

Introduction

When the drug problem first emerged in India in the mid-seventies, many civil society organisations and service providers in the field of addiction could not effectively respond to it due to lack of appropriate knowledge, skills, data base and trained manpower. A need was, therefore, felt to train personnel and help them develop into well-equipped, competent and effective professionals.

Training programmes were then conducted to provide cognitive (knowledge) inputs and to disseminate information. Publications were brought out by Government of India, International agencies, educational institutions and non-governmental organisations to meet this need.

Also, the training programmes that concentrated largely on strengthening the knowledge base alone were not adequate. There was a need to work on attitudes that governed their service behaviour and to sharpen their skills. In addition, the training methodology, which was by and large through lectures, needed modification. Principles of Adult Learning and Participatory Training needed to be incorporated to make training more effective.

Skilled trainers were also required. Addiction treatment is a complex task and training personnel in this area was no mean matter. There was a need to find resource people who had the requisite knowledge and skills. Drawing them from far off places was also a costly affair. Due to these factors, it was simply not possible for resource persons to meet regularly and to conduct as many training programmes as needed across the length and breadth of the country.

A need to develop a cadre of trainers all over India was, therefore, felt so that each region would then be able to draw from its own resources to conduct training with ease.

Strategy

A team of resource persons from across the country was selected to chalk out the Training of Trainers' (TOT) programmes. The guiding principle was that each one of them had valuable inputs to make and expertise to share. Respecting each resource person's professional background, each would contribute to develop the TOT programme. A TOT protocol was developed with the methodology that incorporated principles of adult learning and participatory training and brought selected themes of drug abuse and HIV/AIDS prevention into the desired context. Resource persons then developed the TOT guidelines after procuring inputs from a selected group of experts from all across the country.

Virtual Team

The resource persons making up the team of master trainers were formed into a virtual team. The virtual team is an e-group of resource persons in India in the field of drug abuse and HIV/AIDS prevention. The main focus of this team is capacity building of non-governmental organisations through the Training of Trainers' programmes.

Training is an ongoing process. The drug scenario is evolving and as changes take place, new needs emerge, making innovative interventions necessary. The virtual team will respond with the collective expertise of the team members' knowledge and skills with a basic premise: respect

for each other's field of expertise.

The virtual team is step forward to meet this need. Its e-mail address is: VirtualTrainersGroup@yahoogroups.com

Objectives of Training of Trainers' Programme

- Provide training to about 100 trainers all over India through National Center for Drug Abuse Prevention and Regional Resource Training Centers set up by the National Institute of Social Defense (NISD), Ministry of Social Justice and Empowerment (MSJE), Government of India.
- Introduce the concept of participatory training techniques to address issues related to attitudes and skill training in addition to the cognitive inputs.
- Provide cognitive inputs on selected themes to respond to the changing drug scenario.
- Develop a resource pool in each region with those trained through the TOT programme to augment the number of resource personnel in each region.
- Those trained in the TOT programme will provide training to personnel in their own organization as well as others working in the field of drug abuse and HIV/AIDS prevention and other related fields.

The Training of Trainers Programme is built around and addresses the following:

Knowledge:

Principles of adult learning and participatory training

Designing training programmes

Risks and vulnerability to drug use related health hazards

- Health hazards of drug use
- Sexual practices related to drug use

Introduction to life skills

Introduction to peer-led interventions

- Peer-educators
- Self-help groups
- Therapeutic communities

Introduction to Situational Assessment

Skills (initiation into skill building)

Skills in conducting sessions using participatory training methods.

Social skills

- Greeting skills
- Listening skills
- Conversational skills
- Skills for making and maintaining relationships

Skills for working in groups

- Presentation skills
- Group discussion
- Focus group discussion
- Feedback skills

Personal skills

- Problem solving skills
- Self-disciplining skills
- Assertiveness
- Negotiating skills

Negotiating to change risky drug using practices.

Negotiating towards safer sexual practices such as condom negotiation.

Attitudes

- Recognizing the manner in which attitudes influence development of deviant behaviour or inhibit behaviour changes towards safer practices.
- Attitudes towards drug users, relapse, PLWHA and its impact on quality of care.

Note: It must be stressed that the TOT programme does not seek to train the participants in depth on these themes but only introduces the concepts. It serves as a primer for initiating them into practical application of participatory training methods in the context of drug abuse and HIV/AIDS prevention. Also, since each of the issues require several days of training, it has been found that a skilled trainer armed with participatory training techniques will be able to conduct training in each of the issues with the help of a “facilitators’ manual”. It is proposed to develop a facilitators’ manual to assist the trainers in conducting training programmes.

Selection of Trainees

Through the Training of Trainers’ programme, the participant trainees would develop into a trainer who:

- will be able to use participatory training methodologies to increase effectiveness of training.
- has improved his/ her knowledge, attitudes and skills.
- has adequate opportunities and access to train others so that there is a multiplier effect.
- is available for a sufficient length of time for training others after being trained.

The trainees for the TOT would be selected accordingly.

Methodology

The five day training programme is developed in a way that several participatory training techniques are demonstrated even while providing cognitive inputs on the themes detailed above.

Duration of Training

Five days with four sessions (approximately three hours each) each day with two tea breaks of 15 minutes each and one hour lunch break.

Resource material for the TOT programme

Each trainee is to be provided with two sets of material

Participants' Manual: A compilation of the technical and cognitive inputs that need to be discussed in the sessions and helps the trainer understand the context in which the skill training progresses.

Facilitators' Manual: A step-by-step guide that describes each session and every activity listing the objectives, materials needed, methods used along with the time taken.

With the two books, the trainer has a:

- Training plan for each activity and session.
- Ready to use reference guide.

This module can also be used in other areas of training by modifying the themes to any other branch of expertise and contextualising accordingly. For example, a role play enactment of conversation between a drug user and his family members during relapse could be used to discuss attitudes if 'Attitude' is the theme and/or to discuss 'Communication' if communication is the theme of the training session.

Trainer Team

Four trainers with knowledge of addiction, experience in training and skills to conduct the programme with principles of adult learning and participatory training conduct each training programme.

Action Plan for Training

Stage 1 - The TOT training team of national and regional level resource personnel will conduct training programme in five regions of the country.

Stage 2- Resource persons then coach selected trainees as co-trainers in ongoing training programmes.

Stage 3 -The trainee who has completed the TOT training steps has the mandate to:

- Identify and train workers in their own work environment.
- Participate as resource persons in training staff from other organizations.
- Use participatory learning techniques during awareness / intervention programmes in the community.
- Introduce group activities to increase effectiveness of treatment services to clients.
- Conduct rapid situational assessment in their city.

Special Note

- The manual has been so designed that the sequence in which sessions are conducted can be altered or interchanged depending on the group.
- It is imperative that the trainer moves along at the pace set by the group.
- The ultimate goal is not to increase the knowledge base alone but help them learn and use participatory learning techniques that will eventually make them skilful trainers.