GLOBAL FUND TOOLKIT TO SUPPORT THE ENGAGEMENT OF YOUNG PEOPLE IN THE GRANT IMPLEMENTATION OF THE GLOBAL FUND

Facilitator Toolkit

COUNT ME IN
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Acronyms and Abbreviations

CCM  Country Coordinating Mechanism
CRG  Community Rights and Gender
CSS  Community System Strengthening
FBO  Faith Based Organization
GFATM  Global Fund to fight AIDS, Tuberculosis and Malaria
M&E  Monitoring and Evaluation
MSM  Men who have Sex with Men
NFM  New Funding Model
Norad  Norwegian Agency for Development Cooperation
NSP  National Strategic Plan
PLHIV  People Living with HIV
PR  Principal Recipient
SR  Sub-Recipient
SSR  Sub-sub Recipient
TB  Tuberculosis
TRP  Technical Review Panel
UN  United Nations
UNAIDS  Joint United Nations Programme on HIV/AIDS
YKP  Young Key Population
YPLHIV  Young People Living with HIV
1. Background

1.1 How was the Facilitator Toolkit developed?

The Global Fund Youth Toolkit "Making the money work for young people: A participation tool for the Global Fund to Fight AIDS, Tuberculosis and Malaria" aimed to support young people across the globe to better understand the Global Fund and its Funding Model. The Youth Toolkit was to support national networks of young people to get engaged in different process of the Global Fund grant application and grant making. Eventually the practical “Facilitator toolkit” was development to implement the Youth Toolkit with support from UNAIDS and the PACT. The facilitator toolkit was piloted in Honduras, Zimbabwe and Nepal with support from NORAD and eventually it was rolled out in different countries of Asia and the Pacific with support from the Global Fund CRG Special Initiatives channeled via Robert Carr Network Fund.

In all these piloting and roll out of the training, the emphasis was to engage in the grant application process. There was a discussion on ways and areas of engagement during the grant implementation but with limited scope. The Global Fund grant application and grant implementation are different processes. Successful engagement during the grant application does not necessarily safeguard and ensure what was agreed, during the grant implementation. The implementation process is done by different organizations who are not, necessarily, engaged during the application process. The negotiation process during the grant making can result in significant changes in the target, activities and methodology of implementation agreed during the application. The implementation period also offer opportunity to review the target, implement the grant, monitor the implementation, evaluate the outcome and many others.

With this rationale, there was a need to engage equally, during the grant
implementation. To respond Regional Guide for Implementing & Monitoring YKP inclusive GF grants was developed in 2017. Youth LEAD organized the Regional Dialogue of Young Key Populations with CCM members and Principal Recipients in Asia Pacific from 26-27 May 2016 in Bangkok. The consultation recognized the gaps and the absence of clear and standard programmatic guidance for young key populations. Youth LEAD was asked to develop tools to effectively implement the YKP related interventions within the Global Fund grant. As the result, the guideline was developed.

In order to facilitate better understanding and implementation of the regional guide, the “Facilitator Toolkit” was developed by Youth LEAD with support from the Global Fund CRG Special Initiatives.

By the end of the workshop, participants will have:

- Increased understanding of the Global Fund processes;
- Capacity to analyze the Global Fund grants implementation process;
- Enhanced skills to develop smart, realistic strategies and actions to influence grant implementation of Global Fund

*The toolkit was developed in 2018.*

**1.2 Who is this Facilitator Toolkit for?**

This facilitator toolkit is for the champions of young key populations who are motivated to advocate and engage in the Global Fund and its Funding Model processes at the country, regional and global level. The toolkit can be adjusted to provide training for the GF implementers like Principle Recipients and Sub-Recipients and the CCM members.
1.3 What does this Facilitator Toolkit include?

This toolkit includes:

- Workshop toolkit with practical exercises and worksheets for young people and youth organizations to host a two-days workshop on Global Fund and its funding model; and
- An evaluation template to examine the effectiveness, usefulness and result of the workshop.

The toolkit has all the necessary presentation slides required for the different sessions and includes the sources of the publications, information and data. The facilitator toolkit has designed the workshop for two days with eight modules.

The summary of the workshop is as follows:

Module 1: Introduction to the workshop
Module 2: Understand basics of the Global Fund
Module 3: Understanding the implementation mechanism of the Global Fund
Module 4: Young people and YKP led organization as the implementer
Module 5: Improvement of the strategic information for YKP within the existing GF grant.
Module 6: Implement the activities of YKP and Integration of YKP in Resilient and sustainable systems for health within the existing grant
Module 7: Watch-dog mechanism
Module 8: Follow up action plan and wrap up

2. Facilitating the workshop effectively

There are a few suggestions for the facilitators to consider in order to deliver the
sessions more effectively, ensuring the meaningful participation of the participants, creating enough space for discussion without prejudice, and getting all the required information.

- Participants
Understand and respect the diversity of the participants in terms of their perspectives, background and understanding. As the workshop intends to include participants from young key populations and young people living with HIV, facilitators needs to be careful to understand the threshold of sensitiveness while using different terms and language.

- Adaptation
To maintain the quality and consistency in workshop, it is advised that the materials are modified and translated, if necessary, based on the country where it is being implemented.

- Managing time and space
Due to the experiential and active nature of the activities, it is necessary to work within a flexible space which can accommodate movement and regrouping of the participants. A circle or horseshoe shape will accommodate this well.

- Managing the venue and resources
It is important to make sure the furniture is set up in advance of the workshop. If possible, arrange the furniture so there is remaining space available for the more active tasks. Participants will need to be able to move their chairs to form small groups for the activities.

Read through the session plan carefully and use the resources checklist to ensure that you have all materials ready for the session. Some activities require
photocopying and cutting up cards, or collecting materials. This can take some time, so best to prepare a few days ahead.

- Managing privacy and confidentiality
As discussions in the workshop will include issues and needs of young key populations and young people living with HIV, there might be instances where sensitive issues arise. It is very important that the facilitator protects privacy when discussing matters of such nature. Please refrain from using names of people in such instances; a third person approach is best suited in these cases. No one should be required to tell their story or to disclose personal matters.

- Methodologies
There are sessions to better understand the Global Fund, HIV epidemics, and the response of the country, which might not be the most exciting topics for some participants. To make these topics more interesting, the facilitator should try to be motivating and include many discussions to mitigate the seriousness of the topics. The facilitators could also use different icebreakers during sessions beyond those suggested within this facilitator toolkit. However, it is suggested to develop related icebreakers with a purpose to achieve the workshop objectives rather than random energizers.

- Building and maintaining positive group relationships
It is important to set expectations so the group will work together, learn from each other and encourage each other to participate. There are many things that you can do to help build a friendly atmosphere through the use of games, mixing activities and participatory tasks. As these have been designed as part of the workshop, it is most important not to replace these with lecture-style presentations. These participatory activities give the group members a chance to build relationships with each other.
• Reflective listening skills
Reflective listening is an important skill for the facilitator. When people share a story or idea, try to respond in a way that shows that you understood their contribution. This is preferable to making an evaluative comment (such as ‘good point’). Your reflective comment should be a very brief summary (e.g. ‘You have pointed out that we have very little data on this issue.’). Alternatively, if you are not sure what the point is that they are making, you can summarise what you think they are saying and check with the speaker (e.g. ‘It sounds like you are suggesting that we do not have any data at all – is that what you are saying?’).

• Dealing with difference in views
It is important to set an atmosphere in which people can share different views. They should not feel that they all have to agree with each other. The most important thing for the facilitator is to open the questions for discussion, to summarise the different views expressed, and to ask participants to think about possible consequences for a range of actions. It is not the facilitator’s job to recommend a particular opinion. However, providing correct information is different. Evidence is not the same as an opinion. The facilitator should be able to speak to the evidence-base.

• Promoting gender equity and diversity and dealing with power issues
Make sure that the participants do not make any comment that connotes gender inequity or discrimination on any basis. Some participants may not be aware of – or comfortable with – diversity in sexual orientation and gender identities. Throughout the workshop, the facilitator needs to model a respectful approach to gender and diversity issues.

• Making adjustments to the workshop sessions
Use your judgment to make adjustments to the curriculum based on people’s needs. Make sure that your modifications fit with the purpose of the curriculum.
Refer to the objectives of the session. If you decide to shorten the sessions, be sure to preserve the participatory nature.

- Managing the knowledge components and data
  The workshop requires lots of information and data related to epidemics of HIV in the country, funding status, funding agencies, Global Fund, etc. The facilitator is required to run through the sessions and get prepared with the information required before the workshop. It is also important to walk through the methodology of each session.

- Evaluation and formative feedback
  It is important to get feedback periodically at the training. Some process feedback can be collected along the way. There is an evaluation template that suggests ways that you can do this in a participatory. You may wish to use more formal feedback forms at the end of the day and at the end of the three-day training. These forms are included in the annex. Use the feedback tools to seek input periodically as well as at the end of the training.

3. Preparing for the workshop

3.1 Set-up the planning committee

The planning committee is an ad-hoc group to guide and coordinate the organization and planning, and to support the effective implementation of the workshop. It is imperative to have young people including young key populations affected and living with HIV under the age of 30 to be part of the planning committee. The rationale of the planning committee is to prepare the selected group of young people to be able to facilitate the workshop in the future without the support of an external resource person.
It is the responsibility of the host agency to develop this planning committee out of the youth champions in their network and country. The criteria of the planning committee members are suggested to be the following:

1. Young people, young key populations, and young people living with HIV who are under the age of 30 years
2. Experience working on HIV issues at national and provincial levels
3. Experience working with young people at national and provincial levels, including experience of facilitating youth friendly workshops at national level
4. Ability to communicate fluently in English, regional or local language, both verbally and written, as required in the country
5. Strong knowledge on the HIV epidemic and national response to HIV
6. Affiliated with any national and community based organizations in HIV and young people
7. Experience working with Global Fund projects or involvement with CCM
8. Motivated to engage with Global Fund processes and its funding mechanisms

Gender balance and representation of young key populations should be strongly considered.

The composition of the committee may vary, but a team of 4-5 people should be the maximum number excluding the facilitator. The facilitator should form the core part of the planning committee. The terms of reference of the planning committee includes, but is not limited to:

- Select the lead facilitator with required qualification and experience.
  - The requirements of Lead Facilitator includes:
    - A minimum of 2-3 years of experience working on issues
related to HIV and health-related issues.
  o A minimum of 2-3 years of experience working with youth organizations on youth issues related to health.
  o Extensive experience planning, organizing and implementing workshops for young people at national or community level within the last three years.
  o A fluent command of English and/or local language, both written and orally, as required in the country.

- Organize venue for the workshop
  o Selection of the venue with adequate and spacious rooms for group work.
  o Consider a location for the venue to be easily accessible for the resource person and participants in general.

- Selection of the participants
  o Revise the selection criteria as provided in the facilitator toolkit.
  o Develop the call for participants and revise the application checklist.
  o Select the most qualified participants based on the selection criteria.

- Adapt the workshop agenda and develop necessary documents for the sessions of the workshop
  o Adapt the workshop agenda according to the country context.
  o Translate the manual into local language if necessary.
  o Have the approved Funding Request of the country and have it reviewed for the required information as required in different modules.

- Knowledge management
• List the required data and information as demanded by the session, and prepare them accordingly.
• Provide relevant literature for the facilitators to review and adapt for the session materials.

• Logistic management
  o List all the materials required for every session and prepare them accordingly.

• Liaise with the resource person
  o Identify the resource person as guided by the facilitator toolkit and liaise with them for their support.
  o Provide the resource person with adequate information about the content and time of the presentation and facilitation, as provided in the presentation slides.

Prepare the work-plan with clear responsibilities and outline the expected dates of deliverables of each activity for the effective division of labor and execution of responsibilities.

3.2 Select participants

The targeted participants for the workshop should meet the criteria provided below. The planning committee can make their judgments, without prejudice, to contextualize the criteria to select the appropriate, most qualified participants.

1. Young people, young key populations and young people living with HIV under 30 years of age.
2. Experience working on issues related to HIV and/or key populations at national and provincial level.
3. Experience working with young people at national and provincial level.
4. Knowledge of national policies and funding status of HIV.
5. Affiliated with any national and community based organizations working on issues related to HIV and young people.
6. Experience working with Global Fund projects at Sub Recipient, Sub-sub Recipient level or as a CCM member is an asset.
7. Motivated to engage with Global Fund processes and its funding mechanisms.
8. Commitment to contribute and work with Global Fund processes after the training.

The following procedures, not limited to, are suggested for the selection of the participants:
1. Finalize the criteria of the participants.
2. Develop the call for applications, which should request the following two documents from the applicants:
   a. Updated curriculum vitae; and
   b. Motivation letter including why the applicant feels that they are the suitable candidate for the training.

4. Overview of Workshop

Day 1:

Module 1 Introduction to the workshop

Module 2: Understand basics of the Global Fund
- What is the Global Fund and how does it work?
- Understand the Funding Model of the Global Fund
- Lessons learnt from engaging in the application development process
Module 3: Understanding the implementation mechanism of the Global Fund

Module 4: Young people and YKP led organization as the implementer

Day 2:

Module 5: Improvement of the strategic information for YKP within the existing GF grant.

Module 6: Implement the activities of YKP and Integration of YKP in Resilient and sustainable systems for health within the existing grant

Module 7: Watch-dog mechanism

Module 8: Follow up action plan and wrap up

4.1 Module 1: Introduction to the workshop

4.1.1 Session 1: Introduction (10 min)

4.1.2 Objectives
  - To create comfortable space for the participants to know each other and get ready for the training.

4.1.3 Presentation: Slide #4
4.1.4 **Resources Required:**
NA or depending on the methodology being planned for

**Steps**
1. Introduce the participants to know each other’s name through the ‘name echo game’ or another approach familiar with the facilitators.
2. For the ‘name echo game’, participants will all stand in a circle, and the first person will say their name and make up a movement to go with it.
3. Following this, all others will echo the name and the movement in unison. Go around the circle until everyone has said their name.

4.1.5 **Session 2: Objectives and background of the workshop and pre-test (25 min)**

4.1.6 **Objectives**
- To inform the participants about the objectives and background of the workshop

4.1.7 **Presentation:** Slides #5-6

4.1.8 **Resources Required:**
- PPT slides
- Marker pens and chart papers
- Pre-test questionnaires
Steps

1. Explain the overall objectives of the workshop and share briefly how Regional Guide for Implementing & Monitoring YKP inclusive GF grants’ was developed from slides 5-6.
2. At the end of the session, ask participants for their expectations of the workshop and the co-facilitators can take notes.
3. Once the expectations are collected please distribute the pre-test questionnaires and provide instructions to complete the questionnaires.

Note: Please revisit these expectation notes at the end of the workshop to ensure all the expectations have been met.

4.1.9 Session 3: Ground rules (15 min)

4.1.10 Objectives

- To create ground rules for the smooth running of the training

4.1.11 Presentation: Slides #7

4.1.12 Resources Required:

- Stuff ball or toys
- PPT slides
- Marker pens and chart papers

Steps

1. The facilitator, holding the ball or stuffed toy, will ask group members what house rules they think are needed to make sure that the training runs well and meets its objectives in such a way that everyone can participate actively. This includes rules for when participants are outside
of the training room (i.e., in their respective bedrooms and play area). Another facilitator will be responsible for writing down the house rules on the flip chart. Ask the participants to form a circle, standing.

2. The facilitator holding the ball or stuffed toy will begin by suggesting one house rule, explain it and then toss the ball or stuffed toy to another person within the circle. The next person who catches the ball or stuffed toy gets to suggest a house rule and explain it.

3. Do the activity until there is a sense that adequate house rules have been made.

4. Ask group members to put up their hands if they think they have another rule or expectation to add.

5. Once the activity is complete, the facilitators will share with the participants their own additional expectations (see below), which should be added to the house rules. This will also be the time to add any house rules or expectations associated with use of the venue.

4.2 Module 2: Some basic information about the Global Fund

4.2.1 Session 1: What is the Global Fund? (1 hour)

4.2.2 Objectives

- The purpose of this session is to support basic understanding of the Global Fund and its structure. There are three sub-topics within this session: (1) objective and contribution of the Global Fund to fight AIDS, TB and Malaria; (2) the structure of the Global Fund; and (3) encourage the participants to use the Global Fund’s website.
4.2.3 **Presentation:** Slides 10-18

4.2.4 **Resources Required:**
- Making the money work for young people: a participation tool for the Global Fund to Fight AIDS, Tuberculosis and Malaria
- Presentation slides on the Global Fund and its structures
- Access to internet to view the website of the Global Fund

**Steps**

1. Start the session by collecting the perspectives and current understanding of the participants on the Global Fund, and related structures such as the CCM.
2. Make a brief presentation based on slide 10-13 and facilitate any queries from the participants. The GF website can be used during the presentation all the time.
3. After the presentation, facilitate a discussion on the structures of the Global Fund at the national and global level.
4. Present the structure with presentation slides and explain how the Global Fund Secretariat communicates with the national level and how the grant review takes place utilizing slides 14-17.
5. Finally, explain how to navigate the Global Fund’s website to access information on the Funding Model, Country Budget Allocation, CCM members, Portfolio Managers, etc from slide 18-19.
6. Demonstrate the navigation by accessing the website, if internet connection is available.

4.2.5 **Session 2: Why does the Global Fund matter for young people and HIV? Roles of young people and civil society (30 min)**
4.2.6 Objective

- This session aims to discuss why young people should engage in the Global Fund processes and explains the benefits.
- The session should motivate the participants to engage more with the Global Fund in the future.

4.2.7 Presentation: Slides 20-21

4.2.8 Resources Required:

- Making the money work for young people: a participation tool for the Global Fund to Fight AIDS, Tuberculosis and Malaria
- Access to internet to view the website of the Global Fund
- Marker and chart papers

Steps

1. Initiate the session by floating questions on why the Global Fund matters for young people and HIV.
2. Facilitate a discussion on the difference between Global Fund and other bi- and multi-lateral donors in the country, in-terms of the engagement of civil society in the different structures of the Global Fund based on slides 20-21.
3. Explain that the Global Fund allows maximum space for civil society to engage and influence governance, grant preparation, grant implementation, and accountability (watchdog role).
4. Explain briefly on the roles of civil society board constituencies and engagement of young people in these constituencies.
5. If possible, navigate through the Global Fund website to the Grant Portfolio page (http://portfolio.theglobalfund.org/en/Home/Index). Walk them through the amount pledged by the Global Fund to the country and highlight the beneficiaries supported through the grant.

4.2.9 Session 3: Understanding the Funding Model of the Global Fund (60 min)

Objectives

- To understand Global Fund Funding Model and its processes like grant making, grant application and implementation.

4.2.10 Presentation: Slides 23-29

4.2.11 Resources Required:

- Making the money work for young people: a participation tool for the Global Fund to Fight AIDS, Tuberculosis and Malaria
- Presentation slides on the Global Fund model
- Access to internet to view the website of the Global Fund

Steps

1. Initiate the session by floating questions on the understanding of participants on the funding model and how did they engage in the process. It is assumed that this training is organized at the time when the country is going to implement the GF grant or have been implementing it. So the discussion should be around if the youth groups participated in the
country dialogue process, what were the challenges, lessons learnt and any success cases.

2. Present the core elements of the Funding Model (slide 24-27) and facilitate a discussion to answer any queries of the participants.

3. Once the presentation is completed- once again initiate the discussion of step 1 with discussion checklist in slide 28.

4.3 Module 3: Understanding the implementation mechanism of the Global Fund

4.3.1 Session 1: How do we get involved after the Funding Request Submission? (30 min)

4.3.2 Objectives

- To discuss and explore ways to engage within Global Fund processes after the approval of the Funding Request.

4.3.3 Presentation: Slides 31-35

4.3.4 Resources Required:

- Regional Guide for Implementing & Monitoring YKP inclusive GF grants
- Presentation slides

Steps
1. Initiate the discussion by enquiring if any participants have been part of the GF grant implementation as SR, SSR or anyone engaged in the CCM. Such participants will be a resource person for the session.

2. Make a presentation on what happens after the Funding Request gets approved (slide 32).

3. Make a brief presentation on the various stages and scope of engagement, and allow time for discussion (slide 33-34).

4. Explain that rest of the training will be unfolding various areas of engagement during the implementation of the GF grant.

**4.3.5 Session 2: Role-play to understand engagement during grant implementation (60 min)**

**4.3.6 Objectives**

- To better understand the roles of young people during the grant implementation, and to explore different ways to engage.

**4.3.7 Presentation:** Slides 44-64

**4.3.8 Resources Required:**

- Regional Guide for Implementing & Monitoring YKP inclusive GF grants
- Presentation slides
- Copies of case study
- Materials required for the act

**Steps**

1. Explain that the role-play is.
2. Two groups will be formed, equally dividing all the participants, and will each perform a role-play based on the case provided.

3. Explain that these two acts are only instances and do not represent the entire scenario of engagement.

Note for act:

- The mode of communication for the role-play could be through writing on card and displaying; narration and acting; or any other innovative way to make the viewers understand.
- Each team will be provided 20 minutes: 15 minutes to prepare the act and 5 minutes to perform the act.
- After the completion of both plays, 10 minutes will be allocated for discussion.
- The total time for the entire play and discussion should be around 35-40 minutes.

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**Case 1:** The Global Fund secretariat approved a grant of USD Z for country Z. The PRs were the National Center for HIV and UNDP. The PR called for Expressions of Interest to become SRs to implement the grant. The youth-led organization named ACT decided to apply as the SR, but with limited knowledge and experience on the Global Fund grant, they had to seek technical support. They appointed a meeting with the UNAIDS country team to discuss their issues. UNAIDS supported them with a consultant to develop their proposal and strengthen their organizational system. During the process of application, ACT met with other technical partners, the civil society network, and the CCM secretariat to lobby the issue of young people. They eventually applied with a proposal and subsequently received the grant.

**Case 2:** ACT also met with other youth-led organizations to discuss their further engagement with the CCM. They decided to form a youth constituency and compete for the seat in the upcoming election. An organization named ‘YKAP’ took the lead on this process and led a series of meetings with the CCM, technical partners, and civil society leaders. They also wrote to the Fund Portfolio Manager, the CRG Department, and the youth delegates to the Board of the Global Fund to lobby their issues. The CCM agreed for a youth constituency to be formed and were awarded with one seat, with a main and alternative member. A representative from YKAP was the main member while a member from the organization named ‘Rise’ became the alternative member.

The youth group then reviewed the approved concept note to analyze the interventions targeted for adolescents and young people. They found that grant within UNDP had the interventions for youth. They developed clear recommendations to implement the youth-related interventions and met with UNDP. They also met with technical partners and major SRs to discuss the issue. UNDP adopted the recommendations from the youth group and sat together with CCM to plan the way-forward.
4.4 Module 4: Young people and YKP led organization as the Global Fund grant implementer

4.4.1 Session 1: Exploring the opportunity of YKP led organization as the Global Fund grant implementer (45 min)

4.4.2 Objectives

- To discuss and explore the scope for youth and YKP-led organization to become the implementer of the GF grant.

Presentation: Slides 36-39
4.4.3 **Resources Required:**

- Regional Guide for Implementing & Monitoring YKP inclusive GF grants
- Presentation slides
- Any call for proposals document (advertisement, application guideline) for the SR and SSR

**Resource person:**

- Program Manager/Director from HIV PR, CCM representative at least one SR
- Representative from existing youth or YKP-led SR or SSR. If such representative cannot be found, please invite any SR willing to share their experience.

**Steps**

1. Explain the objectives of the session
2. Start up the discussion by enquiring on the interest of the participants to implement the GF grant as SR or SSR.
3. Make presentation on the process on the call for application, proposal writing, seeking technical assistance from slide 37-38.
4. Facilitate the questions.
5. Request the representative from existing youth or YKP-led SR or SSR to share their experiences with the proposal development and implementation of the grant.
6. End the session identifying any participants aiming to become the implementer.

**Day II**
5.1 Overview and reflections over day I (15 min)

5.1.2 Objectives

• To reflect over the learnings from day I

Presentation: Slides 41

5.1.3 Resources Required:

• Soft ball
• Music

Steps

1. Request all the participants to stand in circle.
2. Give the soft ball to any random participants and ask him/her to pass the ball to the right as the music starts playing.
3. The co-facilitator playing the music should not face towards the participants and stop the music at random time.
4. Once the music stops- the participant holding the ball should say at least 2 learnings from day I.
5. Continue the process until 6-7 participants have reflected over the learning.
6. After the session is over, please ask the participants to take their respective seats.

5.2 Module 5: Improvement of the strategic information for YKP within the existing GF grant.
5.2.1 Session 1: Over-view of strategic information for young key populations at national level (60 min)

5.2.2 Objectives

- To understand the power of data in HIV response and analyze the current data for young people and adolescents
- To understand the ways on collecting the age disaggregated data at the grant level

5.2.3 Presentation: Slides 42-46

5.2.4 Resources Required:

- Regional Guide for Implementing & Monitoring YKP inclusive GF grants
- Presentation slides
- AIDS Data Hub
- Young Key Populations at Higher Risk of HIV in Asia and the Pacific - Making the Case with Strategic Information by UNICEF, UNESCO, UNFPA and UNAIDS in 2015
- National Strategic Plan on HIV
- Integrated Bio-Behavioral survey
- Key Population size estimation report (if any)

Resource person:

- National HIV and AIDS Centre/Authority/Commission working on strategic information
- UNAIDS or UNICEF or UNFPA
Steps

1. Explain the objective of the session and welcome the resource person
2. Initiate the discussion on the understanding of data amongst the young people. The checklist of the probing questions is in slide 44.
3. Request the government or UNAIDS or UNICEF or UNFPA to make presentation on the HIV related data on young people. The tentative content of the presentation is in slide 45.
4. After the end of the presentation discuss if all the data based on indicators of table 1 below (slide 46) are available. Alternatively the big chart can be prepared by adding up four chart-papers and draw the table for plenary discussion.

Table 1: Overview of the data on adolescents and young people

<table>
<thead>
<tr>
<th>Age</th>
<th>Male Living with HIV</th>
<th>Female Living with HIV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Estimated</td>
<td>Recorded</td>
</tr>
<tr>
<td></td>
<td>Estimated</td>
<td>Recorded</td>
</tr>
<tr>
<td>10-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Populations</td>
<td>Male (young key populations) 15-24 years</td>
<td>Female (young key populations) 15-24 years</td>
</tr>
<tr>
<td></td>
<td>Estimated</td>
<td>HIV prevalence</td>
</tr>
<tr>
<td></td>
<td>Estimated number</td>
<td>HIV prevalence</td>
</tr>
<tr>
<td>MSM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transgender people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PWID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.2.5 Session 2: Actions to be taken during the Grant implementation by PR and SRs (60 min)

5.2.6 Objectives

- To explore ways to improve disaggregated data collection during the GF grant implementation

5.2.7 Presentation: Slides 44-64

5.2.8 Resources Required:

- Regional Guide for Implementing & Monitoring YKP inclusive GF grants
- Presentation slides
- AIDS Data Hub
- Young Key Populations at Higher Risk of HIV in Asia and the Pacific - Making the Case with Strategic Information by UNICEF, UNESCO, UNFPA and UNAIDS in 2015
- National Strategic Plan on HIV
- Integrated Bio-Behavioral survey
- Key Population size estimation report (if any)

Resource person:

- National HIV and AIDS Centre/Authority/Commission working on strategic information
- UNAIDS or UNICEF or UNFPA
- M&E focal person/officer/manager from HIV PR, CCM and at least one SR

Steps
1. Explain the objective of the session and welcome the resource person
2. Presentation from PR on their indicator and M&E process for the collection, compilation, analysis and presentation of the data from the grant. The note for the presenter is in slide 48.
3. There will be plenary discussion after the presentation.
4. The participants will be then grouped into three- to discuss with PR, SR and CCM rep on the issues of data collection. The group work will be interaction with the representative from PR, SR and CCM. The group discussion will be facilitated by YKP facilitator and rapporteur to feedback to the plenary. The guiding questions for the group discussions is in table 2 below.
5. The discussion outcome will be basis for the follow up workshop with concerned stakeholders (PR,SR and CCMs) after the training.
6. The session will end with the feedbacks from each group.

Table 2: Guiding questions for group discussions Module 5 session 2.

<table>
<thead>
<tr>
<th>PR</th>
<th>SR</th>
<th>CCM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do you think the indicators should be disaggregated by age?</td>
<td>• Do you think the indicators should be disaggregated by age?</td>
<td>• Do you think the indicators should be disaggregated by age?</td>
</tr>
<tr>
<td>• If the indicators are not disaggregated by age- is there possibility to create reporting format to</td>
<td>• If the indicators are not disaggregated by age- is there possibility to create reporting format to</td>
<td>• If the indicators are not disaggregated by age- is there possibility to create reporting format to</td>
</tr>
</tbody>
</table>
5.3 Module 6: Implement the activities of YKP and Integration of YKP in Resilient and sustainable systems for health within the existing GF grant

5.3.1 Session 1: Know the activities of YKP in the existing GF grant and support to implement them (90 min)

5.3.2 Objectives
• To understand YKP related interventions and activities in the Global Fund and explore the areas of collaboration
• To understand Resilient and sustainable systems for health and how its related to young people in the Global Fund

5.3.3 Presentation: Slides 49-58

5.3.4 Resources Required:
• Regional Guide for Implementing & Monitoring YKP inclusive GF grants
• Presentation slides
• Approved country Funding Request on HIV
• RSSH documents from the Global Fund site

Resource person:
• Program Manager/Director from HIV PR, CCM representative at least one SR
• UNAIDS

Steps
1. Explain the objectives of the session and welcome the resource person.
2. Facilitate the presentation from the PR on YKP related activities in the Global Fund grant and the modular template. The guiding questions for the presentation can be found in slide 50.
3. Facilitate the questions on the presentations from the PR.
4. Make presentation on the concept of RSSH as per slide 51-58 and single out Community System and Response for further discussion.
5. Facilitate any additional information from the resource person.
6. After the presentation, the participants will be then grouped into three- to discuss with PR, SR and CCM rep. The group work will be interaction with
the representative from PR, SR and CCM. The group discussion will be facilitated by YKP facilitator and rapporteur to feedback to the plenary. The guiding questions for the group discussions table 3.

7. The discussion outcome will be basis for the follow up workshop with concerned stakeholders (PR, SR and CCMs) after the training.

8. The session will end with the feedbacks from each group.

Table 3: Guiding questions for module 6 session1.

<table>
<thead>
<tr>
<th>PR</th>
<th>SR</th>
<th>CCM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Map out the SRs</td>
<td>• Are there any particular activities</td>
<td>• Are there any particular activities</td>
</tr>
<tr>
<td>implementing the YKP</td>
<td>related to the YKP or relevant to YKP?</td>
<td>related to the YKP or relevant to YKP?</td>
</tr>
<tr>
<td>specific activities.</td>
<td>• What are the implementation approaches? How can YKP be engaged as the beneficiary and decision makers?</td>
<td></td>
</tr>
<tr>
<td>• Match the activities</td>
<td>• Are there any guidelines/technical</td>
<td>• How do we monitor the implementation of the activities?</td>
</tr>
<tr>
<td>with the indicators</td>
<td>documents to support such implementation?</td>
<td></td>
</tr>
<tr>
<td>• If there are not YKP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>specific activities-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>what are other relevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interventions and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities for YKP.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Match the activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with the indicator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What are the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
approaches? How can YKP be engaged as the beneficiary and decision makers?
• Are there any guidelines/technical documents to support such implementation?
• How can YKP group support the implementation?

5.4 Module 7: Watch-dog mechanism

5.4.1 Session 1: Understand the watch-dog role of young people and act accordingly

5.4.2 Objectives

• To comprehend the concept of watch-dog and explore accountability mechanism within the GF grant.

5.4.3 Presentation: Slides 59-67

5.4.4 Resources Required:
- Regional Guide for Implementing & Monitoring YKP inclusive GF grants
- Presentation slides
- Community-led monitoring framework (if available)
- IspeakNow related materials from OIG website

Resource person:
- CCM representative

Steps
1. Explain the objectives of the session
2. Start up the session by enquiring about the concept of watch-dog and accountability mechanism within HIV or beyond. Recap the intervention 1: Community Based Monitoring of Community Systems and Response as the entry point of discussion.
3. Provide conceptual clarity about watch-dog and accountability mechanism through slide 60-61.
4. Invite CCM representative to provide brief presentation about the role of CCM in monitoring and oversight of the Global Fund grant and connect it to accountability mechanism.
5. Facilitate the questions.
6. Make presentation on the community-led monitoring process if it exist in the country. If not- please provide concept of the process.
7. Make presentation on the Ispeaknow campaign of OIG through the website (slide 64-67)
8. End the sessions with commitment around how young people can play the role of watchdog for the GF grant.

5.5 Module 8: Follow up action plan and wrap up

5.5.1 Session 1: Making plans for the engagement
**5.5.2 Objectives**

- To develop the follow up actions

**5.5.2 Presentation:** Slides 68

**5.5.3 Resources Required:**
- Regional Guide for Implementing & Monitoring YKP inclusive GF grants

Resource person:
- NA

Steps
1. Explain the objectives of the session
2. Specifically two types of follow up action will be discussed. First one as the group of young people in HIV response and secondly the individual one.
3. The group action plan should be informed by the outcome of module 5 and 6. Please inform that there will be a small amount of funding to support this follow up action plan.
4. Divide the group into four. Two groups dedicated to discuss the outcome of module 5 and two groups on 6. Provide the guidelines of the group work and action plan.
5. Facilitate the group presentation and discussion.
6. Please inform that the organizing team will compile the action plan prepared by the group and send to the entire participants.
7. Distribute the post-test and provide some time to complete it.
8. Once the post test is completed- farewell the group, take pictures and wrap up the training.
Annex 1: Session Plan-guide

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Facilitators</th>
<th>Materials required</th>
<th>Learning objectives</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Registration</td>
<td>Organiser</td>
<td>Registration sheet</td>
<td>Stationary package</td>
<td></td>
</tr>
</tbody>
</table>

**Module 1: Introduction to the workshop**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Facilitators</th>
<th>Materials required</th>
<th>Learning objectives</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:50</td>
<td>Session 1: Introduction (10 min)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Session 2: Objectives and background of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>workshop and</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Module 2: Some basic information about the Global Fund**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Facilitators</th>
<th>Materials required</th>
<th>Learning objectives</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50-10:50</td>
<td>Session 1: What is the Global Fund? (60 min)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 2: Why does the Global Fund matter</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for young people and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module 3: Understanding the implementation mechanism of the Global Fund

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30-2:00</td>
<td>Session 1: How do we get involved after the Funding Request Submission? (30 min)</td>
</tr>
</tbody>
</table>

Module 4: Young people and YKP led organization as the Global Fund grant

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15-4:00</td>
<td>Session 1: Exploring the opportunity of YKP led organization</td>
</tr>
<tr>
<td>4:00</td>
<td>Reflection and Addressing</td>
</tr>
</tbody>
</table>

Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30</td>
<td>Session 1: Recap and focus of the day</td>
</tr>
<tr>
<td>10:00</td>
<td>Session 1: Over-view of strategic information for young key populations</td>
</tr>
</tbody>
</table>

Module 5: Improvement of the strategic information for YKP within the existing GF grant.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30</td>
<td>Session 1: Know the activities of YKP in the existing GF grant and support implementation of YKP in Resilient and sustainable systems for health within the existing grant (90 min)</td>
</tr>
</tbody>
</table>

Module 6: Implement the activities of YKP and Integration of YKP in Resilient and sustainable systems for health within the existing grant

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15</td>
<td>Session 1: Understand the watch dog role of young people and act accordingly (30 min)</td>
</tr>
</tbody>
</table>

Module 7: Watch-dog mechanism

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15</td>
<td>Session 1: Understand the watch dog role of young people and act accordingly (30 min)</td>
</tr>
</tbody>
</table>

Module 8: Follow up action plan and wrap up
3:45- Session 1: Make plans for engagement
4:30