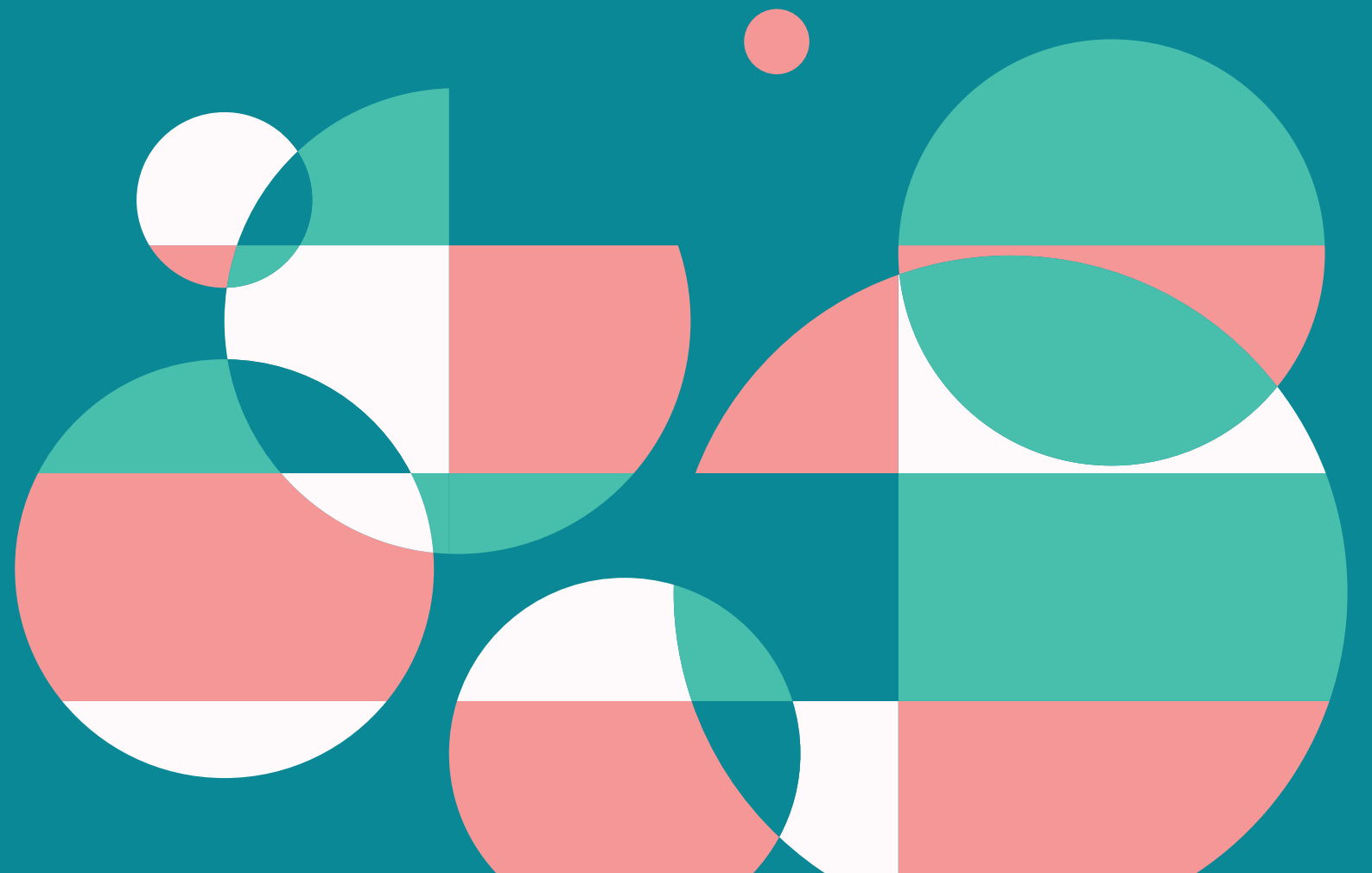




TRAINING MODULE

**«GLOBAL FUND IN FOCUS:
OBSERVING, PARTICIPATING,
INFLUENCING»**

TRAINING FOR REPRESENTATIVES
OF THE TRANS* COMMUNITY



The training manual «Global Fund in Focus: Observing, Participating, Influencing» was developed by the Eurasian Coalition on Health, Rights, Gender and Sexual Diversity (ECOM) with the financial support of the Eurasian Harm Reduction Association (EHRA) as part of the project Regional Platform for Support, Coordination, and Communication for Civil Society and Communities in Eastern Europe and Central Asia (EECA).

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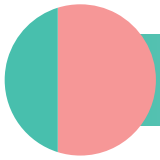


TABLE OF CONTENTS

INTRODUCTION	3
ORGANIZATION OF THE TRAINING	4
Participants	4
Trainers	4
Timeframe	4
Material and Technical Requirements	5
Training assessment	5
PREPARATION FOR THE TRAINING	6
Collecting information before the training	6
Supplementing presentations with information about the country context	6
PROGRAM OF THE TRAINING FOR REPRESENTATIVES OF THE TRANS* COMMUNITY: «THE GLOBAL FUND IN FOCUS: OBSERVING, PARTICIPATING, INFLUENCING»	7
TRAINER'S MANUAL	9
Introductory session. Interactive discussion	9
Session 1. Overview of a Country's Process of Engagement with the Global Fund	10
Session 2. Country Dialogue at the Stage of Preparing and Submitting an Application to the Global Fund	12
Session 3. Analysis of Stakeholders involved in the development and implementation of a Global Fund project	14
Session 4. Global Fund Project Implementation and Reporting	16
Session 5. How to ensure the meaningful and visible participation of trans* people in processes related to the Global Fund	18
Final session	19
APPENDICES	20
Appendix 1. Training Program	20
Appendix 2. Format/checklist for collecting information about Global Fund projects in the country	20
Appendix 3. Pre-training Questionnaire	20
Appendix 4. Post-training Questionnaire	20
Appendix 5. List of Materials for Independent Study	20

PRESENTATIONS	21
Presentation 1. Overview of a Country's Process of Engagement with the Global Fund	21
Presentation 2. Country Dialogue	21
Presentation 3. Stakeholders Involved in the Development and Implementation of a Global Fund Project	21
Presentation 4. Global Fund Project Implementation and Reporting	21
MATERIALS FOR PRACTICAL EXERCISES	22
Practical Exercises (collected in one presentation)	22
Material for Practical Exercise 1.1 Flashcards with the steps and stages of the cycle of a project application for funding from the Global Fund	22



INTRODUCTION

The Global Fund to Fight AIDS, Tuberculosis and Malaria (Global Fund) is one of the organizations that plays a critical role in the global response to key public health challenges. The Global Fund mobilizes funds from international donors and acts as a financial mechanism by providing grants to low- and middle-income countries. The main goal of the grants is to build systems and provide public health services, including prevention, treatment, care, and support for key populations.

Community participation in country processes related to Global Fund projects is an important principle of Global Fund activities. Therefore, the Global Fund provides a range of opportunities for the participation of the community, key populations, and people affected by diseases to participate and influence the direction of and mechanisms for funding allocations.

A critical component of such participation is community representation in Country Coordinating Mechanisms (CCMs), i.e. national committees that submit applications for funding to the Global Fund on behalf of the entire country, and also manage and oversee Global Fund projects.

The trans* community is one of a number of key populations, but their involvement in the planning and implementation of Global Fund projects is currently insufficient for various reasons. These reasons include a low level of knowledge about Global Fund procedures, and a lack of the advocacy and communication skills necessary to represent the interests of the trans* community.

The training «Global Fund in Focus: Observing, Participating, Influencing» is designed to train representatives of the trans* community in the countries of the EECA region. The goal of the one-day training is to strengthen the advocacy and communication capacity of trans* people for their visible and meaningful participation in all stages of the country process, from preparing applications for funding to implementing Global Fund projects. This training will be useful primarily for beginning activists from initiative groups and trans* organizations, as well as for civil society representatives who conduct advocacy campaigns to further the interest of trans* people.



ORGANIZATION OF THE TRAINING

PARTICIPANTS

The target audience of the training is representatives of the trans* community, leaders of initiative groups, and organizations who are prepared to represent the interests of their community, and carry out advocacy at the national level at all stages of the development, implementation, and monitoring of a Global Fund project.

The recommended number of training participants to ensure effective group dynamics and a comfortable atmosphere for the training is up to 15 people per trainer.

TRAINERS

To conduct this training, it is important to invite experienced specialists who have experience in training activities, and skills for motivating learning, supporting change, and facilitating the discussion of sensitive topics. It is also important that the trainers have practical experience on the topics of the training: advocacy, participation in Country Dialogue and/or the Country Coordinating Mechanism, the development of an application for funding, the implementation of a Global Fund project, and monitoring and oversight of the grant implementation process.

The number of trainers (1 or 2 trainers) for the training is determined by the organizer, based on the organizational and financial capabilities of the project.

Giving a more active role to the trans* community in organizing and conducting this training, we propose, if possible, to involve a representative of the community as one of the trainers, as well as to invite existing experts to discuss practical steps.

If the training is conducted by 2 trainers, they can independently distribute the topics of the sessions among themselves in order to alternate working in pairs as the main trainer and co-trainer.

TIMEFRAME

The training lasts 1 day, and consists of 4 sessions. The duration of the training sessions is 1.5-2 hours.

The start and end times of the training are determined by the organizers based on the local situation and the convenience of participants. The training program includes coffee and lunch breaks. ([Appendix 1](#))

MATERIAL AND TECHNICAL REQUIREMENTS

The choice of **the location of the training** depends on the expectations and requirements of the training client/organizer, as well as on the capabilities and resources available.

It is advised to conduct the training in rooms that meet the generally accepted requirements of the educational process (conference rooms, classrooms) and that are suitable for the planned number of participants.

The following equipment is necessary to conduct this training:

- Laptop and multimedia projector with a screen;
- Flipchart;
- Tables and chairs for participants and trainers;
- Stationery — flipchart sheets, plain A4 paper, 2-3 sets of colored markers, colored stickers, adhesive tape.

For each participant, it is necessary to provide folders, pens, nametags, notebooks, and the printed training program, presentations, and handouts.

It is recommended to provide the presentations and handouts to participants in electronic format (at the discretion of the training organizer — via cloud storage or on electronic media).

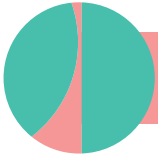
TRAINING ASSESSMENT

The assessment is an important component of the training process. The assessment is carried out at the beginning and at the end of the training (see questionnaires in the appendices).

The purpose of the **pre-training questionnaire** is to determine the basic level of knowledge of the participants through self-assessment, as well as to identify the topics most interesting to them and their expectations. ([Appendix 3](#))

The purpose of the **post-training questionnaire** is a final self-assessment of the knowledge of the training participants, in which they indicate the most and least interesting topics, as well as their plans for using the knowledge and skills gained during the training. ([Appendix 4](#))

The training assessment questionnaires can be printed on paper or in the form of a Google form. This is left to the discretion of the training organizer depending on the organizational and financial capabilities of the project.



PREPARATION FOR THE TRAINING

COLLECTING INFORMATION BEFORE THE TRAINING

Before the start of the training, trainers are advised to prepare information on the current status of the country's project application for funding from the Global Fund according to the proposed format/checklist ([Appendix 2](#)).

SUPPLEMENTING PRESENTATIONS WITH INFORMATION ABOUT THE COUNTRY CONTEXT

Trainers should also add information on the country context to presentations (status of funding application, history of Global Fund projects, name, regulations, and composition of the Country Coordinating Mechanism, etc).



PROGRAM OF THE TRAINING FOR REPRESENTATIVES OF THE TRANS* COMMUNITY: «THE GLOBAL FUND IN FOCUS: OBSERVING, PARTICIPATING, INFLUENCING»



TRAINING DATES



TRAINING VENUE



GOAL OF THE TRAINING

Strengthening the advocacy and communication capacity of trans* people for their visible and meaningful participation at all stages of the country process of preparing and implementing a project to receive funding from the Global Fund.



TRAINING TASKS

- 1 Present the full cycle of engagement the country with the Global Fund: from preparing an application to reporting on the implementation of the project
- 2 Introduce the main ways in which the trans* community can participate in the process of preparing an application
- 3 Discuss opportunities and methods for involving the trans* community in the implementation phase of a Global Fund project
- 4 Build the communication and advocacy skills of the trans* community to influence Global Fund project processes.
- 5 Identify practical steps towards the visible and meaningful involvement of trans* people in Global Fund processes at the country level



TRAINING PARTICIPANTS

Representatives of the trans* community, and leaders of initiative groups and organizations.

TIME	SESSION THEME
9.30 – 10.00	Registration of participants, pre-training questionnaire
10.00 – 10.30	Opening speech Introductions, discussion of participants' expectations Presentation of the goal and objectives of the training, discussion of the rules
10.30 – 11.15	<p>Session 1. Overview of the country's process of engagement with the Global Fund</p> <ul style="list-style-type: none"> ● Preparation of an application for funding ● Country communication with the Global Fund during the application review stage ● Implementation of the Global Fund project ● Monitoring and audit of the implementation of the Global Fund project <p><i>Interactive dialogue, practical exercise, final presentation and general discussion</i></p>

TIME	SESSION THEME
11.15 – 11.30	Break
11.30 – 13.00	<p>Session 2. Country dialogue</p> <ul style="list-style-type: none"> ● How does country dialogue work, who participates ● How can members of the trans* community get involved in country dialogue? <p><i>Presentation, practical exercise, general discussion</i></p>
13.00 – 14.00	Lunch
14.00 – 15.30	<p>Session 3. Analysis of stakeholders involved in the development and implementation of a Global Fund project</p> <ul style="list-style-type: none"> ● Country Coordinating Mechanism and Working Groups ● Principal Recipients and Sub-Recipients ● International partners ● Civil society and community organizations <p><i>Practical exercise «Force field», final presentation, general discussion</i></p>
15.30 – 15.45	Break
15.45 – 16.45	<p>Session 4. Global Fund Project Implementation and Reporting</p> <ul style="list-style-type: none"> ● How is this done and who participates ● What is a conflict of interest and how to prevent it ● Different roles of trans* organizations: project implementation and project monitoring ● Audit of a Global Fund project <p><i>Presentation and practical exercise, general discussion</i></p>
16.45 – 17.30	<p>Session 5. How to ensure the meaningful and visible participation of trans* people in processes related to the Global Fund</p> <p>Обсуждение следующих шагов по коммуникации и адвокации</p> <p>Дискуссия</p>
17.30 – 18.00	<p>Подведение итогов тренинга и анкетирование</p> <p>Закрытие тренинга</p>

INTRODUCTORY SESSION. INTERACTIVE DISCUSSION



DURATION 30 minutes



SESSION OBJECTIVES

- Creation of a favorable atmosphere for the start of the training
- Introductions and establishing contact between participants and trainers
- Identifying the goals and expectations of participants regarding the training, presentation of the training program



SESSION CONTENT

Before the start of the training, during registration, participants fill out the pre-training questionnaire. The format of the pre-training questionnaire (on paper or a Google form) is determined by the organizer of the training.

The organizers of the training give a **welcome speech**, and tell the participants about the activities of their organization and the project as part of which the training is taking place. All the necessary organizational issues are discussed (times of breaks, meals, reimbursement for participants' travel expenses, etc.).

The trainer will present the goal and objectives of the training, and provide a short overview of the training program.

The trainer leads an icebreaker activity for participants. The exact icebreaker activity can be chosen by the trainer independently, depending on the number of participants in the group, the level of familiarity between them, the group dynamics, etc. During the ice-breaker, it is recommended to find out about the participants' level of knowledge about Global Fund procedures and their personal experience in the field of advocacy and representing the interests of trans* people.

After completing the icebreaker activity, the trainer ascertains the **participants' expectations** from the training. It is possible that some participants already expressed their expectations, therefore, it is proposed to conduct a group discussion and summarize the expectations.

At the end of the discussion, the trainer provides an **overview of the training program** and emphasizes how the program takes into account the expressed expectations of the participants.

The trainer conducts a general discussion to determine the **rules of work** during the training and writes them down on a flipchart.



HANDOUTS

- Training agenda
- Pre-training questionnaire



EQUIPMENT AND STATIONERY

- Flipchart sheets, markers

SESSION 1. OVERVIEW OF A COUNTRY'S PROCESS OF ENGAGEMENT WITH THE GLOBAL FUND



DURATION 45 minutes



SESSION OBJECTIVES

- Present the full cycle of engagement with the Global Fund from the preparation of an application to the implementation of a project
- Discuss the current role and level of participation of representatives of the trans* community at all stages of the country's engagement with the Global Fund



СОДЕРЖАНИЕ СЕССИИ

Before the beginning of the session, **look through the pre-training questionnaires** to see how much the participants know about the topic of the training and what topics are most relevant to them.

At the beginning of the session, ask the participants if they know the **history of the country's cooperation with the Global Fund**: what projects were implemented (for which diseases, implementation period, funding amount), and what projects are currently being implemented. If the process of submitting an application is ongoing in the country, ask the participants whether they are aware of this and whether they have participated in it. Ask participants to share their experience if they have any, or to share their opinion on how the process of engagement between the country and the Global Fund is taking place.

Carry out a **practical exercise** to ensure understanding of the full cycle of a project application for funding from the Global Fund.

The activity is conducted in small groups (4-6 participants per group, the number of small groups is at the discretion of the trainers, depending on the total number and group dynamics). Each group receives a set of cards with the names of the stages and steps of the Global Fund project cycle. ([Material for practical exercises 1.1](#))

GROUP TASKS:

Stage 1. Assemble the «puzzle» by grouping the cards with the steps and stages in the correct order. Inform participants that some steps can be carried out at each of the stages. Duration — 10 minutes.

It is recommended that participants lay out their diagrams on flipchart sheets, which will then be placed on the walls of the room. It is preferable to be able to simultaneously see and discuss all of the diagrams in one group.

The trainer **gives an overview** of the work of all small groups at the same time, and, if necessary, explains mistakes and corrects diagrams.

After discussing the diagrams, the participants return to the groups and receive a **new task**:

Stage 2. Discuss and write on a flipchart sheet how representatives of the trans* community can be involved in the country process of developing and implementing a Global Fund project. For each stage, the participants should write at least 3 ideas. Duration — 15 minutes.

The trainer **leads a discussion of the results** of the work of the small groups. The groups take turns explaining and presenting their work. During the general discussion, ask the participants whether there are any barriers/obstacles to community involvement.

The trainer makes a **final presentation**. ([Presentation 1](#)). After the presentation is over, invite the participants to ask questions and share their thoughts on the topic of the session.

Summarize the session, explaining that the Global Fund project cycle in a country includes several stages, including the preparation of a country application for funding and project implementation, as well as various steps. Some steps must be taken at all stages, for example, conducting country dialogue.

It is important for activists of the trans* community to understand the logic of the process in order to participate at all stages and influence the process in the interests of the community.



HANDOUTS

- Sets of cards with the names of stages and steps of the Global Fund project cycle for the practical exercise (based on the number of small groups) ([Material for Practical Exercises 1](#))



PRESENTATION

Session 1. Overview of the Process of a Country's Engagement with the Global Fund ([Presentation](#)).



EQUIPMENT AND STATIONERY

- Flipchart sheets, masking tape or glue, markers
- Multimedia projector, laptop

SESSION 2. COUNTRY DIALOGUE AT THE STAGE OF PREPARING AND SUBMITTING AN APPLICATION TO THE GLOBAL FUND



DURATION 90 minutes



SESSION OBJECTIVES

- Present the concept of country dialogue
- Analyze the procedures and practice of conducting country dialogue in the country
- Discuss the experience of community participation in country dialogue and identify new opportunities



SESSION CONTENT

At the beginning of the session, **ask the participants** what they understand “country dialogue” to be, what the specifics of this format are, and why it is important in the process of preparing an application for funding from the Global Fund.

The trainer **delivers the presentation** ([Presentation 2](#)) on the concept of country dialogue in line with the Global Fund’s vision and the practice used in the country. Invite participants to ask questions and share their experiences of participating in the country dialogue, if any.

Conduct the **practical exercise** to analyze the level of participation of representatives of the trans* community in the country dialogue. ([Practical exercise](#))

The exercise is conducted in small groups (4–6 participants per group, the number of small groups is at the discretion of the trainer, depending on the total number and group dynamics. You can continue to work in the same groups that were formed during the first session, or group the participants into new groups).

Attention!

Depending on the experience of the trans community in participating in the dialogue in your country, different questions should be used for the practical exercise.*

GROUP TASKS:

Option 1. *Trans* community representatives have already participated in the country dialogue and have some experience.*

Discuss the questions and write the responses on a flipchart sheet (at least 5 points per question):

What are the achievements and successes of our participation in the country dialogue?	What difficulties/barriers/challenges do we face while participating in the country dialogue?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Option 2. Representatives of the trans* community have not participated in the country dialogue and do not have any experience.

Discuss the questions and write the responses on a flipchart sheet (at least 5 points per question):

How do we want/how are we prepared to participate in the country dialogue?	What difficulties/barriers/challenges prevent our participation in the country dialogue?
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

Duration – 20-25 minutes.

The trainer **leads a discussion of the results** of the work of the small groups. The groups take turns discussing and presenting their work. During the general discussion, ask the participants what assistance and resources would be useful for them to actively participate in the country dialogue.

Summarize the session, explaining that the country dialogue is a format for open and transparent discussion of the application for funding from the Global Fund. The participation of representatives of key populations, including the trans* community, in the country dialogue is an important factor that is taken into account when deciding whether to approve the project.

Currently, the trans* community can take advantage of an open process to influence the content of an application to the Global Fund while taking into account the interests of the community.

 **HANDOUTS**

- None

 **ПРЕЗЕНТАЦИЯ**

Session 2. Country Dialogue ([Presentation](#))

 **EQUIPMENT AND STATIONERY**

- Multimedia projector, laptop
- Flipchart sheets, markers

SESSION 3. ANALYSIS OF STAKEHOLDERS INVOLVED IN THE DEVELOPMENT AND IMPLEMENTATION OF A GLOBAL FUND PROJECT



DURATION 90 minutes



SESSION OBJECTIVES

- Discuss the structure and format of the Country Coordinating Mechanism
- Analyze the stakeholders involved in the development and implementation of a Global Fund project, their interests, and roles
- Outline a strategy for building communication and partnerships with stakeholders



SESSION CONTENT

At the beginning of the session, **remind participants**, that the country dialogue is a format for an open and transparent process for preparing an application for funding from the Global Fund. The signing of the application from the country is carried out by a collective representative body, the Country Coordinating Mechanism.

When conducting the training, use the official name of the Country Coordinating Mechanism in your country.

The trainer **quizzes** participants on their knowledge about the work of the Country Coordinating Mechanism.

Group the participants into two teams, so that each group has approximately the same number of people.

TEAM TASKS:

Step 1. Prepare 5-7 questions about the work of the Country Coordinating Mechanism. The questions should be open-ended, and you should be able to give a clear response to them. Duration — 10 minutes.

*Trainers are recommended to prepare a set of questions in advance that address the organization of the Country Coordinating Mechanism. Trainers may suggest these questions if they are not asked by participants. **Examples of questions:***

- *Who heads the Country Coordinating Mechanism?*
- *Who often does the Country Coordinating Mechanism meet?*
- *How are decisions made?*

Step 2. Conduct the quiz. The groups take turns asking each other the questions they prepared. The team that asks the question receives the answer and decides whether it is correct or not. The trainer keeps score and writes the answers down on a flipchart sheet. The trainer can ask the additional questions they prepared if they are not asked by the participants.

The trainer scores the results of the quiz. The team that scored the most points by answering the most questions correctly is declared the winner. It is recommended to provide a symbolic prize based on the results of the quiz.

Duration of the quiz — up to 20 minutes (including, 7-10 minutes for preparing questions).

The trainer **gives a presentation** about the range and roles of stakeholders, who are involved in the development and implementation of the Global Fund project in the country. ([Presentation 3](#)) Invite the participants to ask questions and share their thoughts after the end of the presentation.

Conduct a **practical exercise** to analyze the stakeholders' «force field». ([Practical exercise](#))

The exercise is conducted in small groups (4-6 participants per group, the number of small groups is at the discretion of the trainer, depending on the total number and group dynamics. You can continue to work in the same groups that were formed in the first session, or group participants into new groups).

GROUP TASKS:

Make a list of stakeholders involved in a Global Fund project. Select and cut out pictures from old magazines to depict each of the stakeholders.

Create a collage: visualize the «force field», interests, and interactions of all stakeholders.

The trainer **leads a discussion** of the work of the small groups. It is recommended to use the «Gallery» format of discussion. All groups hang the prepared collages on the wall in different parts of the room, so that, if possible, they do not hang side by side. The trainer acts as a «tour guide» and leads the group from one collage to the next. For each collage, the groups act as the «artist of the work» and present their ideas. The remaining participants play the role of «spectators», comment, and ask questions. Thus, a discussion of the work of all of the groups is carried out.

Summarize the session, explaining that various partners are involved in the development and implementation of a Global Fund project, including government authorities, non-governmental organizations and communities, UN agencies, international donors, etc. Stakeholders play various roles: as members of the Country Coordinating Mechanism, Principal Recipients, and members of advisory bodies and working groups.

It is important for the trans* community to understand the roles and interests of stakeholders in order to effectively build communication and partnerships with them, taking into account the interests of their community.



HANDOUTS

- None



PRESENTATION

Presentation 3. Stakeholders Involved in the Development and Implementation of a Global Fund Project ([Presentation](#))



EQUIPMENT AND STATIONERY

- Symbolic prizes for quiz (at the discretion of the trainer)
- Multimedia projector, laptop
- Flipchart sheets, old magazines with photos, scissors, tape, markers

SESSION 4. GLOBAL FUND PROJECT IMPLEMENTATION AND REPORTING



DURATION

60 minutes



SESSION OBJECTIVES

- Familiarize participants with the process of implementing a Global Fund project, including reporting and auditing
- Discuss the conflict of interest policy
- Define the roles of trans* organizations as GF project implementers, and observers who monitor implementation



SESSION CONTENT

At the beginning of the session, **ask participants** if they have experience participating in Global Fund projects as implementers, possibly as the employee of other organizations. Ask them for examples from their own experience about how reporting on and monitoring the implementation of a Global Fund project are carried out.

The trainer **gives a presentation** on Global Fund project implementation, reporting, and monitoring ([Presentation 4](#)). Show the participants the Global Fund Data Explorer site <https://data.theglobalfund.org/investments/home>, find your country, and discuss the data presented.

After the presentation ends, invite participants to ask questions and share their experiences of engaging in the country dialogue, if any.

Conduct a **practical exercise** to discuss the roles of trans* organizations as GF project implementers, and observers who monitor project implementation. ([Practical Exercise](#))

The exercise is conducted in small groups (4-6 participants per group, the number of small groups is at the discretion of the trainer, depending on the total number and group dynamics. You can continue to work in the same groups that were formed in the first session, or group participants into new groups). **It is important that there is an even number of small groups, as the groups will receive different tasks.**

GROUP TASKS:

Step 1. On a flipchart sheet, describe and write down your role/activities (at least 5) in the Global Fund project implementation process:

Group 1. Granters — implementers of the Global Fund project		Group 2. Observers monitoring the implementation of the Global Fund project
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.

Duration — 15 minutes.

The groups present the result of their work. The trainer facilitates the discussion. After the discussion, **the groups exchange their flipchart sheets**, so that their roles are reversed.

Uaz 2. Role reversal. The participants should discuss how to combine and effectively implement the different roles of a Global Fund project implementer and an independent observer carrying out monitoring. Duration – 15 minutes.

The trainer leads a **discussion of the results** of the group work.

Summarize the session, explaining that the implementation of a Global Fund project is carried out in accordance with clear procedures and reporting requirements that impose obligations on the project implementers. At the same time, it is important to represent the interests of the trans* community, act as observers and participate in external monitoring.

It is important for leaders to combine the performance of both roles, without creating a situation of conflict of interest.



HANDOUTS

- None



PRESENTATION

Presentation 4. Global Fund Project Implementation and Reporting ([Presentation](#))



EQUIPMENT AND STATIONERY

- Multimedia projector, laptop
- Flipchart sheets, markers

SESSION 5. HOW TO ENSURE THE MEANINGFUL AND VISIBLE PARTICIPATION OF TRANS* PEOPLE IN PROCESSES RELATED TO THE GLOBAL FUND



DURATION

45 minutes



SESSION OBJECTIVES

- Outline the next steps for communication and advocacy



SESSION CONTENT

At the beginning of the session, **briefly review the previous sessions** and ask the participants to again review the results of the practical exercises.

Conduct **a practical exercise** to discuss the next steps for communication and advocacy. ([Practical Exercise](#))

The exercise is done in either the general group or in small groups (at the discretion of the trainer, depending on the previous group dynamics, remaining time, etc.).

GROUP TASKS:

Discuss and write down on flipchart sheets the specific steps/activities to ensure the visible and meaningful participation of the trans* community in Global Fund project processes in the country and the expected results. In total, write 7-10 specific steps/activities and expected results for the following timeframes:

- Short-term (done within 1 month) — at least 3 activities
- Mid-term (done within 6 months) — at least 2 activities
- Long-term (done within 1 year) — at least 1 activity

The participants present their plans, and the trainer leads a **discussion of the results** of the group work.

Summarize the session, explaining that the implementation of a Global Fund project is an ongoing cyclical process that requires constant attention and engagement at all stages.

In order to ensure the visible and meaningful participation of the trans* community, it is important to understand the entire cycle and content of each stage: from the development of the application for funding, to the project implementation and reporting. Organizations must have and follow a clear communication and advocacy plan.



HANDOUTS

- None



EQUIPMENT AND STATIONERY

- Flipchart sheets, markers

FINAL SESSION



DURATION 30 minutes



SESSION OBJECTIVES

- Summing up the training, summarizing the information received for practical application
- Receiving feedback from participants
- Training assessment



SESSION CONTENT

The trainer **makes closing remarks**, and gives a brief overview of the topics that were presented during the training. The trainer emphasizes that, within the framework of the event, topics were reviewed more generally in order to form a common understanding and vision. Participants can further develop and build skills through practice: participating in the processes of developing and implementing a Global Fund project, conducting advocacy campaigns, and representing the interests of the community.

The trainer asks the participants to provide **feedback** (it is desirable that each participant speaks). The trainer independently chooses an exercise to garner reflections (depending on the number of participants and the group dynamics). The following is an indicative list of questions for discussion:

- What training topics were new to you? What topics were you previously aware of?
- Name one specific idea that was the most important for you in the training (one that you liked, or made you think, or caused resistance, etc.)?

After getting feedback from participants, ask them to **fill out the post-training questionnaire**.

Present certificates of participation in the training (if applicable).



HANDOUTS

- Post-training questionnaire
- Certificates of Participation



ОБОРУДОВАНИЕ И КАНЦТОВАРЫ

- None

APPENDICES



APPENDIX 1. Training Program

<https://drive.google.com/file/d/1Nz11awSq2gC9Bhc1fef92eqDZhoCs5vp/view?usp=sharing>



APPENDIX 2. Format/checklist for collecting information about Global Fund projects in the country

<https://drive.google.com/file/d/1qqhYjn90y1h-YsLSadaUgrbjLw8LL0TY/view?usp=sharing>



APPENDIX 3. Pre-training Questionnaire

https://drive.google.com/file/d/1aD_f3qxhe_ltWK63cSl6HZaQH5n4I6UL/view?usp=sharing



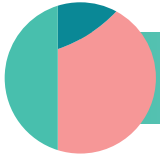
APPENDIX 4. Post-training Questionnaire

https://drive.google.com/file/d/1RpsBbjeFm_YQ6qw_KVArcrSKLfxVt60v/view?usp=sharing



APPENDIX 5. List of Materials for Independent Study

<https://drive.google.com/file/d/1N1FbVugl3XNLjLTOZAuXK0agK-JKrp9/view?usp=sharing>



PRESENTATIONS



PRESENTATION 1. Overview of a Country's Process of Engagement with the Global Fund

https://drive.google.com/file/d/1r9JEJOtUGFN9aYs_R8OXCm9NubCEAOYJ/view?usp=sharing



PRESENTATION 2. Country Dialogue

<https://drive.google.com/file/d/1B-4UPLb02SjHe51MaA7DQuZ6zpfZG4gx/view?usp=sharing>



PRESENTATION 3. Stakeholders Involved in the Development and Implementation of a Global Fund Project

<https://drive.google.com/file/d/1qfhSNxb5XOz1VE8JxmfPRUoJA4EjJLSn/view?usp=sharing>



PRESENTATION 4. Global Fund Project Implementation and Reporting

https://drive.google.com/file/d/1E_NnwBxtaj11XqxSn5Gvn4-OVMidoU73/view?usp=sharing



MATERIALS FOR PRACTICAL EXERCISES



PRACTICAL EXERCISES (collected in one presentation)

https://drive.google.com/file/d/1yJQPhhSZGYTxEyV1bcCV0fQjwXSYi_ro/view?usp=sharing



MATERIAL FOR PRACTICAL EXERCISE 1.1 Flashcards with the steps and stages of the cycle of a project application for funding from the Global Fund

<https://drive.google.com/file/d/1xYWBYBcY1yMi7shZWkm2Qfp0LQ1xQNOW/view?usp=sharing>



