

The GRMA / PRIME

**Self-Directed Learning /
Client-Provider Interaction
Adolescent Reproductive
Health Initiative**

a programme in six modules



Facilitator's Guide

1999

Facilitator's Guide: Introduction

Thank you for agreeing to act as a facilitator in the GRMA, PRIME Self-Directed Learning / Client-Provider Interaction Adolescent Reproductive Health Initiative.

At the end of this orientation you will be able to:

- describe the background of this program
- describe self-directed learning
- explain your roles and responsibilities
- plan your two-hour group sessions for the GRMA monthly meetings, using the suggestions and guidelines you will receive
- plan your monthly field visits to your group members
- fill out the Peer Review Report form, the Field Visit Checklist, and the Peer Review Checklist
- help facilitate the two-day learner orientation that follows the first two days of this facilitator orientation
- describe where and how to get help or support when you need it

Facilitator's SDL/CPI Resource Packet:

Facilitator's Guide:

- Introduction (p. 1)
- Orientation Agenda (pp. 2-4)
- Facilitator Scope of Work (p. 5)
- Learner Invitation and Scope of Work (pp. 6-7)
- Conducting Field Visits (pp. 8-9)
- Field Visit Checklist (pp. 10-11)
- Guide to Peer Review Meetings (pp. 12-19)
- Peer Review Checklist (pp. 20-21)
- Peer Review Report Form (pp. 22-23)
- Learner Accomplishments Form (p. 24)
- Teacher-centered vs. Learner-centered diagram (p. 25)

Other materials:

- List of twenty group members
- Six learner modules
- Calendars for scheduling monthly visits
- Summary sheets
- RH Policies, Standards and Protocols

Facilitator Orientation, Day One Agenda, 22/3/99

- 8:00-9:30 Welcome and Introduction to Programme
overview, pre-test, objectives, expected results, logistics, agenda
- 9:30-10:30 Introduction to Self-Directed Learning (SDL)
definition, components, roles and responsibilities,
- 10:30-11:00 Break
- 11:00-1:00 Overview of Modules
components, content, objectives of each
- 1:00-2:00 Lunch
- 2:00-4:00 Field Visits
planning, conducting, role play, feedback, reporting forms
- 4:00-4:15 Break
- 4:15-5:00 Role Play Activity
- 5:00-6:00 Peer Review
planning, conducting, peer review guides, preparation checklist
- 6:00-6:15 Process Review and Conclusion

Facilitator Orientation, Day Two Agenda, 23/3/99

- 8:30-9:00 Introduction
welcome, status report
- 9:00-12:00 Previewing and Preparing for Learner Orientation, Day One
role of facilitator, assisting with role plays and feedback
- 12:00-1:00 Lunch
- 1:00-3:30 Previewing and Preparing for Learner Orientation, Day Two
- 3:30-5:00 Introduction to Module II
- 5:00-5:30 Process Review and Conclusion

Learner Orientation, Day One Agenda, 24/3/99

- 8:00-8:15 Welcome
- 8:15-10:15 Baseline Assessment
- 10:15-10:45 Introduction to Orientation
overview, objectives, expected results, logistics, agenda
- 10:45-11:00 Break
- 11:00-1:00 Introduction to SDL/CPI Programme
definitions, components, roles, responsibilities, benefits and challenges
- 1:00-2:00 Lunch
- 2:00-3:15 Managing Challenges and Working with Learning Partners
- 3:15-5:15 Role Plays and Feedback
- 5:15-5:30 Process Review and Conclusion

Learner Orientation, Day Two Agenda, 25/3/99

- 8:00-8:30 Introduction
welcome, status report
- 8:30-12:30 (with break) Counselling and Client-Provider Interaction (led by facilitators)
definitions, role play
- 12:30-1:30 Lunch
- 1:30-2:30 Introduction to Module II (led by facilitators)
components, module structure, objectives, activities
- 2:30-3:30 Activity Plans
purpose, components, using
- 3:30-4:00 Break
- 4:00-4:30 Process Review and Conclusion
- 4:30-5:30 Evaluation

Facilitator Orientation, Day Three Agenda, 26/3/99

(Facilitators will have completed post-assessment on Thursday night.)

- 8:00-8:30 Welcome
- 8:30-9:30 Debrief of Learner Orientation
- 9:30-10:00 Peer Review Guides
- 10:00-10:15 Break
- 10:15-10:45 Recording and Monitoring
- 10:45-12:30 Discussion of Pre- and Post-Assessment Results, including updates
- 12:30-1:00 Programme Conclusion

Facilitators of GRMA Self-Directed Learning, Scope of Work

Overview:

The purpose of this project is to improve the quality and access of family planning (FP) and reproductive health (RH) services offered to adolescents by GRMA private sector midwives by improving client-provider interaction (CPI).

PRIME and GRMA will engage 60 GRMA midwives (20 from each of three regions) in a self-directed learning (SDL) project to improve client-provider interaction and adolescent reproductive health. The project aims to assess the effectiveness of the self-directed learning approach to improving the performance of primary providers in Ghana. Two facilitators will be selected from each of three regions to facilitate the learning of the twenty midwives in their region.

Goal of the facilitator:

To facilitate learning and provide support for participants in the self-directed learning (SDL) program on client provider interaction and adolescent reproductive health.

Job Description: The facilitator's functions include:

- Attending a five-day program orientation March 22-26, 1999
- Assist facilitating two-day learner orientation March 24-25, 1999
- Meet monthly with co-facilitator to prepare for monthly peer review
- Organize and facilitate face-to-face learning activities and peer review sessions at four consecutive monthly GRMA meetings, beginning after the March orientation
- Conduct field visits to approximately 5 pairs of learners per month
- Present, review and clarify information for learners (during field visits and monthly meetings)
- Monitor the course and materials and formally providing feedback to GRMA
- Assist with program logistics when necessary

Requirements and Qualifications:

Facilitators will be GRMA regional trainers, senior GRMA midwives or public sector midwives in Ashanti, Brong Ahafo or Eastern Regions who have the following:

- Advanced competencies in FP/RH service delivery
- Strong skills in client-provider interaction (CPI) and ability to model positive CPI
- Commitment to improving CPI and adolescent reproductive health care
- Ability to conduct approximately five monthly field visits to a pair of learners

Support Provided: The facilitators will have the following resources for their work:

- A set of learning modules and a other materials developed by PRIME and GRMA
- Access to the Project Coordinator for answers to questions and for general program support
- Support for transport and travel and incidentals

Learner Invitation and Scope of Work

Dear _____

You have been chosen to participate in a new GRMA self-directed learning program to improve your midwifery skills.

This letter describes the program and explains the commitment that will be expected from you. If you agree to participate, you'll be given two forms at today's meeting.

The registration form gathers basic information and asks about possession of resources which you will need during the orientation. We need to know what supplies we will need to make available for you. (You may be asked to purchase some supplies.) Please return this form at the end of today's meeting.

The second form assesses facilities, capabilities, and work site conditions. Please take this form with you, fill it out and return it at the Learner Orientation.

Program description and background

The purpose of this project is to demonstrate an innovative learning approach to improving the quality and access of family planning (FP) and reproductive health (RH) services offered to adolescents by private sector midwives by improving client-provider interaction (CPI).

GRMA, with the assistance of the PRIME project, will engage 60 GRMA midwives (20 from each of three regions) in a project which aims to assess the effectiveness of the self-directed learning approach to improving the performance of primary providers.

Your responsibilities

- Participate in a two-day orientation meeting, March 24-25;
- Participate in two-hour peer review sessions that will be a part of your next four monthly GRMA meetings (You may be asked to arrive at your monthly meeting two hours earlier than usual.);
- Engage in approximately 7-10 hours per month of self-directed learning activities using modules that will be given to you;
- Meet monthly with a partner to engage in paired learning exercises;
- Meet monthly with a facilitator who will assist you in your learning program. These facilitator meetings may occur at the same time as your meeting with your learning partner;
- Fill out and submit a one-page evaluation of each module.

Your benefits

- Improved quality of your reproductive health care service;
- Opportunity to increase your clientele;

- Opportunity to participate in a new innovative learning program and to contribute to its further development;
- Opportunity to share learning experiences with colleagues;
- Receipt of certificate on completion of program.

You were chosen for this program in part due to your demonstrated commitment to quality reproductive health care service. Participation in this self-directed program requires your motivation and continued commitment. We hope you will accept our invitation.

If you have any questions about the program, you may contact Dora Agbodza at (Tel: 772971, Fax: 773857 - 775396) for more information. If you do want to participate, please fill out the registration form provided. Your orientation workshop is scheduled on March 24 – 25, 1999 in Kumasi. GRMA will keep you informed on the venue and the date of arrival.

We thank you very much.

Yours sincerely,

Executive Director
GRMA

Conducting Field Visits

Part of your role as facilitator is to make monthly visits to the learners in your group. The Field Visit Checklist will guide you through planning for and conducting field visits. This guide just provides a general overview.

Purpose of field visits

During the field visits you will be expected to answer learner questions, model behavior and respond to learner demonstrations. Some learners feel isolated in self-directed learning programs, and this feeling may affect their motivation to learn. This is your time to encourage and promote learning. Your visits and your feedback are an important part of the Learner Support System which is crucial to the success of a self-directed learning program.

The monthly field visits are also the time for you to observe learner progress and to report on activities.

Conducting the visits

Use the Field Visit Checklist to guide you through the field visit. The visits should last 2-4 hours. The structure of these meetings should be flexible because much of the structure and content will depend on the learners. The Learner Modules include pages for learners to keep notes for issues they would like to raise with their facilitator during the field visits. During the month, you also should keep notes of things you would like to discuss with learners, based on the content of the module and on the previous monthly meeting. Some activities that may occur during the field visits are listed below:

- review the objectives of the module
- review the self assessments
- respond to the role plays that the learners may conduct with their partner in your presence
- help them solve any problems they may be having with the content or the process
- review their progress

During the field visit, keep notes on things that you would like to raise with other facilitators, with the project coordinator, or with other learners at the monthly peer review.

When and where to conduct visits

Each region has two facilitators and twenty learners. Since the learners will be meeting monthly with their learning partners, you may want to schedule your field visit at the same time as their paired learner meetings. If you do, be sure that you allow time to meet with each learner individually, for at least 15 minutes. They may have questions or comments that they would feel more comfortable sharing with you alone. In some cases, you may want to schedule another individual visit to one of the learners.

You should allow time at each monthly peer review meeting for learners to schedule their meetings. If you want to schedule your field visits at the same time as the paired learning meetings, make sure you and the pair agree on a time and a place for the visit at the monthly meeting.

Field Visit Checklist

This checklist will help you prepare for and conduct monthly field visits to individual learners or learning pairs. A Field Visit Checklist is to be filled out for each field visit you conduct.

Each month, checklists from all visits for that month/module are to be submitted to the Project Coordinator. If you conduct five field visits to paired learners during the month, submit five Field Visit Checklists.

Your name: _____

Name of learner(s) visited: _____

Date of field visit: _____

Place field visit was held:

At the monthly GRMA peer review meeting

- _____ Arrange a date, time, and place to visit the learners in your group, either individually or at their paired learner meeting. Write this date in your calendar.

Three days before the visit

- _____ Contact the learner(s) if possible to confirm your meeting
- _____ Review the module and be prepared to answer questions about its content (If you have questions about content, contact the Project Coordinator.)
- _____ In the module, pay special attention to the section on Paired Learner Meeting
- _____ Gather any material you will need for the meeting, including
 - _____ this Field Visit Checklist
 - _____ any supplies, materials or other resources you would like to share
 - _____ current module
 - _____ other

During the visit

- _____ Review the objectives of the module with the learners
- _____ Review the self assessments with learners
- _____ Ask the learners if they have any questions about the content
- _____ Ask the learners if they have any questions about the process
- _____ Ask the learners if they would like to share their activity plan for the current module
- _____ Ask the learners if they would like to check progress on their activity plan from the previous module
- _____ If you are meeting with a pair of learners, allow at least 15 minutes to meet with each individually
- _____ If necessary, schedule another meeting, in person or via telephone, with individual learners
- _____ Observe learner role plays
- _____ Offer feedback on learner role plays

- _____ Note in your notepad any questions or comments you want to discuss with the Project Coordinator
- _____ Note in your notepad any questions or comments you would like to raise with the other learners in your group at the next peer meeting

After the field visit

- _____ Put this Field Visit Checklist with the other Field Visit Checklists from this month/module
- _____ At the end of the month/module, submit all Field Visit Checklists to Project Coordinator
- _____ Note in the space below any problems encountered by the learner or you during this field visit or the module to date

Guide to Peer Review Meetings

Introduction

This guide provides a suggested outline and content for the two-hour peer review sessions to be held at monthly GRMA meetings. This is just a guide for you. You should be flexible with these meetings and conduct them based on learner needs and suggestions.

Meeting One Peer Review

To be used on the following dates:

Ashanti -- May 11

BA – April 24

Eastern – April 17

Materials you will need for meeting:

- This guide
- Your copy of Modules One and Two
- Twenty copies of Modules Three and Four for distribution
- Peer Review checklist
- Peer Review Report Form

Suggested Outline

Introduction and Debrief of SDL Process

Who: entire group of twenty learners, two facilitators

Suggested length: 20 minutes

Suggested topics and activities:

- Circulate and collect an attendance sheet
- Discuss problems or questions with process
- Discuss paired learning (Were meetings helpful? What will they do differently next time?)
- Discuss field visits? (How could they be improved? Were they useful?)
- Discuss timing and time management (Did they have enough time? Too much time?)

Counselling/CPI Review

Who: two groups of ten learners, one facilitator for each group

Suggested length: 30 minutes

Suggested topics and activities:

- Share counselling successes during month
- Share difficult counselling situations with group
- With a partner, re-enact a difficult counselling situation
- Share counselling re-enactment with group

Introduction to Module 3: Adolescent Reproductive Health

Who: two groups of ten learners, one facilitator for each group

Suggested length: 60 minutes

Suggested topics and activities:

- Distribute ARH Module
- Share experiences with adolescents
- Discuss any difficulties or successes with adolescents
- With partner, use case studies to role play a difficult counselling situation with an adolescent
- Discuss partner role plays with rest of group
- Share ideas for difficult counselling situations

Introduction to Module 4: Information, Education and Communication

Who: entire group of twenty learners, two facilitators

Suggested length: 10 minutes

Suggested topics and activities:

- Introduce IEC topic
- Distribute and introduce IEC Module

Meeting Conclusion

Who: entire group of twenty learners, two facilitators

Suggested length: 5 minutes

Suggested topics and activities:

- Review meeting accomplishments
- Answer any questions
- Announce date, time and topic of next meeting
- Announce what learners should bring to next meeting (modules Three and Four, sample IEC materials)
- Collect Learner Accomplishment Forms
- Collect learners' Module Evaluation Forms

Meeting Two Peer Review

To be used on (dates):

Ashanti – June 3

BA – May 29

Eastern – May 15

Materials you will need for meeting:

- This guide
- Samples of IEC materials for use with adolescents
- Your copy of Modules Three and Four
- Twenty copies of Module Five for distribution
- Peer Review checklist
- Peer Review Report Form

Suggested Outline

Introduction and Debrief of SDL Process

Who: entire group of twenty learners, two facilitators

Suggested length: 15 minutes

Suggested topics and activities:

- Collect Evaluation of Modules Three and Four
- Discuss problems or questions with process
- Discuss paired learning (Were meetings helpful? What will they do differently next time?)
- Discuss field visits? (How could they be improved? Were they useful?)
- Discuss timing and time management (Did they have enough time? Too much time?)

Review of Module 3 (ARH) and Module 4 (IEC)

Who: two groups of ten learners, one facilitator for each group

Suggested length: 75 minutes

Suggested topics and activities:

- Share experiences during the month with ARH and Counselling activities
- Discuss tips for effective use of IEC (e.g. how to identify topics that would interest adolescents)
- Model use of IEC materials in counselling situation (discussing consequences of irresponsible sexual behavior)

- Divide into two groups of five. One pair practices using IEC materials in a counselling situation; other three people observe. All five discuss the role play and comment on what was done well, what could have been done differently. Time permitting, another pair practices using a different IEC item. Others observe and then discuss.

Introduction of Module 5: Family Planning

Who: entire group of twenty learners, two facilitators

Suggested length: 15 minutes

Suggested topics and activities:

- Introduce FP topic
- Distribute and introduce Module Five

Meeting Conclusion

Who: entire group of twenty learners, two facilitators

Suggested length: 5 minutes

Suggested topics and activities:

- Review meeting accomplishments
- Answer any questions
- Announce date, time and topic of next meeting
- Announce what learners should bring to next meeting (module Five)

Meeting Three Peer Review

To be used on (dates):

Ashanti – July 1

BA – June 26

Eastern – June 19

Materials you will need for meeting:

- This guide
- Your copy of Module Five
- Twenty copies of Module Six for distribution
- Peer Review checklist
- Peer Review Report Form

Suggested Outline

Introduction and Debrief of SDL Process

Who: entire group of twenty learners, two facilitators

Suggested length: 15 minutes

Suggested topics and activities:

- Collect Evaluation of Module Five
- Discuss problems or questions with process
- Discuss paired learning (Were meetings helpful? What will they do differently next time?)
- Discuss field visits? (How could they be improved? Were they useful?)
- Discuss timing and time management (Did they have enough time? Too much time?)

FP Review

Who: two groups of ten learners, one facilitator for each group

Suggested length: 75 minutes

Suggested topics and activities:

- Share experiences during the month with FP and Counselling activities

Introduction to Module 6: STD/HIV/AIDS

Who: entire group of twenty learners, two facilitators

Suggested length: 15 minutes

Suggested topics and activities:

- Introduce STD/HIV/AIDS topic
- Distribute and introduce Module 6: STD/HIV/AIDS

Meeting Conclusion

Who: entire group of twenty learners, two facilitators

Suggested length: 5 minutes

Suggested topics and activities:

- Review meeting accomplishments
- Answer any questions
- Announce date, time and topic of next meeting
- Announce what learners should bring to next meeting (module Six)

Meeting Four Peer Review

To be used on (dates):

Ashanti – August 5

BA – July 31

Eastern – July 17

Materials you will need for meeting:

- This guide
- Your copy of Module Six
- Peer Review checklist
- Peer Review Report Form

Suggested Outline

Introduction and Debrief of SDL Process

Who: entire group of twenty learners, two facilitators

Suggested length: 15 minutes

Suggested topics and activities:

- Collect Evaluation of Module Six
- Discuss problems or questions with process
- Discuss paired learning (Were meetings helpful? What will they do differently next time?)
- Discuss field visits? (How could they be improved? Were they useful?)
- Discuss timing and time management (Did they have enough time? Too much time?)

STD/HIV/AIDS Review

Who: two groups of ten learners, one facilitator for each group

Suggested length: 75 minutes

Suggested topics and activities:

- Share experiences during the month with STD/HIV/AIDS and Counselling activities

Meeting and Program Conclusion

Who: entire group of twenty learners, two facilitators

Suggested length: 30 minutes

Suggested topics and activities:

- Discussion of overall program objectives
- Recommendations for improvements
- Post-test? (Reduce content time from 75 to 25 minutes?)

Peer Review Checklist

This checklist will help you prepare for the monthly peer review meeting. This preparation checklist should be used by each facilitator (individually) to prepare for each Peer Review meeting. After the meeting the pair of co-facilitators should jointly fill out and submit a Peer Review Report Form. This Peer Review Checklist is for *you* and not for submission to the Project Coordinator.

Your name: _____
Region: _____
Date of peer review meeting: _____

A week (or more) before the meeting

- _____ Review the module. If you have any questions about the content, contact the Project Coordinator
- _____ Review the Peer Review Guide for the meeting. If you have any questions about the content, contact the Project Coordinator
- _____ Consult your notepad for any questions or problems raised in field visits that you may want to raise with learners
- _____ Call or meet with your co-facilitator and with the Project Coordinator, if necessary, to plan
- _____ With your co-facilitator, discuss the following:
 - Peer Review Guide
 - venue for meeting
 - major points to be discussed
 - who is discussion which points
 - division of time, topics, responsibilities between facilitators

A day before the meeting

- _____ Gather any materials you will need for the meeting, including
 - _____ this Peer Review Checklist
 - _____ Guide to Peer Review Meetings
 - _____ Peer Review Report Form
 - _____ copy of current module
 - _____ copies of next module and supporting materials for each learner
 - _____ calendar for scheduling field visits

At the meeting

- _____ Use the Peer Review Guide and the Peer Review Report Form to guide your meeting

After the meeting

- _____ Fill out the Peer Review Report Form (one for each region)
- _____ Each region should submit the following to the Project Coordinator:
 - One Peer Review Report Form

- Twenty Learner Accomplishments Forms (completed by each learner, submitted at Peer Review meeting)
- Twenty Module Evaluation Forms (completed by each learner, submitted at Peer Review Meeting)
- A Field Visit Report Form for each field visit conducted during the month

- _____ Review the Learner Accomplishments Forms to identify any problems learners may be having with self-directed learning process
- _____ Discuss with the Project Coordinator any questions or issues recorded in your notepad or on the Learner Accomplishments Forms
- _____ If an individual facilitator would like to submit her own feedback, please attach it to the Peer Review Report Form

PEER REVIEW REPORT FORM

This form is to be completed by the co-facilitators after each monthly Peer Review meeting. *One* Peer Review Report Form should be submitted for *each* Peer Review meeting. (In other words, one Peer Review Report Form will be submitted for Eastern Region, one for Brong Ahafo, and one for Ashanti.) The Peer Review Report Form should be discussed with and submitted to the Project Coordinator after the Peer Review meeting.

If an individual facilitator would like to submit her own feedback to the Project Facilitator, feel free to attach an additional sheet.

Date of peer review meeting: _____

Region: _____

Place of meeting: _____

Facilitators: _____

Number of participants: _____

Please attach meeting attendance form to this form.

1. Module(s) reviewed at this meeting: _____

2. Please list in the space below the major issues discussed from the module(s) reviewed at this meeting:

3. Module(s) introduced: _____

4. Please list below the major points discussed from the module(s) introduced:

5. Other activities completed (fill in the table bellow)

Activities completed during the Peer Review Meeting	YES	NO
Circulated an attendance sheet		
Collected Module Evaluation Forms from learners		
Collected Learner Accomplishments Form from learners		
Discussed problems and questions with SDL process		
Discussed paired learning exercise and process		
Discussed field visit findings and process		
Discussed timing and time management		
Discussed and scheduled next field visits		
Discussed the activity plan and its implementation		
Distributed next module(s) and any supporting materials		
Discussed the content and the use of posters and RH Policy and Standards Summary Sheets		
Scheduled next paired learning meeting and field visits		
Confirmed next Peer Review meeting: date, time, topic, what to bring		
Reviewed Peer Review meeting accomplishments and process		
Followed the outline of the Guide to Peer Review Meeting for conducting the meeting		

6. Please list below any materials distributed at the meeting:

7. How long did the Peer Review meeting last?: _____

8. Please note any other observations, comments, or questions in the space below or on the back of this page.

Learner Accomplishments Form

Learners should complete this form by the end of each monthly peer review and submit the form to the facilitator. The form has two purposes:

1. to help you organize your learning activities each month
2. to help GRMA and PRIME identify any problems that learners may be having with the self-directed learning process.

Please note that this form is anonymous to ensure your freedom to provide honest feedback on your activities. This form will not be used to evaluate your individual progress. Please record any additional comments in the "comments" column.

1. Date of Peer Review Meeting: _____
2. Region: _____
3. Which module(s) have you been working on to prepare for this meeting:

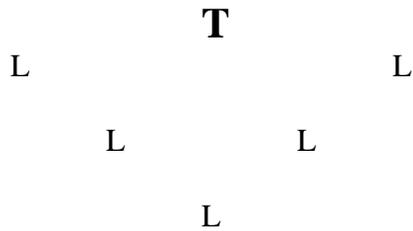
My accomplishments during the previous month	Yes	No	Comments
1. I have completed the module(s)			
2. I have prepared questions for the paired learning meeting			
3. I have attended the paired learning meeting for the previous module and have completed related exercises			
4. I have received the facilitator's field visit			
5. I have discussed content and process with facilitator during the visit			
6. I have brought questions for today's peer review meeting			
7. I had problems/difficulties with the module or the process. Use space below to record major problems.			
8. I have filled out the evaluation form for this module			
9. I have filled in and used my calendar			
10. I have filled in my Activity Plan			
11. I benefitted from the facilitator's field visit			
12. I discussed my Activity Plan with my facilitator			

Please use the back of this page to record any problems or comments you have about the self-directed learning process, the modules, the content, or your responsibilities.

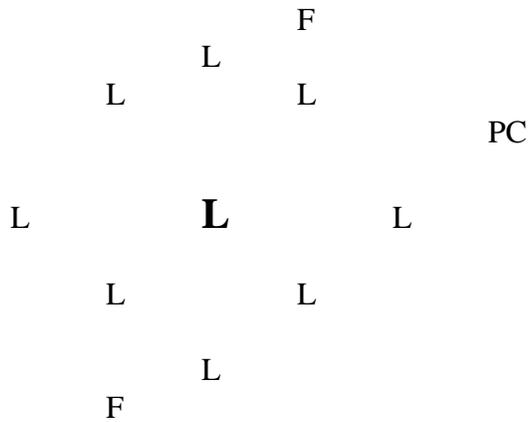
Two Types of Learning

T = teacher or trainer
L = learner
F= facilitator
PC = project coordinator

I. Teacher-Centered Learning (or Trainer-Centered Learning)



II. Learner-Center Learning (for example, self-directed learning)



The **Learner Support System** is all of the people, materials, and other resources which support the learner in the learning process, including other learners, facilitator, modules and support materials,