SUCCEED
A Quality Improvement Tool for HIV Prevention Projects

For HIV prevention projects, it may be difficult to know whether their work is proceeding in the right direction or not. What is needed is a simple method for checking that the work is of good quality. *Are the goals clear? Are the right populations being reached? Are there sufficient resources and expertise? Is the message getting across?*

The SUCCEED tool uses a straightforward questionnaire to capture critical data points about the quality of your project. Positive responses to questions indicate a project has a reasonable structure and is being run in a way that should lead to good quality results. Negative answers tend to indicate the opposite, or at least point to shortcomings in planning and/or implementation. These are things that need to improve.

The SUCCEED tool addresses three widely-recognized aspects of work on quality improvement: Structure, Process and Results. Structure covers how operations and resources are organised it has six sub-sections: 1) Goals, 2) Key Population(s), 3) Approach, 4) Responsibility, 5) Organisation and 6) Resources. Process refers to the activities carried out in the project; it has three sub-sections: 1) Support and Participation, 2) Networks and 3) Reach & Response. Results are outcomes that can be counted or concretely described and identified; it has three sub-sections: 1) Measuring Effects, 2) Environmental, Operational & Social Changes and 3) Sustainability.

Succeed is based on a general health promotion tool for Quality Improvement and Quality Assurance.[1] If you want more background knowledge or guidance on how to use Succeed, please www.qualityaction.eu

Who can use the Tool?

The SUCCEED tool is designed primarily for organisations implementing HIV health promotion and prevention projects . Although based on research, it uses a transparent and simple methodology that is equally useful for large and small organisations implementing large or small projects. It can also be used for projects run within health authorities, local communities, NGOs, CBOs, schools, etc.

How can the Tool be used?

It is not necessary to answer all of the questions, it is possible to exclude those that do not apply. However, you should understand and be able to explain why they were excluded. But the more you answer, the better the picture you will have of opportunities to improve the quality of your project.

The questions can be answered with varying degrees of thoroughness. Larger projects may require more detailed answers; you may want to collect information for the answers using more structured and/or extensive investigations, measurements, surveys, etc. Smaller projects are encouraged to provide detailed answers too, but that may not be necessary or possible given their scope.

For all projects, a 'no' answer to a question generally means there is an opportunity to take corrective action. However, the project team will have to decide if the action would be meaningful and reasonable in relation to the work and resources required.

Succeed works wellin team or group workshops. If the organisation and the participants have limited experience with quality improvement, it is useful to appoint an independent person to facilitate a discussion about the responses to the questionnaire. Succeed allows a participatory approach, where

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1 * Berensson, K., Granath, M. and Urwitz, V. (1996) Succeeding with Health Promotion Projects – Quality Assurance. Landst-ingsförbundet (The Association of County Councils), Stockholm. Currently only available in Swedish in a renewed version from 2012 at www.skl.se.

several people (e.g. different members of the project team, individuals reached by the project, other stakeholders) discuss and respond to the questionnaire to compare their perspectives.

Always keep in mind this is a self-assessment approach to quality improvement. So it is critical that you are open and honest when responding to the questions. Otherwise it will be difficult – if not impossible – to identify where and how you can improve your project.

Supplementary Materials

To help you use the SUCCEED tool, there is a set of supplementary materials:

- **Case studies: The MMSM project**, **The Saphy project**, **The PWID project.** Before using Succeed, it helps to read at least two of these examples. They will help you understand how questions can be answered in different ways and with different levels of ambition.
- **How to use Succeed**. This is a guide to planning, using and following up results of the Succeed activity and should be used by anyone who has these responsibilities.
- **Succeed -concepts and theoretical background.** This is a paper based on the research behindsupporting Succeed. It is written for facilitators and others who are interested in the concepts, knowledge and methodology behind Succeed underpinning Succeed.

STRUCTURE OF THE PROJECT

Goals

A solid understanding of the issues you want to address with the project is an essential part of setting goals. And clear and concise goals are an important way to help everyone involved in the project work in the same direction.

If you answer 'no' to any of the following questions, think about what needs to be done in the project in order to answer 'yes' to the question. In fact, if you answer 'no' to any question in the SUCCEED tool, think about what needs to be done to ensure you can answer 'yes' to the question.

Have you set overall goals for the project?

Yes ☐   No ☐

If yes, what are they?

What do you want to achieve with the project?

Have you developed objectives or sub-goals for the project?

Yes ☐   No ☐

If yes, what are they?

Are the goals clear and concise enough for you to measure the project's performance? Think about what could be measured!
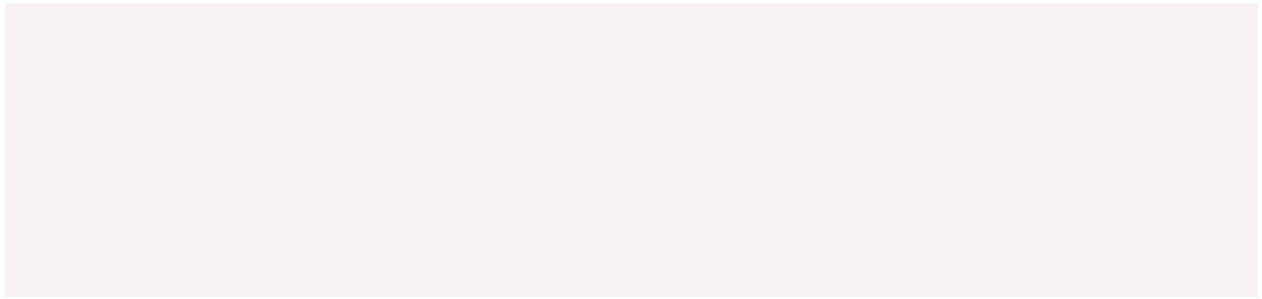
Yes ☐   No ☐

Improvements and Next Steps

If you think the project can improve what it is doing in this area, use the following questions to help you decide how best to move forward. (These three questions are a key part of the SUCCEED tool and they are integrated into each of the topic areas covered by the tool.)

What actions do you need to take to strengthen the goals of your project?

Who will take them?

When will they take them?

A good project knows a lot about the people it serves, including who they are and why they want and/or need what the project provides.

Sometimes the project targetss an intermediary group for the ultimate benefit of its key population (e.g. social workers who have contact with migrants). If so, please describe thelink between your direct target group and the key population(s).

If you answer 'no' to any of the following questions, think about what needs to be done in the project in order to answer 'yes' to the question.

What key population(s) does the project reach or aim to reach?

Do/did you have specific reasons for selecting this group or groups?

Yes ☐   No ☐

If yes, what are/were your reasons for selecting this group or groups?

Did you use any data or other information to make your selection?

Yes ☐   No ☐

If yes, please provide a brief description of the data that was used.

Are you reaching or planning to reach this key population directly with your project?

Yes ☐   No ☐

If no, who are you targeting as intermediaries and why?

Improvements and Next Steps

If you think the project can improve what it is doing in this area, use the following questions to help you decided how best to move forward.

What actions do you need to take to improve your knowledge of the key population(s) and other possible target groups?

Who will take them?

When will they take them?

To successfully implement a project, it is important to think through exactly what you are going to do beforehand. The approach (model) describes how the different components of a project are intended to work, what measures and activities are planned for the different components as well as how they are linked to each other.

Is there an overall outline or plan for your approach – a model that you want to apply and defined methods that you want to use?

Yes ☐   No ☐

Have you documented the different components of the approach?

Yes ☐   No ☐

Can you identify the strengths and weaknesses of the approach?

Yes ☐   No ☐

If yes, what are they?

Does the approach include any plans for regular quality management?

Yes ☐   No ☐

If yes, how – and how often – will you assess the quality of the project?

What will you do with the findings from any quality management activities?

Have you discussed the ethical implications of the project?

Yes ☐   No ☐

Did you have any ethical concerns about the project?

Yes ☐   No ☐

If yes, what are they?

Could the project activities have negative effects for anyone?

Yes ☐   No ☐

If yes, how ?

Improvements and Next Steps

If you think the project can improve what it is doing in this area, use the following questions to help you decided how best to move forward.

What actions do you need to take to improve your approach?

Who will take them?

When will they take them?

Experience has shown it is very important for a project to have the support of stakeholders and for lines of responsibility to be clearly drawn.

Don't forget, if you answer 'no' to any of the following questions, think about what needs to be done in order for the project to answer 'yes' to the question.

Who decided to initiate the project?

Does the project have the necessary backing from key stakeholders and decision

makers? Yes ☐ No ☐

If no, why don't you have this backing from them?

Is the division of responsibility clear between the project management team and others in the decision-making hierarchy?

Yes ☐ No ☐

Improvements and Next Steps

If you think the project can improve what it is doing in this area, use the following questions to help you decided how best to move forward.

What actions do you need to take in order to clarify the lines of responsibility?

Who will take them?

When will they take them?

Organisation

Effective projects have well-defined organisational structures staffed with people who know their responsibilities and have sufficient time to do their work.

Is this project run as a 'stand-alone' project with its own staff or is it run by a 'parent organisation' as one of several activities?

Stand-alone project ☐   Parent organisation ☐

If it is run by a parent organisation, is the project clearly delineated from its other activities?

☐ Yes   ☐ No

Have you made decisions about the organisational structure of the project?

Yes ☐   No ☐

Have you selected a project manager? Yes ☐ No ☐

Does the project manager have a clear and complete understanding of his/her authority and areas of responsibility?

Yes ☐   No ☐

Are all of the other people involved in the project clear about their roles and responsibilities?

Yes ☐   No ☐

Is there a realistic time plan for the project?

Yes ☐   No ☐

Have you set aside a realistic amount of time for everyone involved to complete their tasks?
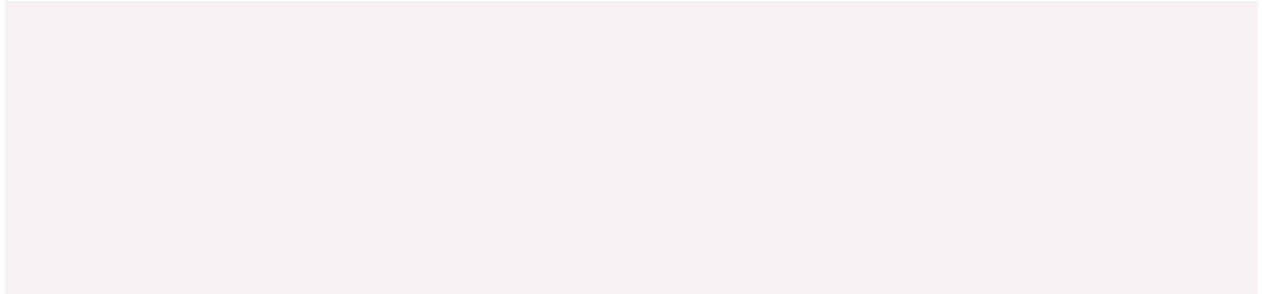
Yes ☐   No ☐

Improvements and Next Steps
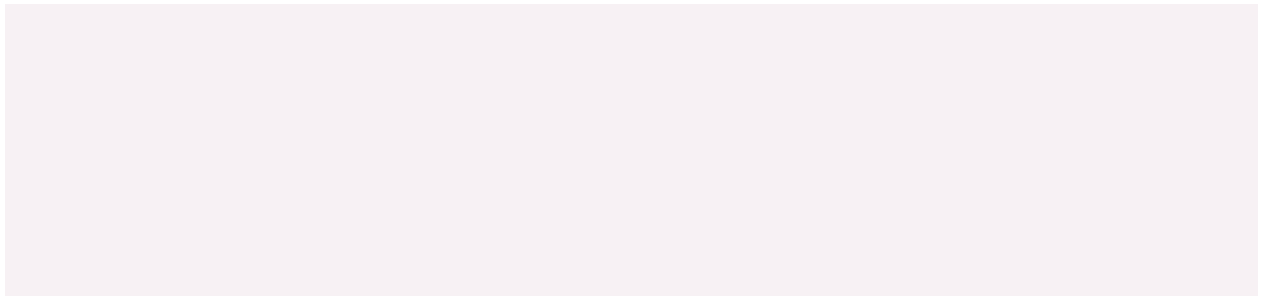
If you think the project can improve how it is organised, use the following questions to help you decided how best to move forward.
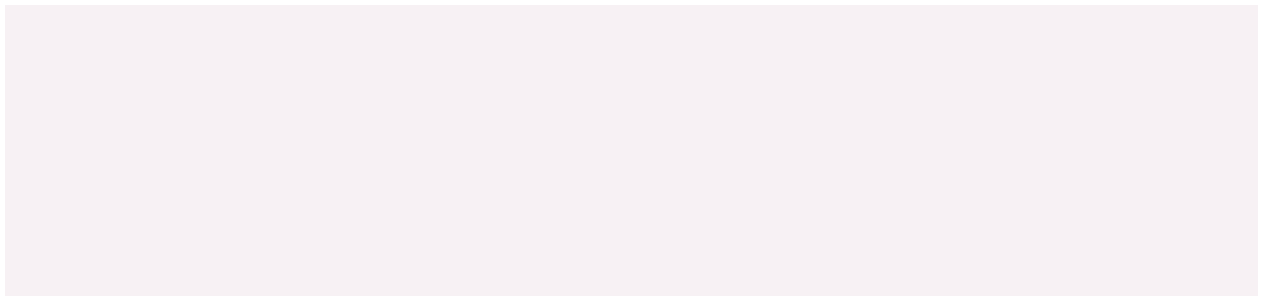
What actions do you need to take to strengthen how the project is organised?

Who will take them?

When will they take them?

It is impossible to underestimate the importance of adequate resources and the ability to use those resources where they are most effective. The value of ongoing investment in personnel, including volunteers, is an equally important resource issue.

If you answer 'no' to any of the following questions, think about what needs to be done in order for the project to answer 'yes' to the question.

Do you have sufficient financial resources to do the work of the project?

Yes ☐   No ☐

If no, what are the specific components of the project that are underfunded.

Do you have enough people (both staff and volunteers) to do the work?

Yes ☐   No ☐

If no, where would you need more people?

Do you have adequate facilities to do the work?

Yes ☐ No ☐

If no, what additional facilities do you need?

Does the project staff have a role in determining how project resources

are allocated ?

☐ ☐
Yes No

If yes, can they reallocate resources to adapt to changing needs and/or circumstances?

Do staff and volunteers have sufficient knowledge about the work of the project to be effective?

Yes ☐ No ☐

Is training available for staff and volunteers?

Yes ☐ No ☐

Have you set aside funds in the budget for future training needs?

Yes ☐ No ☐

Improvements and Next Steps

If you think the project can improve what it is doing in the area of Resources, use the following questions to help you decide how best to move forward.

What actions do you need to take to ensure you are properly managing your resources?

Who will take them?

When will they take them?

CONGRATULATIONS! YOU HAVE COMPLETED THE FIRST PART OF SUCCEED.

Please move on to the second part.

THE PROJECT PROCESS

A "stakeholder" is an organisation or a person/group of people with an interest in or concern for the project. Stakeholders can, for example, fund a project, help implement parts of the project or be organisations representing a target population or professionals affected by the project. The support and participation of key stakeholders is vital to the successful implementation of a project. Their engagement can help prevent and/or address any opposition to the work of the project.

List the key project stakeholders (e.g. organisations and individuals) and identify their roles in the project (e.g. advisory, funding, planning, implementation, advocacy, assessment).

Does each of the stakeholders understand and agree with the goals of the project?

Yes ☐   No ☐

If no, who does not agree and why not?

Do all the key stakeholders have an opportunity to participate in:

- the planning of the project?   Yes ☐   No ☐

- the implementation of the project?   Yes ☐   No ☐

- the monitoring of the project?   Yes ☐   No ☐

Do you know if the stakeholders feel they are active participants in the project?

Yes ☐   No ☐

Does the project track the extent of stakeholder participation?

Yes ☐   No ☐

If yes, briefly describe how this tracking is done.

Have stakeholders made formal commitments about their participation in the project?

Yes ☐   No ☐

If yes, can you list the commitments made by the various stakeholders?

Yes ☐   No ☐

Are there contracts or agreements between the project sponsor and the stakeholders (e.g. between the project sponsor and an implementing partner)?

Yes ☐   No ☐

If yes, briefly describe one example.

Is there a minimum level of participation required for stakeholders to stay involved in the project??

Yes ☐   No ☐

If yes, briefly describe one example.

Are there any economic relation- ships between the project and key stakeholders? Does the project receive or distribute funds to stakeholders?

Yes   No

If yes, please describe briefly:

Are there clear agreements on how economic relationships should work?

Yes   No

Are stakeholders generally well informed about the project?

Don´t know

Few/ some   Mos t/All

Are there regular mechanisms for communicating with stakeholders?

Yes ☐   No ☐

If yes, what are the mechanisms (Newsletter, meetings, annual report, or something else?

Has the project analyzed potential obstacles and/or opponents to its work? Obstacles can be structural or general within the surrounding society, organisational or there can be important groups or individuals who oppose the work.

Yes ☐   No ☐

If yes, how has this analysis been factored into your planning:

Improvements and Next Steps

If you think the project can improve what it is doing in this area, use the following questions to help you decided how best to move forward.

What actions do you need to take to strengthen the support and participation of stakeholders?

Who will take them?

When will they take them?
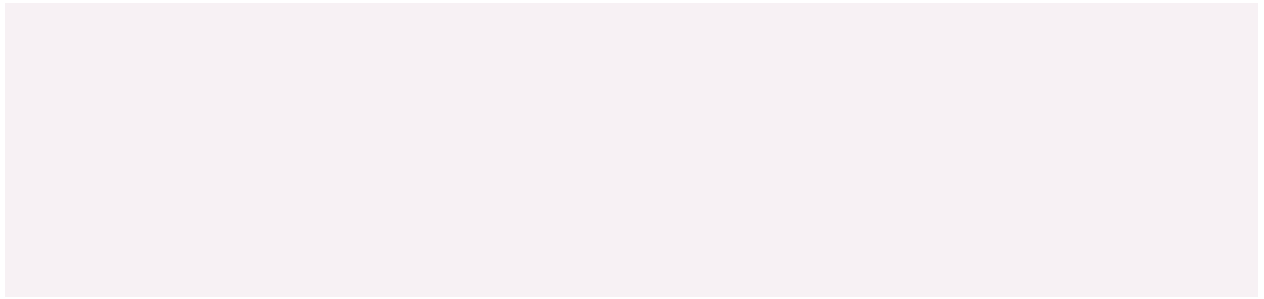
Networks

Many groups and persons beside the key stakeholders can be of importance for the project, especially for the implementation. For instance, the director of disease control may be named as the stakeholder but her staff can also play an important role in the activities of the project, e.g. as a network of health educators . Networks can be particularly useful in communicating with stakeholders and as intermediaries to communicate with key populations. They can be grouped into categories according to their relationship with and role in the project. In Succeed such groups are called Networks because they need not be formal groups...

Does the project have network(s)? Yes   No

If yes, Do you have a list of all or member organisations/groups

in the network(s)? Yes   No

If yes, does the list include detailed contact information for each organisation?
(e.g. address, phone numbers, emails)

Yes ☐   No ☐

Do you have a list of all relevant individuals in the network(s)

Yes ☐   No ☐

If yes, does the list include detailed contact information for each relevant individual?
(e.g. address, phone number, email)

Yes ☐   No ☐

Are all important organisations/ groups and individuals included in the

network? Yes ☐ No ☐

If no, who is missing that you would like to include?

Do the network(s) have the opportunity to assess their work on the project?

Yes ☐   No ☐

If yes, have any such assessments of the networks taken place or are any planned for the future?

Yes ☐   No ☐

Are there opportunities for network members to build their capacity to participate in

the project? Yes ☐ No ☐

Have you set aside resources in the project for training network members?

Yes ☐   No ☐

Does the project encourage and support 'enthusiasts' (i.e. committed and active advocates/
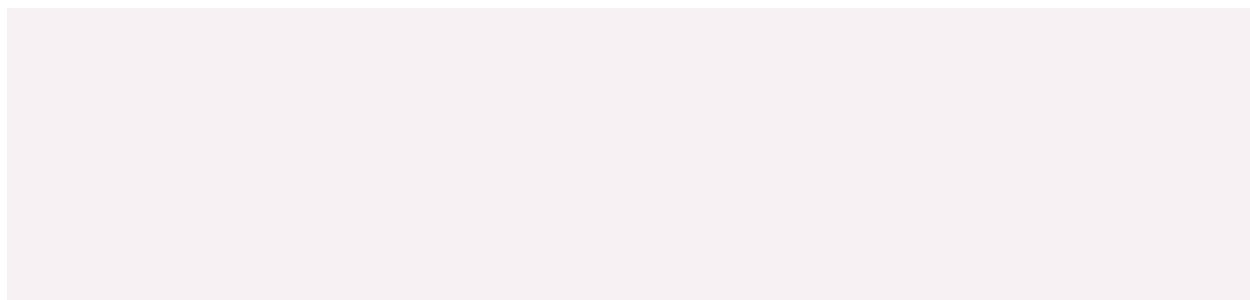supporters/volunteers) of the project? Yes   No
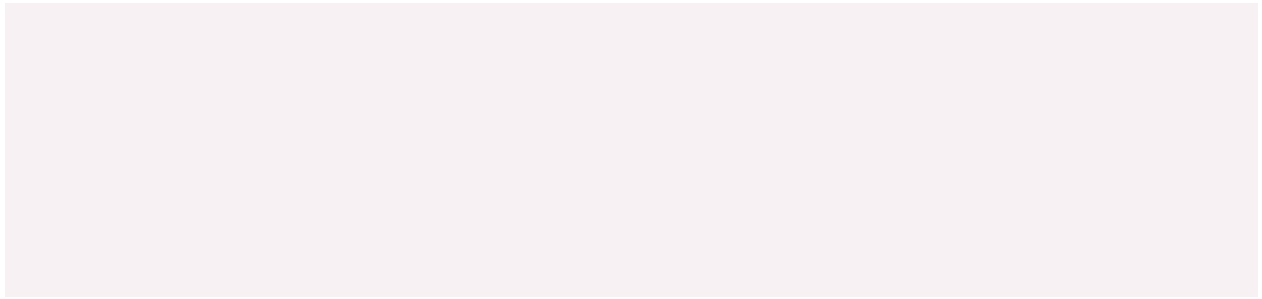If yes, describe briefly

Improvements and Next Steps

If you think the project can improve what it is doing in the area of Networks, use the following questions to help you decided how best to move forward.

What actions do you need to take to improve your networks?

Who will take them?

When will they take them?

Your project should know if its messages and actions are getting through to the those who are the target of its work. Are these people seeing and/or hearing your messages and preventive services? Are they reacting to them?

If you answer 'no' to any of the following questions, you should think about what needs to be done in order for the project to answer 'yes' to the question.

Can you measure whether the project is reaching the key population(s) who are the ultimate beneficiaries of the work? Yes ☐ No ☐

If yes, how is this done?

If the project can measure whether its efforts are reaching the key population(s), can you determine what percentage of the population(s) are being reached?

Yes ☐ No ☐

If yes, what is that percentage and how is it determined?

Can you determine how the key population(s) responds to your messages or measures? For example, do the key populations understand the primary prevention message(s)?

Yes ☐ No ☐

If yes, what is the response?

If your project is designed to reach intermediary target groups, can you determine what percentage of these groups are being reached?

Yes ☐ No ☐

If yes, what is that percentage and how is it determined?

Can you determine how the intermediary target groups respond to yourmessages or measures

?

Yes ☐ No ☐

If yes, what is the response?

Improvements and Next Steps

If you think the project can improve what it is doing in the area of Reach and Response, use the following questions to help you decided how best to move forward.

What actions do you need to take to improve the reach of and the response to your project's work?

Who will take them?

When will they take them?

THIS IS THE END OF THE SECOND PART OF SUCCEED.

You now have to move on to the third and last part. Good luck!

RESULTS OF THE PROJECT

Measuring Effects

It is important to know if your project is making a difference to the key population(s). While it may be difficult to measure the results, you should be able to determine if you are moving in the right direction. The same goes for your possible intermediary target groups. You can also use this opportunity to identify any unintended or undesirable effects from your work.

Does the project measure whether the knowledge, attitudes and/or behavior of key population(s) have changed over time?

Yes ☐ No ☐

If yes, how do you measure these changes? (e.g. questionnaires, interviews, project records)?

Does the project measure whether the knowledge, attitudes and/or behavior of intermediary target groups have changed over time?

Yes ☐ No ☐

If yes, how do you measure these changes?
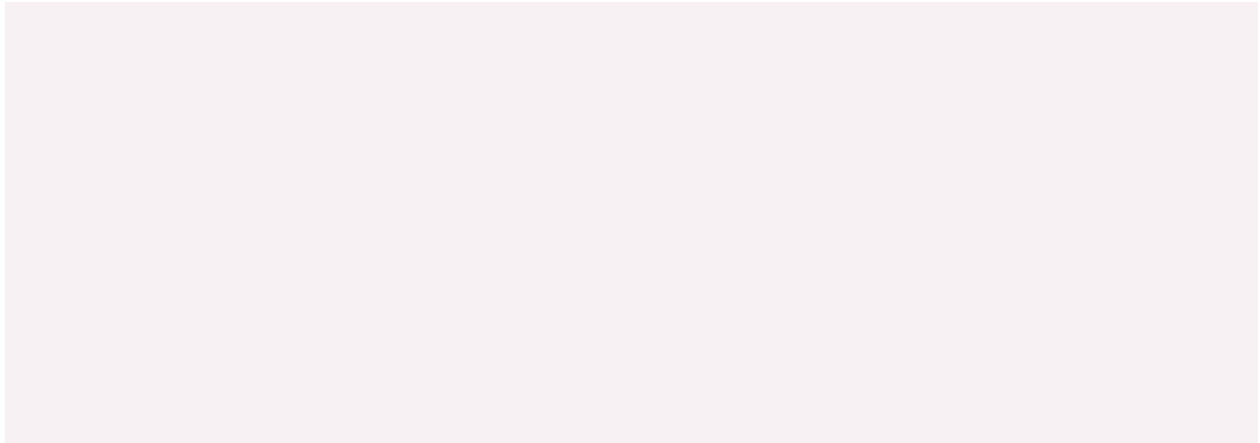
Are the changes in knowledge, attitudes and/or behavior among the key population(s) (andintermediary target groups) in line with the project's goals?

Yes ☐   No ☐

If yes, what are the data showing for different project goals? (e.g. more accurate knowledge of risk behaviors, decreased stigma and discrimination, better HIV testing habits, consistent and proper condom use, regular use of clean needles, increased uptake of replacement therapy, frank discussions with partners about safe sexual practices)

If no, why not?

If no (i.e. if the project does not measure whether the knowledge, attitudes and/or behavior of key population(s) have changed over time), why not? (e.g. limited capacity, limited resources)
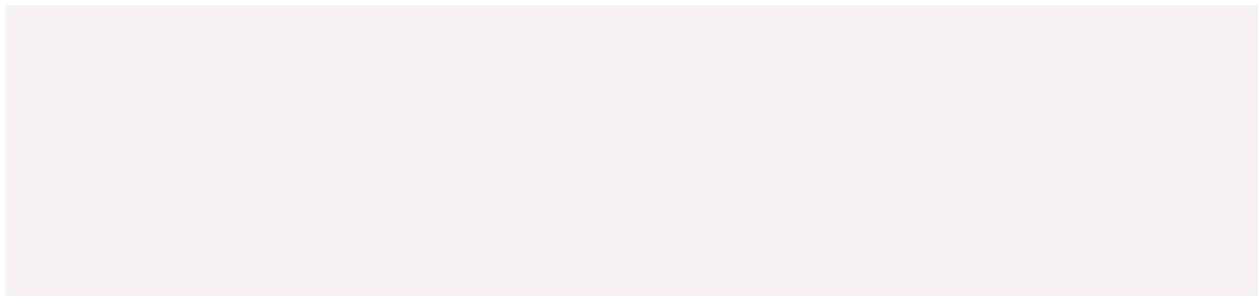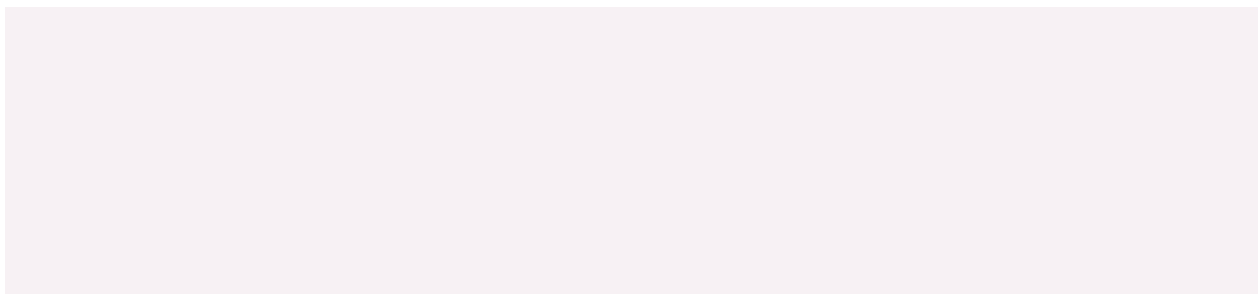
Improvements and Next Steps

If you think the project can improve what it is doing in this area, use the following questions to help you decide how best to move forward.
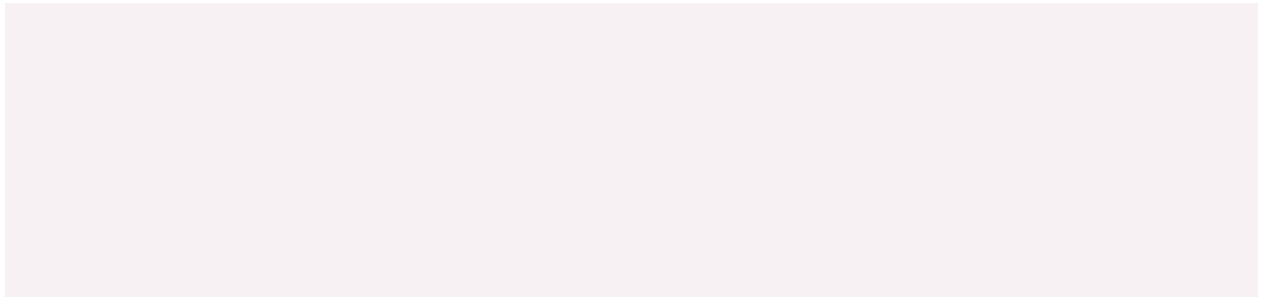
What actions do you need to take to improve measuring the results of your project?

Who will take them?

When will they take them?

Environmental, Operational & Social Changes

Some projects have goals concerning policy and the health-promoting environment for key populations. A good project also has the potential to have an impact beyond its specific goals.

Don't forget, if you answer 'no' to any of the following questions, think about what needs to be done in order for the project to answer 'yes' to the question.

Does the project track the outcomes and/or impact of its work more broadly? (e.g. knowledge, acceptance, reduced stigma and discrimination, obstacles to the provision of services, availability of services, range of service options, legislation, availability of funding)
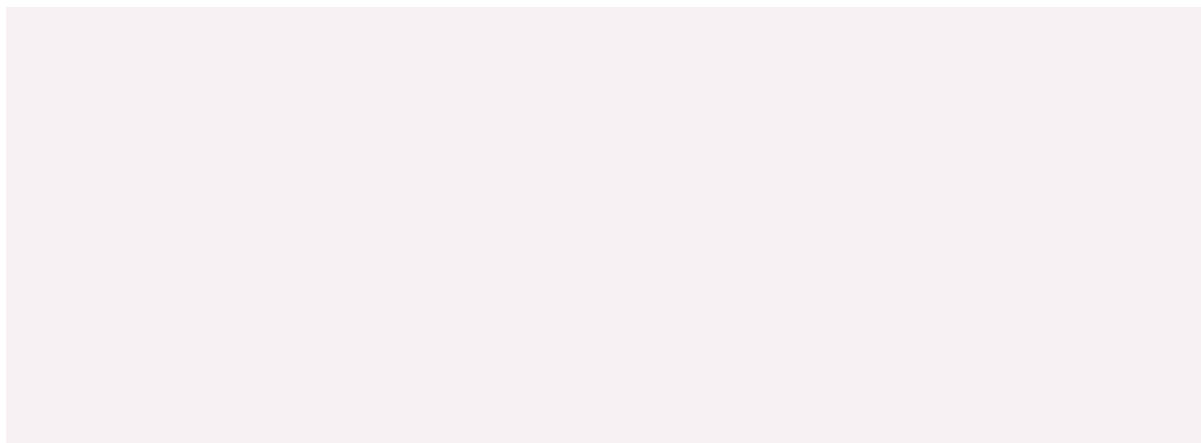
Yes ☐ No ☐

If yes, how do you track these changes? (e.g. surveys, special studies, national statistics)?
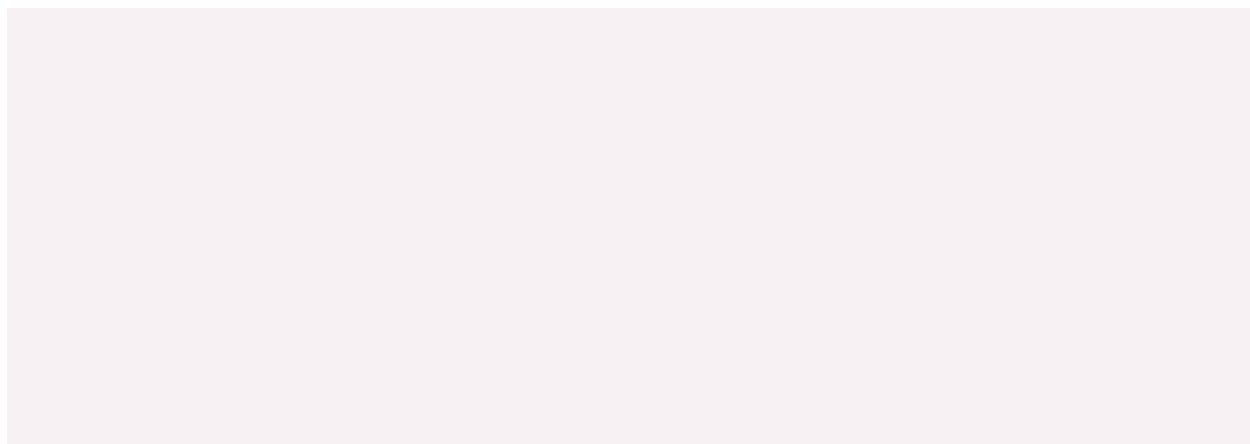
Are the changes moving the project towards its goal?

Yes ☐ No ☐

If yes, what is the data showing? (e.g. reduced stigma, improved availability and/or access to services, increased financial support, legal changes)

If no, why not?

If the project does not track the broader outcomes and/or impact of its work, why not? (e.g. limited capacity, limited resources)
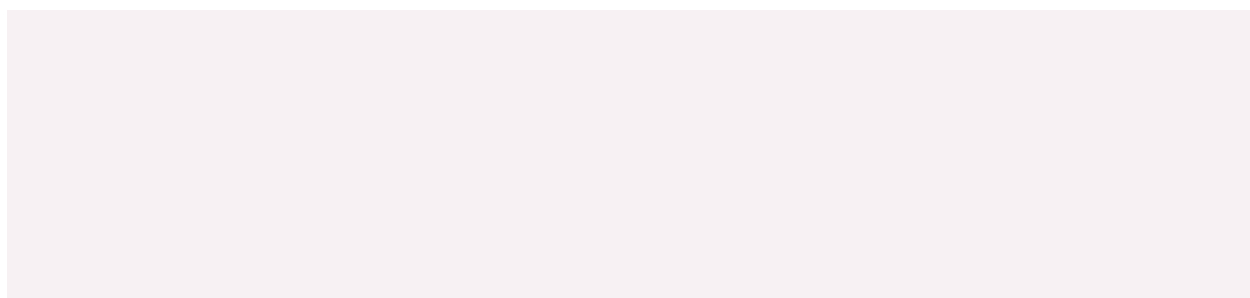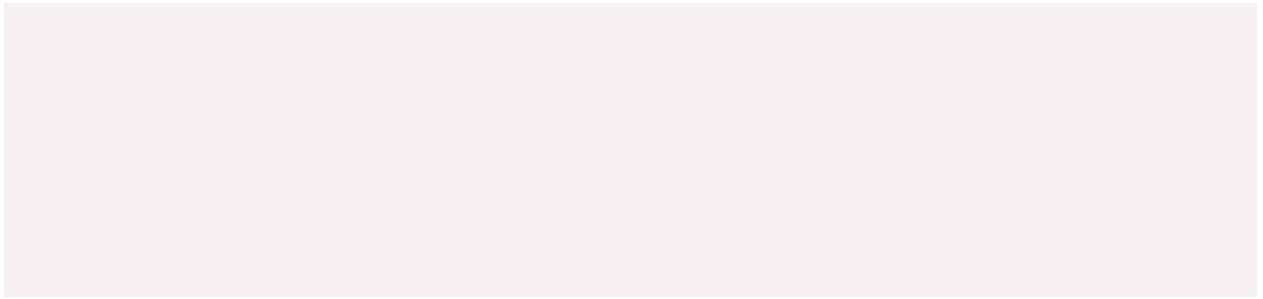
Improvements and Next Steps

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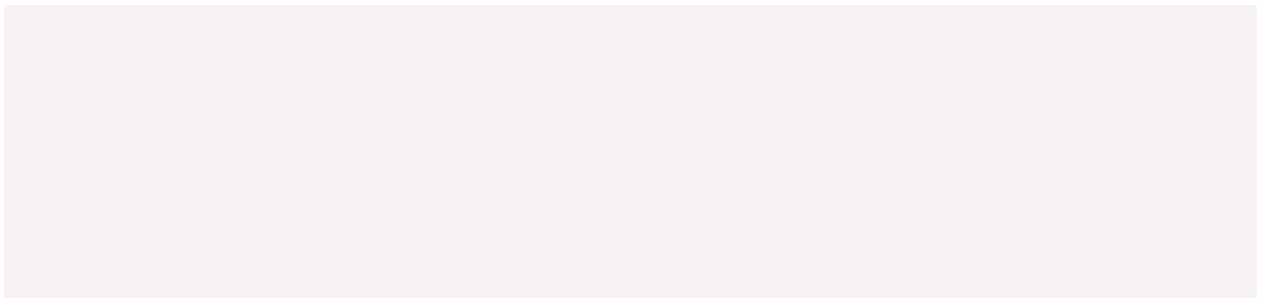
What actions do you need to take to strengthen your project's impact beyond its specific goals?

Who will take them?

When will they take them?

If there is an ongoing need, your project should be taking steps to ensure its work or part of its work can be maintained.

Does the project have an end date?

Yes ☐   No ☐

  If yes, is there a need for the project to continue beyond the end date?

Yes ☐   No ☐

Are the project activities sustainable in the long

run?

Yes ☐   No ☐

Have you taken steps to ensure sustainability?

Yes ☐   No ☐

If yes, what are they?

If no, why not?

Improvements and Next Steps

If you think the project can improve what it is doing in this area, use the following questions to help you decide how best to move forward.

What actions do you need to take to make your project sustainable?

Who will take them?

When will they take them?

YOU HAVE COMPLETED SUCCEED. WELL DONE! WE HOPE YOU FOUND IT REWARDING.

Participants in the exercise should have an opportunity to give their feedback on the session.

If time allows:
- **Summarise your most important findings.**
- **Outline how the findings should be documented and used in the future <u>before</u> you end the session.**