	Has one masters degree	Has two masters degrees	Is enrolled in PhD.	Has done PhD
Can drive a car	Likes travelling	Hates travelling	Is a cricket player	Is a cricket fan
Likes reading books	Likes watching movies	Likes listening to music	Is more than 50 years old	Is less than 25 years old
Is eldest among siblings	Is youngest among siblings	Has one child	Has two children	Has three children
Is an athlete	Was born today	Is a vegetarian	Can swim	Can climb up the mountains

Handout 1.1.2 – Programme Objectives

Project Cycle Management and Proposal Writing

GOAL

To increase the capacity and skills of participants in project cycle management and project proposal writing.

OBJECTIVES

At the end of the training the participants are able to:

1. Identify the different stages of a project life cycle and their associated activities;
2. Apply appropriate tools for identification and assessment of the need of a project (problem identification, situation analysis, stakeholder analysis)
3. Link inputs, activities, outputs, outcomes and impact in a results chain;
4. Develop and apply LFA and other project planning and management tools like Work breakdown structure, performance monitoring framework and Gantt chart;
5. Prepare a project budget;
6. Develop a structural framework for an appropriate project proposal

Handout 1.1.3 – Programme of the Training

Programme

DAY 1

TIME	TOPIC/activity	METHODOLOGY
08:00	Registration	
09:00	**Session 1.1 Introduction** Welcome Introduction of participants Expectations Objectives Programme overview Ground rules Practical information/administration	Plenary
10.30	Fill out baseline questionnaire	
11.00	BREAK	
11.20	**Session 1.2 Understanding a project and its life cycle**	Facilitated discussion
13.00	LUNCH BREAK	
14:00	**Session 1.3 Need identification**	Facilitated discussion and group work
15:30	BREAK	
15:50	**Need identification continued**	Writing a justification of the project
17:00	End of session	

DAY 2

TIME	TOPIC/activity	METHODOLOGY
09:00	Recap of previous day Overview of today's programme	Plenary by rapporteurs Facilitator
09.15	**Session 2.1 Logical Framework Analysis**	Facilitated discussion and group work
10:30	BREAK	
10.50	**Logical Framework Analysis continued**	Group work
13:00	LUNCH BREAK	
14.00	**Logical Framework Analysis continued**	Presentation of group work
15:30	BREAK	
15:50	**Logical Framework Analysis continued**	Writing a project summary
17:00	End of session	

DAY 3

TIME	TOPIC/activity	METHODOLOGY
09.00	Recap of previous day Overview of today's programme	Plenary by reporters Facilitator

09:15	**Session 3.1 Performance measurement framework**	Facilitated discussion and group work
10:30	BREAK	
10.50	**Performance measurement framework continued**	Group work
13.00	LUNCH BREAK	
14.00	**Performance measurement framework continued**	Presentation of group work
15:30	BREAK	
15.50	**Session 3.2 Detailed project planning : work breakdown structure**	Facilitated discussion and group work
17:00	End of session	

DAY 4

TIME	TOPIC/activity	METHODOLOGY
09:00	Recap of previous day Overview of today's programme	Plenary
09.15	**Session 4.1 Preparing a Gantt Chart**	Facilitated discussion and group work
11.00	BREAK	
11.20	**Session 4.2 Developing a project budget**	Facilitated discussion and group work
13.00	LUNCH BREAK	
14.00	**Session 4.3 Writing a Winning Project Proposal**	Facilitated discussion and group work
15.30	BREAK	
15.50	**Writing a Winning Project Proposal continued**	Group work
17:00	End of session	

DAY 5

TIME	TOPIC/activity	METHODOLOGY
09:00	Recap of previous day Overview of today's programme	Plenary
09.15	**Session 5.1 Writing a Winning Project Proposal**	Presentation of group work
11.00	BREAK	
11.20	**Session 5.2 Evaluation, wrap up and closing**	Individual: self-administered evaluation form Plenary: reflect on expectations, objectives
13.00	LUNCH BREAK	

Handout 1.1.4 – Self assessment form

Name: ____________________________________

Please indicate your self-assessed standing by marking the respective cell as you rate yourself against the given objectives of this training programme. This rating represents your current standing i.e. where you rate yourself '**Before the Course'**. At the end of the training workshop, you will again rate yourself against these parameters and that will represent your standing **'After the Course'**. (1=Low, 5=High)

Kindly rate your ability to:

A. Describe what is a development projects and why such projects and undertaken

1. Define what is a development project

1	**2**	**3**	**4**	**5**

2. Explain why development projects are undertaken

1	**2**	**3**	**4**	**5**

3. Define what is meant by the project life cycle

1	**2**	**3**	**4**	**5**

4. Identify the various stages in a project's life

1	**2**	**3**	**4**	**5**

5. List down activities associated with various stages in a project life cycle

1	**2**	**3**	**4**	**5**

B. Conduct Project Need Identification

6. Describe the importance of correct need identification in developing an effective project.

1	**2**	**3**	**4**	**5**

7. List down need identification tools commonly used in development projects.

1	**2**	**3**	**4**	**5**

8. Conducting stakeholders analysis, focus group discussion and participatory appraisal

1	**2**	**3**	**4**	**5**

9. Write need analysis/ project justification reports.

1	**2**	**3**	**4**	**5**

C. Develop an LFA

10. Formulate Project goal, purpose and objectives.

1	**2**	**3**	**4**	**5**

11. Distinguish between outputs, outcomes and impact.

1	**2**	**3**	**4**	**5**

12. Develop a results chain for a project.

1	**2**	**3**	**4**	**5**

13. Identify key assumptions and risks associated with the implementation of a project.

1	**2**	**3**	**4**	**5**

14. Develop an LFA for a project.

1	**2**	**3**	**4**	**5**

15. Prepare a brief project description (narrative) based on LFA.

1	**2**	**3**	**4**	**5**

<u>D. Develop a Work Breakdown Structure for a project</u>

16. Explain how activities are linked with outputs.

1	**2**	**3**	**4**	**5**

17. Organize project activities into basic work packages.

1	**2**	**3**	**4**	**5**

18. Develop a Work Breakdown Structure.

1	**2**	**3**	**4**	**5**

<u>E. Develop a Project Budget</u>

19. Identify the major cost heads in a project budget.

1	**2**	**3**	**4**	**5**

20. Estimate the costs of various project activities.

1	**2**	**3**	**4**	**5**

21. Develop a project budget in an easy to understand format.

1	**2**	**3**	**4**	**5**

22. Write suitable notes to a project budget.

1	**2**	**3**	**4**	**5**

<u>F. Develop a Performance Monitoring Framework in a Project</u>

23. Distinguish between *monitoring* and *evaluation.*

1	2	3	4	5

24. Describe what different purposes do monitoring and evaluation serve.

1	2	3	4	5

25. Develop a Performance Measurement Framework for a project.

1	2	3	4	5

26. Write a M&E Strategy based on the PMF.

1	2	3	4	5

G. Develop a Gantt Chart of Project activities

27. Explain what a Gantt chart is and why it is developed.

1	2	3	4	5

28. Develop a Gantt Chart for Project activities..

1	2	3	4	5

H. Write a project proposal

29. Describe the major sections of a project proposal.

1	2	3	4	5

30. Write an effective project proposal.

1	2	3	4	5

Name:____

Educational Qualification: ___________________ Age:

Designation:____

Unit/Organisation:_____________________________________

Session 1.2 – Understanding Project and its Lifecycle

Aim
To understand what a project is and what the various stages in a project's life are

Outcomes of this session
By the end of this session participants will be able to:

- Describe what a project is and why development projects are designed and implemented.
- Identify the following stages in a project's life;
    a. Situation analysis and need identification;
    b. Project Design; Formulation of project purpose and objectives, desired impact, outcomes and outputs;
    c. Planning: detailed planning of project activities, time frame, costs, project partners and resources;
    d. Project implementation;
    e. Monitoring, evaluation and reporting.
- Identify major activities associated with the above stages in a project's life.

Key points

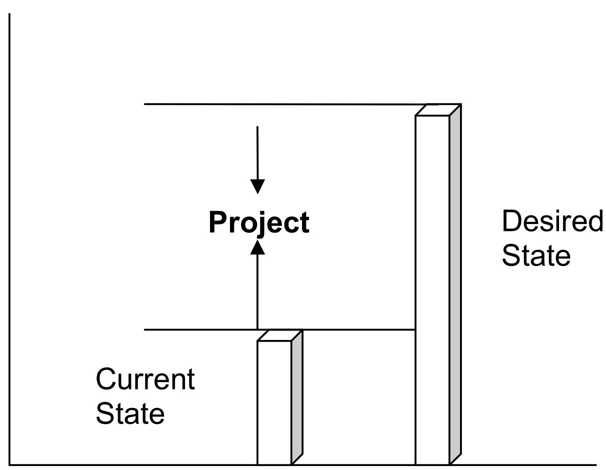
1. A development project basically identifies the gap between the actual state and the desirable state and attempts to fill that gap.
2. The way in which projects are planned and implemented follows a sequence beginning with need identification which leads to one or more ideas for specific actions which are then formulated, implemented, monitored and evaluated.
3. The common stages in the life of development projects are need identification, inception, planning, implementation and evaluation. Monitoring being something which is concurrently done with implementation.

Material and handouts
1.2.1 Handout on project cycle and its activities

Handout 1.2.1 – The project cycle

1. What is a project and why do we have projects?
Of all the goods and services needed by the society , part is provided by government, part by private sector and what cannot be provided by either of these is provided by NGOs mostly through projects. A project basically identifies the gap between the actual state and the desirable state and attempts to fill that gap. Projects may have either a service delivery focus where services are developed and delivered to the beneficiaries or an advocacy focus where other actors like government or corporate sector or even general public are persuaded for certain actions. Projects can also have a blend of service delivery and advocacy focus.

Project definition: Projects are carefully planned sets of activities carried out in some pre determined sequence to bring about the desired change in the society.



Projects are usually short term compared to programs which are relatively long term. A program may comprise more than one projects. Several projects implemented simultaneously or in tandem may comprise a development programme.

2. Project Lifecycle Management

Almost any human activity that involves carrying out a non-repetitive task can be a project. So we are all project managers! We all practice project management. But there is a big difference between carrying out a very simple project involving one or two people and one involving a complex mix of people, organisations and tasks.

This has been true for millennia, but large-scale projects like the Pyramids often used rather simple control and resource techniques including brute force to 'motivate' the workforce!

The art of planning for the future has always been a human trait. In essence a project can be captured on paper with a few simple elements: a start date, an end date, the tasks that have to be carried out and when they should be finished, and some idea of the resources (people, machines etc) that will be needed during the course of the project.

When the plan starts to involve different things happening at different times, some of which are dependent on each other, plus resources required at different times and in different quantities and perhaps working at different rates, the paper plan could start to cover a vast area and be unreadable. But project management is not only about planning but also about human attributes like leadership and motivation.

Why some are projects a success while other projects fail? Clearly, it is not only a matter of budget and dedication. Research shows that projects which are designed and planned with care, have a much higher success rate and longer lasting effects. So thorough planning contributes highly to success. It is recommendable to consider a number of key questions at the start of the process:

- Where are you now and where do you want to be?
- What will you need to do to get there?
- Which stakeholders and organisations have interests and positions along this route?
- What role can available tools play to achieve your goals?
- How will you learn from your experiences en route?

Even though most people rationally know the importance of this starting phase of any project, it often receives too little attention. Furthermore, in many cases the role of stakeholders and potential partners is disregarded or considered after the planning stage. Practice shows that this pitfall reduces potential effects strongly. For this reason, you will learn a set of project management tools in this programme. All these tools can be used at one or more stages of the project cycle.

The way in which projects are planned and implemented follows a sequence beginning with need identification which leads to one or more ideas for specific actions which are then formulated, implemented, monitored and evaluated. Broadly speaking, the common stages in the life of development projects are need identification, inception, planning, implementation and evaluation. Monitoring being something which is concurrently done with implementation

In real life, sometimes it may not be possible to follow these stages in a linear fashion. We may have to go back and forth and some stages may even exist concurrently. Besides, there can be several small loops or cycles within the bigger life cycle of a project. Example; monitoring may generate useful information about new needs, which will feed into planning new activities and so on.

3. Activities associated with different stages of a Project Lifecycle

Project Need Identification:

- Situation Analysis
- Stakeholder Analysis
- Participatory appraisal
- Focus Group Discussion
- Base line studies
- Review of relevant studies and reports
- Review of evaluation reports of other projects

Project Inception and Design:

- Formulating project purpose and objectives
- Identification of various levels of desired project results - impact, outcomes and outputs
- Developing performance indicators to measure the level of achievement of results
- Identification of assumptions and risks associated with project implementation
- Identification of major project activities which will contribute towards the desired results
- Putting all of this together in a logical framework matrix.

Detailed Project Planning

- Organizing project activities into basic work packages;
- Identification of sub activities under major activities;
- Developing a Work Breakdown Structure which basic work packages with their respective desired results;
- Budgeting.

Implementation

- Putting in place physical infrastructure like office space, furniture, communication network etc
- Analyzing the project activities to develop understanding of the work processes which would be needed to implement those activities;
- Recruiting project team;
- Developing and adopting necessary management support systems, like HR, finance and transport polices and procedures which will facilitate these processes.

- Undertaking project activities as planned.

Monitoring, Evaluation and Reporting

- Identifying the data sources, frequency of collection and responsibility for the collection of data that would be required to monitor the performance indicators of results;
- Develop Performance Monitoring Framework (PMF);
- Undertake various monitoring activities as planned in the PMF
- Analyze the results of monitoring; identify what is working well and what is not and draw lessons;
- Take corrective measures on the basis of above analysis;
- Develop necessary reports for internal and external stakeholders to apprise them about the progress and help them take suitable decisions on time.

Session 1.3 – Project Need Identification

Aim
To understand the process of need identification and develop skills to undertake needs analysis

Outcome of this session
By the end of this session participants will be able to:
- Describe the significance of correct need identification in developing an effective project;
- Appropriately use various need identification tools and techniques like problem identification, stakeholders analysis, focus group discussions
- Develop a brief situation analysis report.

Key Points:

1. In order to plan an intervention we need to understand problems that are being faced by the target group. This can only be done in close cooperation with this target group.
2. We need to understand the context in which the target group has to operate and therefore have to carry out a stakeholder analysis, identifying stakeholders and their influence and interest in possible project interventions.
3. There are many participatory tools that assist the target group in identifying their problems, rights and needs to define the purpose of an intervention

Material and handouts

1.3.1 Handout on Need identification
1.3.2 Handout on Group work need identification of a target group

Handout 1.3.1: Tools and techniques of need identification

1. Need identification

It is important to get detailed information on the target community, to understand patterns of behaviour, the processes and factors that influence or shape these behaviours and what that behaviour means to the community to be able to plan and design an appropriate intervention for behaviour change. We need to understand the context and significance of behaviour or ways of life of the people. This information is subjective and therefore can be collected and understood only through close interaction with the community. This interaction and understanding involves building a relationship of trust and knowing the special vocabulary that is used by the community.

Begin by listing the essential information you need on the community:

1. Situation of risk behaviour and vulnerable groups:

- What people in the community are at high risk or vulnerable (numbers, sex)
- What are their socio-demographic characteristics (age, sex, marital status, occupation)
- Perceptions of risk and risk behaviour
- Knowledge on HIV, STIs, and AIDS transmission and prevention (condoms), the factors of influence
- Risk situations, showing how decisions are made in different situations, including what influences the decisions and settings for risk
- Sexual (risk) behaviour
- Reasons for risk behaviour and why people may be motivated for change
- Influences on behaviour such as barriers and benefits
- Insights of opinion leaders

2. Identifying services available to the target groups:

- Services available (health care, STI services, harm reduction services)
- Patterns of service use and opinions about these services (health seeking behaviour)
- Health care seeking behaviours
- Perceptions of stigma and discrimination in the services
- Availability and accessibility of prevention methods (condoms, needles and syringes)

3. Social, economic, political and legal context:

- What is the context (social, economic, political and legal) in which the target group has to operate
- What other stakeholders/actors are of influence on the target population (police, organisations, brothel owners, syndicates, factories) in the area

- What are the interests of these stakeholders for behaviour change interventions. What is needed to get their support?

4. What problems are being faced related to the target group (drug use, sex work etc.)

- STI prevalence
- Abortions
- Injecting drug related wounds
- Sexual violence
- Police harassment

5. What are current responses to these problems

6. What interventions are presently carried out:

- What interventions
- What funding
- What organisations
- What target group
- What impact

7. Sources of information

- Documented sources: government statistics (statistical material about characteristics of the target group (number, age, gender, ethnic background, seroprevalence), clinic and treatment centres records, documentary sources such as newspapers, reports of NGOs and community organisations,
- Key informants: people with particular knowledge on the issue (drugs, sex work etc) or the target group such as health officials, informal health providers, rehabilitation staff, local police, journalists, nightclub owners, existing organisations. A key informant provides information on how local networks and communities make decisions and on the structures and processes they use. Key informants are an important source of information as they have knowledge about the topic or may have in depth information on some aspects of the issue (such as injecting practices).
- Community leaders/gate keepers – people who have some kind of control or influence over access to the target community; maybe staff at relevant institutions, local police, drug sellers, pimps
- Community members
- Target group members

8. Methods to use for the assessment:

- Interviews
- Focus group discussions
- Participatory methodologies

2. Stake holders Analysis

In any project there are various actors involved who can affect the participation, speed and effectiveness of the project. Such actors in project can be internal and external. It is important to know in each project that the stake holders are and in what ways they can affect the project. Knowing exactly this is called stake holders analysis. There are various ways to undertake stakeholders analysis. The level of analysis and detail can vary as per the requirement of the project. Complex projects need more analysis, details and validation. Relatively straight forward community based service delivery projects do not need that much details.

2.1 Mapping Method – Venn diagramme

- Ask a group of people to have chart and marker
- Ask them to list all possible actors who have stakes in this project. The stakes may be positive or negative.
- Actors may be individuals like politicians or Pesh Imam etc or institutions like UC or district council.
- Once they have the list of possible actors, ask them to draw a wide circle around the target group in which the actors from within the community are situated. Give each of the actors a circle indicating their respective importance, small actors would have smaller circle, important actors a larger one.
- Draw a second circle around the first and put here actors that are outside the community. Again, those actors that are more important get a larger circle, of less importance a smaller circle.
- The chart would give you instantly power dynamics and degree of influence at the project level.

Example:

2.2 Matrix to assess degree of influence, primary interest, strategies to be used and possible contributions.

Actors	Degree of influence for the project (high , low)	Primary interests	What strategies should be adopted to get their ownership in the project	What key contribution they can make for the project

- In a participatory facilitation get the participants to discuss actors ad develop agreement to fill in this framework.
- Ensure that when you are developing this the participants are with you and keen in doing that. If you feel them lost, stop and determine with participants where the group is and then move forward.

3. Focus group discussion

A Focus Group Discussion (FGD) is a very important way to confirm information that you have gathered through interviews, surveys, participatory activities etc. and to find out more in depth why situations are as they are (what are reasons for identified problems, why are certain services not being used, why are certain stakeholders not involved etc.) Because the Focus Group Discussion is to analyse already gathered information, it needs to be prepared very well. A FGD is always conducted with two facilitators, one to ask the questions, the other to note down the answers. Roles can be divided per topic of discussion. Some steps are:

- Before FGD, determine the objectives of the meeting and know how you would fit in that information in your over all needs assessment activity.
- Develop a discussion checklist. The checklist should have whole list of questions, issues and problems you want to ask, probe and determine.
- Group composition of the participants in the FGD is very important. There are two approaches to do that:

1: Conducting the same discussion with different groups from the community (men, women, married people, unmarried people) and validate the findings.

2: If you do not have much time, then form heterogeneous group of individuals who represent different interest groups so that the facilitator could validate and compare the information on the spot.

4. Participatory methods for need identification

What are qualitative and participatory methods for:
- To understand what people think and why
- To understand what people do and why
- To understand what people know
- To understand what barriers and conditions determine behaviour
- To assist people in assessing the above and to facilitate their taking action (empowerment)
- To ensure that future interventions are based on what people know, think, practice and want

Why are these methodologies used:
- Some issues cannot be measured quantitatively
- It gives insight in the reasons behind outcome of quantitative research
- It can make sensitive issues like sexual behaviour discussable
- It can bring to light implied/hidden social/cultural behaviour/attitudes
- It stimulates a holistic approach to development, linking institutional and organizational factors to situations at community level

Participatory:
- Ownership of the result is shared and can be kept in the community
- It empowers those being assessed in that they can direct the outcome and influence the future process
- It is a learning process where all involved learn from each other

- It helps target groups to think in a structured way about key issues and stimulates self analysis
- Open discussions in focus groups provide credible and relevant information
- Participatory methods yield more information in a short time
- It stimulates multi-sector involvement
- It is gender, target and poverty sensitive and uses tools that can be understood by all
- It can be used as a baseline reference from where community based indicators can be developed
- It stimulates action and commitment

Issues

- It is more difficult to quantify and structure the outcome
- It requires very well trained facilitators
- It takes time
- It needs commitment
- It requires equality and trust
- It requires flexibility
- Tools can be adapted to suit the topic of research
- It is difficult to scale up

5. Examples of Participatory Rural Appraisal (PRA) methods and their use:

In Pakistan National AIDS Consortium, and in all provincial consortia, there is a book and cd-rom on Techniques and practices for Local Responses to HIV/AIDS in which 20 different PRA techniques are described. They are also available on the KIT website www.kit.nl . The table below also gives you a list of some PRA methods and their use. Their use can change with the objectives of the study.

Methods	**Use**
Mapping (resource mapping, social mapping etc)	Used to map resources or social characteristics and conditions in a given area. The participants jointly draw the social and geographic characteristics of their community relevant for the topic under discussion. Mapping can be done in distinct groups (men, women, youth) or by representatives of all groups in the community in order to avoid exclusion of some of groups/locations.
Mobility chart	Generally used to understand the mobility of a population for work or for making use of services
Time line chart	Indicates the use of time for different activities during 24 hours for different groups of people. Used to understand workload of women and labour.
Visioning	What community think of their development vision
Need prioritisation	Identification of most prioritised needs

Conflict history	In order to know the number and nature of conflicts in a community and tell about the possible pitfalls in community organisation
Power dynamics	Venn diagram to analyse power dynamics of different stakeholders

6. Baseline studies:

Base line studies basically are conducted to find out the existing status of development against a set of development indicators. Baseline studies are done at the start of the project in order to be able to later assess the changes that have taken place as a result of the project interventions. It is important to focus in a baseline study on information that is relevant for the project intervention. It is important to involve people of the target group in designing the base line study to enhance ownership of the project and to ensure that important information is not left out.

Handout 1.3.2: Group work need identification of a target group

Case study Pakistan
At present, Pakistan does not have a high number of reported HIV and/or AIDS cases. It is estimated that there are about 77.000 people infected with HIV in the country (2000). But there are a number of reasons why Pakistan is considered at high risk to have a rapid spread of the epidemic and why the population is vulnerable.

In the context of AIDS, what makes people vulnerable is related to poor social and economic conditions: poverty, lack of power and influence over their own lives for many men and women, differences in power between men and women, low levels of education, low levels of employment and social exclusion of people who belong to minority groups or who do not live according to the norms and values set by society. People who are poor have least access to education and other social services and therefore have less access to information to help protect themselves from HIV infection. Poverty also will influence people to make choices that make them more vulnerable to infection such as migrant labour, engaging in paid sex, drugs taking. At the same time, governmental poverty affects the public services of the government such as safe blood supply and services for Sexually Transmitted Diseases – this increases vulnerability of the whole population.

The government has formulated the National HIV/AIDS strategic Framework 2001 – 2006 with a number of priority areas, most focusing on prevention of the spread of the epidemic. As in most Asian countries, the source of the spread of the epidemic is through intravenous drug use. The first wave of infections is seen among this group. The second wave is the spread among commercial sex workers (male and female) and their clients. In the third wave it spreads to the general public. At present Pakistan is experiencing the first wave, but it is not too late for focussed intervention and the first priority of the government is to reduce the risk of infection among vulnerable and high risk groups. For the government it is not possible to reach these groups effectively, this is why it is important that NGOs gain the capacity to work with them. Who are the high risk groups in Pakistan?

- Intravenous drug users
- Men having sex with men
- Commercial sex workers, their clients and their partners
- Migrant workers (male and female) and mobile workers (fishermen, truck drivers)
- Out of school youth in difficult circumstances

In order to formulate a project for an intervention with a high risk group, it is important to get detailed information to understand patterns of behaviour and the processes and factors that influence these behaviours. For need identification (also called rapid situation assessment) essential information includes:

1. Situation of risk behaviour and vulnerable groups
2. Services available to the target group
3. Social, economic and legal context (stakeholders, policies)

4. What problems are being faced in the target group
5. What are current responses

Selected target groups
Intravenous drug users:
The main drug that is used in Pakistan is inhaling heroin, but there is a shift to injecting drug use. Although needles and syringes are easily available over the counter, much of the injecting drug use is carried out by using shared and unsterilised needles and syringes. Most users know that sharing needles can cause infections (hepatitis, AIDS) but they continue sharing for a variety in reasons. Drug use is illegal in Pakistan and therefore drug users are subjected to police control. They are a hidden and stigmatised group, and need the money to buy their drugs. One way is to sell drugs themselves, so they will try to find new customers. The need for money may also lead them to theft, paid sex work and paid blood donations. Health care is difficult to access for drug users because it exposes them as drug users and the attitude of health workers makes consultation difficult. Drug users have many health problems such as infections due to injecting, malnutrition, STIs, and are susceptible for common ailments such as colds and flu because of their reduced resistance. When addicts are in need of a fix, this has priority over any other concern (such as safe injecting). If drug users are sent to prison they are forced to abstain from drug use

Commercial sex workers:
Although commercial sex work is illegal in Pakistan, it is widely practised in all major cities in the country either covertly or under the cover of dancing and singing or covertly in hotels and guesthouses. In the past when sex work was not officially prohibited, commercial sex workers were concentrated in particular areas and had some legal protection. With legal prohibition, sex work has gone underground and is scattered widely. Thus sex workers have become more vulnerable for exploitation by police, brothel operators etc. Sex workers are highly stigmatised and as a consequence have little access health services and social/legal protection and have insufficient access to accurate information, for instance about reproductive health care, STIs and AIDS and protective measures. Although condoms are available in pharmacies, medical stores, clinics they are regarded as a family planning method and not as a means to prevent infection from STIs. As a result of their low status, sex workers do not generally have the power to negotiate condom use with customers.

Migrant/ Mobile workers:
Mobility and migration are not in itself a risk factor for HIV, but they can create conditions in which people are vulnerable for HIV infection. Separation from spouse, family, society and traditions together with isolation, loneliness and a sense of anonymity can lead to social and sexual practices that increase the likelihood of exposure to HIV. Mobile workers stopping at roadside petrol stations, restaurants, tea houses, border crossings and fishing trading centres. At all these stops male and female sex workers are active. The workers have money and in addition there are cultural beliefs that for instance truckers need to get regular sexual relief from the

heat of their engines. Because they are so mobile, it is very difficult to carry out prevention activities. Awareness on HIV and STIs and how to prevent this is low. Access to public health care is low because of mobility and because of insufficient relevant services, but informal STI clinics are visited.

Assignment:

1. In your group identify the most important problems being faced by your target group
2. Carry out a stakeholder analysis using a Venn diagram
3. On the basis of the Venn diagram, make an analytical framework
4. List down the information needs (what you need to know) from a focus group discussion. Also develop 10 questions which will help you get that information. Present in plenary
5. Write a problem statement (see handout day 4)

Overheads of presentations of day 1