THE SAPHY PROJECT: SRHR AND HIV PREVENTION FOR YOUTH AT RISK

Succeed
A CASE EXAMPLE ON HOW THE QUESTIONS CAN BE ANSWERED

Improving Quality
in HIV Prevention
in Europe

HIV Quality Action
Improving HIV Prevention in Europe

Although based on real projects, this example of QI from a project on incarcerated youth is not a true story. It has been developed and made anonymous with the purpose of helping users to understand how *Succeed* questions can be answered. Since this case study was written, the *Succeed* tool has been updated. We have tried to update this case example accordingly but there may still be slight differences between the tool in this example and the tool in its current version. These differences should not matter for the relevance and purpose of this case example.

BACKGROUND

Many years ago, the Family Planning Association (FPA) in a European country used to have a Sexual Health Programme for girls in reform schools. This was based on research that showed that girls in reform schools had more sexual health problems and experiences of sexual violence than girls in general. A new study two years ago again showed that not only girls, but all young people in reform schools have less knowledge of sexuality and sexual health risks and are more vulnerable and at greater risk of poor sexual health in general and of contracting STI, including HIV and hepatitis.

THE SAPHY PROJECT

The FPA decided to set up a project to revive and update their old programme to address a vulnerable group of young people. The intention is to develop a health promotion and prevention programme for young people that can be run in reform schools and youth prisons. The FPA has a number of local branches around the country and volunteers at these local branches can visit the institutions and provide education on sexual and reproductive health and rights (SRHR), including HIV prevention and the connection between drug use and infectious diseases. During the course of the project, they plan to develop their curriculum and identify suitable formats to conduct education within the institutions. There are school settings in both types of institutions and the idea is to run the programme within these settings. There is a steering group for the project, consisting of the chairperson of the FPA board and the researcher who conducted the recent study, who is also a member of the FPA board. The FPA has secured funding from the Ministry of Health and Social Affairs. The project period is three years and, halfway through the project, the FPA Programme Manager has decided to conduct a QI exercise. The aim is to review the project and propose any necessary improvements at the upcoming steering group meeting.

THE *Succeed* WORKSHOP

The Programme Manager has invited the project staff, project leader and project officer, a volunteer and a local branch chairperson from each of the two local branches involved in the project, the institutions involved in the project, who have decided to send their head social worker, an officer from the Ministry for Health and Social Affairs, and an officer from the Ministry for Youth and Sports (who is unable to attend). She has also asked the social worker to bring a young person from the reform school, but this has not been agreed to by the principal. A facilitator has been engaged to conduct the one-day workshop.

RESULTS FROM THE *Succeed* WORKSHOP ON THE SAPHY PROJECT

STRUCTURE OF THE PROJECT

Goals

- Have you set overall goals for the project?

*[**Yes** / No]*

If yes, what are they?

To reduce the incidence of STI, including HIV and hepatitis, and unwanted pregnancies among young people in reform schools and youth prisons.

- What do you want to achieve with the project?
We want to increase our target groups' knowledge and skills so that they can protect their health – empowerment in the area of health.

- Have you developed objectives or sub-goals for the project?
*[**Yes** / No]*

If yes, what are they?

1. To develop a programme that can be run at the local branches.

2. To establish contact with the relevant institutions and reach agreement with them to provide courses for the young people in the institutions.

- Are the goals clear and concise enough for you to measure the project's performance?
*[**Yes** / **No**]*

We can say both yes and no. We can measure the sub-goals.

We can make evaluations to see if the training for young people has any effect and we can measure how well we reach the institutions.

But we cannot measure the overall goal as this would be too complicated. Perhaps we need a more measurable main goal. Perhaps the main goal should be knowledge- and skills-oriented?

Next steps:

- What actions do you need to take?
1. The project staff and the Programme Manager will have a meeting to reformulate the main goal. At present we only have two pilot institutions but we need to reach out and contact more. We should set targets for this.

2 We should also have goals for involving our own branches and volunteers.

- Who will take them?
The Project Leader and the project team will draw up proposals to present to the steering group.

- When will they take them?
Ready for discussion at the next steering group meeting in six weeks.

Key Population(s)

- What key population(s) does the project reach and/or plan to reach?
We want to reach all young people in reform schools and youth prisons at least once every year.

- 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?

It is well known, and supported by recent research, that young people in institutions are more vulnerable as regards both their sexual health and problems related to drug use. They have more partners, often histories of sexual abuse, and have come into contact with drugs and injecting drug use. They also have poorer education and often experience learning problems that affect their ability to acquire knowledge of health risks in ways that are more 'traditional', such as reading books or listening to talks.

- 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 were used.

We used the data from the recent study to select the two institutions for the project.

We also used the study to develop our 'curriculum'.

We also used some of the questions from the study to conduct a focus group before our training sessions with the young people (a kind of pre-test).

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

Yes / No

If no are you targeting intermediaries or others and why?

Next steps:

- What actions do you need to take?
  Perhaps we should make a summary of the data we use to present to the institutions.

- Who will take them?
  We can ask the researcher at the steering group meeting.

- When will they take them?
  It needs to be ready for the final project year when we reach out to the institutions.

Approach (The overall model and main actions planned)

- Is there an overall outline or plan for your approach?
  *[**Yes** / No]*

- Have you documented the different components of the approach?
  *[Yes / **No**]*

  Not all parts of the approach are documented and if we are going to make it into a programme, this will be needed in the long run.

- Can you identify the strengths and weaknesses of the approach?
  *[**Yes** / No]*

If yes, what are they?

Strengths:

1. The FPA has experience of similar activities.

2. The FPA is well known and respected around the country.

3. The FPA has well-known researchers on its board.

4. We have already developed a pilot curriculum that has been tested at two institutions, which includes a pre- and post-test in focus group format.

Weaknesses:

1. Our goals are not consistent and logical. We need to make them more precise.

2. We need to develop and document our approach into a clear model with different procedures.

3. There is no place in our model for the staff at the institutions. The head social worker gives input after our sessions and the staff receive a lot of questions and are faced with issues concerning sexuality that they do not feel capable of handling. We must include them more.

- 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?

This activity will be reported to the steering group together with proposed improvements.

- Could the project activities have negative effects on anyone? [Yes / No]
If yes, what are they and how can this happen?

The young people we meet might have experience of sexual violence and abuse or even have been perpetrators themselves. The project team has undergone training to deal with this. If we do not rigorously maintain confidentiality, we may cause problems for individuals and lose the trust of our target group. However, during this exercise we have come to realise that we need to take the staff who meet young people every day into consideration. We should hold a special seminar or focus group with them to develop our approach.

Next steps:

- What actions do you need to take?
  1. As we said earlier, we must develop better goals.

  2. We must develop our approach into a more structured model that includes QI. We must document our different methods better.

  3. We will be holding a special focus group with staff from our two pilot institutions to develop ways to include them in our work and work with them.

  4. We also need to plan ahead how to promote the approach to other institutions and our local branches. This is perhaps an approach of its own.

  5. Ethics is really an important aspect of this project.

- Who will take them*?*
  The project team must set aside time for documentation. Their time must be prioritised by the Programme Manager. Perhaps some activities will have to be postponed to allow the documentation to be done.

- When will they take them?
  Plan for documentation to the steering group and connected changes to the steering group in three months

Responsibility

- Who decided to initiate the project?
  The Programme Manager and the researcher, who is also a board member. It was approved by the board.

- 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?

  We can say both yes and no. After considerable effort, we found two institutions that were willing to try. We need the backing of the judicial system and from each director or principal. This will require a lot of work. More difficult than expected.

- Is the division of responsibility clear between the project management team and others in the decision-making hierarchy?
  [==Yes== / No]

Next steps:

- What actions do you need to take to clarify the lines of responsibility?
  We need to hold consultations with the management of our current institutions on how to approach the judicial system and then hold consultations with other important stakeholders. Our organisation is also part of the National HIV Council where there are also representatives of the judicial system. We could begin by meeting them.

- Who will take them?
  The Programme Manager, who is a member of the National HIV Council.

- When will they take them?
  A meeting will be discussed at the next HIV Council meeting in two months. An e-mail outlining the issue should be sent out in advance.

Organisation

- 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**]*

  It is not clear to the volunteers at the local branches how this should work in the long run. Should it be a programme run from the national office or can every local branch decide what to do?

- 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**]*

  The need to document processes was not planned.

Next steps:

- What actions do you need to take to strengthen how the project is organised?
  1. We need to clarify how the project will evolve into a programme and the division of tasks between the local branches and the national office.

  2. We need to change the project plan and include the documentation.

- Who will take them*?*
  1. The Programme Manager and the Project Leader will meet to discuss this as an item at the next meeting of the local branches in five months.

  2. As we said earlier, the Project Leader will draw up a plan for documentation.

- When will they take them?
  At the next meeting of local branches and at the next meeting of the steering group.

Resources

- Do you have sufficient financial resources to do the work of the project?
  *[Yes / **No**]*

  The documentation will need input from a communications officer.

- Do you have enough people (both staff and volunteers) to do the work?
  *[Yes / **No**]*

If no, where you would need more people?

No communications staff are attached to the project as yet.

- Do you have adequate facilities to do the work?
  *[**Yes** / No]*

- Doe the project staff have a role in determining how project resources are used?
  *[**Yes** / No]*

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

Yes, up to 500 Euros. Otherwise, the Programme Manager will decide and sign.

- 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]*

Next steps:

- What actions do you need to take to ensure you are properly managing your resources?
  Talk to the Communications Manager about resources and staff.

- Who will take them?
  The Programme Manager.

- When will they take them?
  Next weekly management meeting.

THE PROJECT PROCESS

Support/participation

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

  The young people at the two institutions – beneficiaries of the project, but also important information sources for feedback. They are not organised in any way so it is hard to have any kind of representation.

  Funder – the project is funded by the Ministry of Health and Social Affairs. They have an advisory function.

  Steering group – decides on overall plans and overall budget and takes major intermediate decisions on changes.

  The Programme Manager – the member of the FPA's management team who is responsible for the project and coordination with other parts of the organisation.

  The Project Leader leads both implementation and assessment of the project and takes everyday decisions. The other member of the project team is the main implementer of the participatory sessions for young people. He has long experience of sexuality education.

  The directors of the institutions – important collaborative partners – responsible for allowing the project team to implement the project and providing them with facilities and staff to support the sessions. Responsible for the safety of everyone involved.

  The staff at the institutions – affected by the sessions in many ways.

  FPA's therapist – supervisor of the project team. He has long experience of working in prisons.

- 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?

  No special efforts have been made to get the staff of the institutions on board. We do not know what they think or whether they agree.

- Do all the relevant stakeholders have an opportunity to participate - in the planning of the project?
  [Yes / No]:

  The Ministry of Justice and the juvenile institution system in general have not been properly invited. They should actually have a representative on the steering group. It is not too late.

- - in the implementation of the project?
  [Yes / No]

  All the parties involved have an opportunity to take part in the project.

- - in the monitoring of the project?
  [Yes / No]:

  In addition to the pre- and post-studies this exercise is an opportunity to take part in the monitoring.

- Do you know if the stakeholders feel they are active participants in the project?
  [Yes / No]

- Does the project have the ability to track the extent of stakeholder participation?
  [Yes / No]

If yes, briefly describe how this tracking is done.

This has not been done yet but is very possible. Simple indicators can be recorded for the main stakeholders.

- 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]

The directors of the institutions have demanded formal agreements. These have been drawn up and signed.

The therapist has a formal supervision contract

- 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.

A formal project plan and formal contract agreements exist between the Ministry and the FPA, signed by the directors.

- Is there a minimum level of participation required for stakeholders to stay involved in the project?
  [Yes / No]

- Has the project received funds from stakeholders?
  [Yes / No]

The project is dependent on the institutions providing facilities and staff time for the implementation.

The Ministry is a funder but is also interested in the development of new methods.

- Has the project Does the project receive or distribute funds from or to stakeholders?
  [Yes / No]

- Are stakeholders generally well informed about the project?
  [Don´t know   Few/Some   Most/All]

- Are there regular mechanisms for communicating with stakeholders?
  [Yes / No]

If yes, what are they?(For example:Email, newsletter, meetings, annual report, other mechanisms?)

Formal letters with project plans, meetings and yearly reports. However, there is no newsletter or on-going reporting or communication about the project besides the yearly meetings.

- Has the project analysed potential obstacles and/or opponents to its work (Please describe possible obstacles on the general/societal level, in the local community or organisations, and at the individual or group level)?
  [**Yes** / No]

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

We actually made an analysis during this QI session together with the stakeholders. The resulting actions can be seen below.

Next steps:

- What actions do you need to take?
  1. We will document the problem analysis made today and present it to the steering group.

  2. We need to make a proper analysis of obstacles. We have come across a number of problems entering the institutions. They have to do with security as well as the mental health of the young people.

  3. We need a strategy to get better participation and feedback from our target group in spite of the security problems. We have a mechanism in our project to get them to identify their knowledge needs as well as what they think of the sessions but the dialogue for feedback needs to be improved.

  4. As we said earlier, we need to involve the Ministry of Justice in the long-term implementation of the project; our main obstacles would then disappear.

  5. As we said earlier, we need a strategy to involve the staff at the institutions; our problems with the mental health of the young people will then be less serious.

  6. Communication within the project must be more structured. The people involved would welcome brief periodic information on the on-going activities. It would for instance allow the head social worker to prepare and sensitise the staff.

- Who will take them?
  The head social worker from the youth prison and the project team will hold a special session with the staff.

  The head social worker and the project team will hold a special meeting to plan how the young people can participate more in the feedback. A social worker from the reform school will also be invited.

  At the next management meeting the Programme Manager will talk to the FPA's Communications Manager about the need for more input from that department, as we stated earlier.

- When will they take them?
  The results from the planned meetings with the social workers and staff should be presented to the steering group and the directors of the institutions within three months.

Network

- Does the project have "networks"?
  [**Yes** /No]
- Do you have a list of all member organisations in the network?
  [**Yes** / No]

If yes, does the list include detailed contact information for each organisation? (e.g. address, phone numbers, emails) [*Yes* / No]

We have a list of all relevant institutions and all relevant local branches of the FPA.

- 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 important organisations and individuals missing from the network?
  [*Yes* / No]

If yes, what/who are they?

It is hard to say who and what is a relevant organisation or individual. We know the people who are or want to be active and they are the most relevant. However, we do not yet have a list of all possible organisations that could be part of our network in the future.

- 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]

This is such an opportunity for the network of the project but for the future it must also be built into the programmes.

- Are there opportunities for networks 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?
  We have not yet considered working with enthusiasts other than the FPA volunteers, where we already have such inbuilt mechanisms. However, there may be enthusiasts among the staff at the institutions as well.

  We may include such things as extending invitations to special educational network sessions or to represent the programme at a conference.

Next steps:

- What actions do you need to take?'
  1. We will outline who we would like our intended network to include and consider how to build this network.

  2. We will also discuss the need for support if we have a special session with staff as already planned.

- Who will take them?
  The project team

- When will they take them?
  During the discussion with the staff.

Reach and response

- Can you measure whether the project is reaching the key population(s) that are the ultimate beneficiaries of the work?
  *[**Yes** / No]*

If yes, how is this done?

We know how many young people are enrolled in the institutions and we ask them to fill in some simple questions after the sessions and we have a focus group.

- If the project can measure whether its efforts are reaching the key population(s), can you determine what percentage of the population(s) is being reached?
  *[**Yes** / No]*

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

Percentage of young people enrolled at a given time.

- Can you determine how the key populations respond to the project's efforts? For example, do key populations understand the primary prevention messages? *[**Yes** / No]*

If yes, what is the response?

We can already see that the project is improving the knowledge and interest of the target group through our short questionnaires.

- If your project is designed to reach intermediary target groups can you determine what percentage of these groups is being reached? *[**Yes** / No]* If yes, what is the response?

Yes we have many key people and individuals within the project and we can conduct a focus group or survey with them. We have partly planned this but have not included the staff of the institutions or the judicial system

- Can you determine how the intermediary target groups respond to your messages or measures?

  *[**Yes** / No]*

Next steps:

- What actions do you need to take?
  Include some sort of knowledge, attitudes and behaviours (KAB) study for the staff.

- Who will take them?
  The project team together with the researcher.

- When will they take them?
  Ready in three months.

RESULTS OF THE PROJECT

▪ Does the project measure whether the knowledge, attitudes and/or behaviour of key population(s) have changed over time?
[**Yes** / No]

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

Focus groups, small questionnaires and monitoring of results.

▪ Are the changes in knowledge, attitudes and/or behaviour among the key population(s) (or intermediaries, if relevant) in line with the project's goals?
[**Yes** / No]

If yes, what is the data showing for different project goals? (e.g. more accurate knowledge of risk behaviours, 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)

More knowledge - increased by 30%, higher interest 40%, more positive attitudes to protect your health 30%. However, no data on behaviour is yet available and we have no data on the staff of the institutions.

Next steps:

▪ What actions do you need to take?
KAB study for staff as stated earlier.

▪ Who will take them?
The Programme Manager and the project team.

▪ When will they take them?
A draft ready in three months.

Environmental, operational and social changes

▪ 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)

We can see that the project works and adjust it along the way. We get feedback on the sessions and the implementers also use a structured questionnaire to note down what happens every time.

▪ 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)

It is possible to implement the curriculum. However it is hard to get into the institutions.

Next steps:

- What actions do you need to take to improve measuring and highlighting the results of your project?
- Who will take them?
- When will they take them

Sustainability

- 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]*

  If there is support from the judicial system and the Ministry of Health.

- Have you taken steps to ensure its sustainability?
  *[Yes / **No**]*

If no, why not?

  We need to have a more structured plan for sustainability.

Next steps:

- What actions do you need to take?
  Put sustainability issues on our long-term planning list.

- Who will take them?
  The Project Leader and the team.

- When will they take them?
  If we put it on the list it will come up in the half term planning session if not earlier.