Romanian Family Health Initiative

A Comprehensive Reproductive Health Curriculum

Training of Trainers Curriculum for Training Roma Health Mediators in Reproductive Health

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Romanian Family Health Initiative

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TRAINING OF TRAINERS FOR TRAINING ROMA HEALTH MEDIATORS IN REPRODUCTIVE HEALTH

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INTRODUCTION

JSI Research and Training Institute (JSI)

JSI is a US public health management consulting firm with its headquarters based in Boston and with more than 60 international office sites. The mission of John Snow, Incorporated and of the JSI Research and Training Institute, its non-profit affiliate, is to improve the quality and accessibility of medical services around the world. Its purpose is to develop and implement improved management systems and to increase the organizational efficiency and efficacy.

Since 1978, JSI has responded to pressing public health issues in 84 countries around the world and in the United States, developing more than 300 projects and managing 324 million USD in international contracts. JSI has done this by identifying and applying innovative solutions and by providing technical support to the development of governmental and non-governmental institutions and organizations.

In all its activities, JSI collaborates with local institutions, including community organizations and government ministries, and with international organizations.

JSI's multidisciplinary, international staff of over 400 specialists has proven its capacity to manage an extensive array of long-term multinational and country-specific programs.

JSI contributes to the improvement of the health of individuals and communities worldwide by:

- Developing systems of medical care for children, particularly in the areas of diarrheal disease control, oral re-hydration therapy, immunization of pregnant women and children, control of acute respiratory infections, and prevention and treatment of malnutrition.
- Designing and implementing accessible, high quality reproductive health services.
- Developing comprehensive maternal health projects, encompassing prenatal and postnatal care, nutrition, family planning, breast-feeding, and prevention and treatment of AIDS and other sexually transmitted diseases.
- Developing the private sector's capacity in the provision of family planning and primary care health services.
- Designing and implementing coherent logistic systems, without which no public health program can run efficiently.

Romanian Family Health Initiative (RFHI)

Through the Partnership Convention signed in November 2001, the Romanian Family Health Initiative (RFHI), a USAID-funded program implemented by JSI Research & Training Institute, Inc. and its partners are working to increase access to and use of reproductive health (RH) services across Romania, and to expand the availability of these services at the primary health care level. To this end, RFHI supports the Ministry of Health and a number of NGOs in capacity building efforts to improve the effectiveness of family planning, pre and post-natal care, breast and cervical cancer, and HIV/AIDS/STI services for underserved populations. Objectives of this Initiative are to increase access to high quality client-oriented services, encourage the implementation of policies and regulations to promote reproductive health initiatives, mobilize resources toward primary health care and prevention, and increase population awareness about, and community mobilization in, all issues related to reproductive health.

Key approaches used by the Initiative to achieve these objectives include:

1. The integration of reproductive health services (family planning, pre- and post- natal care, breast and cancer cervical screening, sexually transmitted diseases including HIV/AIDS and domestic violence) into the primary health care system.
2. The development of an effective network of, and referral system for, reproductive health services.
3. The promotion of the use of reproductive health services by the Romanian population.

Some of the key anticipated results of the Initiative include:

- A reduction in the maternal and infant mortality rate, number of abortions and incidence of HIV/AIDS and other STIs;
- An increased awareness within the population about the importance and availability of reproductive health services, the screening for cervical and breast cancer and the prevention of HIV/AIDS and other sexually transmitted infections;
- An increase in the number of service delivery points offering basic reproductive health services;
- An increased rate of use of modern contraceptive methods by the Romanian population;
- An increase in screening for breast and cervical cancers;
- An improvement of the services provided to the victims of domestic violence.

Acknowledgements

This manual is a synthesis of training principles, models and materials that have been developed over the years by projects implemented and/or supported by JSI, and by other training organizations involved in the training of trainers in reproductive health.

The development of this manual took into consideration the professional roles of Roma Health Mediators (RHMs) and the cultural environments in which they work; and involved persons who pioneered the RHM program from its conception to the present.

We would like to thank Mrs. Mariana Buceanu and Mr. Daniel Rădulescu of Romani CRISS organization for their continuous support and recommendations during the process of developing this training of trainers program and curriculum. Their contributions have helped orient the manual to the specific needs of Roma Health Mediators.

We would like to give our special thanks to Mrs. Hanna Dobronăuțeanu, Ministry of Health Counselor, who has worked closely with us and supported us in identifying specific learning needs of Roma Health Mediators.

We hope that through using the manual to train community workers, it will contribute to increasing access to health services by the Roma population, and that this will in turn lead to an improved health status for the Roma community.

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About the manual

This manual is intended to be used for training trainers of Roma Health Mediators in reproductive health. It provides necessary instructions and materials to guide TOT trainers in the organization, implementation and evaluation of training designed to improve the competence of future trainers, facilitating the development of skills appropriate to the training of Roma Health Mediators in reproductive health.

The manual:

- Promotes a learner-centered, participatory approach to training.
- Leads learners through the core concepts of adult learning.
- Develops and models concepts and skills essential to effective participatory training.
- Guides learners through the implementation and evaluation of selected training sessions in reproductive health, interpersonal communication and the implementation of group education sessions.

By the end of the workshop, participants will be able to:

- Apply adult learning theory, the experiential learning cycle and feedback to the implementation of training sessions
- Demonstrate the use of a variety of training techniques to facilitate participatory training in reproductive health
- Demonstrate the ability to promote positive group dynamics within a training setting
- Demonstrate appropriate listening and instructional skills in the context of training.
- Demonstrate the ability to use questions to facilitate learning
- Demonstrate the ability to co-facilitate participatory training
- Plan for the coaching of RHMs in the context of their practicum
- Apply the principles taught during this course to the facilitation of participatory training sessions

The document is organized into two sections:

Section 1 outlines the methodology for training adults, including principles of adult learning, overview of training methodologies, group dynamics, principles for facilitating discussions and the co-facilitation of training.

Section 2 provides participants the opportunity to apply the knowledge and the skills taught to the facilitation of training sessions on reproductive health.

Each session guide contains:

I. An overview of the session:
    - specific objectives of the session
    - training methods
    - estimated time
    - necessary materials and logistics

- flipcharts/overheads
- trainer materials (containing technical information for conducting activities)
- handouts – to be distributed during the workshop, in relationship with training activities

II. Instructions for implementing and processing the training activities

Based on the overview and instructions, participants (future trainers) should prepare to implement the training sessions as they are designed, including verifying and preparing needed materials and logistics before each session.

SESSION 1

SESSION 1: INTRODUCTION

OBJECTIVES: By the end of the session, participants will be able to:

1. Give the names the trainer and other participants wish to be called during the workshop
2. Describe their learning expectations for this workshop
3. Reconcile their workshop expectations with the objectives proposed for the training program
4. Name at least four group norms the group will respect in order to facilitate a productive workshop
5. Assess their knowledge of training, reproductive health and communication

METHODS: Interviews, Pre-test, Discussion

TIME: 1 hour 30 minutes

MATERIALS:

Flip charts:

- General objectives of the workshop
- Session 1 objectives

Participant documents:

- General objectives of the workshop
- Workshop schedule
- Training needs assessment: Interview questions
- Pre-test

Trainer document:

- Pre/Post test key

Sets of words with opposite meaning; or proverbs/sayings for introductory exercise
Flip chart paper
Markers
Scotch
Note pads
Pens
Badges

INSTRUCTIONS:

I-II. INTRODUCTIONS AND EXPECTATIONS (40 minutes)

Welcome participants to the workshop.

Introduce the trainers. Suggest that participants likely already know each other since they have been together in the previous workshop(s). However, the trainers would like to be sure that everybody knows all persons in the room. Ask participants to introduce themselves. As each participant states the name he/she wishes to be called, the co-trainer writes down the name on a badge and hands it to each participant.

Explain the following activity *Opposites Attract*:

- The purpose of this activity is to: 1) provide a structure for participants to introduce themselves, 2) create a positive learning environment, and 3) encourage participants to share their perceptions of what they need to learn in order to become trainers of Roma Mediators in reproductive health.
- Ask all participants to stand up. Tape a piece of paper on each participant's back so that the individual cannot see it. Explain that on each piece of paper is a word. For each word taped on a person's back, someone else in the room will have a piece of paper with the word that is the opposite. Each person's task is to find the person with the word that is the opposite of his/her own (for example "tall" & "short").
- Ask participants to circulate and read the words on their colleagues' backs. When a participant looks at the word on a colleague's back, she tries to think of what the opposite of that word would be, and then asks the colleague if she might be the opposite.

  Alternatively, proverbs (or pictures) may be used rather than words. In this case, for each proverb (or picture) used, one half of the proverb (or picture) is taped to one person's back and one half to another person's back.
- Once all participants have found their opposites, ask them to sit together in pairs.
- Post the interview questions and ask each pair to discuss them and record the responses of their partners. Explain that for question 3, it is important for participants to share what they feel they need to learn from the workshop. Emphasize that what participants can hope to get out of the training will depend in part on what they put into it (including thinking about what they need to learn and participating actively in all activities in order to learn all that they can).
- In the large group, ask members of each pair to introduce their partners and share their partners' responses to the interview questions. Note on a flip chart the answers to question 3.

III. GENERAL OBJECTIVES OF THE WORKSHOP (10min)

Post the flip chart: *General Objectives*. Read through them with the group and ask if there are any questions or clarifications.

Lead a discussion on the similarities between the proposed workshop objectives and participant expectations. Where there are differences, discuss with the group the possibilities of responding to their stated concerns. If an expectation cannot feasibly be met during the workshop, discuss other ways in which it might be met.

Distribute copies of the *General Objectives* of the workshop.

Distribute copies of the proposed *Workshop calendar/schedule* and review it with the group.

Post the flip chart: *Session 1 objectives.*

IV. GROUP NORMS (10 min)

Explain that an important element in training is group dynamics (which will be discussed in a later session) and the fact that everyone's understanding of their responsibilities as a group member contributes to a positive learning environment. Ask participants to think of what group norms they feel they should respect in order to facilitate everyone's participation and learning. Suggest important group norms, including rules of the workshop venue, if they do not come from the group.

Common group norms:

- Respect the workshop schedule
- Respect and encourage everyone's participation
- Do not interrupt
- Listen to others
- Respect confidentiality of what others share
- Do not make personal attacks
- Everyone is responsible for their own learning
- No smoking in the training room
- No mobile phone conversations in training room

V. PRETEST (30 min)

Explain that in addition to asking participants what they think their training needs are, a second way in which to assess the training needs of the group is to conduct a pretest. A pretest, followed by a post test at the end of the training, also contributes to the assessment of the effectiveness of the workshop.

Distribute the pretest. Ask each participant to put her name on her test so that she will be able to identify her test when the tests are returned at the end of training. Allow participants 30 minutes to complete it.

Collect the pretests. Correct the pretests in the evening in order to use the test results to better orient the training program to participants' needs.

Participant document

TRAINING NEEDS ASSESSMENT: INTERVIEW QUESTIONS

1. What is something (important to you) that you have learned about yourself, and/or about your community, since you began working as a mediator?

2. What feelings did you have when you were invited to participate in this workshop to develop your skills in training other mediators in reproductive health?

3. Think of your experience as a participant in past training workshops, and of your future role as a trainer. What would you particularly like to learn during this workshop that will help you to develop your skills as a trainer in reproductive health?

Flip chart/Participant document

TRAINING OF TRAINERS WORKSHOP FOR
TRAINERS OF ROMA HEALTH MEDIATORS IN REPRODUCTIVE HEALTH

Goal: to improve the competence of trainers of Roma Health Mediators in facilitating reproductive health training

General Objectives: By the end of the workshop, participants will be able to:

1. Apply adult learning theory, the experiential learning cycle and feedback to the implementation of training sessions
2. Demonstrate the use of a variety of training techniques to facilitate participatory training in reproductive health
3. Demonstrate the ability to promote positive group dynamics within a training setting
4. Demonstrate appropriate listening and instructional skills in the context of training.
5. Demonstrate the ability to use questions to facilitate learning
6. Demonstrate the ability to co-facilitate participatory training
7. Plan for the coaching of RHMs in the context of their practicum
8. Apply the principles taught during this course to the facilitation of participatory training sessions

TRAINING OF TRAINERS FOR TRAINERS OF ROMA HEALTH MEDIATORS CALENDAR

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9h00	**Introduction to workshop** (1.5 hr) - participants & trainers - workshop objectives Norms Logistics Pretest	Revision (15 min) **Group dynamics** (1.5 hr)	Revision (15 min) **Preparation of sessions** -small group work (3.5 hours)	Revision (15 min) Reproductive Health – Practical session	Revision (15 min) Reproductive Health – Practical session	Revision (15 min) Reproductive Health – Practical session
11h00	Coffee/tea break	Coffee/tea break	Coffee/tea break	Coffee/tea break	Coffee/tea break	Coffee/tea break
11h15	**TRAINING METHODOLOGY** **Adult learning** (2.5 hr)	**Active listening & giving instructions** (1 hr) **Using questions in training** (1.5 hr)	Preparation of sessions -small group work (continued)	Reproductive Health – Practical session	Reproductive Health – Practical session	Reproductive Health – Practical session
13h00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14h00	Adult learning (continued) **Training techniques** (3 hr)	Using questions in training (continued) **Co-facilitation of training** (1.25 hr)	**PRACTICUM - REPRODUCTIVE HEALTH** (11 hours)	Reproductive Health – Practical session	Reproductive Health – Practical session	Reproductive Health – Practical session
15h45	Coffee/tea break	Coffee/tea break	Coffee/tea break	Coffee/tea break	Coffee/tea break	Coffee/tea break
16h00	Training techniques (continued)	Co-facilitation of training (continued) **Preparation of practical sessions** (5 hr) -introduction (1.5 hr)	Reproductive Health – Practical session	Reproductive Health – Practical session	Reproductive Health – Practical session	**Post test** **Workshop evaluation** Closing ceremony
18h00	Closing	Closing	Closing	Closing	Closing	Closing

Participant document

PRE/POST TEST

True/False Questions

For each of the following phrases, put a T in the space indicated at the left of the statement if the phrase is true or an F if it is false. Each correct response is worth one point.

_____1. The concept "group dynamics" is used to describe the interaction between members of a group.

_____2. In group discussion, the trainer should direct questions to participants who are sure to know the answers so that everyone will hear the correct answer.

_____3. When a participant asks a question, ask other members of the group to respond first.

_____4. In the case of disruptive behavior in workshops, it is important to maintain the dignity of the disruptive individual.

_____5. When feedback is given, the receiver should defend why he/she said or did what he/she said or did.

Multiple Choice Questions

Each of the following questions is followed by a certain number of possible responses. For each question, choose the best response/s, according to the number of correct responses indicated in the trunk of the question. Indicate your response by circling the appropriate letter/s next to your choice/s. Each correct response is worth one point. If you circle more than the requested number of responses to a question, you will receive no points for the question.

1. Which of the following are principles of giving feedback in the context of training? (2 correct answers)

   Feedback should be:

   a. given for the purpose of correcting the other person's behavior
   b. specific
   c. accepted by the receiver of the feedback
   d. given at the right moment
   e. based on why the person said or did what he/she said or did

2. Which of the following are principles for facilitating positive group dynamics within a training workshop? (3 correct answers)
   a. tell the group to work however they wish in order to achieve the training objectives
   b. share responsibility with the group for workshop successes
   c. use a maximum of lecture to cover as much information as possible
   d. ensure that learning tasks are relevant to the group
   e. treat all problems as group problems

3. Which of the following are principles for responding to participants' answers to a question? (2 correct answers)
   In the case of:
   a. correct responses:-, comment positively and repeat the response
   b. incorrect responses: accept the response so as not to offend participants
   c. incorrect responses: immediately give the correct response so that the group will know the correct response
   d. partially correct responses: tell the group that the response was incorrect and ask them to try again
   e. partially correct responses: comment positively on the correct part of the response and ask if anyone can add anything else to the response

4. In order to improve the quality of co-facilitation of a workshop, co-trainers should (3 correct responses):
   a. decide in advance when to intervene in sessions facilitated by their colleague
   b. decide in advance who will facilitate each session
   c. offer their opinions at the end of a session so that participants know that there are different points of view about the subject
   d. be present at all times and follow the learning activities closely
   e. sit in front of the group so they can intervene easily at any time

Short answer questions

1. Name the four steps (or phases) of the Experiential Learning Cycle.
   a. ____
   b. ____
   c. ____
   d. ____

2. Name four phases in the progression of learning.
   a. ____
   b. ____
   c. ____
   d. ____

Matching questions

Below are two general types of learning (Traditional education and Adult learning) and characteristics of each of these types of learning. Read the items "a" through "g". For each item, identify whether it is a characteristic of traditional education or adult learning. Put the letter of the item (a, b, c, d, e, f, or g) in one of the spaces indicated below either Traditional education or Adult learning. Note that each item may only be used once.

Traditional education	Adult learning
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

a. The teacher/trainer is responsible for the learner's learning

b. The teacher/trainer provides a structure for learning and encourages participation in learning activities

c. There are "right" and "wrong" answers to all questions

d. Learners learn better when their learning experiences are based on real life situations

e. Learners accept responsible for their own learning

f. Learning activities are based on the "20/40/80" rule

g. Learners' experience is of little value in their learning

Trainer document

PRE/POST TEST KEY
(Note: the total number of points possible is 30)

True/False Questions
For each of the following phrases, put a T in the space indicated at the left of the statement if the phrase is true or an F if it is false. Each correct response is worth one point.

__T___1. The concept "group dynamics" is used to describe the interaction between members of a group.

__F___2. In group discussion, the trainer should direct questions to participants who are sure to know the answers so that everyone will hear the correct answer.

__T___3. When a participant asks a question, ask another member of the group to respond first.

__T___4. In the case of disruptive behavior in workshops, it is important to maintain the dignity of the disruptive individual.

__F___5. When feedback is given, the receiver should defend why he/she said or did what he/she said or did.

Multiple Choice Questions
Each of the following questions is followed by a certain number of possible responses. For each question, choose the best response/s, according to the number of correct responses indicated in the trunk of the question. Indicate your response by circling the appropriate letter/s next to your choice/s. Each correct response is worth one point. If you circle more than the requested number of responses to a question, you will receive no points for the question.

1. Which of the following are principles of giving feedback in the context of training? (2 correct answers)
   Feedback should be:
   a. given for the purpose of correcting the other person's behavior
   b.x specific
   c. accepted by the receiver of the feedback
   d.x given at the right moment
   e. based on why the person said or did what he/she said or did

2. Which of the following are principles for facilitating positive group dynamics within a training workshop? (3 correct answers)

a. tell the group to work however they wish in order to achieve the training objectives
b.x share responsibility with the group for workshop successes
c. use a maximum of lecture to cover as much information as possible
d.x ensure that learning tasks are relevant to the group
e.x treat all problems as group problems

3. Which of the following are principles for responding to participants' answers to a question? (2 correct answers)
In the case of:
a.x correct responses: comment positively and repeat the response
b. incorrect responses, accept the response so as not to offend participants
c. incorrect responses: immediately give the correct response so that the group will know the correct response
d. partially correct responses: tell the group that the response was incorrect and ask them to try again
e.x partially correct responses: comment positively on the correct part of the response and ask if anyone can add anything else to the response

4. In order to improve the quality of co-facilitation of a workshop, co-trainers should (3 correct responses):
a.x decide in advance when to intervene in sessions facilitated by their colleague
b.x distribute sessions in advance
c. offer their opinions at the end of a session so that participants know that there are different points of view about the subject
d.x be present at all times and follow the learning activities closely
e. sit in front of the group so they can intervene easily at any time

Short answer questions

1. Name the four steps (or phases) of the Experiential Learning Cycle.
a. Experience
b. Reflection
c. Generalization
d. Application

2. Name four phases in the progression of learning.
a. Unconscious incompetence
b. Conscious incompetence
c. Conscious competence
d. Unconscious competence

Matching questions

Below are two general types of learning (Traditional education and Adult learning) and characteristics of each of these types of learning. Read the items "a" through "g". For each item, identify whether it is a characteristic of traditional education or adult learning. Put the letter of the item (a, b, c, d, e, f, or g) in one of the spaces indicated below either Traditional education or Adult learning. Note that each item may only be used once.

Traditional education	Adult learning
__a___	__b___
__c___	__d___
__g___	__e___
__ ___	__f ___
_____	_____
_____	_____
_____	_____

a. The teacher/trainer is responsible for the learner’s learning
b. The teacher/trainer provides structures for learning and encourages participation in learning activities
c. There are “right” and “wrong” answers to all questions
d. Learners learn better when their learning experiences are based on real life situations
e. Learners accept responsible for their own learning
f. Learning activities are based on the “20/40/80” rule
g. Learners’ experience is of little value in their learning

SESSION 2

SESSION 2: ADULT LEARNING

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

1. Describe principles for facilitating adult learning
2. Describe the steps in the progression of learning
3. Describe the experiential learning cycle and its purpose in training
4. Define the purpose of feedback in the context of training

TRAINING METHODS: Exercises, discussion, mini-lecture

TIME: 2.5 hours

MATERIALS:
Flip charts:
- Session 2 objectives
- Principles for Facilitating Adult Learning
- Experiential Learning Cycle
- Principle of Experiential Learning
- Feedback

Participant documents:
- Traditional Teaching versus Training
- Principles for Facilitating Adult Learning
- Steps in the Progression of Learning
- Experiential Learning Cycle (text)
- Principle of Experiential Learning (with Experiential Learning Cycle diagram)
- Feedback

INSTRUCTIONS:

Post the flip chart *Session 2 objectives* and ask volunteers to read them.

I. PRINCIPLES FOR FACILITATING ADULT LEARNING (1 hour 10 minutes)

Introduce the session by suggesting that:
- We all have experience as learners (both as children and as adults)
- Adults and children learn in different ways
- As trainers we need to prepare and conduct our training so that it responds to the ways in which adults learn

Explain that:
- We are going to use our experience as learners to help us think about how adults learn and how this applies to how we train adults.

Invite participants to sit in pairs. Ask them to:

- Describe to each other the best (most positive and useful) learning experience they have had as adults. Emphasize that this experience:
  - Should be one that was outside of the school environment
  - May have been brief or long, formal or informal. What is important is its significance to them.

- Discuss what made their individual learning experiences so positive, using the following questions (posted on the flip chart *Questions for Analysis of Learning Experiences*):
  1) Why did you learn it (what the participant learned)?
  2) Who helped you learn it? What was the relationship between you and the person who helped you learn it (teacher, colleague, friend etc; positive, negative)?
  3) What was the situation in which you learned it (formal, informal; obligatory, by choice etc)?
  4) In what way did you learn it (by doing what: reading, listening, watching, doing, etc)?
  5) What made your learning easier or more difficult?

In the large group, ask 4-5 volunteers to share their responses to the five questions.

Ask participants to consider similarities between the responses of different participants. Ask them:

- What generalizations can we draw from your experiences about how adults learn?

Note on a flip chart commonalities in their answers to the questions.

Ask participants to return to their small groups and to:

- Discuss their general learning experience as children in school, focusing on the same five questions (posted on the flip chart):
  1) Why did you learn?
  2) Who helped you learn? What was the relationship between you and the person who helped you learn?
  3) What was the situation in which you learned?
  4) In what way did you learn?
  5) What made your learning easier or more difficult?

In the large group, ask for several volunteers to share their responses to each question.

Divide the large group into 2 groups. Ask the groups to reflect on their answers to the two exercises and sets of questions, and to their group discussions. Ask one group to:

- ➢ Write on a flip chart the characteristics and roles of learners and teachers in the traditional educational environment of a school.

Ask the second group to:

- ➢ Write on a flip chart the characteristics and roles of learners and trainers in an adult learning environment, based on their initial discussions of the "best learning experiences" they had as adults.

The groups post their flip charts and share the results of their discussions in the large group.

Distribute the participant document *Traditional Teaching versus Training* and ask volunteers to read and comment on the characteristics of traditional teaching and of training. Ask participants to note similarities between characteristics and roles of learners, teachers and trainers that they identified and those listed in the participant document.

<u>Traditional teaching</u>:
Teachers:

- The teacher knows what the learner needs and determines the lesson alone
- The teacher is responsible for the learner's learning
- The teacher is the source of all information
- There are "right" and "wrong" answers to all questions
- The teacher measures results of teaching by the quantity of facts learned

Learners:

- The learner is dependent upon the teacher for learning
- The experience of the learner has little value as a resource for learning
- Learners perceive the process of learning as one of accumulating information
- Motivation to learn is primarily external: the learner is motivated by the threat of the consequences of not learning

<u>Training</u>:
Learners:

- Contribute to the determination of what needs to be learned
- Accept responsibility for their own learning
- Learn from: each other, past experience, new information, the trainer and other resources
- Have experience that is a rich resource for learning
- Have other priorities and realize that training must be an effective use of their time
- Are independent and will learn what they want and need to learn
- Are problem-/task-oriented in learning; they learn better when learning experiences are organized around problems they encounter

Trainers:

- Develop training programs based on an assessment of participants' learning needs
- Create learning situations:
    - to facilitate participants learning from each other
    - in which participants can find their own answers and solutions to their problems
- Serve as facilitators to the group, providing flexible structures for learning and encouraging active participation of members in learning activities
- Emphasize the application of all learning activities to the job roles of participants

Ask the group:

- How can you apply: 1) your experience as adult learners, and 2) the characteristics of adult learning to your approach to the training of health mediators?

The training of adults must be based on their characteristics as learners. The trainer assumes the role of facilitator, providing a structure and an environment which facilitates:

- Active learning relevant to the immediate needs of learners
- Participants' learning from each other

Post the flip chart *Principles for Facilitating Adult Learning*. Ask volunteers to read and explain the principles, and to relate them to the participants' discussion of their approaches to training adults.

II-III. PROGRESSION OF LEARNING AND THE EXPERIENTIAL LEARNING CYCLE (1 hour)

Progression of Learning

***[Note to trainer**:* the purpose of the following activity is to introduce participants to the concept of the progression in learning which applies to all learning. At the same time, the activity follows the Experiential Learning Cycle and thus enables the trainer to demonstrate the utility of adults learning from their own experience (see participant document, <u>Experiential Learning Cycle</u> for further details of this learning process). Each stage of this activity corresponds to a step in the Experiential Learning Cycle (Experience, Reflection, Generalization, Application) and is so noted in the trainer's instructions below in order to assist the trainer to make the connections in the subsequent discussion of the activity and its application to adult learning. Do <u>not</u> refer to these learning cycle steps during the actual activity but rather in the discussion of the Experiential Learning Cycle which follows.]

Give only the following very brief introduction: We have just talked about the characteristics of adult learners and how they apply to our roles as trainers. I'd like to ask you to experience another aspect of learning.

Ask participants which hand they normally write with. Ask them to take out a piece of paper and to:

- *Experience*
  - write their name (once) with the hand they normally write with.
  - write their name with their other hand (that they do not use for writing). Ask them to continue to practice writing with this hand 5-6 times. Monitor their progress and give encouraging comments.

Ask the group:

- *Reflection*
  - What did you just do?
  - What happened during this experience?
  - How did you feel during this activity?

- *Generalization (interpretation)*
  - Was the task easy or difficult the first time (writing with the hand you normally write with)?
  - What happened when you changed hands?
  - Did the task, using the hand you normally do not write with, become easier or more difficult with practice?
  - What differences did you note between writing with one hand and the other?
  - Has it always been easy for you to write your name with the hand you normally use? If not, through what steps did you pass?
  - Why did the trainer ask you to write first with the hand you normally write with, then with the other hand?
  - What have you learned from this experience? What does this suggest to you regarding learning?

Learning is progressive. People pass through the following stages in most everything they learn, from infancy to old age. (For some things, people pass rapidly through the steps from unconscious incompetence to unconscious competence. For others, they may remain forever at an intermediate step.)

- All learning begins with *unconscious incompetence*: the person has not yet contemplated, and is therefore unaware of, his/her incompetence regarding a particular skill. (You may use the example of a baby who takes his/her first steps.)
- With one's initial effort, one becomes *consciously incompetent*, that is one becomes aware of his/her incompetence concerning that skill, his/her inability to do it.
- With practice, one becomes *consciously competent*: able to do the task but with conscious effort.
- And finally, with practice, one becomes *unconsciously competent* and performs the task automatically and without reflection.

Unconscious competence

↑

Conscious competence

↑

Conscious incompetence

↑

Unconscious incompetence

Note to trainer: Note these stages on a flip chart as you present the concept, beginning at the bottom: unconscious incompetence, and moving up.

- *Application*
  - ➢ How can you apply this experience to:
    - ✓ This training program?
    - ✓ Your role as a trainer?

- In training, relating new information and skills to something a person already knows facilitates learning (the example of writing first with the right hand, and then with the left hand). Start with what participants already know or are familiar with and relate new information and/or skills to it.
- Practice is important in mastering any skill (the example of writing you name multiple times with your left hand). In training, always provide time for participants to practice applying the knowledge, attitudes and skills taught in the training session.

Experiential Learning Cycle

Post the flip chart *Experiential Learning Cycle*.

Ask the group:

- ➢ If we consider the activity we just did as a learning experience, what happened? What was the sequence we followed?

The group passed through the following steps:
- They did a task/had an experience
- They reflected on what happened
- They generalized about what happened and drew certain principles from the experience
- They applied the experience to the learning process in a training setting

- ➢ What did the trainer do at each step (reflection, generalization, application) to facilitate participants' learning?

Asked questions in order to help participants to:
- Think about their experience, how they felt about it, what it meant to them

- Draw from their experience important principles or conclusions
- Apply the principles or conclusions to their lives/jobs

- ➢ What kinds of questions did he/she pose at each step? For what purpose?

Open questions that require participants to reflect on the learning process, its relevance to them and its application to their own learning situations.

- ➢ How does the Experiential Learning Cycle apply to the training you will do?

The training you will do will be more effective if:

- It is based on experiences that are relevant to participants' learning needs, and/or build upon what participants already know about the different subjects of the training,
- You ask open questions that enable participants to reflect on their experiences, to draw conclusions or principles from these experiences and to apply these conclusions or principles to their jobs. (**Note**: This is more easily done with some subjects than with others.)

Add that the reproductive health training materials that will be provided will be based on this Experiential Learning Cycle.

Distribute the following participant documents:

- *Steps in the Progression of Learning,*
- *Experiential Learning Cycle (text)*
- *Principle of Experiential Learning.*

Review with the group the participant document *Experiential Learning Cycle (text):* each step, and appropriate activities and questions to help participants learn from the learning activity they have just experienced.

Trainers will be encouraged to apply this model in their training in order to facilitate participant learning and the application of learning to job performance.

IV. FEEDBACK (20 minutes)

Introduce the topic of feedback by asking:

- ➢ How do trainers (or health mediators, or anyone) know how effective their work is?

- By results they achieve
- By feedback from others

Explain that:

- Feedback from others, when it is effective, is very important in helping us to improve our skills
- There exists negative, and hurtful, feedback; and positive, and helpful, feedback.

Ask participants:

- ➢ How would you describe negative feedback?
- ➢ What would be its effect on:
  - ✓ Your participation and learning in training?
  - ✓ Women's interest in your discussions of RH?

- ➢ How would you describe positive feedback?
- ➢ What would be its effect on:
  - ✓ Your participation and learning in training?
  - ✓ Women's interest in your discussions of RH?

Characteristics and effects of negative feedback on participation and learning:

- Is generally evaluative
- Communicates lack of respect for the person to whom the feedback is directed
- Often makes the receiver feel bad, resentful, guilty; may lower his/her self-esteem
- May lead to a negative reaction, a resistance to hearing and/or applying what is said

Characteristics and effects o positive and constructive feedback on participation and learning:

- Provides information the individual can use to make his/her own evaluation
- Begins by putting oneself in the shoes of the other person and asking, "How can I formulate what I have to say in a way that will be most useful to this person?"

Distribute the participant document *Feedback.* Ask volunteers to read and comment each principle.

Post the flip chart *Feedback* as a guide for participants to follow during the workshop. Ask the group to practice the principles of giving and receiving feedback throughout the workshop.

Flip Chart

QUESTIONS FOR ANALYSIS OF LEARNING EXPERIENCES

Identify for yourself the best learning experience in your life. Think about what made it so memorable, effective and/or positive. Please answer the following questions regarding this learning experience.

1. Why did you learn it?

2. Who helped you learn it? What was the relationship between you and the person who helped you learn it?

3. What was the situation in which you learned it?

4. In what way did you learn it?

5. What made your learning easier or more difficult?

Participant document

TRADITIONAL TEACHING VERSUS TRAINING

Traditional teaching:

Teachers:

- The teacher knows what the learner needs and determines the lesson alone
- The teacher is responsible for the learner's learning
- The teacher is the source of all information
- There are "right" and "wrong" answers to all questions
- The teacher measures results of teaching by the quantity of facts learned

Learners:

- The learner is dependent upon the teacher for learning
- The experience of the learner has little value as a resource for learning
- Learners perceive the process of learning as one of accumulating information
- Motivation to learn is primarily external: the learner is motivated by the threat of the consequences of not learning

Training:

Learners:

- Contribute to the determination of what needs to be learned
- Accept responsibility for their own learning
- Learn from: each other, past experience, new information, the trainer and other resources
- Have experience that is a rich resource for learning
- Have other priorities and realize that training must be an effective use of their time
- Are independent and will learn what they want and need to learn
- Are problem-/task-oriented in learning; they learn better when learning experiences are organized around problems they encounter

Trainers:

- Develop training programs based on an assessment of participants' learning needs
- Create learning situations:
    - to facilitate participants learning from each other
    - in which participants can find their own answers and solutions to their problems
- Serve as facilitators to the group, providing flexible structures for learning and encouraging active participation of members in learning activities
- Emphasize the application of all learning activities to the job roles of participants

Flip chart/ Participant document

PRINCIPLES FOR FACILITATING ADULT LEARNING

- Respect (adults learn best from trainers who respect them and treat them as adults)
- Relevancy (adult learning must be relevant to their lives/work)
- Immediacy (adult learning must be immediately applicable)
- Learn by doing (adults retain approximately 20% of what they hear, 40% of what they hear & see, and 80% of what they do/discover themselves)
- Adults believe more in knowledge they have discovered themselves than in knowledge presented by others
- Learning is more effective when it is an active rather than a passive process

Participant document

STEPS IN THE PROGRESSION OF LEARNING

Everyone passes through certain steps in learning.

- Prior to making our first attempt at anything, we are at the stage of **unconscious incompetence** (that is we are unaware of what we have never contemplated doing)

- At the time we first attempt to learn something new, we move from unconscious incompetence to **conscious incompetence** (that is we become aware of our incompetence vis-à-vis this new endeavor)

- With practice, we move up to a stage of **conscious competence** (we begin to master the task but with a conscious effort required)

- Finally, we arrive (although for some things we never arrive) at a stage of **unconscious competence** (doing the task becomes automatic/routine and we no longer need to concentrate on the process of doing it)

    - Examples: walking, talking, writing, reading etc

The relationship between this process and training:

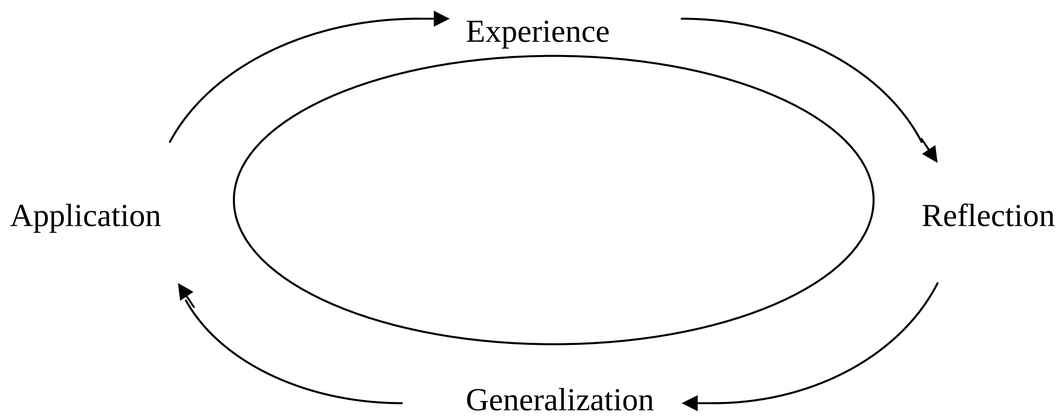
- To the degree that a skill is new and/or difficult, trainers must allow time for participants to practice it

- It is important to link new knowledge and skills to those already mastered by, or at least familiar to, the learner in order to facilitate his/her learning

- It is important to link new learning experiences to learners' future learning and/or to their jobs so that they may better appreciate the relevance and application of what they are learning

Flipchart

EXPERIENTIAL LEARNING CYCLE



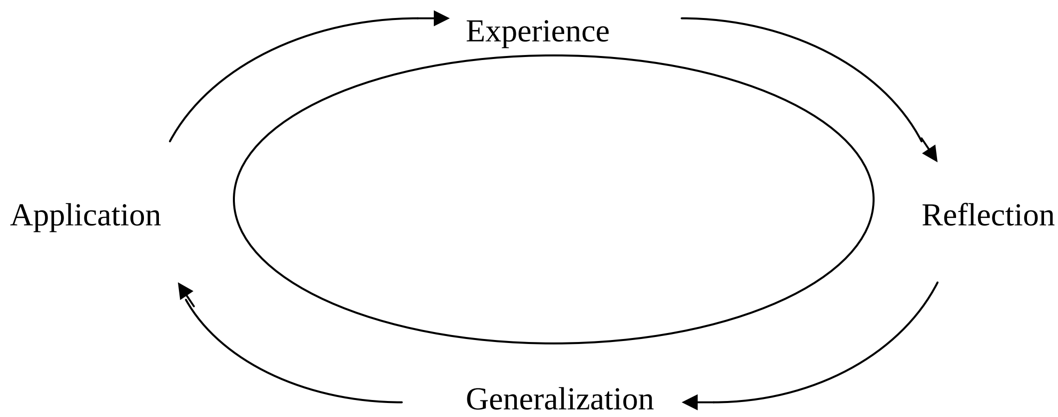
Flipchart

PRINCIPLE OF EXPERIENTIAL LEARNING

- What I hear, I forget
- What I hear and see, I remember a little
- What I hear, see and ask questions about or discuss with someone else, I begin to understand
- What I hear, see, discuss with others and do allows me to acquire knowledge and skill
- What I teach to another, I master

Participant document

EXPERIENTIAL LEARNING CYCLE



Principle of Experiential Learning

- What I hear, I forget
- What I hear and see, I remember a little
- What I hear, see and ask questions about or discuss with someone else, I begin to understand
- What I hear, see, discuss with others and do allows me to acquire knowledge and skill
- What I teach to another, I master

Participant document

EXPERIENTIAL LEARNING CYCLE

Experientially designed training is based on principles of adult learning. Adults learn better when:

- Their knowledge, experience and effort is recognized
- Their learning is relevant to their knowledge, experience and needs
- Communication occurs in both directions (there is dialogue between facilitators and participants)
- They are engaged in relevant group work and discussion
- They can immediately apply what they have learned
- They are respected for their participation
- The facilitator respects the 20/40/80 rule in designing and conducting training. People retain:
    - 20% of what they hear
    - 40% of what they see and hear
    - 80% of what they express themselves and do

Adults have much experience and learn from their experiences in every day life. The experiential learning cycle is designed to build upon the existing knowledge, skill and experience of participants as a way of facilitating their learning. The cycle is composed of four steps:

- Experience
- Reflection on the experience,
- Generalization about the experience
- Application of the experience to the participant's work situation

Step 1:
The cycle begins by involving participants in an ***experience***, engaging them in an activity designed to help them discover new information.

Training methods/activities may include:

- Games or exercises
- Role plays
- Case studies
- Group tasks
- Discussions of knowledge or skills they already possess or experiences they have already had

If there is resistance in the group to participate in the experience, it may be necessary to:

- Verify that the instructions are complete and clear
- Ensure that there is adequate trust and security within the group for participants to be willing to risk their participation in the activity

- Pose questions to allow participants to express their resistance to participating in the activity and, if necessary, process the resistance as part of the learning.
    - Would you be willing to try ________?
    - Have you thought about _______?
    - What would you prefer?
    - What are your objections?
    - What is the worst/best thing that could happen?

The primary role of the trainer during this step is to structure the learning experience, including ensuring that all instructions are clear regarding the activity. The trainer may ask some of the following questions in order to facilitate the group's progress:

- Are there any questions about the task?
- Is there anything else you need to know?
- What do you need to know about ____?
- How's everything going?

Step 2:
In the second step of the cycle, the trainer asks open questions to assist participants in ***reflecting*** upon their experience.

Training methods/activities generally include one or more of the following:

- Small group discussion (including reporting from small groups)
- Large group discussion

The primary role of the trainer is to structure activities and ask questions to help participants reflect on the learning experience, what it meant to them and how they felt about it. Questions may include:

- What happened?
- How did you feel about it?
- How did you feel when ______?
- Who else had a similar experience? Different experience?
- What did you observe?
- What did you notice about _______?
- What were you aware of?
- Do you agree or disagree with what others in the group are saying? Why?

Step 3:
In the third step of the cycle, the trainer asks questions to help participants ***generalize*** about their experience, interpreting the information the participants have gained from the experience in order to determine what they have learned from it.

Thus, the training method/activity used for this step is most often group discussion.

The trainer's role in this step is to guide the participants in focusing on the implications of what happened during the experience.

Questions that may be used to facilitate this step include:

- What did you learn from this?
- What does that mean to you?
- How was that significant? What do you associate it with?
- How might it have been different?
- What does this suggest to you about yourself, the group, how to _______?
- What might we conclude from that?
- How does this relate to other experiences you have had?

Step 4:
In the fourth and final step, the trainer directs questions toward the ***application*** of participants' learning to their professional and/or personal lives.

Training methods/activities often used for this step include:

- Practicing new skills
- Discussion
- Action plans
- Field visits

The role of the trainer is to assist the participant to make the connection between their learning experience and the real world, and to coach the participant in the application of what he/she has learned to his/her professional situation.

Questions that may be useful in facilitating learning at this stage include:

- How could you apply what you have just learned to your job/your own life?
- What do you think will be most difficult when you apply this?
- If you were to do this in your own situation, how would you do it differently?
- Do you anticipate resistance from colleagues? If so, how will you deal with it?
- If you had this experience to do over again, how would you do it differently?

The above lists of questions are not complete but serve as a guide for the kinds of issues to address at each step.

In general:

- The role of the facilitator in this process is to guide participants to learn in ways that are useful to them.
- The facilitator does not provide or suggest conclusions, but rather encourages participants to use training experiences and their own previous experience and knowledge from which to draw conclusions that apply to their own situations.

Participant document

FEEDBACK

Feedback is communication to a person or group about the effect of their attitude or behavior on another person. It consists of the perceptions, feelings and reactions of the person giving the feedback. It is not critical or evaluative but rather descriptive. Feedback provides information which the individual can use to make his/her own evaluation. It he/she is not evaluated, he/she will feel less need to react defensively.

Feedback is more effective when:

1. It is <u>specific</u> rather than general. Instead of saying a person is “authoritarian”, it would be more useful to say: “When you just made that decision, you didn’t listen to what others had to say and I felt as though I was forced to agree with you.”

2. It concerns the <u>attitude or behavior of the person</u> and not the person him/herself. It is more useful to tell the person that he/she “talked more than anyone else during the meeting” rather than saying he/she is a “loudmouth”.

3. It takes into consideration the <u>needs of the person receiving feedback</u>. Feedback can become destructive when it only serves our own needs and does not consider the needs of the receiver. Feedback is for helping others, not for hurting them.

4. It is directed toward an <u>attitude or behavior the person can change</u>. Feedback about physical characteristics the person cannot control only hurts and frustrates.

5. It is <u>wanted</u> and not imposed. Feedback will be more useful if the receiver has asked for it.

6. It is an <u>exchange of ideas and information</u> rather than advice. In exchanging information and ideas, we leave the person the liberty to draw their own conclusions and make their own decisions, according to their goals, needs, etc. When we offer advice, we tell people what they should do which assumes that they lack the liberty to decide themselves.

7. It is given at the <u>right moment</u>. In general, feedback should be given as soon as possible after the action in question (depending upon the receptivity of the receiver). Feedback may provoke several kinds of emotional reactions. The most effective feedback, given at the wrong moment, could do more harm than good.

8. It includes the <u>quantity of information the receiver can use</u> and not the quantity we want to give. If the person is overwhelmed by feedback, his/her ability to use it will be less. When we give more feedback than necessary, it is probably to satisfy our own needs rather than to help the other person.

9. It concerns what was said or done and not why it was. The "why" takes us from what we observed to assumptions about the motives or intentions of the person. Pretending to understand the motives or intentions of the receiver usually only serves to alienate him/her and create suspicion and distrust which does not facilitate learning or change. It is presumptuous to assume we know why someone said or did something. If we are uncertain as to a person's motives or intentions, this uncertainty may be our feedback.

10. It is verified to assure that it was clear, that the person understood our feedback. To do this, one can ask the other person to repeat the feedback in their own words.

11. It is positive and constructive, and not negative. Negative feedback hurts while the purpose of feedback is to help the receiver to change his/her behavior.

12. The receiver listens without defending his/her behavior. When someone is giving feedback (and respecting the above rules for giving feedback), the receiver may only listen, except if there is something he/she does not understand: then he/she may ask for clarification. When we begin to defend ourselves, usually we cease to hear what is being said.

Flip chart

FEEDBACK

Feedback is more effective when:

1. It is specific rather than general.

2. It concerns the attitude or behavior of the person and not the person him/herself.

3. It takes into consideration the needs of the person receiving feedback.

4. It is directed toward an attitude or behavior the person can change.

5. It is wanted and not imposed.

6. It is an exchange of ideas and information rather than advice.

7. It is given at the right moment.

8. It includes the quantity of information the receiver can use and not the quantity we want to give.

9. It concerns what was said or done and not why it was.

10. It is verified to assure that it was clear.

11. It is positive and constructive, and not negative.

12. The receiver listens without defending his/her behavior.

SESSION 3

SESSION 3a: MINI-LECTURE

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

1. Define the term ‘mini-lecture’ in the context of training.
2. Explain the purpose of mini-lecture in the context of reproductive health training.
3. Explain the process of lecturing in the context of reproductive health training.

METHODS: Discussion, lecture

TIME: 30 minutes

MATERIALS:

Flip charts:
- Session 3a objectives

Participant document:
- Mini-Lecture

INSTRUCTIONS:

Post the flip chart *Session 3a objectives* and ask volunteers to read them.

I-II. DEFINITION AND PURPOSE OF MINI-LECTURE (20 minutes)

Introduce the session by suggesting that:
- In the last session, we talked about how adults learn and about what kind of learning experiences are most effective for adult learning
- In this session, we will review training methods that are commonly used for the reproductive health training that you will be doing.

Ask participants to name training methods that they are familiar with. Lecture will likely be mentioned as one of these methods.

Demonstrate the use of mini-lecture as a training method, using an appropriate subject (for example an aspect of their reproductive health training) (5 minutes). Ask the group:

- ➢ What is a mini-lecture? Why do we call it “mini”-lecture?

A brief presentation given for the purpose of assisting participants to acquire certain knowledge, or to introduce them to a principle, process or situation relevant to their learning. It is called “mini” because in general, lecture in the context of adult learning should be used in a limited manner (only to transmit information about a subject which participants know little about).

- ➢ For what purposes would you use mini-lecture in training?

1. To introduce an activity/group experience (if the activity/experience needs an introduction). **Note**: Never use lecture to share with the group the principles that should be drawn from a learning experience before doing the experience. The principles must come out of the discussion that follows the experience: respect the Experiential Learning Cycle.
2. Explain and/or summarize a particular point during the summary of a learning experience (especially in the case of a concept that is new to the group).
3. Provide additional new information.

Ask the group:

- In what training situations would you use mini-lecture rather than some other method?

To:
1. Economize the time.
2. Present certain facts in an orderly manner.
3. Reinforce the relationship between a learning experience and:
   - Certain complex concepts or principles
   - Its relationship to the participants' work (if the relationship has not been explained by the participants)

- What problems might you anticipate in using this method of training?

Lecture:
1. Can be boring
2. Does not elicit group participation

In general, lecture is good for 20-40% of learning (the 20-40-80 rule)

III. USING MINI-LECTURE (10 minutes)

Distribute the participant document *Mini-Lecture.* Briefly review with the group the process of using mini-lecture in training, reviewing the sections 1) Preparation, and 2) Instructions with the group.

Participant document

MINI-LECTURE

WHAT IT IS

A brief presentation given for the purpose of assisting participants to acquire certain knowledge, or to expose them to a principle, process or situation relevant to their learning.

WHEN TO USE IT

1. To introduce an activity/group experience (if the activity/experience needs an introduction). **Note**: Never use lecture to share with the group the principles that should be drawn from a learning experience before doing the experience. The principles must come out of the discussion that follows the experience: respect the Experiential Learning Cycle.
2. Explain and/or summarize a particular point during the summary of a learning experience (especially in the case of a concept that is new to the group).
3. Provide additional new information.

ADVANTAGES

1. Economize the time.
2. Present certain facts in an orderly manner.
3. Reinforce the relationship between a learning experience and:
   - Certain complex concepts or principles
   - Its relationship to the participants' work

DISADVANTAGES

1. Can be boring
2. Does not elicit group participation
3. In general, is good for 20-40% of learning (the 20-40-80 rule)

HOW TO USE IT

Preparation

Ensure that the lecture:

1. Is relevant, that it:
   - Responds to the leaning needs of the group
   - Corresponds to their level of knowledge and experience
   - Corresponds to the activities they have just done as well s to the activities that follow
2. Will be brief (less than 20 minutes). Do not plan more information than the group can absorb

3. Includes questions that will promote group participation
4. Is planned to occur:
   - Before an activity if the information to be given is necessary to the conduct of the activity
   - At the step Application (of the Experiential Learning Cycle) if it concerns principles to be drawn from the experience, or to be applied later – principles that the participants do not yet have any knowledge of.
5. Is supported by visual aids. Tips for using visual aids:
   - Do not speak and write at the same time.
   - Your writing must be readable and visible to everyone
   - Choose carefully what to put on the board (a new word, an important point, a diagram relevant to the lesson, a summary of what was said)
   - Diagrams must be as simple as possible. It may be better to prepare some diagrams and summaries in advance to be sure to include the key elements and to not waste time in class.

Instructions

1. Share the objectives of the lecture
2. Indicate if participants should take notes (or if handouts will be provided)
3. Link the session with the previous session
4. Follow a plan
5. Cite references if appropriate. Use diagrams to show relationships between ideas and to show processes and procedures
6. Define new ideas
7. Pay attention to the reaction and understanding of the group as well as to the ambiance. It may be necessary to go a bit faster, a bit slower, introduce certain participatory activities or solicit participant input or examples in order to ensure effective understanding of the material presented.
8. Present the material in an organized and clear manner, using simple words, concrete examples, and a logical sequence.
9. Distribute handouts covering essential points to eliminate the need for participants to take notes (which can be distracting for them)
10. Change your tone of voice, maintain eye contact with the group, and use gests to support the message

SESSION 3b: GROUP DISCUSSION

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

1. Define the term ‘group discussion’ in the context of training
2. Explain the purpose of group discussion in the context of reproductive health training
3. Explain the process of using group discussion in the context of reproductive health training.

TRAINING METHODS: Discussion, demonstration of the method

TIME: 30 minutes

MATERIALS:

Flip chart:

- Session 3b objectives

Participant document:

- Group Discussion

INSTRUCTIONS:

Post the flip chart *Session 3b objectives* and ask volunteers to read them.

I-II. DEFINITION AND PURPOSE OF GROUP DISCUSSION (15 minutes)

Refer to the list of training methods just mentioned; group discussion was (likely) mentioned among these common methods.

Briefly demonstrate the use of group discussion with the group, using a topic related to reproductive health. Ask the group:

- What is ‘group discussion’ in this context?
- For what purposes would you use group discussion in training?

Group discussion is a part of nearly all training activities. It involves asking open and relevant questions to the group. It is most often used to:

- Facilitate:
  1. Participants’ learning based on their experience, previous knowledge and/or information presented during the workshop
  2. The development of appropriate attitudes
  3. The development of problem-solving skills
- Introduce an activity:
  1. To bring out participants’ knowledge
  2. To draw a link between an activity or concept and a previous session and/or another skill already taught

3. To orient the group to a task

- Help participants to analyze an activity they have just participated in and its application to their work.
- To cover concepts/information that participants already know something about.

Ask the group:

- ➢ What are some advantages of using group discussion as a training method?

Group discussion:

1. Allows for active participation of everyone, particularly if it is done in small groups.
2. Brings out the knowledge, attitudes and experience of participants

- ➢ What problems might you anticipate in using this method of training?

1. The discussion may deviate from the subject to the point of losing its purpose. The purpose needs to be clear and the trainer needs to circulate (in the case of small groups) to ensure that the discussions focus on the subject.
2. The discussion may be dominated by one or two members of the group.

V. USING GROUP DISCUSSION IN REPRODUCTIVE HEALTH TRAINING (15 minutes)

Distribute the participant document *Group Discussion*. Briefly review with the group the use of group discussion in training, reviewing the section How to Use It, including 1) Preparation, 2) Instructions with the group, and 3) Suggestions for the efficient and productive organization of small group discussion.

Participant document

GROUP DISCUSSION

WHAT IT IS

Group discussion is a part of nearly all training activities. It involves asking open and relevant questions to the group, in order to facilitate:

- Learning facts, concepts and principles
- The development of appropriate attitudes
- The development of problem-solving skills

WHEN TO USE IT

1. To introduce an activity:
   - To bring out participants' knowledge
   - To draw a link between an activity or concept and a previous session and/or another skill already taught
   - To orient the group to a task
2. At the end of an activity to analyze the activity and its application to participants' work
3. To cover concepts/information that participants already know something about

ADVANTAGES

1. Active participation of everyone, particularly if it is done in small groups.
2. Brings out the knowledge, attitudes and experience of participants

DISADVANTAGES

1. The discussion may deviate from the subject to the point of losing its purpose. The purpose needs to be clear and the trainer needs to circulate (in the case of small groups) to ensure that the discussions focus on the subject.
2. The discussion may be dominated by one or two members of the group.

HOW TO USE IT

Preparation

1. Formulate key discussion questions based on the session objectives; note the principle points to discuss
2. Plan for a summary of the discussion:
   - A conclusion
   - A list of principles
   - Application of the discussion to the work of participants

Instructions

1. Introduce the subject and draw a link between it and the last session and/or its relevance to the work/experience of the participants.
2. Ask open and relevant questions.

3. Ensure that everyone is given the possibility to express him/herself and that no one dominates the discussion. Ask questions to those who participate/respond less and ask others to allow everyone to participate.
4. Ensure that different opinions are freely expressed.
5. Provide a synthesis or summary at the end. For learning purposes, this is best done by asking participants to share what they see as the conclusion, principles and/or application of the subject of discussion (respecting principles of both Adult Learning and the Experiential Learning Cycle).

Suggestions for the efficient and productive organization of small group discussion.

1. Define clearly the subject or 'product' of the small group work and ensure that everyone understands the instructions.

2. Indicate the size of the groups that will be formed, the members of each group and where each group will work, before asking participants to join their groups.

3. Encourage participants to join their groups quickly.

4. Ensure that the groups organize themselves so that everyone is involved in the discussion.

5. Use groups of different sizes for different discussions, depending upon the subject and time limitations. Change group membership often so that participants benefit from working with a variety of colleagues.

6. Before the groups begin working, ask them to designate a reporter to share the results of their work with the large group.

7. Circulate among the groups while they work in order to monitor their understanding of the task, answer questions they may have and to note essential points of their discussions. You may encourage certain small groups to present to the large group specific elements of their discussion or work that you consider essential to their learning.

8. For certain activities or discussions, it may not be necessary that all groups present all of their work. Ask for a sample of what the groups discussed, or ask a limited number of groups present and other groups to add additional key items that were missing in the initial presentations.

SESSION 3c: CASE STUDY

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

1. Define the concept of case study
2. Explain the purpose of using case studies in the context of reproductive health training
3. Explain the process of using case studies in the context of reproductive health training.

TRAINING METHODS: Discussion, practical work

TIME: 30 minutes

MATERIALS:
Flip chart:
- Session 3c objectives

Participant documents:
- Case Study
- Case (to be developed in the context of a reproductive health problem)

INSTRUCTIONS:

Post the flip chart *Session 3c objectives* and ask volunteers to read them.

I-II. DEFINITION AND PURPOSE OF CASE STUDIES (20 minutes)

Refer to the discussion of training methods that participants are familiar with; case studies were (likely) mentioned among these methods.

Demonstrate the use of case studies with the group, using a case relevant to teaching about a reproductive health issue. Ask the group:

- ➢ What is a case study?

A case study is a description of events that happened in a particular situation (facts and sometimes the feelings of the individuals involved). It is used in training to enable participants to apply their knowledge to the diagnosis and resolution of a problem. It includes all of the information relevant to the situation. It does not include solutions nor effects of solutions.

- ➢ For what purposes would you use case studies in reproductive health training?

- To help participants master and apply the skills of diagnosis, analysis and/or resolution of problems, for example to help them to identify strategies for:
  - o Encouraging pregnant women to seek prenatal care

- Promoting STI risk reduction in particular situations
  - Promoting exclusive breastfeeding for infants (to 6 months)
- To help participants develop the capacity to choose appropriate alternatives based on facts, and commit to a course of action.

Ask the group:

- In what training situations would you use case studies rather than lecture or group discussion? Why?

- To help participants develop decision-making/problem-solving skills which is difficult to achieve with lecture or group discussion. This requires a situation to which participants can apply these skills.
- To encourage active participation in the group

- What problems might you anticipate in using this method of training?

- The case studies may not be relevant to the objectives of the training.

- Inadequate facilitation of the discussion concerning the case. This limits the achievement of the objectives.

- Some participants may not take seriously the case study because they will not be responsible for the consequences of their decisions

III. USING CASE STUDIES IN REPRODUCTIVE HEALTH TRAINING (10 minutes)

Distribute the participant document *Case Study*. Briefly review with the group the Section ‘How to Conduct It’ (Preparation and Implementation)

Participant document

CASE STUDY

WHAT IT IS

A case study is a description of events that happened in a particular situation (facts and sometimes the feelings of the individuals involved). It is used to apply knowledge to a real situation. Because it is used for the purpose of diagnosing and resolving a situation, it must include all of the information relevant to the situation. It does not include solutions nor effects of solutions; these come out of the group discussion. A well-developed case study has the following qualities:

- Precision in the facts that are presented
- Objectivity in the manner in which the facts are presented
- Clarity in the presentation of the situation
- Logic in the description of facts
- Sensitivity in the presentation of characters and their behaviors

WHEN TO USE IT

Case studies are used to:

- Help participants master and apply the skills of diagnosis, analysis and/or resolution of problems.
- Help participants develop the capacity to choose appropriate alternatives based on facts, and commit to a course of action.

ADVANTAGES

1. Facilitates the application of decision-making/problem-resolution skills:
2. Active participation

DISADVANTAGES

1. Requires the ability to develop an effective case for training purposes and to facilitate the discussion concerning the case.
2. Some participants may not take seriously the case study because they will not be responsible for the consequences of their decisions

HOW TO CONDUCT IT

Preparation

1. Prepare the case study based on the learning objectives of the session (so that the case study serves to develop participant skills in selecting important information and analyzing and evaluating it in order to make a decision).
   - The case study must be real and relevant to the experience/problems encountered by participants.
   - The case study must not reflect opinions nor points of view nor the author's solutions to the situation.

- The case study must not hide facts essential to the situation. Even if the case is complicated, participants must have access to all facts and be able to determine what is relevant. However, if there are too many superfluous facts or if the points are not clear, participants may be easily distracted and lose much time.

2. Formulate open questions at the end of the case study, based on the learning objectives of the session (based on what you want to come out of the case study).

<u>Implementation</u>

1. Divide the group into small groups (of 3-4)
2. Distribute the case to the groups.
3. Allow sufficient time for participants to:
   - Read the case individually
   - Discuss the case in their small groups and answer questions posed in the case

   Note: The discussion of case studies is generally a four-part process. Following participants' discussion of their initial impressions, they should:
     - Go back to the text to identify key facts.
     - Examine the relationships among the key facts in order to understand the dynamics of the situation.
     - Diagnose the situation/problem (make an objective judgment based on the facts, without distorting it due to prejudices).
     - Identify possible solutions and advantages and disadvantages of each in order to choose the best one according to identified criteria
4. In the large group, lead a discussion on:
   - What participants found relevant in the case and why
   - The essential elements of the case
   - The "pros" and "cons" of actions taken in the case
   - The identification of the actual problem, its causes, symptoms and likely consequences
   - The identification of possible actions or solutions to the problem
   - Similar problems or cases participants have encountered and how they anticipate addressing them, based on their experience with this case study

SESSION 3d: ROLE PLAY

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

1. Define the concept of role play
2. Explain the purpose of role play in the context of reproductive health training
3. Explain how to conduct role plays in the context of reproductive health training.

TRAINING METHODS: Discussion, role play

TIME: 40 minutes

MATERIALS:
Flip charts:
- Session 3d objectives
- Role play Questions for Discussion

Participant documents:
- Role play
- Role play Questions for Discussion

Trainer document:
- Role play case

INSTRUCTIONS:

Post the flip chart *Session 3d objectives* and ask volunteers to read them.

I-II.   ROLE PLAY: CONCEPT AND PURPOSE (10 min)

Refer to the discussion of training methods that might be used for reproductive health training; role play was (likely) mentioned as one of these. Ask the group:

- ➢ What is role play?

A teaching method in which participants play realistic roles in a simulated situation.

Explain that among the challenges of encouraging women to change certain reproductive health behaviors, including using reproductive health services, is that while certain reproductive health behaviors and services are essential to the improvement of maternal and child health, they 1) are voluntary, and 2) concern issues that are, for many people, private (relationships with partners, sexuality etc). For these reasons, mediators must be able to discuss reproductive health issues in a way in which women feel comfortable talking about their needs, concerns and practices.

Explain that:
- Role play is a very useful training method for helping mediators to improve their interpersonal communication skills

- There are several types of role plays that are used in training, and that they differ by 1) their purpose, and 2) how they are organized. We will use the type of role play that is used for the purpose of teaching interpersonal communication skills in reproductive health. In this case:
  - Participants work in small groups of three. In each group, one participant plays the role of mediator; one plays the role of a community member; and one plays the role of observer.
  - The trainer gives to the individual playing the role of community member instructions regarding the role she is to play; these instructions are not shared with the other members of the small group. The community member plays her role according to the instructions given to her. The individual playing the role of mediator applies communication skills she has been taught in order to assist the community member with the problem she has. The observer observes the mediator's ability to effectively apply her skills.

III. IMPLEMENTATION OF ROLE PLAYS (30 minutes)

Explain to the group that:

- It is important that role plays be effective, that they:
  - Correspond to the learning objectives of the training
  - Are realistic: they are based on real problems faced by participants
  - Offer a challenge to the players as well as to the observers
- The trainer must provide the group with an observation guide to help the players and observers to analyze the role play in a way that allows them to learn from it.

Review with the group:

- The participant document *Role Play*, section *How To Conduct It*. Emphasize the importance of following the instructions for role plays in the RH curriculum, including always conducting them in small groups of three to ensure that all participants participate in all three roles (mediator, community member/woman, and observer) – respect the 20/40/80 rule of adult learning.
- The observation guide for observing role plays in interpersonal communication situations in reproductive health (see participant document *Role Play Questions for Discussion*).

Organize a brief (5-minute) role play in front of the group, using the trainer document *Role Play Case*. Ask the three participants involved in the role play to share their feedback among themselves (in front of the large group).

Lead a discussion with the group about the organization, implementation and usefulness of role play in teaching interpersonal communication skills. Ask the group to:

- ➢ Think of yourselves as the trainers you will soon be, organizing a group of mediators to participate in role plays in order to improve their skills in communication with community members about reproductive health. What are:
  - ✓ Some advantages you see for organizing role plays?
  - ✓ Some problems you could encounter in the organization and implementation of role plays? How could you deal with these problems?

Divide the group into small groups of 3-4. Ask them to discuss and respond to these questions and to share their responses in the large group.

<u>Advantages</u>

- Through active participation, all participants have the opportunity to practice and improve their skills (the 20-40-80 rule)
- Role play is a principle method for developing interpersonal communication skills
- Role play provides an occasion to learn by observation and feedback
- Role play may reduce the threat or reluctance of learning certain interpersonal competencies. It allows participants to practice certain behaviors in a controlled situation without the risk of embarrassment.

<u>Possible problems</u>

- Participants may not take the learning seriously.
  - o Minimize this problem by making sure that the cases used for role plays are realistic
- The roles sometimes reinforce existing stereotypes.
  - o Ensure that roles of community members are realistic. Encourage participants to follow them

Note: Acknowledge that the previous reproductive health workshop for mediators and the actual training will have covered knowledge, attitudes and skills that the participants will be asked to practice through role play later in this workshop.

Ask the group:

- ➢ What thoughts do you have about organizing and implementing this method?
- ➢ Any other reactions or comments?

Flip chart / Participant document

ROLE PLAY: QUESTIONS FOR DISCUSSION

Questions for mediators

1. What did you do to put the woman at ease, to gain her confidence?
2. How did you encourage the woman to talk about her problem and/or clarify information regarding her problem?
3. Did you respond to the preoccupations of the woman? If yes, how? If no, why not?
4. Were there any obstacles in the communication? If so, what did you do to resolve them? What might you have done differently?

Questions for community members/women

1. How did you feel at the beginning of your interaction with the mediator?
2. Did the mediator gain your confidence? How? If not, why not?
3. Was the mediator interested in your situation/problems? Did she help you? How? If not, why not?
4. What more could the mediator have done to help you?
5. Did the mediator give you clear and relevant information in a manner in which you could understand?
6. Did you feel that the mediator was judging you in any way? If so, in what ways?

Questions for observers

1. Did the mediator:
   - Help the woman talk about her concerns, knowledge and practices regarding the particular reproductive health topic?
   - Apply the techniques of active listening (quiet listening, paraphrase, clarifying questions)?
   - Make judgments or moralize? If so, give examples.
2. How would you describe the quality of information given to the woman?
   - Was the information clear to her?
   - Were the mediator's explanations simple, correct, complete etc? Did the mediator lack certain information? Which information?
3. Did the mediator verify the woman's understanding of information given to her?
4. Did the interaction end in a positive manner?

Participant document

ROLE PLAY

WHAT IT IS
A training method in which participants play a realistic role in a simulated situation.

WHEN TO USE IT
Role play is most often used to:
1. Practice competencies in interpersonal communication.
2. Examine a problem situation, or incident, in order to learn how one could have reacted/dealt with it better.
3. Help participants to become more aware of the effects of attitudes and/or behavior on others in order to facilitate changes in attitude and/or behavior.

ADVANTAGES
1. Facilitates the active participation of all participants.
2. An essential method for developing interpersonal communication skills.
3. May reduce the threat of learning certain interpersonal competencies. (In a role play, one can experiment with certain behaviors in a controlled situation without the risk of embarrassment.)
4. Provides an occasion to learn by observation and feedback.

DISADVANTAGES
1. Participants may not take the learning seriously. The trainer can minimize this problem by asking participants to submit the cases to be used for the role plays.
2. Sometimes, the roles reinforce existing stereotypes. Roles must be realistic and players must portray/follow them.

HOW TO CONDUCT IT
Preparation
1. Ensure that the role play:
   - Responds to the learning objectives for the session
   - Is realistic in terms of the identified problems of the participants
   - Is interesting
   - Offers a challenge to the players as well as to the observers

2. Develop the situation to be played
   - Describe the woman's situation, including her age; marital status; number of pregnancies, children, abortions (if any); relationship with her partner (if relevant); purpose of the encounter with the health mediator; any knowledge, preferences or myths she has about particular reproductive health practices or services
   - Prepare an observation guide to help the players as well as the audience to analyze the role play

3. Prepare a plan for the discussion following the role play, in order to be sure of developing the essential points.

<u>Instructions</u>

1. Give the instructions to the group:
    - The goal of the role play
    - The structure of the role play and how it will be conducted
        - Role plays (in the case of reproductive health training) will be conducted in small groups of three
        - There will be three role plays within each group, with three different cases, so that each member of the small group plays all three roles: mediator, community member/woman, and observer
        - Ask small groups to determine who will play which role for the first role play
        - Indicate how much time is allowed for the role play
    - Post the observation questions and rules for feedback
    - Distribute the cases to the individuals playing the role of community member
2. Ask the small groups to conduct the role plays (5 - 10 minutes maximum per role play)
3. Small group discussion following each role play, based on the observation questions and the Experiential Learning Cycle. The discussion should begin with the persons who played the role of mediator, followed by the persons who played the role of community member, followed by the observers. (5 minutes)
    - What went well
    - Problems encountered
    - Questions raised
    - Effectiveness of the mediator's communication (questions, interventions etc)
    - Alternative strategies
    - Application to participants' work
4. Discussion following all three role plays (in the large group), based on the observation questions and the Experiential Learning Cycle. The discussion should begin with the persons who played the role of mediator, followed by the persons who played the role of community member, followed by the observers, and finally the trainers.

Note: In using role play as a training method, it is important for the trainer to indicate to the group how much time is allowed for each part of the activity and to call time at the end of each activity. This helps participants to use their time efficiently and to focus on their task.

Trainer document

ROLE PLAY CASE

To be developed by trainers, based on participants profile and specificity.

SESSION 3e: DEMONSTRATION

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

1. Explain the purpose of demonstration in the context of reproductive health training.
2. Describe the logical sequence of steps for conducting a demonstration.
3. Apply these sequential steps to the conduct of a demonstration of condom use

TRAINING METHODS: Exercise, discussion, small group work

TIME: 1 hour

MATERIALS:

Flip charts:
- Session 3e objectives
- Check list for demonstrating condom use

Participant documents:
- Demonstration check list
- Check list for demonstrating condom use
- Demonstration

Other training materials:
- Condoms (one per participant plus several extra for large group demonstration)
- Penis models (or bananas or other appropriately shaped models)

INSTRUCTIONS

Post the flip chart Session 3e objectives and ask volunteers to read them.

I-II. PURPOSE AND STEPS OF A DEMONSTRATION (5 minutes)

Explain to participants that an important training method for developing certain skills is demonstration. Ask them:

- ➢ For what purposes would you use demonstration as a training method in the context of reproductive health training?

1. Teach mediators how to do a new task.
2. Give confidence to mediators that a new task is feasible.
3. Promote mediator interest to learn and do a new task

Emphasize the fact that:
- Once a skill is well learned, the person is able to do it unconsciously and automatically (the person goes from unconscious incompetence to unconscious competence)

- If the skill is learned incorrectly from the beginning, the errors will likely continue every time the task is performed. Thus, it is important to learn a skill correctly from the beginning.

Distribute the participant document *Demonstration check list.* Review it with the group, emphasizing the importance of respecting the steps when conducting demonstrations.

III. CONDUCTING DEMONSTRATIONS (40 minutes)

Introduce the demonstration of condom use by explaining that:

- Condoms are an effective method for preventing pregnancy and the transmission of STIs (including HIV) when they are used properly
- The proper use of condoms requires that the individual/couple follow a certain sequence of steps

Invite the group to name the steps they would follow for explaining and demonstrating condom use (how they would explain and demonstrate condom use to an individual/couple). Ask them to list these steps even if they are not in order.

Work with the group to put the steps in a logical order.

Post the flip chart *Check list for demonstrating condom use*. Compare the group's list with the checklist from the flip chart.

Discuss with the group the logic of the steps (on the check list).

Conduct a demonstration of condom use in front of the group, following the checklist.

Ask a volunteer to prepare and implement a second demonstration of condom use, using the checklist.   Other participants will observe the demonstration, following the checklist.

Ask the volunteer about the implementation of the demonstration:

- ➢ What if any difficulties did you encounter?
- ➢ What questions do you have about any aspect of the demonstration?

Ask the group:

- ➢ What observations do you have regarding the demonstration?
- ➢ Were all of the steps followed?
- ➢ Was the demonstration useful? In what way?

The demonstration allowed participants to:

- See how to conduct a demonstration of condom use, respecting a logical sequence of steps which will help individuals/couples better learn how to use the method

- Learn how to conduct a demonstration

Divide the group into pairs. Invite participants to repeat the demonstration in their small groups, according to the following instructions:

- While one person practices the demonstration, her colleague observes (using the checklist).
- At the conclusion of the individual's demonstration, the colleague gives feedback regarding the respect for the steps to be followed.
- Members of each pair change roles and repeat the demonstration (including feedback)

Distribute the condoms.

Circulate among the groups as they practice, paying attention to the quality of the demonstrations and any problems participants experience and/or errors they make.

Following the practice in small groups, invite participants to rejoin the large group. Ask the group:

- ➢ What are your reactions to this experience?
  - ✓ Should mediators demonstrate condom use to interested community members? Why or why not?
  - ✓ Why should trainers emphasize the importance of clear demonstrations as a part of training mediators?

- It is important to demonstrate condom use to people who are interested in using condoms. One should not assume that people know how to use condoms correctly.
- Without clear demonstrations of certain tasks (for example, showing people how to use condoms), it is possible that mediators will err in implementing the tasks in the community.

- ➢ Is there anything that should be different if you were to repeat this demonstration?
- ➢ How can you apply this experience in your future work as a trainer?

In training, we need to:

- Allow sufficient time for participants to practice skills that are being taught
- Emphasize the importance of respecting the sequence of steps in order to master certain skills

Note: Emphasize that in the context of providing condoms to community members, it is important to verify their understanding of how to use them:

- Ask open questions regarding the steps of condom use
- Demonstrate condom use <u>and</u> have the individual repeat the demonstration and explain the importance of each step.

Distribute the participant document *Demonstration.* Ask for volunteers to read:

- Advantages
- Disadvantages
- Elements of an Effective Demonstration
- How to Conduct It

Participant document

DEMONSTRATION CHECK LIST

1. Practice the skill yourself.

2. Check the materials to be sure that they are available and useable

3. Arrange the chairs so that all participants can see the demonstration and hear the presentation and discussion

4. Do not spread the materials for the demonstration before they are needed

5. Explain the purpose for doing the demonstration

6. Show the procedure step by step, using a check list and writing down and explaining new terms

7. Perform the demonstration slowly a second time, step by step

8. Ask participants specific questions about the procedures they saw, to verify their understanding

9. Divide participants into small groups (of 2-3), provide materials and invite them to practice

10. Ask the group for feedback about what they learned, and any difficulties they encountered

11. Summarize the key points of the demonstration

Participant document

CONDOM USE: CHECKLIST

1. Explain to the person/couple the importance of:
   - Using condoms for protection from STIs, including HIV (as well as for prevention of pregnancy if this is the person's contraceptive choice).
   - Placing the condom on the erect penis before any sexual contact (for both contraceptive protection and/or for the prevention of STIs as some semen may be released during foreplay).
   - Not using Vaseline, cooking oil or grease to lubricate the condom as any of these will weaken the condom quickly and allow it to break during intercourse. Most condoms are already lubricated. If not, one should use a contraceptive jelly for lubrication.

2. Verify the expiration date on the condom package and show the person/couple how to verify it. Tell the person/couple not to use condoms if the expiration date has passed.

3. Verify the integrity of the package. Tell the person/couple:
   - If the package is already open, the condom may not be in good condition.
   - Not to leave condoms for long periods of time in warm places (for example, in automobile glove boxes in the summer heat nor in men's wallets in the back pocket).

4. Open the package gently where indicated. Explain that it is important not to damage the condom when opening the package.

5. Verify the integrity of the condom. Explain that if the condom is dry and stiff or like paper, it should not be used.

6. Show the person/couple how to verify that the condom is right side out (so that it can be unrolled easily down the penis).

4\. With one hand, grasp the tip of the condom and with the other hand guide its application on the model. Explain the importance of pinching the tip of the condom: to be sure that there is no air in the tip and thus to leave room for the semen during ejaculation. Explain that if there is air in the tip of the condom, the condom may break during ejaculation or the air may push the semen up the sides of the condom, causing leakage and loss of protection.

8\. Unroll the condom on the model.

9\. Explain the importance of withdrawing the penis soon after intercourse before it becomes soft and semen leaks out of the condom.

10. Explain the importance of holding on to the condom during withdrawal of the penis to prevent the condom from slipping off. Demonstrate this step.

11. Remove the condom from the model by carefully pushing the condom toward the end of the model representing the tip of the penis. Explain that simply unrolling the condom may allow semen to spill out.

12. Make a node/knot at the top of the condom to keep its contents from spilling.

13. Explain the importance of disposing of the condom where children will not find it.

Participant document

DEMONSTRATION

WHAT IT IS

A presentation carefully prepared for the purpose of showing how to conduct a task or procedure. It is accompanied by verbal and visual explanations, illustrations and questions. The basic process is: show, tell, practice.

WHEN TO USE IT

Use demonstrations to:
1. Teach mediators how to do or make something or to use a new task.
2. Give confidence to mediators that a task is feasible.
3. Promote mediator interest to learn and use a new task.

ADVANTAGES:

Demonstration provides an occasion to:
1. Practice under the direction of someone who has mastered the task
2. Correct immediately any errors.
3. Experience directly doing the task one needs/wishes to learn

DISADVANTAGES

Demonstration:
1. May be costly, cumbersome and inconvenient to organize and conduct
2. May limit the number of people who can benefit from it at one time.

ELEMENTS OF AN EFFECTIVE DEMONSTRATION

An effective demonstration:
1. Is conducted by a competent individual who is accepted by/credible to the participants.
2. Uses appropriate equipment
3. Gives each participant the opportunity to practice
4. Includes criteria for evaluating the degree to which each participant has mastered the task
5. Separates, and applies, the following elements: show and tell.

<u>HOW TO CONDUCT IT</u>

<u>Preparation</u>

1. Master the task and how to demonstrate it to others
2. Bring together all of the materials necessary (and ensure that they are available to participants at their work sites)
3. Allow sufficient time so that all participants will be able to practice.
4. Establish performance criteria in order to verify mastery of the task by participants.
5. Ensure that all participants will be able to see and hear your demonstration

<u>Implementation</u>

1. Present the task and its purpose
    - Explain and demonstrate the task
        - Proceed step by step, using a checklist of the steps (which are detailed in a logical sequence)
        - Emphasize important points, including difficult aspects
        - Write new terms on a flip chart as appropriate
        - Summarize, asking participants questions and repeating any parts of the demonstration that appear to be unclear
2. Participant practice of the task
    - Ask a participant to conduct the task in front of the group, explaining what he/she is doing and why.
    - Ask the participant questions to monitor his/her learning:
        - Why are you doing __________?
        - What would happen if __________?
        - What else would you do if ___________?
    - Invite all other participants to practice conducting the task (in small groups if appropriate, with each group monitored by a trainer)
3. Summarize the key points of the demonstration and:
    - Ask the group if they have any questions
    - Ask the group open questions to clarify their understanding of the task and its application in their work situations

SESSION 3f: EXERCISES

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

1. Define the concept of ‘exercise’ in the context of training
2. Explain the purpose of using exercises in the context of reproductive health training
3. Explain the process of using exercises in the context of reproductive health training.

TRAINING METHODS: Discussion, practical work (exercise)

TIME: 30 minutes

MATERIALS:

Flip charts:
- Session 3f objectives

Participant document:
- Exercises

Trainer document:
- Sample exercise

INSTRUCTIONS:

Post the flip chart *Session 3f objectives* and ask volunteers to read them.

I-II. DEFINITION AND PURPOSE OF EXERCISES (15 minutes)

Refer to the discussion of training methods that are often used in reproductive health training; exercises were (likely) mentioned among these common methods.

Ask the group to think of at least two exercises used so far in this training.

- Introduction exercise in Session 1
- Exercise of writing with one hand and then the other in Session 2, Adult Learning

Ask the group:

- What is an “exercise’ in the context of training?

Exercises used in training are structured activities designed to:
- teach certain concepts, principles or problem-solving skills
- promote a positive group dynamic
- energize the group

- For what purposes would you use exercises in reproductive health training?

Exercises can be used:

- As part of any session, provided that the particular exercise contributes to the achievement of the objectives of the session.
- As ice breakers at the beginning of the program to help participants feel comfortable with the group
- As energizers to re-invigorate the group (for example, when the group has been working very hard on something and has a low level of energy)
- To examine participants' attitudes (for example about discussing certain aspects of reproductive health with community members)

Ask the group:

- ➢ In what situations would you use exercises rather than other training methods? What are the advantages of using exercises as a training method?

Exercises:

1. Change the pace and structure of learning and the learning environment
2. Contribute to positive group dynamics (due to the change of pace and practical nature of exercises)
3. Can be a very effective training tools if they are relevant to the objectives and if the Experiential Learning Cycle is respected in its application
4. Generally raise the energy level of the group.

- ➢ What problems might you anticipate in using this method of training in a reproductive health workshop?

Exercises may:

1. Draw away from the learning environment if the exercise has nothing to do with the learning; the exercise may be seen as an irrelevant game.
2. Be ineffective for learning if the trainer is unable to apply adequately the Experiential Learning Cycle to the discussion following the exercise.

V-VI. USING EXERCISES IN REPRODUCTIVE HEALTH TRAINING (15 minutes)

Demonstrate the use of the sample exercise (see trainer document Sample exercise), following the instructions. Ask participants:

- ➢ What is the purpose of this exercise?

- Facilitates introductions of participants on the first morning of a workshop.
- Helps participants and trainers learn everyone's names
- Helps everyone to begin to socialize

Distribute the handout *Exercises* and review the section 'How to use it' with the group.

Trainer document

SAMPLE EXERCISE

[**Trainer note**: The following is an exercise that can be used to facilitate introductions of participants on the first morning of a workshop. It helps participants and trainers learn everyone's names, it is active and fun, and it helps everyone to begin to socialize.]

Ask everyone to form a circle. Introduce yourself to the group, adding a descriptive word based upon the first letter of your name. Add this word in front of your name as follows:

"I'm Darling Dorothy".

The person to your right repeats previous introductions and introduces him/herself as follows:

"This is Darling Dorothy. I am Generous George."

The person to George's right repeats previous introductions and introduces him/herself as follows:

"She is Darling Dorothy. He is Generous George. I am Crazy Carol".

Continue with the next person to the right until all names have been repeated. Challenge volunteers to name all names quickly.

Participant document

EXERCISES

WHAT IT IS

Exercises used in training are structured activities designed to:

- teach certain concepts, principles or problem-solving skills
- promote a positive group dynamic
- energize the group

WHEN TO USE IT

Exercises can be used as part of any session, provided that the particular exercise contributes to the achievement of the objectives of the session.

- As ice breakers at the beginning of the program to help participants feel comfortable with the group
- As energizers to re-invigorate the group (for example, when the group has been working very hard on something and has a low level of energy)

ADVANTAGES

1. Changes the pace and structure of learning and the learning environment
2. Contributes to positive group dynamics (due to the change of pace and practical nature of exercises)
3. Can be a very effective training tool if the exercise is relevant to the objectives and the Experiential Learning Cycle is respected in its application
4. Generally raises the energy level of the group.

DISADVANTAGES

1. Draws away from the learning environment if the exercise has nothing to do with the learning; the exercise may be seen as an irrelevant game.
2. Is ineffective for learning if the trainer is unable to apply adequately the Experiential Learning Cycle to the discussion following the exercise.

HOW TO USE IT

1. Decide in advance whether or not, and how, to introduce the exercise.
   - In some situations, it may be important to introduce the exercise. However, be careful in the introduction to not share with the group what they should learn from the exercise; this will likely reduce their learning.
   - In many situations, simply begin the exercise by giving instructions to the group.
2. Following the exercise, proceed through the steps of Reflection, Generalization and Application (of the Experiential Learning Cycle) in order to help the group to draw from the activity the intended principles and apply them to participants' work situations.

Note: Physical exercises can also be used in training for the simple purpose of energizing the group. If the group's energy is lagging, simply propose (with enthusiasm) a short physical exercise or ask a participant if he/she would like to lead such an activity.

ICE BREAKER

<u>WHAT IT IS</u>
A form of exercise used in training to help participants feel at ease with each other and comfortable in the new learning environment where you are training. It also establishes group rapport. As its name implies, it warms the learning environment to the point that the "ice" keeping participants from interacting with each other is broken up.

<u>WHEN TO USE IT</u>
At the beginning of the training, generally involves all participants in an active role.

<u>ADVANTAGES</u>

- It sets the tone for the training by creating a non-competitive environment, so that participants can interact with each other without feeling threatened.
- Ice breakers can be fun
- It attempts to create a bond between the trainer and participants that can be strengthened during the rest of the training program.

Since ice breakers can often incorporate games, unorthodox activities or close physical contact between participants, it is important to keep in mind (as with all of training techniques) what is appropriate to the culture and context in which you will be training.

SESSION 4

SESSION 4: GROUP DYNAMICS

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

1. Name the four stages of group development in the context of training
2. Explain the importance of group development to the productivity of training workshops
3. Explain the term "group dynamics" and its influence on training
4. Name organizational factors that may contribute to negative group dynamics
5. Describe types of behavior that may contribute to negative group dynamics
6. Describe principles for facilitating positive group dynamics
7. Describe possible actions a trainer might take to respond to negative group dynamics

TRAINING METHODS: Exercise, discussion

TIME: 1 hour 30 minutes

MATERIALS:

<u>Flip charts</u>

- Session 4 objectives
- Group dynamics is concerned with:

<u>Participant documents</u>

- Stages in Group Development in the Context of Training
- Group Dynamics
- Indicators of Positive and Negative Group Dynamics
- Facilitation of Positive Group Dynamics and Responding to Negative Group Dynamics

<u>Trainer document</u>

- Examples of Difficult Situations in Workshops

INSTRUCTIONS

Post the flip chart *Session 4 objectives* and ask volunteers to read them.

I-II. STAGES OF GROUP DEVELOPMENT (40 minutes)

Introduce the session by asking the group:

➢ How would you describe the difference between your feelings about, and your interactions with, the trainers and your fellow participants 1) yesterday morning when you first arrived, and 2) right now?

Likely response: Participant feelings and interaction were much more reserved initially when participants arrived. After the first day, participants are feeling more comfortable in the group and with the trainers.

- Why did your feelings and interaction change?

The trainers:
- Asked us to participate in an exercise which helped us to begin talking and sharing, and thinking about what we wanted to learn in the workshop.
- Discussed the focus of the workshop with us so that we knew what to anticipate
- Asked us to come to agreement about what behaviors (norms) we would adopt in order to facilitate a productive workshop for us
- Used training methods that required us to interact and to share our knowledge and experience

Review briefly the four stages of group development, as follows. When groups form or come together, they typically pass through the following steps:
- Orientation to the group and to the workshop
- Organization within the group (which may involve some conflict and/or rebellion)
- Information sharing within the group
- Goal-oriented problem-solving within the group

Distribute the participant document *Stages in Group Development in the Context of Training.* Ask volunteers to read to the large group:
- The characteristics of participant behavior of the stages of group development
- Tips on how to facilitate group development at each step

Explain that:
- A trainer can sense the movement of the group from one stage to another by the characteristics of participant behavior (how their behavior corresponds to the descriptions of the four stages of group development).
- It is important for a trainer to recognize steps of group development because:
  - The stage a group is in influences the levels of comfort and trust of its members, their manner of interacting, and their productivity
  - Attempting to avoid or stifle rebellion (at step 2) is often futile. If participants are not allowed to resist group formation, training tasks or processes (if they are bothered by them), rebellion is likely to simmer and re-surface throughout the workshop
  - Trainers can use different strategies to help a group develop and, at the same time, progress through the planned content of the training

Review with the group the purpose of each of the following training activities:
<u>Introductory session of any training program</u>:
- To create a positive social environment conducive to sharing and learning
- To address participant expectations of the training
- To allow the group to agree on the structure of the workshop, and to begin to take responsibility for group decisions in order to facilitate their concentration on the workshop content
- To form a cohesive group, with all participants having contributed to and understood the expectations, norms etc

Daily revision session:

- To address any preoccupations or concerns members of the group may have that might interfere with learning
- To review any concepts from the previous day that were unclear or that participants have questions about

Ice breakers/warm-ups:

- To allow the group to relax, particularly during long periods of concentration when productivity begins to slow down
- To energize the group (when the trainer notices that their level of energy is low)

III-VII. GROUP DYNAMICS (50 minutes)

Post the flip chart *Group dynamics is concerned with*: Suggest to the group that the interaction between members of a group at any stage of a workshop is what we refer to as **group dynamics**. This interaction between group members includes:

- group morale and "atmosphere" in the training room
- ways in which people (participants and/or trainers) attempt to influence others (both positive [showing respect, listening to others and contributing useful ideas] and negative [playing politics, using status, using a loud voice, talking continuously]) and the effect of these attempts to influence other people's behavior within the group
- the degree of participation/willingness to participate
- the degree to which people (participants and/or trainers) conflict, compete or collaborate with each other
- the degree to which group members are, and feel, accepted by the group

Distribute the participant document *Indicators of Positive and Negative Group Dynamics*. Ask the group to think of the interaction between members of this group as volunteers read the indicators.

Ask the group:

- ➢ What is the importance/relevance of group dynamics to the effectiveness of a training program?

Negative group dynamics can destroy the functioning and productivity of a group and prevent learning, even if the training plan/design is good

Review with the group:

- Organizational aspects of a workshop that lead to negative group dynamics:
    - o Lack of clear norms, expectations, logistics, training process; imposition of norms, training program

- Lack of group solidarity, often because the trainer did not allow the group to go through the group development step of rebellion
- Frustration resulting from the lack of respect/support of certain participants by their fellow participants or by the trainer
- Training content is unresponsive to group needs/interest

- Certain personalities and/or behaviors of individual participants that contribute to negative group dynamics
  - Non-stop talkers
  - Know-it-alls
  - Timid personalities and passive-aggressive personalities
  - Participants who always come late or who are frequently absent
  - Participants who carry on side conversations
  - Participants who criticize/judge, or whose comments are sarcastic
  - Comedians

Distribute the participant document *Group Dynamics*. Ask volunteers to read suggestions, and to give examples from their experience, of what a trainer can do to:

- ➢ Encourage positive group dynamics in the group
- ➢ Respond to negative group dynamics, conflict and/or to certain difficult personalities and/or behaviors within the group

Invite participants to participate in a Grab Bag activity. Explain that you have placed in a bag (basket or box) small pieces of paper, each one with a challenging situation which could occur in a workshop. Invite volunteers, one at a time, to draw a piece of paper from the bag (basket or box). The participant who draws the piece of paper leaves the room, accompanied by a trainer. The trainer explains that a difficult training situation will be simulated by the group, and her task will be to respond to that situation as well as possible.

The remaining trainer reads to the group the situation on the piece of paper drawn by the volunteer, and distributes roles to different participants, if necessary.

After each situation "played' by the group, ask the volunteer:
- ➢ How did you feel during this interaction with the group?
- ➢ If this situation would occur during a real training, what do you do differently?

Ask other participants to contribute their own ideas and comments.

Suggest to the group that:
- The element of group dynamics is among the most difficult aspects of training when problems begin to arise.
- They will be given an opportunity to practice dealing with certain aspects of group dynamics while doing their practice training later in the week.

Participant document

STAGES IN GROUP DEVELOPMENT IN THE CONTEXT OF TRAINING

- ***Orientation of participants to the group and to the workshop***
  - Participant behavior/feelings. Participants may:
    - Question why they are there
    - Depend upon the trainer to provide all of the structure
    - Have feelings of excitement, apprehension and/or confusion
    - Communicate in a courteous but superficial manner
  - To facilitate group development at this stage:
    - Help participants clarify their expectations of the workshop
    - Review the workshop goal and general objectives with the group
    - Introduce the adult learning process (to help participants to see that their knowledge and experience is important and will contribute to the learning process)
  - Conclusion of stage 1:
    - General agreement that the workshop purpose is clear, and that the objectives are achievable and respond to their needs

- ***Organization within the group (which may involve some conflict and/or rebellion)***
  - Participant behavior/feelings. Participants may:
    - Begin establishing group norms
    - Begin taking and assigning responsibility
    - Begin to experience conflict regarding:
      - ✓ differences in ways in which different members express themselves
      - ✓ workshop leadership
      - ✓ different levels of appreciation for the task &/or for change
    - Resist change, desiring to do things their own way
  - To facilitate group development at this stage:
    - Clarify the roles of trainers and participants, including participants' responsibility for their own learning
    - Use the problem-solving process[(1)] to help the group diagnose and resolve issues of resistance
    - Clarify the goal and objectives of the workshop
    - Acknowledge differences in ways in which different people express themselves and/or interact, and in workshop leadership; and different levels of appreciation for the task and/or for change. Help the group to learn to 1) assist individuals to recognize the effect of certain of their behaviors on others, and 2) accommodate certain differences between group members (including trainers)
  - Conclusion of stage 2:
    - Partial resolution of personal relations
    - Agreement on how the group will do the work

- ***Information sharing within the group***
    - Participant behavior/feelings. Participants:
        - Begin to experience feelings of belonging to the group
        - Become increasingly open regarding their participation in tasks and risk-taking (sharing information, ideas, feelings)
        - Become more comfortable giving and asking for feedback
        - Become more comfortable accepting others' views
    - To facilitate group development at this stage:
        - Coach the group regarding their respect for rules for giving and receiving feedback
        - Re-define the role of the trainers and of the group (trainers become increasingly the facilitators while the group takes on increasing responsibility for the content of the training, through practical work designed to apply what they have learned)
    - Conclusion of stage 3:
        - Positive group identity begins to emerge
        - New learning occurs in terms of insights and problem-solving abilities

- ***Goal-oriented problem-solving within the group***
    - Participant behavior/feelings. Participants:
        - Are committed to the group's activity
        - Define the tasks within the group
        - Have a sense of responsibility for group success
        - Participate in a climate of acceptance, consensus and interdependence
        - Are able to work independently, in any small group and in the large group
        - Are both collaborative and competitive
        - Are aware of group strengths and individual contributions to the group
    - To facilitate group development at this stage:
        - Ask the group to identify their strengths
        - Discuss the group development process with the group
        - Discuss how the group was able to accomplish its tasks
    - Conclusion of stage 4:
        - Purpose and goals of the group are accomplished
        - Desire of group members to keep contact

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(1) Problem-solving process:

Help the participant/s to:

- identify the problem (including causes and consequences of the problem)
- identify possible alternatives for resolving the problem
- identify possible consequences of each alternative (pros and cons of each alternative)
- identify the best alternative or solution (for her/them), given all the alternatives and possible consequences of each
- implement her/their solution

Flip chart

GROUP DYNAMICS IS CONCERNED WITH:

- Group morale
- Group atmosphere
- Positive and negative styles of influence and the effect of different sources of influence within the group
- Levels of participation
- Struggles for leadership
- Conflict, competition
- Collaboration
- The degree of acceptance or inclusion of various members in the group

Participant document

GROUP DYNAMICS

Group dynamics concerns the manner in which members of a group participate in the group and communicate with each other. It concerns also the effects of the following on group behavior:

- Group morale
- Group atmosphere
- Positive and negative styles of influence and the effect of different sources of influence within the group
- Levels of participation
- Struggles for leadership
- Conflict, competition
- Collaboration
- The degree of acceptance or inclusion of various members in the group

Group dynamics is influenced by:

- The level of interest participants have in the subject (and thus the importance and relevance of the training content and methodology to the needs of the group)
- The environment
  - Physical
  - Group/interpersonal:
    - The level of consideration/respect for differences of opinion within the group
    - The level of freedom of expression
- Distractions and pre-occupations of participants
- Personal concerns of participants
  - Identity within the group
  - Each individual's feeling of being accepted by the members of the group
  - Each individual's feeling of where he/she fits in the hierarchy of the group
  - Members' needs and goals within the group: their capacity to obtain what they want from the group and their perception of what they must contribute in return

Participant document

INDICATORS OF POSITVE AND OF NEGATIVE GROUP DYNAMICS

Indicators of positive group dynamics

- Participants participate actively
- Participants take initiative
- Participants work hard to accomplish tasks they are given
- Participants use a positive tone of voice
- Participants take responsibility for the management of their time and the workshop schedule
- Positive group morale
- General ambiance (open, sharing, positive)
- Participants demonstrate respect for rules for giving and receiving feedback
- Supportive communication (listening, empathy etc)
- Participants demonstrate respect for each other

Indicators of negative group dynamics

- Participants use a negative tone of voice
- Silence (may indicate a lack of interest or understanding, conflict, fatigue, boredom, timidity)
- Participants resist participation in activities
- Participants take little or no initiative (participants wait to be told/asked to do everything)
- Giggling (may indicate discomfort with the topic)
- Participants' comments are sarcastic (may indicate dissatisfaction/frustration with the trainer, group, training or work)
- Open conflict (between any combination of trainers and participants)
- Participants avoid looking at the person speaking; ignoring certain people
- Participants are defensive when they respond to others' comments
- Manner in which participants participate (constant arguing, disagreeing; withdrawing, whispering, leaving the group; constant digression from subject)
- Attempts by some members to control decisions and/or impose their will or values on other group members
- Confrontation rather than attempts to respect rules for feedback

Participant document

FACILITATION OF POSITIVE GROUP DYNAMICS AND RESPONDING TO NEGATIVE GROUP DYNAMICS

To facilitate positive group dynamics:

- Take decisions with the group
    - Ensure that decisions affecting the group are taken following group consultation/discussion involving all members
- Learn names participants wish to be called and use them
- Encourage the exchange of opinions and ideas within the group
- Use training methods that facilitate maximum participation of group members
    - Ensure that participants understand the relevance of what they are asked to do
    - Encourage questions
    - Provide support to participants
    - Recognize differences in the ways different individuals learn
    - Give written instructions for activities when they are complex
    - Encourage members to express their opinions, suggestions and ideas
    - Assist the group to clarify their tasks, instructions, their roles etc
    - Ask clear, open, constructive and relevant questions that require reflection
    - Summarize group ideas and suggestions, or have a participant summarize them, in order to facilitate understanding
- Be flexible
    - Establish group norms but be flexible to modifying them if needed
- Pay attention to possible feelings of isolation of some members
    - Recognize and appreciate differences (in beliefs and values) among members
    - Avoid the formation of 'cliques'
- Continually evaluate participant progress with the group so that members are aware of their progress and the application of their learning to their needs and expectations
    - Use the experiential learning cycle to facilitate participant learning from their own experiences (rather than being told); apply learning to participants' jobs
    - Use revision sessions each morning to address aspects of topics which may not have been clear to all participants
    - Engage participants in practical work, followed by presentation of their work and feedback
- Recognize that the group needs to pass through the steps of group development, and facilitate this process
- Program easier and more familiar training content early in the workshop in order to allow the group to succeed
- Provide sufficient structure so that the group succeeds in their task, and ensure that the task is relevant to them
- Share responsibility with the group regarding:
    - Group expectations and how the training can respond to them
    - The formulation of group norms
    - Decision-making (while respecting workshop objectives)
- Ensure that:

    - Learning experiences are relevant to the objectives
    - Everyone is encouraged to participate
- Listen to what participants say (to understand their perspective/s); and test all assumptions (rather than taking them as truth and passing judgment)
- Prevent the group from making personal accusations; treat all problems as group problems
- Share responsibility for success and for failure; emphasize <u>group</u> results
- Ask for and give feedback
- Recognize that the trainer is always a model for participants: his/her manner of interacting with participants often influences their manner of interacting among themselves

<u>To respond to negative group dynamics and/or conflict within the group</u>:

- Acknowledge the negative group dynamics or conflicts that exist and discuss with the group possible sources. Ask the group where it is coming from.
- Share responsibility regarding expectations, norms, decision-making (while respecting workshop objectives)
- Emphasize participant responsibility for learning
- Respect the principles of feedback
- Paraphrase complaints to verify your understanding and to allow the other person to hear his/her complaint
- State problems as group problems
- Help the group clarify the misunderstanding and to move on
- Take an individual aside to give him/her feedback regarding his/her behavior (if the problem is not being otherwise resolved)
- Recognize difficult personalities and:
    - Reinforce positive points and give constructive feedback regarding negative behaviors
    - Remain neutral and objective
    - Allow participants to “test” at the beginning (while helping them recognize their agreement to group norms) to allow them to pass through “rebellion”
    - Emphasize the reality and limitations of the situation that some members react to, in terms of what can or cannot be done. If necessary, use the problem-solving model to help the group focus on:
        - What is the problem?
        - What are the alternatives?
        - What are the pros and cons of each alternative?
        - What if anything can be done realistically to overcome the disadvantages of the alternative?
        - What is the best solution?
- Monitor the formation of group cohesiveness and the group’s ability to correct behavior problems
    - Support everyone’s participation, including those who pose problems, in order to gain their trust. Rejection often provokes more negative behavior.
- Do not provoke “win-lose” situations (struggles for power)

Trainer document

EXAMPLES OF DIFFICULT SITUATIONS IN WORKSHOPS

1. You have just finished processing a small-group activity that seemed to go well. You announce a 15-minute break. After the rest of the group leaves the room, one participant, obviously upset, approaches you and says that she is going to leave because someone in her small group made some remarks during the last activity that she found offensive and took personally.

2. As you begin your workshop, you sense a great deal of hostility in the room. The participants' arms are folded in a defensive mode, and they respond only when called on. This continues even after the icebreaker and a small-group activity.

3. You are one-third into your workshop and are making a particular point about a subject under discussion. A participant exclaims, "I disagree. You are totally out of touch with the real world. That's great in theory, but it will not work here."

4. You are about to engage the group in an experiential activity (for example, a role play or demonstration). One participant announces to you and the rest of the group that he "will not do it."

5. A participant who obviously has no interest in your session continues to do other things: she digs in her purse for gum or candy and draws cartoons of you, which you can see plainly.

6. During your brief lecture, several pairs of participants engage in side conversations. This is not the first time they have done so. You have so far ignored the situation, hoping they would stop on their own, but the situation seems to be getting worse.

7. The entire group begins talking among themselves, sidetracking the discussion you are attempting to lead. In fact, they seem to be trying to take control away from you.

8. While a participant is practicing conducting a condom demonstration, the participant becomes a comedian, making jokes about the demonstration and the use of condoms.

9. During the initial discussion of participant expectations in the workshop, one participant continually interrupts with comments about his/her expectations and the expectations of everyone else.

SESSION 5

SESSION 5: ACTIVE LISTENING AND GIVING INSTRUCTIONS

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

1. Identify obstacles to communication in the context of training.
2. Describe 3 behaviors that indicate that an individual listens attentively.
3. Define active listening.
4. Explain the importance of active listening in the context of training.
5. Apply active listening in a simulated situation.
6. Explain principles for giving instructions in the context of training.

TRAINING METHODS: Discussion, simulation

TIME: 1 hour

MATERIALS:

Flip chart

- Session 5 objectives

Participant documents :

- Principles for giving instructions
- Active Listening
- Tips for organizing small group work

Trainer document:

- Squares for One-way, Two-way Communication

INSTRUCTIONS:

Post the flip chart *Session 5 objectives* and ask volunteers to read them.

I. OBSTACLES TO COMMUNICATION (15 min)

Introduce the session by explaining that as trainers:

- We have an important influence on group dynamics, depending upon our own performance or behavior
- Even though we may feel that we are at a level of *unconscious competence* in terms of our communication skills, we can always improve these skills.

Invite the group to participate in the following activity:

Engage the group in a discussion of a reproductive health topic of interest. As they contribute their comments and/or respond to your questions, demonstrate by your behavior certain obstacles to communication. Ignore participants' responses by doing the following things:

- write instructions on the board for another exercise
- consult your co-trainer about other issues

- interrupt and contradict the participants' responses
- ask another question while the person is still talking
- make a comment that has nothing to do with the previous participant's response
- answer your mobile phone
- complete participants' responses (or questions if they ask them)
- your co-trainer completes your responses to the point of taking over the session

After you have demonstrated all or nearly all of the above obstacles to communication, ask:

- ➢ What did you notice about my behavior during the discussion we just had?

The trainer:

- wrote instructions on the board instructions for another exercise
- consulted the co-trainer
- interrupted and contradicted the participants' responses
- asked other questions rather than listen to what was being said
- made a comment that had nothing to do with the previous participant's response
- answered his/her mobile phone
- attempted to complete people's thoughts

The trainers competed for attention

- ➢ How did that make you feel?
- ➢ What effect does this have on training?

- It makes individuals feel that their participation and what they have to say is not important.
- It contributes to negative group dynamics:
  - o participants withdraw from discussions, becoming disinterested and/or submissive
  - o participants withdraw from discussions, becoming frustrated and/or rebellious
- It reduces the effectiveness of training as there is no longer any dialogue. Discussions are no longer constructive.

II-IV. ACTIVE LISTENING (10 min)

Ask participants to think about what they have observed about the trainers' behavior in this training. Ask them:

- ➢ Aside from this most recent experience, what have you observed that indicates that the trainers in this workshop listen to participants?

- Trainers direct their attention to the individual who is talking, nodding and giving other non-verbal cues that he/she is listening

- Trainers reformulate (paraphrase) what participants have said
- Trainers ask questions to further clarify what participants have said

Explain to the group that the combination of these three behaviors is what is referred to as **Active Listening**. Active listening is applicable to many situations of communication, including training and working in the community.

Refer to the three behaviors that make up active listening (giving non-verbal signs of listening, paraphrasing, and asking questions) and ask the group:

- ➢ What is the purpose of active listening?

- To ensure that you have understood what the other person said
- To indicate to the person that you are interested in what he/she says and to encourage him/her to continue
- To be able to respond effectively to what the person said or asked

Ask the group:

- ➢ In the context of active listening, what are two types of questions one can ask?
  - ✓ What is the difference between an open and a closed question?
  - ✓ Which of these types of questions is the most useful in training? Why?

<u>Closed questions</u>: require "yes" or "no" answers, or facts.

<u>Open questions</u>: Have no pre-determined answer.
Open questions are more useful in the context of training because they:

- Invite critical thinking
- Invite participants to reflect (on their experience, the relevance of a skill etc)
- Stimulate creativity
- Do not negate participant responses to a question; thus they eliminate the fear of answering right or wrong
- Give the trainer more information about what the learner understands and does not understand

<u>Closed questions</u> requiring a "yes" or "no" response are less valuable in terms of 1) learning for the participant, and 2) the trainer getting useful information.
In using closed questions to inquire about facts, the trainer knows the answer and the learner searches for the answer that will be acceptable to the trainer. This process does not invite critical thinking, reflection nor creativity.

Emphasize the importance of asking open questions in the context of training in order to encourage reflection and learning by participants.

V. APPLICATION OF ACTIVE LISTENING TO TRAINING (15 min)

Begin a discussion on a different subject of interest to the group and encourage the group to discuss the subject among themselves. Encourage the application of the principles of active listening in their discussions:

- Pay attention to the individual who is talking: nod and give other non-verbal cues that you are listening
- Before responding to anything another person said, reformulate (paraphrase) what the person said
- Ask open questions to clarify what the person said

At the end of the discussion, when everyone has had an opportunity to practice active listening skills, lead a discussion on the difference between this experience and the last. Emphasize:

- The difference in effectiveness of the two discussions (people's ability to express themselves <u>and</u> to hear what their colleagues said)
- The feelings of the participants in terms of being heard, respected etc
- The application of active listening skills to training

VI. GIVING INSTRUCTIONS (20 min)

<u>Exercise</u>: One-way, Two-way Communication
Note to trainer: The following exercise is divided into two parts. In the first part, the trainer is a traditional teacher who simply delivers his/her lesson. In the second part, the trainer focuses on the learners' abilities to learn and accomplish the task correctly. Do NOT share this with the group. They should be able to draw these conclusions after participating in the exercise.

Follow the instructions exactly.

<u>Exercise 1</u>:
Tell participants that in this exercise, they will be asked to draw four squares according to the instructions given by the trainer.

- The trainer will read each phrase of the instructions to the group only twice.
- Participants are to follow the instructions individually.
- Participants may not speak nor ask questions.

Give the participants the following instructions (reading each one twice, not more):

1. Draw a square
2. Draw a second square on the oblique. Its top side is touched in the middle by the right lower corner of the first square.
3. Draw a third square. Its top left corner touches the right lower corner of the second square.

4. Draw a fourth square. Its top right side touches 1/3 of the bottom side of the third square.

Exercise 2.

Tell participants that in this exercise, they will be asked to draw a second series of four squares according to the instructions given by the trainer

- The trainer will read each instruction as many times as is necessary so that each member of the group understands it completely.
- The participants follow the instructions individually.
- Participants are encouraged to ask as many questions as they wish/need to in order to understand the instructions.

Give the participants the following instructions (repeating them as many times as necessary and circulating among the participants to see how they are doing the task and assisting them with instructions as necessary).

1. Draw a square.
2. Draw a second square. Its top side touches the left 2/3 of the bottom side of the first square.
3. Draw a third square on the oblique. Its top side is touched in the middle by the right lower corner of the second square.
4. Draw a fourth square. Its top side is touched in the middle by the lowest corner of the third square.

When the exercise is finished, show the group both of the sets of squares and lead a discussion based on the following questions:

- ➢ How many of you drew the squares correctly as instructed:
  - ✓ In the first exercise?
  - ✓ In the second exercise?

- ➢ Which exercise was easier? Why?

- ➢ How did you feel:
  - ✓ During the first exercise?
  - ✓ During the second exercise?

- ➢ How did you find the behavior of the trainer:
  - ✓ In the first exercise?
  - ✓ In the second exercise?

- ➢ What could the trainer have done to make the tasks easier, to have ensured that the learners learned how to do the task?

If the trainer really wanted the group to be able to draw the squares in the specified manner, he/she could have:

- Maintained better eye contact with participants in order to better appreciate the

difficulties they were having
- Allowed participants to work together and help each other
- Shown the pictures to the group and asked them to copy (depending upon the objective of the exercise).

➢ How can you apply this experience to your roles as trainers?

- Instructions need to be clearly stated and reformulated until they are understood.
- Trainers need to focus on their goal: to improve the performance of participants; and they need to work with participants so that the goal is achieved
- Trainers need to think of creative ways to help all participants achieve the training objectives (we do not all learn in the same way)
- Positive and constructive feedback is important. Positive feedback validates what participants have accomplished and constructive feedback helps them to identify weaknesses or problems and to solve them.

Add that an important issue in giving clear instructions in training concerns the organization of group activities. With no further explanation, ask participants to quickly form small groups.

***Note to trainer*:** *Participants' first confusion will be: How many small groups?*
Tell them to form four small groups of 3-4participants per group.

Note to trainer: *Observe as participants move around trying to find others to form a group with.*

Stop the activity and ask the group to take their seats. Ask them:

➢ What just happened?

Participants were asked to form groups

➢ Was it clear to you exactly what I wanted you to do?

The instructions seemed clear until participants began to follow them, then they realized that did not know 1) the size of the groups, nor 2) where they should go

➢ How long did it take you to do it?

The activity took longer than it needed to

➢ How could the simple task of forming groups have been made more efficient?

The task could have been made more efficient if the trainer had:
- Used one of several ways of indicating which participants should be in which groups, for example:

- In order to form groups of four out of a total group of 20:
  - Count the first 4 participants to form group 1, the next 4 for group 2, and so forth until there are five groups of four
  - Ask the participants to count from 1-5, and repeat the count until everyone has a number from 1-5. All of the "one's" form group 1, all of the "two's" form group 2, all of the "three's" form group 3, all of the "four's" form group 4, and all of the "five's" form group 5.
  - Prepare in advance small pieces of paper with group numbers on them (for example "group 1", "group 2" etc) according to the number of participants you want to be in each group. Put the pieces of paper in a bag/basket/palm of your hand and go around the room and ask each participant to take one piece of paper. The piece each participant takes indicates which group she will be in.
- In order to form four groups out of a total group of 20:
  - ask participants to count from 1-4, and repeat the count until everyone has a number from 1-4. All of the "one's" form group 1, all of the "two's" form group 2, all of the "three's" form group 3, and all of the "four's" form group 4. The group size will be 5 participants per group.
  - Prepare in advance small pieces of paper with group numbers on them (for example "group 1", "group 2" etc according to the number of groups you want to have. Put the pieces of paper in a bag/basket/palm of your hand and go around the room and ask each participant to take one piece of paper. The piece each participant takes indicates which group she will be in.

- Indicated to the group where in the room the different groups should sit
- Given instructions and materials to the participants after they have joined their groups.

Add that:

- It is important to think ahead of time about the total number of participants in the group and what to do if it is impossible to divide them into small groups of equal numbers of participants per group. Two options:
  - If the small group activity concerns the discussion of a concept, it is not essential that every group have exactly the same number of participants. Some groups may have one more, or one less, participant than other groups.
  - If the small group activity involves the practice of a particular skill by each participant (for example in the case of role play which is used to practice communication skills), if all groups are of the same size, all participants will be given the same amount of time to practice their skills. In this case, it may be appropriate for a trainer to join a group in order to make the size of all groups the same.
- This simple task of forming groups for certain activities and exercises needs to be made very clear to participants in order to not waste training time and frustrate participants.

Suggest that additional tips about the efficient organization of small group work are covered in the Participant document *Group Discussion*, distributed during the Session 3b. Indicate that while these principles are largely common sense, they are useful in making small group work more productive.

ACTIVE LISTENING

A communication technique used for facilitating learning in a training workshop. The trainer: 1) uses a variety of short responses, 2) paraphrases what it was said, and 3) poses questions in order to help participants to reflect on concepts and principles being taught, and to apply them to their work situations. It communicates acceptance in that the trainer does not communicate judgments or solutions. It facilitates decision-making by the individuals.

PASSIVE LISTENING

Non-verbal communication: eye contact, leaning forward, nodding.
Brief responses which demonstrate interest and encourage the person to continue to talk: uh-huh, oh, I see, etc.

PARAPHRASING

Reformulation of what it has been said by the participant in the trainer's own words, including his/her perception of feelings behind the message (expressed by tone of voice, facial expression, body language). Paraphrasing:

- Verifies to the trainer, and to the participant, that the trainer has understood what the person wanted to say
- Serves as feedback, allowing the participant to reflect on what he/she had said (listening to his/her problem paraphrased as it was understood by the trainer)
- Confirms to the trainer that the participant understood the information given to him/her (when the trainer asks the participant to paraphrase information which has just been given to him/her).

ASKING OPEN (CLARIFYING) QUESTIONS

Open questions have no pre-determined answer (whereas closed questions are questions to which there is only one answer: "yes", "no" or a fact).

Open questions are more useful in the context of training because they:

- Invite critical thinking
- Invite participants to reflect (on their experience, the relevance of a skill etc)
- Stimulate creativity
- Do not negate participant responses to a question; thus they eliminate the fear of answering right or wrong
- Give the trainer more information about what the learner understands and does not understand
- Help participants to consider all aspects of an issue and to better assess the alternatives and solutions.

Participant document

PRINCIPLES FOR GIVING INSTRUCTIONS

- Instructions need to be clearly stated and reformulated until they are understood.
- Trainers need to focus on their goal: to improve the performance of participants; and they need to work with participants so that the goal is achieved
- Trainers need to think of creative ways to help all participants achieve the training objectives. We do not all learn in the same way.
- Positive and constructive feedback is important. Positive feedback validates what participants have accomplished and constructive feedback helps them to identify weaknesses or problems and to solve them.
- Maintain eye contact with participants in order to better appreciate the difficulties they might have
- Allow participants to work together and help each other
- Use flip charts and other visual aides if appropriate (depending upon the objective of the exercise).
- Think ahead of time about the size of the group and alternatives for dividing them into small groups (see participant document *Tips for Organizing Small Group Work*)

Participant document

TIPS FOR ORGANIZING SMALL GROUP WORK

The following are some suggestions for the efficient and productive organization of small group work during training.

The task of forming groups for certain activities and exercises needs to be made very clear to participants in order to not waste training time and frustrate participants.

It is important to think ahead of time about the total number of participants in the group and what to do if it is impossible to divide them into small groups of equal numbers of participants per group. Two options:

- If the small group activity concerns the discussion of a concept, it is not essential that every group have exactly the same number of participants. Some groups may have one more, or one less, participant than other groups.
- If the small group activity involves the practice of a particular skill by each participant (for example in the case of role play which is used to practice communication skills), if all groups are of the same size, all participants will be given the same amount of time to practice their skills. In this case, it may be appropriate for a trainer to join a group in order to make the size of all groups the same.

Ways of indicating which participants should be in which groups. As an example, for a group of 20 participants:

- In order to form small groups of four from a total group of 20:
    1. Count the first 4 participants to form group 1, the next 4 for group 2, and so forth until there are five groups of four.
    2. Ask the participants to count from 1-5, and repeat the count until everyone has a number from 1-5. Then ask that "All of the 'one's' form group 1, all of the 'two's' form group 2, all of the 'three's' form group 3, all of the 'four's' form group 4, and all of the 'five's' form group 5".
    3. Prepare in advance small pieces of paper with group numbers on them (for example "group 1", "group 2" etc according to the number of participants you want to be in each group. Put the pieces of paper in a bag/basket/palm of your hand and go around the room and ask each participant to take one piece of paper. The piece each participant takes indicates which group she will be in.
- In order to form four small groups from a total group of 20:
    1. Ask participants to count from 1-4, and repeat the count until everyone has a number from 1-4. Then ask that "All of the 'one's' form group 1, all of the 'two's' form group 2, all of the 'three's' form group 3, and all of the 'four's' form group 4". The group size will be 5 participants per group.
    2. Prepare in advance small pieces of paper with group numbers on them (for example "group 1", "group 2" etc according to the number of groups you want to have. Put the pieces of paper in a bag/basket/palm of your hand and go

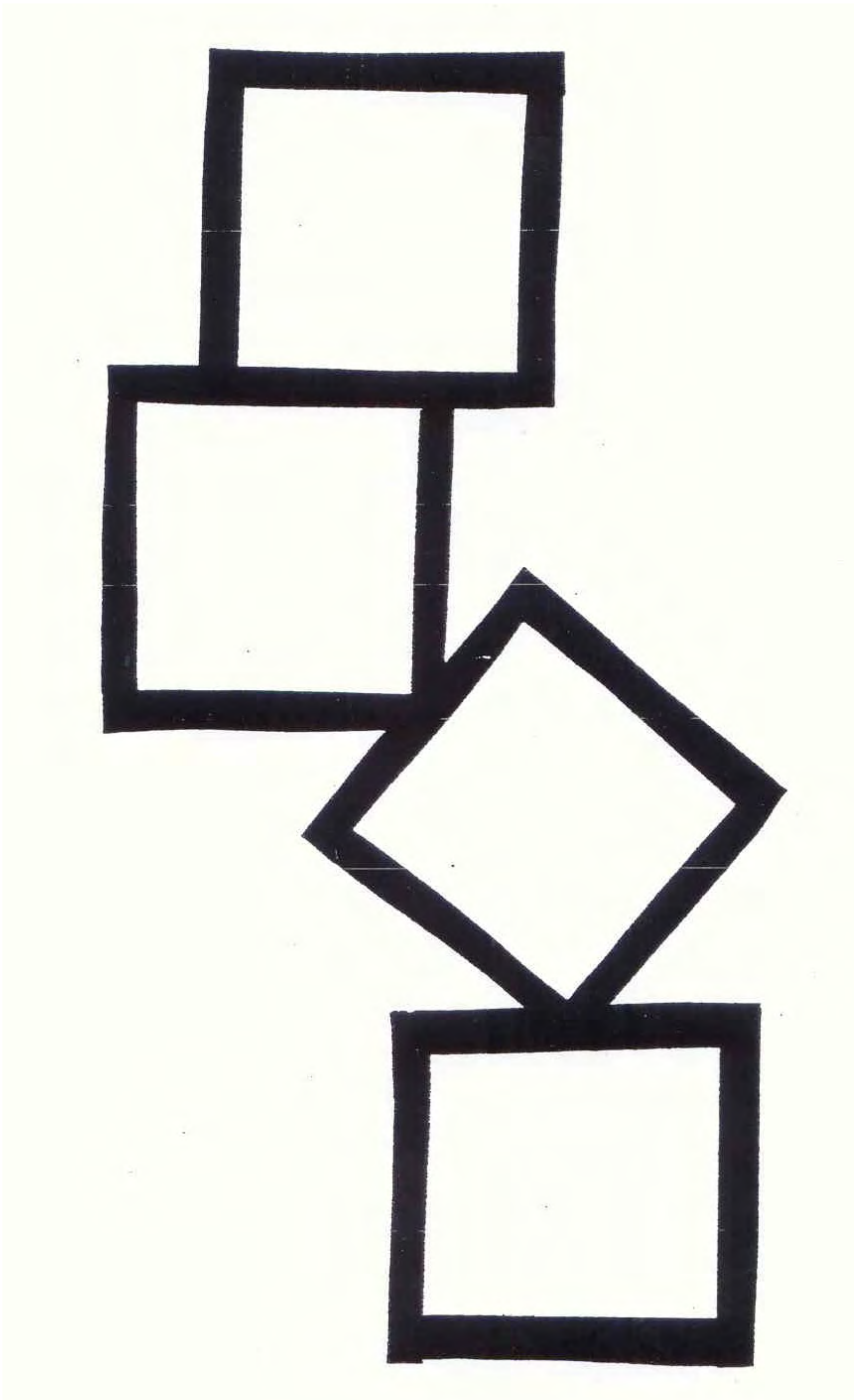
around the room and ask each participant to take one piece of paper. The piece each participant takes indicates which group she will be in.

- In all cases, indicate to the group where in the room the different groups should sit.
- Give instructions and materials to the participants <u>after</u> they have joined their groups.

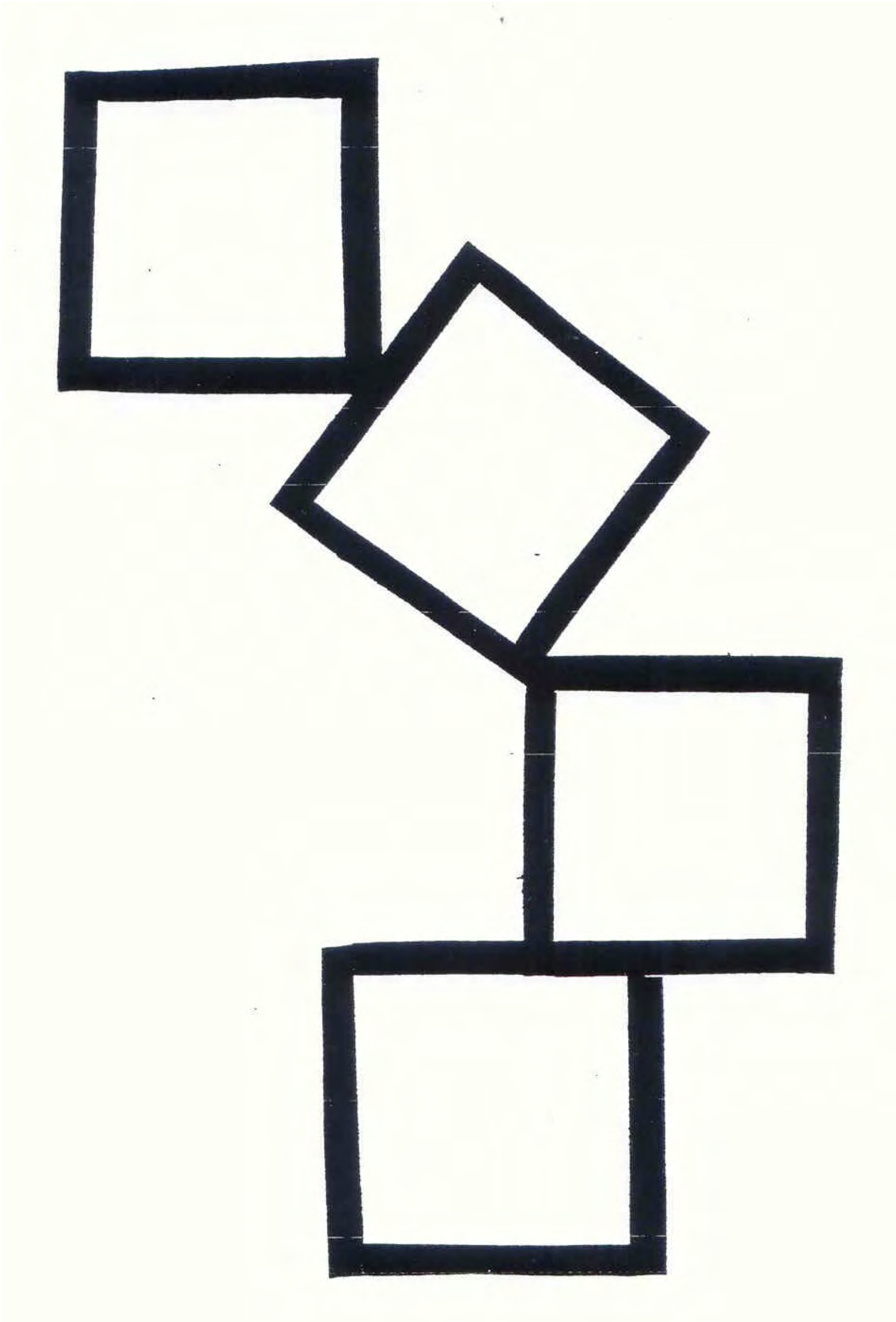
Trainer document

Squares for one-way, and two-way, communication

Exercise 1:



Exercise 2:



SESSION 6

SESSION 6: ASKING AND RESPONDING TO QUESTIONS

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

1. Identify reasons for asking questions in a training session
2. Describe ways in which to address questions to the group and advantages and disadvantages of each
3. Explain ways to respond to each of the following types of participant responses to a question: correct response, partially correct response, incorrect response
4. Identify types of difficult questions that participants may pose
5. Explain appropriate ways to respond to each of the types of difficult questions identified above

TRAINING METHODS: Discussion, small group work

TIME: 1 hour 30 minutes

MATERIALS:

Flip chart:

- Session 6 objectives

Participant document :

- Asking and Responding to Questions

INSTRUCTIONS:

Post the flip chart *Session 6 objectives* and ask volunteers to read them.

I. PURPOSE OF QUESTIONS IN TRAINING (10 min)

Ask the group:

➢ What are some of the reasons why trainers ask questions during training?

- To verify participant understanding of a concept
- To clarify a point or reinforce essential points
- To stimulate/promote reflection (about an issue)
- To facilitate learning (asking participants questions tests and confirms their knowledge as they share it with others)
- To promote group participation, and maintain group interest and attention, especially:
  - In discussions of complex concepts
  - When sessions are long
  - When lecture method is used
  - When the trainer is teaching important but less interesting subjects
- To help participants to:
  - Master difficult concepts

- Remember information that has not been mastered well (for example via morning revision sessions)
- Make the link between classroom learning and job application

Refer to the Experiential Learning Cycle and the importance of providing a certain structure to enable participants to move from an experience to:

- Reflection about what happened during the experience
- Generalization about the meaning of the experience
- Application of what they learned from the experience to their work

Emphasize that while there is need for spontaneity and flexibility in the training process, it is also important to consider in advance how to bring out, and reinforce, essential concepts and information; and it is important to formulate key questions to facilitate this process. The curriculum that trainers will use to train health mediators in reproductive health will include in the instructions for the trainer key questions to facilitate participants' learning from their previous experience and from learning experiences developed as part of the training.

II. DIRECTING QUESTIONS TO THE GROUP (20 min)

Ask participants:

- ➢ What are some of the ways in which the trainers in this workshop have addressed questions to the group?
  - ✓ Why would you choose one or another strategy? (Advantages of the strategy)
  - ✓ Why would you not choose a particular strategy for posing a question to the group? (Disadvantages of the strategy)

<u>Trainers may pose questions</u>:

- *To everyone*:
  - Why:
    - Gives everyone an opportunity to respond
  - Why not:
    - May allow more verbal participants to monopolize discussions
- *To a particular participant, addressing him/her by name*:
  - Why:
    - Encourages participation of timid participants
    - Prevents monopolization of the discussion by more verbal participants
  - Why not:
    - Participants to whom questions are not directed may not pay attention to the question
- *Ask the question, then direct it toward a particular participant*
  - Why:
    - Encourages the participation of timid participants
    - Prevents the monopolization of the discussion by more verbal participants

- Brings participants who are whispering or otherwise distracted back to the subject
- Why not:
  - Participants to whom questions are not directed may not pay attention to the question

- What do you do if a participant/the group gives the impression of not wanting to respond to a question?

- Ask if the question was clear
- Reformulate the question
- Ask the question of someone else. After the other person has responded correctly, return to the first participant and verify that he/she understood the response (in order to reinforce his/her participation).
- Check on the level of energy in the group (possible need for break or energizer, or change in methodology)
- Pay attention to group dynamics. If something is blocking participation at that level, it may need to be addressed.

- What do you write on the board/flip chart?

Essential points to remember and/or to refer to later. NOT everything.

III-V. RESPONDING TO QUESTIONS AND TO PARTICIPANT RESPONSES (1 hour)

Indicate to the group that another important skill concerns how to respond to questions posed by participants. There are many ways to respond to questions posed by participants. Some of these are more useful than others in facilitating learning and positive group dynamics. Ask the group:

In general:

- What have you observed that the trainer does when participants ask questions?
  - ✓ What is the purpose in answering in each of these ways?
  - ✓ Under what conditions would each type of response be most appropriate?

- Answer the question
  - Most appropriate if you know that no one in the group has the answer (or the authority to answer)
- Ask another participant, or the group, to respond or to give their point of view.
  - Encourages/allows participants to benefit from their own knowledge and experience which contributes more to their learning than listening only to the "wisdom" of the trainer
- Reformulate the question

- to verify that you have understood it
- Thank the participant: “That is a good question.”
  - Contributes to openness, risk-taking (in asking questions), participation, positive group dynamics

Difficult questions:

- ➢ Do participants sometimes ask questions that are difficult to respond to? What kinds of questions?

- Questions that have little or nothing to do with the subject
- Questions to which the trainer does not know the answer
- Questions which relate to a subject to be taken up later in the training program
- Questions that are too long (more a statement than a question)
- Intimidating questions (may be meant to intimidate the trainer or others in the group)

Divide the group into two small groups and ask them:

- ➢ How would/should you respond to the above types of difficult questions?

In the large group, ask each group, in turn, to present its responses to the question; and the second group to share any additional responses it has to the question. If important elements are lacking, ask open questions to assist participants to consider these additional points.

- Questions that have little or nothing to do with the subject:
  - Acknowledge the “interesting point” and indicate that for the moment, however, the group is discussing [“x” subject]. Ask if you can take the question up with the individual later (during the break, at the end of the day).
- Questions to which you do not know the answer:
  - Admit that you don’t know the answer. Ask if anyone else does. Volunteer to seek the answer elsewhere or direct the person elsewhere for the answer.
- Questions which relate to a subject to be taken up later in the training program:
  - Thank the participant for the question and indicate that it will be taken up later, indicating the session (or give a brief response in order to not de-motivate the group).
- Questions that are too long (more a statement than a question):
  - Indicate your uncertainty regarding the individual’s intent: are they asking a question or making a statement? Ask him/her to specify the question.
- Intimidating questions (may be meant to be intimidating):
  - Don’t panic. Take time. Reformulate the question to a co-trainer or to other participants (to verify your understanding of the question). Admit you don’t know the answer (if so) and ask if anyone else has an answer.

Responding to participant responses to questions

Suggest to the group that a related issue in training is how to respond to participant responses to a trainer's question, and that there are a variety of ways of responding. Ask the group:

- ➢ How would you categorize participant responses to questions in a way that would help you decide how to respond?

- Correct responses
- Partially correct responses
- Incorrect responses
- Responses that add unanticipated but useful ideas

Ask the group to reflect on previous sessions of this workshop and to share ways in which the trainer responded to participants' responses to questions. Give examples as necessary.

- Correct responses
  - Repeat the response in order to reinforce it and ensure that everyone heard it.
  - Make a positive remark ("Very good response", "Correct", "Exactly", "True" etc) in order to encourage participation.
- Partially correct responses
  - Make a positive comment about the correct part of the response, then reformulate a related question to the same participant or to others, in order to draw out the rest of the appropriate response. Examples:
    - "I agree with the first part of your response. Could you explain ______?" (reformulating the question so it addresses the part of the response that was missing or incorrect).
    - "Is there anyone who can give a hand to ______ (name of participant)?"
    - "Is there someone who can add another element?"
- Incorrect responses
  - Indicate in a diplomatic way that the response is not correct and reformulate the question in order to help the participant give the correct response.
    - "That's not exactly what I was talking about/mean/had in mind. Let me reformulate the question" (and reformulate the question to make it clearer according to your perception of the source of blockage).
- Responses that add unanticipated but useful ideas
  - Thank the participant and acknowledge his/her additional contribution, relating it to the subject as appropriate

Explain that participants will have an opportunity to practice asking and responding to questions as they facilitate their training sessions.

Participant document

ASKING AND RESPONDING TO QUESTIONS

Asking questions:

Questions may be directed:

- *To everyone*:
    - Advantage:
        - Gives everyone an opportunity to respond
    - Disadvantage:
        - May allow more verbal participants to monopolize discussions
- *To a particular participant*, addressing him/her by name:
    - Advantage:
        - Encourages participation of timid participants
        - Prevents monopolization of the discussion by more verbal participants
    - Disadvantage:
        - Participants to whom questions are not directed may not pay attention to the question
- *Ask the question, then direct it toward a particular participant*
    - Advantages:
        - Encourages the participation of timid participants,
        - Prevents the monopolization of the discussion by more verbal participants
        - Brings participants who are whispering or otherwise distracted back to the subject
    - Disadvantages:
        - Participants to whom questions are not directed may not pay attention to the question

If a participant/the group gives the impression of not wanting to respond to a question:

- Ask if the question was clear
- Reformulate the question
- Ask the question of someone else. After the other person has responded correctly, return to the first participant and verify that he/she understood the response (in order to reinforce his/her participation).
- Check on the level of energy in the group (possible need for break or energizer, or change in methodology)
- Pay attention to group dynamics. If something is blocking participation at that level, it may need to be addressed.

Responding to questions:

In general:

- Answer the question
  - Most appropriate if you know that no one in the group has the answer (or the authority to answer)
- Ask another participant, or the group, to respond or to give their point of view.
  - Encourages/allow participants to benefit from their own knowledge and experience which contributes more to their learning than listening only to the wisdom of the trainer
- Reformulate the question
  - To verify that you have understood it
- Thank the participant: "That is a good question."
  - Contributes to openness, risk-taking (in asking questions), participation, positive group dynamics

Difficult questions:

- Questions that have little or nothing to do with the subject:
  - Acknowledge the "interesting point" and indicate that for the moment, however, the group is discussing [the subject]. Ask if you can take the question up with the individual later (during the break, at the end of the day).
- Questions to which you do not know the answer:
  - Admit that you don't know the answer. Ask if anyone else does. Volunteer to seek the answer elsewhere or direct the person elsewhere for the answer.
- Questions which relate to a subject to be taken up later in the training program:
  - Thank the participant for the question and indicate that it will be taken up later, indicating the session (or give a brief response in order to not de-motivate the group).
- Questions that are too long (more a statement than a question):
  - Indicate your uncertainty regarding the individual's intent: are they asking a question or making a statement? Ask him/her to specify the question.
- Intimidating questions (may be meant to be intimidating):
  - Don't panic. Take time. Reformulate the question to a co-trainer or other participants (to verify your understanding of the question). Admit you don't know the answer (if so) and ask if anyone else has an answer.

Responding to participant responses to questions:

- Correct responses
  - Repeat the response in order to reinforce it and ensure that everyone heard it.
  - Make a positive remark ("Very good response", "Correct", "Exactly", "True" etc) in order to encourage participation.

- Partially correct responses
  - Make a positive comment about the correct part of the response, then reformulate a related question to the same participant or to others, in order to draw out the rest of the appropriate response. Examples:
    - "I agree with the first part of your response. Could you explain ______?" (reformulating the question so it addresses the part of the response that was missing or incorrect).
    - "Is there anyone who can give a hand to ______ (name of participant)?"
    - "Is there someone who can add another element?"
- Incorrect responses
  - Indicate in a diplomatic way that the response is not correct and reformulate the question in order to help the participant give the correct response.
    - "That's not exactly what I was talking about/mean/had in mind. Let me reformulate the question" (and reformulate the question to make it clearer according to your perception of the source of blockage).
- Responses that add unanticipated but useful ideas
  - Thank the participant and acknowledge his/her additional contribution, relating it to the subject as appropriate.

SESSION 7

SESSION 7: CO-FACILITATION OF TRAINING SESSIONS

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

1. Identify tasks involved in co-training
2. Name advantages of training with a co-trainer
3. Name problems that may occur in training with co-trainers
4. Describe a strategy for overcoming each of the problems identified above

METHODS: Discussion, small group work, practical work

TIME: 1 hour 15 minutes

MATERIALS:
Flip chart:
- Session 7 objectives

Participant documents:
- Co-facilitation of Training
- Advantages and Disadvantages of Co-facilitation of Training
- Principles for the Co-facilitation of Training
- De-briefing Questions for Co-trainers

INSTRUCTIONS:

Post the flip chart *Session 7 objectives* and ask volunteers to read them.

I. TASKS OF CO-FACILITATION (15 minutes)

Ask participants:

- ➢ What have you observed co-trainers doing when you've been a participant in a training program that was co-facilitated (for example in this workshop)?
  - ✓ What does co-facilitation mean?
  - ✓ What are the responsibilities and tasks of the lead trainer and the co-trainer?

In general, co-facilitation involves two (or more) trainers working together to design and conduct a training session or program, sharing skills, expertise and experience.

In an administrative sense, the lead trainer has the overall responsible for the planning, organization and assignment of tasks. This includes:
- Ensuring that the training room is prepared for the day
- Ensuring that all training materials are prepared and organized
- Ensuring that necessary equipment is available and functioning
- Monitoring the use of time in relationship to the training design
- Monitoring the effectiveness of the training

In reality, responsibility for these tasks is often shared with the co-trainer throughout the training process.

In terms of the facilitation of training sessions, the roles of lead trainer and co-trainer alternate as each member of the team takes the lead role in facilitating a particular session. In this case:

- The lead trainer of a session facilitates the learning activities of the session.
- The co-trainer of the session supports the trainer of that session in the following ways:
  - Observes the training process, including group dynamics and the achievement of objectives
  - Adds relevant points to the discussion (in the manner in which trainers have agreed to in advance)
  - Clarifies points as appropriate (in the manner in which trainers have agreed to in advance)
  - Monitors small group tasks and assists as needed
  - Helps respond to participant needs or requests
  - Asks questions as appropriate to assist the lead trainer to become "unstuck" (in the manner in which trainers have agreed to in advance)
  - Asks key questions the trainer may have overlooked (in the manner in which trainers have agreed to in advance)
  - Helps timid participants to enter discussions
  - Writes participant responses on the board as appropriate

Distribute the participant document *Co-facilitation of Training.*

II-IV. ADVANTAGES AND PROBLEMS OF CO-TRAINING (1 hour)

Conduct a 2-3 minute role play of inappropriate co-facilitation:

- The lead trainer leads a general discussion of a RH topic
- The second trainer:
  - Stands next to the lead trainer (for no particular reason)
  - Distributes documents to participants, blocking their view of the lead trainer and distracting the participants
  - Makes side comments to a participant
  - Attempts to correct the lead trainer in front of the group
  - Sits down in front of the room and yawns and looks out the window
  - Interrupts the lead trainer to pose questions to the participants

Ask the group to share their observations of this co-facilitation.

Distribute the participant document *Advantages and Disadvantages of Co-facilitation of Training*. Ask participants to read and comment the items. Ask the group if they have comments or questions about any of the items. Call their attention to important items (according to your experience).

Ask volunteers to:

- Suggest things they could do to prevent the problems (disadvantages) from occurring.

Ensure that everyone contributes at least one idea. When the group has contributed their ideas, distribute the participant document *Principles for the Co-facilitation of Training* and ask volunteers to read and comment on the principles.

Distribute the participant document *De-briefing Questions for Co-trainers*. Ask volunteers to read and comment on the use of the questions.

Explain that the facilitation of training sessions in part 2 of the TOT will be done by teams of two, and that an important part of the task will be to apply the skills of co-facilitation.

Participant document

CO-FACILITATION OF TRAINING

In general, co-facilitation involves two (or more) trainers working together to design and conduct a training session or program, sharing skills, expertise and experience.

In an administrative sense, the lead trainer has the overall responsible for the planning, organization and assignment of tasks. This includes:

- Ensuring that the training room is prepared for the day
- Ensuring that all training materials are prepared and organized
- Ensuring that necessary equipment is available and functioning
- Monitoring the use of time in relationship to the training design
- Monitoring the effectiveness of the training

In reality, responsibility for these tasks is often shared with the co-trainer throughout the training process.

In terms of the facilitation of training sessions, the roles of lead trainer and co-trainer alternate as each member of the team takes the lead role in facilitating a particular session. In this case:

- The lead trainer of a session facilitates the learning activities of the session.
- The co-trainer supports the trainer of that session in the following ways:
  - Assists with trainer responsibilities
  - Observes the training process, including group dynamics and the achievement of objectives
  - Adds relevant points to the discussion (in the manner in which trainers have agreed to in advance)
  - Clarifies points as appropriate (in the manner in which trainers have agreed to in advance)
  - Monitors small group tasks and assists as needed
  - Helps respond to participant needs or requests
  - Asks questions as appropriate to assist the lead trainer to become “unstuck” (in the manner in which trainers have agreed to in advance)
  - Asks key questions the trainer may have overlooked (in the manner in which trainers have agreed to in advance)
  - Helps timid participants to enter discussions
  - Writes participant responses on the board as appropriate

Participant document

ADVANTAGES AND DISADVANTAGES OF CO-FACILITATION OF TRAINING

Advantages of co-facilitating training:

- Trainers have complementary styles and competencies
- Allows trainers to learn from each other
- Improves trainer capacity to perceive:
  - Group understanding of concepts
  - Issues in group dynamics
  - Weaknesses/problems with the training process
- Facilitates professional development (from sharing feedback between colleagues)
- Provides more than one model of training to participants
- Allows trainers:
  - Time to observe and reflect
  - To better understand participant questions, to avoid judgments
  - To benefit from the experience of others/exchange experience and ideas
- Prevents monotony
- Provides support and encouragement to trainers (in preparation, implementation and evaluation of training
- Provides better time management for group work (the presence of two trainers allows a division of labor which is particularly important when the group is large)
- Helps trainers to better follow participants' practical work
- Sharing tasks reduces the workload for each trainer; avoids overload; allows each trainer a "breather"
- Facilitates problem-solving (with both trainers analyzing and/or thinking of ways to improve training); trainers de-brief sessions together
- Allows trainers to substitute for each other as necessary
- Allows each trainer to teach what he/she knows best and/or to benefit from assistance from his/her colleague in teaching subjects with which he/she is less familiar

Potential problems in co-facilitating training:

- Differences in orientation to training (for example ‘professor’ versus ‘facilitator’)
- Additional energy is required to develop and maintain rapport with co-trainer/s (in addition to participants)
- To the degree that participants feel threatened or intimidated by trainers, they may feel more threatened or intimidated by more trainers
- Threat, competition or conflict among trainers
- Too many interventions
- Negative model if there are misunderstandings/conflicts in front of participants
- Different levels of commitment or competence
- Lack of teamwork inhibits feedback and reduces productivity
- Refusal to invite/accept co-trainer’s assistance in case of blockage
- Non-solicited, unexpected and/or irrelevant interventions by co-trainers
- Imposition of ideas by the co-trainer
- Lack of consultation with the co-trainer during workshop preparation, leading to misunderstandings about roles of co-trainers etc
- Creation of dissention among participants
- Critical (unconstructive) feedback among trainers
- Trainer/Co-trainer disappears without explanation
- Trainer/Co-trainer doesn’t accept feedback
- Poor time management by trainer/co-trainer
- Non-respect of decisions taken

Participant document

PRINCIPLES OF CO-FACILITATION OF TRAINING

To ensure productive co-facilitation of training, trainers/co-trainers should:

Before beginning the workshop:

- Decide lead trainer and co-trainer roles for the different segments of the workshop.
- Discuss with your colleague your and their orientations to, and experiences with, problem situations.
- Come to consensus with your colleague about objectives of the training, trainer roles, commitment, participation, feedback etc.
- Come to a consensus with your colleague about how you will respond to participant expectations; and about how you perceive working with the composition and size of this group, within this training facility etc
- Establish norms for teamwork:
    - When to intervene in a discussion facilitated by your colleague (generally at the end, after participants and the trainer have contributed their ideas).
    - What to do if you have an opinion contrary to the trainer (discuss it during the trainer feedback session; bring it up if appropriate next morning during the revision session).
    - At what moment, and how, to assist your colleague when he/she is blocked, misses an instruction or makes an error. (For example, ask a question of the group in order to guide the discussion and/or put it back on track, or to enable the lead trainer to correct instructions or other errors; or suggest an idea that may help "unfreeze" the lead trainer's blockage. Retreat as soon as possible.)
    - In case of necessary absence from training, inform your colleague as soon as possible.
    - Decide where to sit during training session so as to be available but not distract either the participants or your colleague
    - Agree on the manner in which co-trainers will participate; and on the full-time presence of co-trainers during sessions.

    - Agree on what to do in case of divergent opinions or conflict between trainers.
    - Prepare training sessions together (to ensure the readiness to both trainers to lead sessions) if both trainers are competent in all content
    - Decide how to give and receive feedback
- Decide on organizational roles and tasks and respect them (examples: breaks, meals, daily opening and closing activities)
- Distribute sessions so each trainer facilitates some sessions each day.
- Share specific items around which you would like feedback from your colleague during the workshop.
- Distribute sessions in advance so each trainer has time to prepare.
- Present, or discuss, difficult sessions with co-trainer in advance.

<u>In general</u>:

- Solicit feedback from your colleague regularly and frequently.
- Follow the session guide as your colleague is facilitating the session and stay alert to all that happens in the group, including progression of the training process, in order to be able to intervene appropriately if necessary.
- Constantly test your assumptions about your colleague. Do not jump to conclusions.
- Keep up-to-date on training content.
- In case of imposition of opinion or negative feedback by your colleague, give constructive feedback.
- Respect group norms.
- Make decisions together to prevent unexpected, unsolicited and irrelevant interventions.
- Discuss in advance plans to modify sessions so that your colleague is aware of changes you plan to make.

Participant document

DE-BRIEFING QUESTIONS FOR CO-TRAINERS

At the end of each day of training, it is useful for the trainers to meet and share their observations concerning the learning activities of the day, as well as to prepare for the sessions for the following day.

The following questions may be useful in these debriefing sessions:

1. To what extent do you feel today's objectives were achieved? What indications do you have that they were achieved or not achieved? If they were not fully achieved, what may have contributed to their lack of achievement?

2. Were there problems in the implementation of training activities? What happened? Why? How could the situation be improved another time?

3. How did our training team work together? What worked well? What problems were encountered? What can we do to improve co-facilitation of the sessions in the following days?

4. What changes need to be made in the training design for tomorrow, based on what happened today?

5. What did each trainer do that was:
   - Effective?
   - Ineffective?

6. Feedback to each other on specific items around which you agreed earlier that you would like feedback during the workshop

SESSION 8

SESSION 8: **PREPARING TRAINING SESSIONS**

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

1. Name four aspects of preparation for facilitating a training session
2. Explain the importance of visual aids in training sessions.
3. Name principles for the selection and use of visual aids.
4. Explain principles for the preparation and use of flip charts for training
5. Explain the importance of linking concepts and training activities in training
6. Prepare a training session following the indications and instructions from the trainer's manual and respecting the principles for co-facilitation (section "training preparation").

TRAINING METHODS: discussion, small groups

ESTIMATED TIME: 5 hours

MATERIALS NEEDED:

Trainer document:

- Anteater description
- Anteater (drawing)
- Old Lady, Young Lady (drawing)
- Logistics
- Coaching

Participant documents:

- Old Lady, Young Lady (copies)
- Principles for Using Visual Aids
- Linking
- Training tips
- Principles for Co-facilitation of Training (from session 7)
- Trainer/Session Guides for training RHMs in Reproductive Health
- Facilitating Training Sessions: Elements to Observe

Other materials available at participants' request:

Flipchart
Flipchart paper
Markers
Paper
Scotch
Handouts for sessions proposed for demonstartion
Visual aids, anatomical models etc. (as per indications for each session)

INSTRUCTIONS

I. INTRODUCTION TO THE PREPARATION OF TRAINING SESSIONS (5 minutes)

Introduce the session by informing participants that they will practice implementing training sessions, simulating the facilitation of workshop sessions for training Roma mediators in Reproductive Health.

[Note: it is very important for all participants to have the opportunity to facilitate a training session. It is essential for them to practice the training skills in a positive learning environment, where they feel safe and can receive positive and constructive feedback, in order to improve their abilities]

Emphasize that:

- Participants will have 4 hours to work in teams of two to prepare to facilitate a training session, based on training materials (trainer/session guides) which will be provided to them. All participants will be responsible for co-facilitating a training session together with a colleague in front of the group as they will do during the workshops for training mediators in Reproductive Health.
- The participants will decide how they will work in their small team of two, ensuring that:
  - They will not speak in the same time
  - Each of them will practice their training skills
  - They will share responsibilities for implementing the training session
- All participants will have the chance to receive feedback
- Trainers will support them in their preparation as needed.

Explain to participants that in preparing to co-facilitate sessions, they will need to:

- Review the training materials (session guide) and decide how to facilitate the session, based on the guide
- Decide how to work together as a team with their co-trainer
- Prepare all materials needed for the session
- Decide how to evaluate the effectiveness of the session

II-III. USING VISUAL AIDS FOR TRAINING (30 minutes)

Suggest to the group that they will be using visual aides in both training and later in group education sessions. Ask the group:

- ➢ What kind of visual aids have we used since the beginning of this training?

• Written documents • Flip charts

- ➢ What are other visual aids one could use?

• Pictures • Models • Real objects

- What is a visual aid?

Anything visual which helps people learn

Propose the following exercise to demonstrate the importance of visual aids.

Ask participants to take out a piece of paper and pencil.

Ask participants to design an animal according to a dictionary description you read to them. (See the trainer document *Anteater description*.) Read the description twice slowly and clearly. (Do not read the instructions too many times or some participants may copy the text which defeats the purpose of the exercise.)

Do not be concerned if participants are confused. Ask them to do their best according to the instructions. Ask participants to reflect upon their reactions to the activity as they are doing it.

Give participants several minutes at the end to complete their designs.

<u>Discussion</u>

Ask participants:

- What are your impressions concerning the activity? Was it easy? Difficult? Why?

Difficult:

- I didn't understand the instructions
- There was not enough information

Ask several people to guess the type of animal they have drawn. Show the picture of the anteater. Re-read the description and indicate each part of the body as it is mentioned.

Ask participants:

- What have you learned from this activity concerning visual aids? What lesson can you draw concerning learning new information expressed a) in words, and b) in pictures?

- Visual aids are often necessary for understanding new information.
- A good visual aid attracts the attention of the group

- Could you describe an IUD or a condom to people who have never heard of them, without a visual aid?

- What happens when people do not understand what you tell them?

Often people do not understand what is said and this misunderstanding leads to rumors. Sometimes, even with a visual aid (a real object), the terminology we use is an obstacle to the people's understanding.

Selecting and using visual aids

Give each participant a copy of a picture of a young/old lady. Do NOT tell them what is in the picture. Ask them to study the picture for a minute without talking, then to share with the group what they see in the picture.

Ask the following questions:

- What do you see?

Responses will vary.
Hopefully, at least one person will see a young, or an old, lady.

- How many people see:
  - ✓ a young lady?
  - ✓ an old lady?
  - ✓ something else?

- Why is it that we are not all seeing the same thing in the same picture?

- We have differences in experience, different perceptions
- The picture is confusing

- What can we learn from this experience?

- If the visual aid is confusing for whatever reason, it is not appropriate/effective
- One must always test visual aids with a representative target group in order to be sure that they are seen and understood as they were intended

- What influences what we see in a picture?

- our surroundings
- our experience

- What must we do to make visual aids as effective as possible?

- avoid distortions in size and distracting details
- show complete objects, especially parts of the body
- show objects from familiar angles
- use signs and symbols that are understood by the target audience

- in using visual aids, draw a relationship between the picture and the experience of the target group
- use real objects whenever possible
- make sure that the visual aid is
    - easy to see and understand
    - attractive

Distribute the participant document *Principles of using visual aids*. Ask volunteers to read it.

IV. PREPARING AND USING FLIP CHARTS (10 minutes)

Explain that:

- Flip charts are one of the more common forms of visual aides used in training.
- There are important principles to be respected in the preparation and use of flip charts which make their use.

Distribute the participant document *Training Tips* and review the sections *Flip charts* and *Felt Markers* with the group.

V. LINKING CONCEPTS AND ACTIVITIES IN TRAINING (15 minutes)

Suggest that another important element in making training effective is being able to link subjects from session to session and from day to day. Refer to the session on Adult Learning during the first day of training and ask the group:

- ➢ What does the concept of linking subjects remind you of that we discussed during the session on Adult Learning?
    - ✓ What is linking?
    - ✓ Why is it important to link subjects as you facilitate sessions?

The first day when we talked about the progression of learning, participants were asked to write their names first with their right hand, then with their left hand, linking the learning of a new skill with one they already knew.

<u>Linking</u>: establishing relationships between what is already known and what is unknown; between a new learning activity and a previous learning activity or experience; or between current and future learning activities.

In training, linking the concepts and learning activities of each session to previous and future sessions, or to what participants already know, helps participants to better understand the logical sequence of the training subjects, and it helps them in learning the concepts and applying them.

Distribute the Participant document *Linking*, and review with the group the occasions when linking is important:

- When passing from one session or day to another
- When passing from one subject to another
- When introducing a new subject or discussion
- When introducing an idea that may be controversial
- When connecting one example to another
- When relating an example to the context of participants' work
- When concluding a session
- When preparing the group for a future session
- When passing from one trainer to another who may have a different style from that of the present trainer

Ask participants to be conscious of when and how to link parts of their sessions in the presentation of their sessions.

XI. PREPARATION OF TRAINING SESSIONS (4 hours)

Review with the group the remaining sections of the participant document *Training Tips*.

Distribute and review with the group the participant document *Facilitating Training Sessions: Elements to Observe*. Explain that this document will:

- Be useful to participants as they prepare their sessions: to help them think about how to evaluate the effectiveness of the preparation and facilitation of their sessions
- Be used by the large group in giving feedback following the facilitation of the training sessions.

Ask the group how else can they can, as trainers, evaluate the effectiveness of your sessions they facilitate?

- During the training
  - Pay attention to the participants' level of interest in the session
  - Listen to the quality of the participants' answers
  - Ask open questions to assess what participants have learned/what the message meant to them.
  - Ask a member of the group to resume what has been said.
- At the end of the workshop
  - Ask participants to fill out an evaluation questionnaire
  - Note if participants seek additional information
  - Reflect on your impressions of the workshop and ask yourself: "How can I improve my future trainings?"
- Long term
  - Observe Roma mediators' work and changes in people's behavior in the communities where Roma mediators work

- Note if the number of mediators asking for training in Reproductive Health increased

List on a flipchart the titles of sessions that you wish participants to practice teach from, from the Reproductive Health currículum for training RHMs. Invite participants to choose sessions that they wish to facilitate and to put their names under the titles (2 participants for each one).

Distribute the session guides according to the topics assigned to the small groups.

Explain the organization of the Session Guides:

- <u>The initial section</u> includes the objectives of the session, training methods to be used, time allowed, and materials to be used. The purpose of this section is to give the trainers an overview of the session.
- <u>Instructions</u>. The purpose of this part of the Session Guide is to guide the trainers in the implementation of the session. It includes:
    - Instructions about:
        - How to apply the training methods intended for the session
        - Essential questions to ask to facilitate discussions and to draw out key concepts
    - Boxes with possible answers to all questions posed by the trainers (to guide the trainers in their facilitation of the discussion). Note that participants may give other valid responses that are not included in the boxes, and they may give invalid responses that will have to be corrected.

Invite participants to review also the material *Principles for co-facilitation of training* (distributed in session 7) and to respect these principles while they are preparing the training session with their colleague.
Participants will prepare their sessions using the training methods taught and following the instructions in trainer's manual/session guide.

Be sure that you have all the necessary materials for the sessions to be facilitated but provide them only by participants' request.

Circulate among the small groups while participants are working and, using the trainer document *Coaching* as a guide:

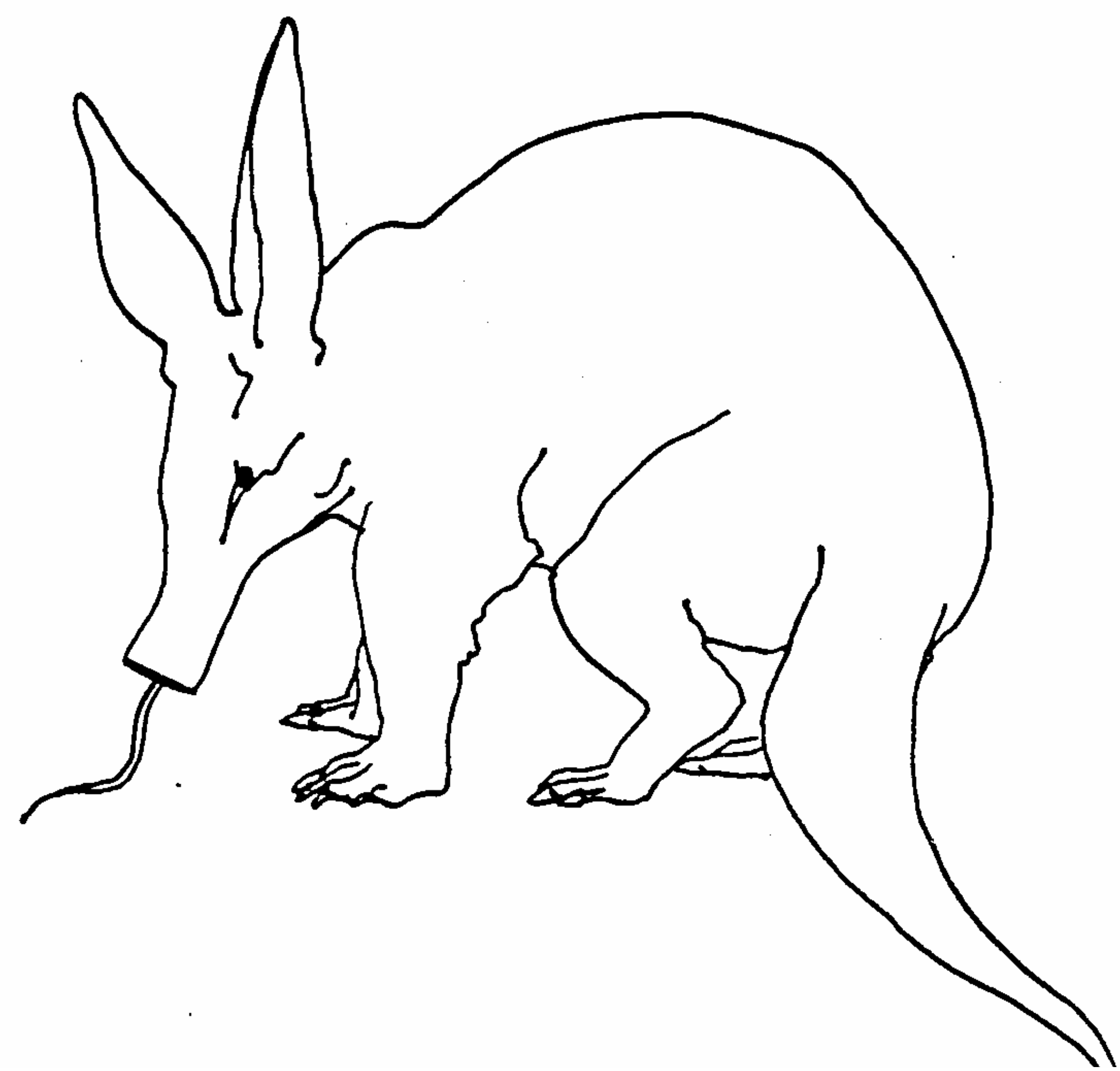
- Ask questions as necessary to ensure that they are progressing and that the content and process they are clear to them
- Respond to any questions participants have about the task
- Support them in any moment they might need help.

Review with the group the trainer document *Logistics,* specifying which responsibilities new trainers will have.

Trainer document

DESCRIPTION OF ANTEATER

"The body is stout, and the back arched. The limbs are short and stout, and armed with strong blunt claws. The ears are long. The long bushy tail is large near the body, but tapers near the end. The elongated head sits on a short thick neck, and at the end of the snout is a disc in which the nostrils open. The mouth is small and tubular, with a very long thin tongue."



Participant document:

PRINCIPLES FOR USING VISUAL AIDS

1. Prepare visual aids in advance
   - avoid distortions in size and distracting details
   - show complete objects, especially parts of the body
   - show objects from familiar angles
   - use signs and symbols that are understood by the target audience
   - in using visual aids, draw a relationship between the picture and the experience of the target group
   - use real objects whenever possible
   - make sure that the visual aid is
     - easy to see and understand
     - attractive

2. Ensure that everyone can see the visual aid

3. Display each visual aid long enough so that all participants can see

4. If the visual aid has several components, point out the different elements.

5. Explain important details that may not be familiar to the group.

6. Pass the visual aid around the group if appropriate (for example in the case of a discussion of contraceptive methods with a small group)

7. Maintain eye contact with the group while showing a visual aid

8. Practice using visual aids before using them in front of a group

Participant document

TRAINING TIPS

Flip charts

- The writing on flip charts should be clear and large enough to be easily seen by participants who will be the farthest away from the flip chart during a workshop.
- Do not put too much detail on a flip chart. A flip chart usually serves as an outline of important information. It can be difficult to identify the important information when there are too many words on the flip chart.
- When writing on flip charts during a training session (for example writing participant responses to a question):
  - Consider your purpose in writing participant responses on a flip chart. Write only those things that you will refer to at a later point. Do not write everything.
  - Do not write and talk at the same time….you will necessarily be facing and talking to the flip chart. Instead, finish your verbal communication with the group and then write on the flip chart.
- Before the beginning of all training sessions, cut or tear pieces of tape you will need in order to attach flip charts to flip chart stands or to walls. Lightly attach the pieces of tape on the edge of a nearby table or on the edge of the flip chart stand so that when you need a piece of tape it is easily accessible.
- If you have several (or many) prepared flip charts for a workshop, organize them in the sequence in which you will use them in order to avoid searching for them when you need them.
- When using flip charts with the group, it is often advisable to ask participants to read them rather than the trainer. This increases participation of the group.
- If you are reading a flip chart to the group, stand beside the flip chart, facing the group. Look to the flip chart as necessary, while maintaining eye contact with the group.

Felt markers

- Use dark colors (black, brown, red, blue, green and purple) that can be seen at a distance.
- If possible, use square tipped markers (or use a razor blade to cut the tip of pointed tip markers). Square tipped makers made heavier lines that can be seen more easily at a distance.

Distributing participant documents

- Organize participant documents according to the sequence in which you will distribute them during the workshop. In this way, you will be sure to find the ones you need when you need them.
- When you distribute participant documents depends upon how they will be used:
  - If you are asking participants to read and discuss a participant document, obviously it needs to be distributed when the activity (reading and discussing the document) is introduced.

- If the trainer guide suggests other kinds of activities in which participants learn through exercises, role play, discussion etc, do not distribute participant documents until the activity has finished and the concepts, principles etc have been expressed in the group.
    - Some trainers distribute participant documents immediately following each session; others distribute them at the end of each day of training.
- If you are training with a co-trainer, avoid distributing participant documents while your co-trainer is training (talking with the group). This is distracting.
- The trainer may distribute participant documents him/herself or may give the documents to a participant and ask participants to take their copy and pass the rest to the next person.

Use of trainer/session guides

- Trainer/session guides are to be used by the trainer to conduct/facilitate training. Unless trainers have completely mastered the content of their training, they will need to refer to their training guides while they are training.
- Study and master the training/session guides as much as possible before the training. Be sure that the instructions in the training guides are clear to you.
    - Do not read the instructions, word-for-word, throughout the training.
    - Do hold on to the instructions, if necessary, and refer to them as necessary to facilitate the session.

If you say something wrong or offensive, acknowledge it and apologize as soon as it occurs to you. Acknowledging your mistakes:

- Communicates humility rather than arrogance.
- Demonstrates a positive model of behavior to the group

Review the participant documents on co-facilitation (*Co-facilitation of Training, Advantages and Disadvantages of Co-facilitation of Training, Principles for the Co-facilitation of Training, De-briefing Questions for Co-trainers)* for tips about training with a co-trainer.

Participant document

LINKING

Linking is the establishment of relationships between what is already known and what is unknown; between a new learning activity and a previous learning activity or experience; or between current and future learning activities.

In training, linking subjects and learning activities of each session to previous and future sessions contributes to an appreciation of the logical sequence of the training subjects and helps participants to better assimilate the content they are learning.

Linking is important:

- When passing from one session or day to the next
- When passing from one subject to another
- When introducing a new subject or discussion
- When introducing an idea that may be controversial
- When connecting one example to another
- When relating an example to the context of participants' professional work
- When concluding a session
- When preparing the group for a future session
- When passing from one trainer to another who may have a different style from that of the present trainer

Participant document

FACILITATING TRAINING SESSIONS: ELEMENTS TO OBSERVE

1. General observations

- Did the trainer:
  - Introduce him/herself to the group?
  - Ensure that participants were seated so that they could see and hear each other?
  - Help participants to feel comfortable, and create a positive learning environment (by using ice-breaker exercises as appropriate, setting group norms with the group, and using an appropriate sense of humor)?
  - Use clear language appropriate to the level of the group, and explain new terms?
  - Use an audible tone of voice?
  - Demonstrate knowledge of the topic?
  - Maintain eye contact with all participants, and address participants in all parts of the room?
- Did the trainer's facial expression communicate interest, enthusiasm, tension or boredom
  - Toward the subject?
  - Toward the participants?
- Did the trainer's physical presence, and movement around the room, communicate confidence? Enthusiasm? Tension? Boredom?

2. **Objectives and content of the training**

- Did the trainer introduce the topic and the objectives of the session?
- Were the objectives of the session clearly stated?
- Was the content of the session relevant to participants' roles as trainers?

3. **Organization of the session**

- What did the trainer do to link their session:
  - To the previous session?
  - To the session that follows?
- Was the training sequence within the session clear and easy to follow?

4. **Use of training methods**

How effective were the training methods used for your learning?

- Did the trainer use the training methods according to the principles that apply to them?
- How could the training methods be made more effective?

5. **Application of the Experiential Learning Cycle**

How did the trainer apply the Experiential Learning Cycle in the facilitation of the session? How adequate was the Application step of the cycle?

6. **Asking and responding to questions**
    - Did the trainer respect the principles of asking, and responding to, questions? Give examples.
    - During the session, were there certain actions, information or responses to questions which a participant could have done/provided instead of the trainer?
    - Were there (other) open questions which the trainer might have posed to get more group response/participation? Give examples.

7. **Encouragement of participation**
    - What did the trainer do to:
        - Help participants relate the subject to their knowledge and experience (use examples and/or ask questions relevant to the group and to their experience)?
        - Encourage participation?
    - Did the trainer do anything that discouraged participation?

8. **Responding to challenging group dynamics**
    What kind of problems did the trainer confront in terms of group dynamics or disruptive behavior among the participants? How did the trainer respond to these problems?

9. **Co-facilitation**
    What did you observe about teamwork between the trainers?
    - In what ways did their co-facilitation of the session contribute to participant learning?
    - In what ways did it frustrate or limit participant learning?

10. **Instructions**
    If instructions were given for an activity, were they clear? Were they adequate? Was there an opportunity to ask questions about the instructions?

11. **Visual aids**
    If visual aids were used:
    - Were they appropriate to the topic and training method being used?
    - Were they used appropriately?
    - If they were not effective, was it because of the materials or the way in which they were used?

12. **Time management**
    How well did the trainers manage the time allowed for session?

13. **Other observations**

Trainer document

TRAINING LOGISTICS

The following are some organizational aspects of training (logistical issues) that need attention in nearly all workshops. The organizers of the training must decide ahead of time who is to be responsible for each of these tasks, and provide proper authority and resources to those delegated the tasks so that they can carry them out in a timely manner.

1. Review and confirm training plan
   - Review and confirm workshop schedule
   - Review and confirm workshop budget
   - Confirm availability of funds

2. Arrange for trainees
   - Select trainees
   - Obtain approval for trainees' participation in the workshop
   - Prepare and send invitations and instructions to trainees

3. Arrange for training facility
   - Confirm location and facility (paying attention to room size and seating capacity)
   - Arrange housing for trainees and for trainers
   - Arrange meal and coffee break services
   - Confirm financial arrangements

4. Arrange for transport
   - Arrange for transport for trainees and for trainers (by providing transport or payment for transport)

5. Arrange for training materials
   - Select and reproduce training materials
     - Participant documents
     - Flip charts
     - Workshop completion certificates (if used)
   - Obtain training aids and supplies
     - Flip chart stands and paper
     - Felt markers
     - Scotch (masking tape)
     - Writing paper, pencils and pens
     - Pencil sharpeners

Trainer document

COACHING

Often when we do a new task for the first time (or even second or third times), we benefit from the assistance of others who are more experienced than us. In training, we refer to this assistance as coaching.

In the context of assisting new trainers to develop their skills, or even assisting experienced trainers when they are teaching new material for the first time, the following tips may be useful:

1. When new trainers are preparing to train others for the first time, begin by discussing with them:
   - The purpose of the training they will be facilitating (why it is needed, who the participants are, the roles of participants following training)
   - Their roles as facilitators
2. Give them copies of the training materials and explain the purpose of the different parts of the trainer/session guides: objectives, estimated time, training methods, materials needed, and instructions.
3. Ask them to read their training documents. Explain that you are available to discuss any questions they may have about the materials.
4. Prepare questions to discuss with the new trainers regarding the facilitation of certain aspects of the training (particularly more difficult aspects of the training), based on your experience with the materials.
5. When the trainers have finished reading their materials, and they are preparing their sessions, ask them open questions about the aspects of training that you anticipate may be difficult. You might ask, for example, "What would you do if ________?" "How would you handle the following situation: ____?" etc.
6. Ask the trainers what role they would like you to play during their facilitation of sessions.
   - Usually, the coach sits at the back of the room and takes note of how the session goes; and at the end of the day, the coach and the training team meet to share feedback regarding the day's sessions: what went well, problems encountered and how they were dealt with and/or could be dealt with in the future. The training team prepares for the following day and the coach is available as needed.
   - The trainers and the coach may agree that if the trainers encounter problems during a session which they cannot resolve, the coach may intervene. The conditions for such interventions need to be clarified and agreed upon in advance so that the trainers do not feel that the coach will interrupt their sessions at will.
7. In the context of assisting new trainers, the following principles of adult learning and the Experiential Learning Cycle apply in order to help participants to think about all aspects of the conduct of training sessions, learn from their experience, and apply problem-solving skills.

- Express appreciation for good work
- Give constructive feedback. In giving constructive feedback regarding a problem encountered by the trainers:
  - Describe your observations of the particular situation in question.
  - Ask the trainers their observations of the situation: what happened, why it may have happened and with what consequences
  - Ask the trainers questions about 1) how they handled the situation, and 2) how they might handle it in the future. In other words, help them to diagnose and resolve their problems.
- Recognize that different participants are at different steps in the progression of learning, and focus all trainer efforts on helping participants improve their competence.

SESSION 9

SESSION 9: **FACILITATION OF TRAINING SESSIONS**

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

1. Facilitate training sessions in reproductive health, interpersonal communication and group education, respecting the principles of adult learning and Experiential Learning Cycle and using training methods taught.
2. Evaluate the effectiveness of their training sessions

TRAINING METHOD: classroom practice

ESTIMATED TIME: 11-24 hours (depends on the sessions and subjects practiced)

MATERIALS NEEDED:

- Facilitating Training Sessions: Elements to Observe (from Session 8)
- De-briefing Questions for Co-trainers (from session 7)

INSTRUCTIONS

I-II. IMPLEMENTATION OF SESSIONS (11-24 hours)

[Note: the time needed for this session will depend upon the number of participants in the workshop and on the subject: if it is decided that participants need to practice teaching only the RH sessions it will take approximately 11 hours; if it is decided that participants need to practice teach the entire RH curriculum it will take 3,5 days. It is advisable to have participants practice parts of the entire curriculum they will eventually teach. The trainers should plan on approximately 1 hour 30 minutes for each presentation (including approximately 10 minutes for each group to organize their training materials, approximately 1 hour for the session, and 20 minutes for feedback)]

Ask participants to facilitate their sessions, respecting the principles taught and time limits (1 hour).

During the facilitation of each session, ask all other participants to:

- Participate as participants (health mediators) in a workshop for training in Reproductive Health.
- Be aware of the items on the Facilitating Training Sessions: Elements to Observe (which will have been distributed in Session 8) in order to be able to give their colleagues (the trainers) positive and constructive feedback at the end of their session.

At the end of the session, lead a feedback session. Begin by asking the two trainers to share their impressions of the session (to share with the group their own feedback regarding the session). Then ask the two trainers to give feedback to each other, following the document *De-briefing Questions for Co-trainers* as a basis. Then ask other participants to share their feedback (respecting the rules for giving positive and constructive feedback). Facilitate a discussion of problems encountered, and any questions participants have about facilitating sessions in the training workshop.

Validate participants' experience and remind them that with experience, they will continue to improve their skills in conducting training sessions.

SESSION 10

SESSION 10: EVALUATION OF THE TRAINING

OBJECTIVES: By the end of the session, participants will be able to:

1. Assess their knowledge of training concepts and skills, and compare it with their knowledge prior to the workshop
2. Evaluate the effectiveness of the training

METHODS: Post test, Self-assessment questionnaire, discussion

TIME: 2 hours

MATERIALS:
Participant documents:
- Post test
- Training evaluation form

INSTRUCTIONS

I. POST TEST (30 min)

Summarize the TOT by referring to the general objectives of the workshop and its focus on the implementation of training programs.

Refer to the discussion of evaluation (in Session 8) and emphasize that the post test is one of several elements that will be used to evaluate the effectiveness of the training program. Distribute the post test and ask participants to complete it. Allow them 30 minutes to complete the post-test.

Collect the tests. Correct them while participants complete the training evaluation form (II. Evaluation of the Training).

III. EVALUATION OF THE TRAINING (30 min)

Referring to Session 8 and the discussion on evaluation, explain to participants that their evaluation of the training (their impressions, reactions and ideas) are very important to the evaluation process, and will help the trainers in improving training in the future.

Distribute the workshop evaluation form and ask participants to complete it.

Once everyone has completed and returned the evaluation form, ask the group if they have any feedback they wish to share and/or discuss in the group.
Discuss briefly with the group the next steps (if appropriate), including the timing of the training of mediators.

Return the pre/post tests and share with the group the high, mean and low test scores. Review with the group any questions that may have been missed by many participants. Ask participants if they wish to discuss any other questions on the test.

Proceed to final end-of-training activities that have been planned:

- Distribution of certificates
- Plans for training of health mediators

Participant document

EVALUATION OF THE TRAINING OF TRAINERS WORKSHOP
PROPOSED EVALUATION FORM

You have just participated in the training of trainers workshop for Roma Health Mediators in reproductive health. Please respond to the following questions which will allow us to evaluate this training and improve future training.

I. Achievement of the objectives.

Listed below are the general objectives of the training. For each general objective, please indicate 1) to what degree you feel it was achieved, circling the number that best responds to your point of view; and 2) if an objective was not entirely achieved, why you felt it was not (for example, a problem of time, inadequate explanation, lack of practice, inappropriate training method, or other reasons that you perceive).

	Well achieved		Achieved		Not achieved
1. Apply adult learning theory, the experiential learning cycle and feedback to the implementation of training sessions	1	2	3	4	5
2. Demonstrate the use of a variety of training techniques to facilitate participatory training in reproductive health	1	2	3	4	5
3. Demonstrate the ability to promote positive group dynamics within a training setting	1	2	3	4	5
4. Demonstrate appropriate listening and instructional skills in the context of training.	1	2	3	4	5
5. Demonstrate the ability to use questions to facilitate learning	1	2	3	4	5
6. Demonstrate the ability to co-facilitate participatory training	1	2	3	4	5
7. Apply the principles taught during this course to the facilitation of participatory training sessions	1	2	3	4	5

II. Other aspects of the training

Below are some other aspects of the training. For each item, please 1) circle the number that responds best to your point of view, and 2) describe what you feel were the reasons for any weaknesses.

1. Organization of the training

Well organized		Organized		Not organized
1	2	3	4	5

2. Relevance of training content to your role as a trainer

Very relevant		Relevant		Not relevant
1	2	3	4	5

3. Effectiveness of training methodologies

Very effective		Effective		Not effective
1	2	3	4	5

4. Effectiveness of trainers (creation of a positive learning environment, facilitating sessions, communication of information, responsiveness to participant questions and concerns, etc)

Very effective		Effective		Not effective
1	2	3	4	5

5. Usefulness of materials distributed

Very useful		Useful		Not useful
1	2	3	4	5

6. Effectiveness of practice training (practicum)

Very effective		Effective		Not effective
1	2	3	4	5

III. Open questions

1. What aspects of the training were the most important and/or useful for you? Why?

2. What aspects of the training were the least important and/or useful for you? Why?

3. On what subjects do you have need for more information and or practice in order to improve your competence in training?

4. Are there other subjects that should have been included in this training? Which ones?

5. What modifications (changes) would you suggest in the organization of a future training of trainers?

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Bibliography

Eitington, J. – The Winning Trainer, 1992

RFHI/SECS – Counseling Curriculum, 2002

RFHI/SECS – Training of Trainers Curriculum, 2002

Scrinivasan. L. - Tools for Community Participation

Werner, D. and Bower, B. – Helping Health Workers Learn – A book of methods, aids and ideas for instructors at the village level, Hesperian foundation, 2001

Other resources:

EngenderHealth – www.engenderhealth.org

Family Health International (FHI) – www.fhi.org

Johns Hopkins University School of Public Health, Center for Communication Programs (JHU-CCP) – www.jhuccp.org

JHPIEGO Corporation – www.jhpiego.org

JSI R&T Institute – www.jsi.com

PATH – www.path.org

Pathfinder International – www.pathfind.org

JSI R&T

Romanian Family Health Initiative

USAID
FROM THE AMERICAN PEOPLE