

**Revised Accredited Drug Shop (ADS)
Association Formation Toolkit**

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Preface

This toolkit and the materials therein have been developed by Community Integrated Development Initiatives (CIDI) as a revised toolkit for the purposes of training aimed at forming Accredited Drug Shops (ADS) associations.

The toolkit is built from previous work by CIDI with support from Management Sciences for Health (MSH) through the Sustainable Drug Seller Initiatives (SDSI) project, which supported the formation of ADS district associations and savings and credit organisations (SACCOs) to improve the profitability and sustainability of drug shops in Uganda covering the three target districts of Kibaale, Kamwenge, and Kyenjojo. The goal of MSH and SDSI is to improve health outcomes and increase access to essential medicines through building strong, self-reliant, and sustainable Accredited Drug Shops.

This revised toolkit is divided into five sections: a) situational analysis, b) community mobilisation and identification of ADS champions, c) training of ADS champions in group dynamics and ADS association formation, d) rollout of the ADS trainings and formation of the associations, and e) support supervision and monitoring. Each section describes in detail what is supposed to be done and what has been done to achieve the objective of the module.

We hope you find this revised toolkit useful in your work.

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Guidance Notes to Facilitators

Facilitators of the groups forming an association should be aware of the following stages and steps that should be incorporated into their training.

- a) **Detailed assessment:** Before starting the actual facilitation of the different ADS groups to form SACCOs and eventually associations, more in-depth analysis should be done of the following: the opportunities for group action related to the number of small groups that can be brought together to form an association; common goals to achieve; group dynamics and strengths of each group, including internal capacity for individuals to take leadership of the association; and funding of association activities. Other issues to understand here include the operating environment for the association.
- b) **Participatory introductory training:** During this stage, ADS group members are introduced to concepts and opportunities based on working together in groups, SACCOs, and other forms of group action. This stage involves explanations on why ADS should form an association, the different advantages they are most likely to get if they do so, and the challenges they may encounter as association members. As a facilitator try as much as possible not to lecture the groups but encourage free sharing from the members.
- c) **Operational stage:** This is the stage when the association is established and formalised and members are trained in its operation and governance. Although this is an action stage, it can only be undertaken through an awareness and understanding of how the associations operate, and based on this, through a substantial commitment by the members to the organisation.
- d) **Sustainability stage:** This stage involves the long-term monitoring, evaluation, and mentoring of an association. Since the members of the association must ultimately carry out this work, the goal at this stage is to provide members with the skills and expertise required to do so.

This skill and expertise is directly linked to awareness, understanding, commitment, and action. Members must have the ability to become aware of and understand the problems and opportunities that their association is facing, the commitment to making the necessary changes, and the ability to take action on these changes.

MODULE 1: SITUATION ANALYSIS, COMMUNITY MOBILISATION, AND IDENTIFICATION OF ADS ASSOCIATION CHAMPIONS

1. Module 1: Situation Analysis, Community Mobilisation, and identification of ADS Association Champions

1.1. Assessment of the status of Accredited Drug Shops in the target community

Key information that can inform the situation of the drug shops in the target community is vital. Such information may include the operational arrangements, number of the drug shops, their registration status, ownership status location, and the nature of business environment they operate in.

A development worker can adopt a number of techniques to undertake research on these issues, key approaches that can be adopted may include key informant interviews , focus group discussions, and in-depth interviews and surveys. These can be conducted with key stakeholders in the district or one can undertake a comprehensive study, including literature review. Whichever method of research is used, the objective is to obtain critical information about the situation of drug shops in the target community. In instances where time, capacity, and skills are not readily available in the implementing organisation, a consultant can be hired to undertake the research and information collection. However, if done by organisation staff, there is value in creating rapport with the people the project is most likely to work with; this also creates confidence in the project staff.

1.2. Community mobilisation and identification of ADS champions

This is one of the critical activities that must be undertaken while forming associations. The purpose of community mobilisation is to gather support for the formation of the association, create awareness about the need for the association, and also identify allies, facilitators, and collaborators towards the task.

Community mobilisation focuses on mobilisation of the political and technical leadership, sellers, and owners in ADS. The political leadership is contacted for their buy-in on the programme and also manage social order in the community. The technical leadership, on the other hand, will focus on the collaboration and synergy that must be created for the success of the ADS groups and associations.

Role of the district technocrats in ADS association formation

- Supporting enforcement of the regulation
- Providing contact for all drug shops in the community
- Providing an enabling environment for the ADS association
- Calling meetings on behalf of the ADS association
- Officiating/opening of the ADS association mobilisation and sensitisation meetings

For the ADS groups to succeed, collaboration with the district and National Drug Authority (NDA) is critical; the project officer responsible should contact the District Health Office (DHO), specifically the District Assistant Drug Inspector (DADI), to explain the purpose of the project, share the work plan, and also seek support from the authorities—specifically for

mobilisation. It is important to work closely with the DADI, community development officers, and health assistants and engage them to call for meetings, give introductory remarks, and also provide contacts for all the ADS in the districts.

The meetings with the district teams should generate important contacts at the key drug shops in the community, their operational arrangement including legality as well as other demographic characteristics of the ADS in the community. The DHO's office will also be expected to provide guidance on the legal guidelines of dealing with the ADS.

In order for the process to succeed, the facilitators should demonstrate the value of the ADS association and should ably show that the administrators (technical leadership) have a lot to lose if they frustrate the efforts of ADS association formation.

When mobilising the community and drug shops, several channels can be utilised such as radio announcements, personal contacts/visits, short message service (SMS), and phone calls, while others can be reached through peers who inform others of proposed meetings. However, enough time should be given to the drug shop owners to prepare for attending the meetings and also conceptualise the idea of forming associations. Also, the purpose and venue of the meeting should be precisely communicated and should not be seen as constraining to the drugs shops owners and sellers. Hence, meetings should be in a location that can be reached by the drug shop sellers and owners with very minimal cost and inconvenience.

1.3. Sensitisation and identification of the ADS champions

The purpose of the mobilisation is to bring together the drug shop owners and sellers and other key stakeholders for the purpose of sensitization about the ADS association formation. The sensitisation can take the form of a workshop/meeting. However, these can be supplemented by radio talk shows, brochures, information leaflets, and radio announcements.

A one-day meeting is sufficient for the initial sensitisation, where all drug shops in the districts are called for a half-day meeting to share the idea of forming an association, objectives, and identification of the champions to spearhead the process of forming the association.

During the meeting, participants are requested to divide themselves into small, manageable groups based on sub-county or any other domains that make it easy for members to regularly come together to share ideas about their ADS work. These small groupings will eventually form the ADS groups, based on which the functions of the association will be implemented.

The groups will then be asked to elect an interim committee or other natural leaders who emerge during the meeting to represent the small proximate groups. The functions of the interim committee will be to spearhead the operations of the association; undertake member registration, set up an office; lead the development of policy documents (constitution and manuals) and registration of the association; run the day-to-day business of the association; and undertake record keeping. The interim committee can be comprised of 5-10 people; key positions that must be filled include the chairperson, vice-chairperson, secretary, treasurer, mobiliser, and an

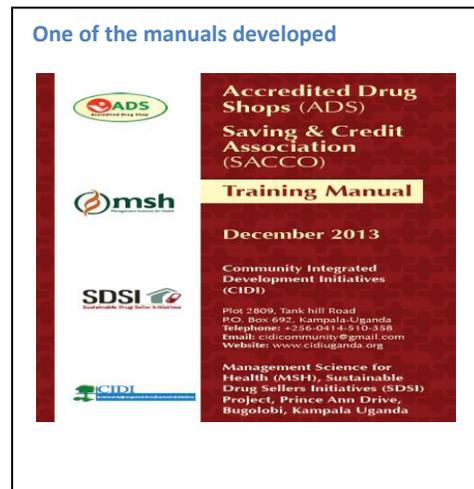
enterprise person. The rest of the positions should be filled by representatives of the different groups that make up the association.

Through these groups, all the trainings on group dynamics are conducted and information about the association is disseminated to members. The leaders who are elected at this stage form the champions and will later be tasked with forming and building the association. These are then invited to a detailed five-day training on group dynamics (see manual on group dynamics), association formation, and saving and credit societies.

1.4 Preparations and development of training materials

A series of tailor-made materials include training manuals for group formation, formation of savings and credit associations, and formation of ADS district associations. These were developed through both consultation and literature review of other similar manuals while applying key principles. In addition, a set of learning aids, including posters, dummies, and illustrations, was also developed to support adult learning. These played a critical role in adult education. Also, the manuals were provided to ADS for ready reference to pursue further learning.

Another critical preparation necessary for the success of the association formation exercise is securing a training venue which is not very far away from the target community. Collaboration with the DADI to organise the meetings and making a series of announcements informing the participants of the scheduled trainings are also very helpful steps. (More details on the training methodology in the appendix [5.1]).



MODULE 2: FACILITATION OF THE CHAMPIONS IN GROUP DYNAMICS AND ASSOCIATION FORMATION

2. Module 2: Facilitation for the ADS Association Champions on Group Dynamics and Association Formation

The role of this module is to equip the ADS association champions with the skills needed for forming ADS groups—saving and credit societies (SACCOs) as well as associations. The purpose of this training of trainers (ToT) is to bring all the champions up to speed about the process through which an association is formed before they roll out the training. This is a five-day training for the champions where they are taken through the process of forming groups, SACCOs, and ultimately associations. This process is also meant to provide for skills transfer whereby the trained champions are supported to go further down to their respective ADS groups to train other members in the skills acquired.

Although this process is perceived to be cheaper compared to having trained facilitators go out to the districts to train each group, the champions must be dedicated individuals, who have the ability to learn fast and are socially acceptable to their communities. The advantage of the approach is that it has the ability to reach many ADS groups at a single time with minimal resources. Key issues to cover here include group dynamics, management of the groups, leadership, and documentation (see training manual for details on group dynamics).

MODULE 3: ROLLOUT OF ADS GROUPS AND ASSOCIATION FORMATION

3. Module 3: Rollout of ADS Groups and Association Formation

After a successful five-day ToT on the formation and management of ADS groups and associations, ADS champions must be supported to plan and finance the rollout of training on ADS groups and association formation and dynamics. As part of their trainings, the ADS champions should come up with an actionable plan, including costs, for how they will implement the ADS association group and association dynamics training.

Key under this approach is that the stronger the ADS groups, the stronger the association. A key activity that can strengthen the association is ensuring that the groups meet regularly, and this can be through introduction of SACCOs into the association and group activities. (See the savings and credit association formation manual).

After forming strong ADS groups at the local level, preferably sub-county/parish level—whichever is convenient for the ADS champions—another general meeting, preferably for all leaders of the formed ADS groups in the district, should come together to form the district association. This should start by forming and agreeing on the objectives, goal, and leadership for the association as well as the activities for the association. (See the training manual on formation of the association).

MODULE 4: SUPPORT SUPERVISION AND TECHNICAL BACKSTOPPING

4. Module 4: Support Supervision and Technical Backstopping

A nurturing period should be given to the ADS groups and associations to ensure that they progress into maturity and are able to sustain themselves. A period of 6-12 months should be allocated for technical backstopping by the facilitator to further build capacity, strengthen the group/association, and offer technical guidance on the operation and management of the ADS group and the association.

Key areas of close monitoring will include ensuring that all ADS groups and associations have developed all needed legal documentation, including the constitution; guidelines; and procedures for accessing members' savings, leadership, and members' meetings. This can be done through supervision visits, phone calls, and review of members' reports. (See appendix for the key documents that must be developed and kept by associations). Support supervision may also take the form of reviewing the association and the group reports.

5. APPENDIX

5.1 Training methodology

Each method of instruction or mode of learning is effective within certain limits and each has its own strengths and weaknesses. Effective training employs various methods to achieve the objectives of the training. The method(s) to be used in training will be determined by a number of factors. These factors include:

- a) Objectives/objectives of the training or activity
- b) The entry behaviour (experiences and knowledge) of the learners
- c) Cost
- d) Training needs of the learners
- e) Size of the group
- f) Time available
- g) Competence of the trainer, etc.

5.1.1 Training methodologies

Adults training methods include:

- a) **Lectures:** This is an organised presentation aimed at sharing knowledge and experiences, events, facts, concepts, etc. It is time saving and can serve large groups. However, it is a method which allows little two-way communication. Summary of the main points at the end of the presentation is necessary when this method is used.
- b) **Demonstration:** A method of conveying how something works practically; it is suitable for training in skills and has quick results and immediate feedback.
- c) **Case study:** A method of using a description of real or imaginary but realistic situation to train in problem solving, decision making, learning of principles and concepts, etc. It brings realism to a training session, allowing for group interaction and learning from each other.
- d) **Group discussion:** A method of verbal interaction between two or more participants, used to generate principles and theories, problem solving, planning, or strategy formulation. It is effective for clarifying ideas and sharing knowledge and experience. It is satisfying to adult participants and improves communication skills. However, not all members may participate and some discussions may not always be relevant.
- e) **Role play:** Training method in which participants play certain roles in a realistic manner. It may be used to train in interpersonal and communication skills and is an effective method to change attitudes. However, it can be time consuming and may offend sensitive participants.
- f) **Seminar:** A method where a meeting is convened to share results of a study/project, plan action strategies, or focus attention and discussions. It is an effective method for pooling

expertise, sharing knowledge, generating ideas, and finding problem-centred solutions and strategies.

- g) **Workshop:** A method that involves training by organising a meeting to produce identifiable results or solutions. A workshop is an effective way of training in that it is productive, participative, interesting, and involves creative, relevant-to-job activities and sharing ideas and experiences.
- h) **Syndicates:** A method in which participants are put in small groups to look into particular issues or discuss particular problems in order to generate alternatives and possible solutions. It is suitable for small groups and the facilitator should be competent to lead and reinforce group ideas.
- i) **Simulation:** A method which involves copying a real situation for training purposes. This method of training seeks to model a specific real situation with considerable accuracy for the purpose of knowing how one should act in a real situation—using a very fair mode (representation) of the real situation to study the real situation
- j) **Brainstorming:** A spontaneous and non-evaluative technique of generating innovative ideas by facilitator and the group. Presentation must be within a certain time limit. *Set induction*—what the presenter does before introducing the brainstorming exercise—relies upon clear explanation and sequence of delivery of discourse; fluency; intelligibility (use of easily understandable language); simplicity; explicitness (avoid assumption); confidence; and careful advance planning. Stimulus variation is important, as the purpose is to arouse interest by breaking monotony. The trainer’s movement is very important but should not be overdone.

For ADS association and groups to succeed, three key trainings that must be undertaken: a) training in group dynamics and group formation; b) training in business skill and management, including formation of SACCOS with either the Village Savings and Loan Associations (VSLA) or Savings and Internal and Lending Communities (SILC); and lastly c) the training in formation of association. Important to note, however, is the fact that this is an adult audience that needs special attention; the following guidelines are critical to the success of the trainings.

5.1.2 Training guidelines

Capacity building of ADS members with a view of transforming them into viable ADS groups, SACCOS, and ultimately into district associations will take the bulk of the project activities. The following guidelines must be observed in totality as a package:

- All trainings must address the roles of various groups.
- Training needs assessments must be undertaken to guide all trainings.
- Reference should be made to ADS business development and survival as a basis for training.
- Training of groups should be continuous, not a one-off activity.
- All trainings must have an action plan which would form the basis for follow-up activities.

- Methodology for delivery of trainings should follow the adult learning principles.
- Duration for training will be determined by content and need.
- For trainings lasting more than six hours a day, it is recommended that lunch be provided.
- Residential training should be limited.
- Up to 40 participants per training is recommended.

Trainings on group organisation and management embrace participatory training methodologies that are highly interactive. Participatory adult learning methodologies should be used extensively as tools to generate experiential knowledge from the participants and allow participation and interaction throughout the training.

- The overall training process is to be designed in such a way that participants are able to learn together, take ownership of the workshop ideals, and make collective decisions.
- The process culminates in drawing up of action plans at the end of each training, showing how the participants intend to use the knowledge and skill acquired in all aspects of their interaction in their environments and communities.
- The facilitator is expected to own the training space—to move around a great deal within the training space and use of variety of relevant body expressions and gestures.
- The facilitator should be very respectful of both participants and co-facilitators.
- Learning refers to the acquisition of knowledge skills and attitudes.
- Training is learning directed towards specific performance.

5.1.3 Handling discussion groups

Build your case and concepts on the wealth of experiential knowledge from the participants. Allow time for them to explore in depth their social-cultural heritage, focusing on the negative and positive attributes as far as commercialisation of ADS operations are concerned.

- Use clarifying questions to focus on discussions—e.g. please explain further, tell us more about any point we have left out? Avoid lectures or lengthy rejoinders and explanations during these sessions.
- Avoid selling your own opinion during discussions. Your role is that of a facilitator not a *participant*.
- Give encouragement and positive feedback during discussions.
- Be patient and listen carefully.
- Be flexible and allow participants to ask questions or make comments without major inhibitions. However, ensure that discussions are focused on the issue being discussed and carefully bring people back to focus in case of digression.

- Avoid asking very challenging, threatening, and personal or leading questions. Create a safe environment where participants feel free to be themselves, without fear or intimidation.
- A sense of humour serves to make learning enjoyable and lively, and creates a relaxed atmosphere. Adults learn best in an informal atmosphere.

5.1.4 Beginning of a training session

- The facilitator should welcome all participants and thank them for coming. The trainer should identify himself/herself and then clarify the purpose of the meeting. This will erase any fears or misgivings that the participants may have regarding the workshop.
- Establish rapport, follow the local protocol, and make sure participants are comfortable. Be continually sensitive to verbal and body language, which may communicate positive or negative messages in the process.
- Invite the invited guests (if any) to open the workshop officially and give the opening remarks.

5.1.5 Climate setting

This is done at the start of the trainings so as to capture the interest of the participants and encourage them to own the activities of the workshop. This is done so as to:

- Create a warm and friendly atmosphere
- Create a good learning climate
- Stimulate interest and curiosity
- Enable participants to become acquainted with one another
- Create rapport and team building

Paired introductions are proposed—the pairing should be done as objectively as possible in turns, using adjectives of people’s names, nicknames, careers, expectations, and so on.

5.1.6 Setting group norms objective

By the end of the session, participants should be able to set up rules and regulations that will govern them during the training period. Use brainstorming to formulate rules and regulations and use discussion to elicit clarity of purpose and adherence by all parties. These norms are written down and posted on the wall of the training venue for all to see.

a) An example

- i) All mobile phones to be on silent mode
- ii) Punctuality at all sessions

Procedure
<ul style="list-style-type: none"> • Facilitator introduces the need to set group norms during training. • Participants formulate and agree on rules and regulations to be followed during the training. • Responses of the group are posted on flip charts for reference throughout the training period. • Those who break the rules to get an appropriate penalty decided upon by the group.

- iii) No smoking in the hall and around the venue
- iv) Respect for others opinions
- v) Start and end the day with prayers
- vi) Active participation by everybody

The participants agree that anyone violating the set norms receives a penalty—for example, to sing a song as dictated by others.

5.1.7 Sharing workshop responsibilities

During this session, the participants should be able to:

- Share workshop management responsibilities with the participants
- Promote team building procedures

Procedure

- Facilitator highlights the need for the participants to take collective responsibility for the success of the training.
- Facilitator asks participants to elect their group leaders for various tasks: timekeeper, welfare official, rapporteur, team leader, entertainer, spiritual leader, etc.
- The names of the group leaders are recorded on a flip chart and posted visibly on the wall throughout the training period.

Leaders should be elected to take up various duties and responsibilities through nomination and selection by acclamation or volunteering.

5.1.8 Identification and harmonisation of participants' expectations with the training objectives

By the end of the session, participants should be able to:

- Identify their expectations
- Harmonise divergent expectations
- Motivate each other

Procedure

- Facilitator introduces the need to incorporate participants' needs into the workshop/training agenda.
- Each participant is given three cards with instructions to brainstorm individually and write three things (one on each card) he/she wishes to learn during the workshop.
- Cards are read to the plenary.
- Similar expectations are grouped/clustered together.
- The flip chart showing the harmonised expectations is posted as the workshop expectations.

The identification of participants' expectations is done through individual brainstorming and group and plenary discussions.

5.2 Group Dynamics Training Manual

5.3 Training Manual on SACCO formation

5.4 Training Manual on Association Formation