

PN ACD-623
99420

Integrated Management of Childhood Illness (IMCI)

Complementary Course Facilitator Training

FACILITATOR'S MANUAL

Prepared by World Education, Inc
For the BASICS Partnership

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**IMCI COMPLEMENTARY COURSE
FACILITATOR TRAINING
DAY ONE**

OBJECTIVES By the end of the day, participants will have

- Introduced themselves to one another and stated their expectations of the Facilitator Training,
- Reviewed the goals and objectives and schedule of the Facilitator Training,
- Reviewed logistical issues for the Facilitator Training,
- Identified the need for the IMCI Complementary Course and characteristics of Complementary Course learners,
- Identified their experience with Complementary Course learners and discussed strategies for managing their learning needs,
- Identified the Adult Learning Cycle on which the IMCI Complementary Course is based,
- Discussed how the IMCI Complementary Course is designed to meet learners' needs,
- Carried out a self assessment of their ability to apply the training methods used in the IMCI Complementary Course,
- Oriented themselves to the layout of the IMCI Complementary Course Facilitator's Guide,
- Begun preparing an activity in the Facilitator's Guide

TIME NEEDED Registration 8 00 - 8 30
 Morning session 8 30 a m to 12 30 p m
 Lunch 12 30 - 1 45 p m
 Afternoon session 1 45 - 5 00 p m

***MATERIALS** Blank flipchart paper
(*Sufficient for 15 participants) Markers
 Overhead projector and screen
 Facilitator Training Participant's Manuals
 IMCI Complementary Course Facilitator's Guide *Introduction to IMCI*
 - Transparencies # 1- 5
 Checking Question Cards (1 set for each participant)
 Flipchart #1 Objectives Day One
 Handout #1 Pre-Training Self Assessment
 ASSESS AND CLASSIFY THE SICK CHILD AGE 2 MONTHS UP TO
 5 YEARS WALL CHART
 Enlarged Recording Form

FACILITATOR'S NOTE

During the first morning of the Training, you will deliberately begin building the team of trainers who will work together for the remainder of the week, and who will work together to train future Complementary Courses. The time spent on the introductory activities and on defining the way the group will work is worthwhile. It avoids confusion about roles and responsibilities and it helps participants see how they will interact with one another during the Training. *To prepare*

Opening Session

Arrange an appropriate opening session for the first part of Day One. In some situations, that requires inviting official speakers and briefing them beforehand so they know what you want them to say. They should mention the goals of the course (see page 4). You may also want them to emphasize other issues such as the role that the Facilitator Training plays in implementing IMCI at the national or district level.

In other situations, you may open the course by simply welcoming the participants, stating the goals of the course, and moving into the next exercise.

Interviews

During interviews to introduce one another to the group, participants will answer the question, "What are your expectations of this Training?" Before the session, ask two "scribes" to write the participants' expectations on separate flipcharts (see below). The scribes will alternate writing participants' expectations, so that one person does not have to capture all of the expectations, and the exercise can progress more rapidly.

Set up the flipcharts like this



Host Team Prepare the Host Team Sign-Up Sheet (see page 11). Have it ready to post on a side wall where all participants can see it, but where it is not a constant focal point.

Good Checking Questions Prepare a set of "Good Checking Questions" Cards. Each participant should get one yellow (penalty) card, and one green (good question) card. Cut these cards from colored paper or cardboard, one 8 ½" X 11" sheet of paper yields four cards.

Daily Objectives Prepare a flipchart with the Day's Objectives (see page 14). These objectives are a revised version of the learning objectives found on page 1.

Practice Facilitation Please see page 38 for a list of materials that participants will need to begin preparing their practice facilitation sessions.

ACTIVITY OUTLINE

Activity	Materials
I	Introduce Session
A	Opening Remarks
B	Goals of Facilitator Training
C	Participants Introduce One Another
	Transparency #1 & *PM - 1 Transparency #2 & PM - 2 Two blank flipcharts
D	Conduct Icebreaker "20 Questions"
E	"Level" Expectations
F	Review Facilitator Training Schedule
G	Define the "Way of Work"
	Transparency #1 & PM - 1 PM - 3 PM - 4 Host Team Sign-Up Sheet Checking Question Cards Flipchart #1
H	Introduce Good Checking Questions
I	Review Daily Objectives
II	Find Out What Participants Know and Do
A	Introduce the Session
B	Find Out Participants' Experience with CC** Learners
III	Build on What Participants Know and Do
A	Orientation to the CC Participants
B	Introduce the Adult Learning Cycle
C	Introduce Participatory Techniques
D	Review IMCI CC Schedule
E	Introduce "New" Materials
	Transparencies #3 - 4 Transparency #5 & PM - 5
F	Self-Assessment of Participatory Techniques
G	Introduce Technique Checklist
	PM - 6 - 7 ACSC Wall Chart Enlarged Recording Form Handout #1 Pre-Training Self Assessment PM - 8-20
IV	Practice What They Know and Do
A	Orientation to Facilitator's Guide
	Facilitator's Guide <i>Introduction to IMCI</i> Blank Flipcharts & Markers
B	Small Group Presentations
C	Explain Practice Facilitation Sessions
D	Prepare Practice Facilitation Sessions
	PM - 22-23 Appropriate Materials from Facilitator's Guide <i>Introduction to IMCI</i>
V	Evaluate the Day's Activities
A	Check Participants' Progress
B	Evaluate Day's Activities
	Blank sheet of paper for each participant
C	Orientation to Next Day

*PM = Participant s Manual

**CC = Complementary Course

ACTIVITY DESCRIPTION

I INTRODUCE SESSION

A Opening Remarks

The facilitator and/or an invited guest open the session (*see Facilitator's Note on page 1*)

The facilitator, or a representative of the sponsoring agency, briefly reviews any logistical issues that need to be clarified. These may include

- Lodging
- Per diem
- Meals
- Attendance Forms and any necessary sign-in sheets
- Training site facilities: location of bathrooms, break-out rooms, dining rooms, etc
- Telephone calls -- where to make them and who is responsible for payment

B Goals of Facilitator Training

The facilitator asks participants to open their Participant's Manual to page 1 *Facilitator Training Goals*

S/he projects *Transparency #1 Goals* and briefly present the goals of the training

PM - Page 1

FACILITATOR TRAINING GOALS

By the end of the Facilitators' Training, participants will have

- identified the learning needs of the participants in the IMCI Complementary Course,
- reviewed and practiced critical segments of the IMCI Complementary Course by using the materials designed for the Course,
- learned and/or refined their use of the participatory training methods used in the IMCI Complementary Course,
- learned and practiced the feedback system used in the IMCI Complementary Course,
- evaluated their own abilities in using those methods to train IMCI content

Transparency #1 Goals

The facilitator emphasizes

- The Facilitator Training is a hands-on course,
- Participants will learn how to carry out the IMCI Complementary Course by using the course materials and practicing the course techniques,
- They will have many opportunities to practice facilitating and to work with one another to refine their skills

The facilitator transitions into the next exercise by stating

- Throughout the Training, we will use the same techniques that you will use as Complementary Course facilitators,
- The first technique that we will use is to have participants work in pairs to introduce one another to the other participants

C Participants Introduce One Another

Facilitator instructs participants

- Look around the room and to identify someone that they do not know well
- Pair up with that person and conduct interviews with one another, much as you would if you were interviewing someone for a radio show

The facilitator asks participants to open their Participant's Manual to page 2 *Interviews*

S/he projects *Transparency #2* and instructs participants to

- Ask each other the questions shown here (*she reads them aloud*)
- The first person should take two to three minutes to interview her partner, and then switch roles S/he may take notes to help when introducing the partner
- The second person will then take two to three minutes to interview his partner
- When they have finished interviewing one another, they will introduce their partners to the remainder of the group

PM - page 2
INTERVIEWS
What is your name?
What is your occupation?
Where do you work?
How long have you been involved in managing childhood illness?
What else about you would you like us to know about you?
What expectations do you have of the Facilitators' Training for the IMCI Complementary Course?
<i>Transparency #2 Introductions</i>

The facilitator ensures that everyone in the room has a partner, including her/himself

S/he allows up to ten minutes to complete the interviews, and then reconvenes the large group

S/he states

- During this Training, we will try to model training techniques as much as possible before we ask you to use them
- To show you how to do these interviews, my partner and I will introduce ourselves to you
- As you state your expectations of the Training, we will write them on a flipchart, and then later we will look at them to see if we will be able to meet them during the Training

Using the questions on *Transparency #2 Interviews* as a guide, s/he introduces her partner, and then he introduces the facilitator to the remainder of the group

As the participants state their expectations of the Training, the co-facilitators (or helpers) note each participant's expectations

The facilitator listens carefully to the participants as they introduce themselves and state their expectations of the Training S/he ensures that each pair makes its introductions to the group, and transitions to the next exercise by stating

- This is an important opportunity to learn about the people who have come to the Training
- We will now take another opportunity to learn more about each other by conducting an icebreaker called "Twenty Questions "

S/he asks

- What does the word "icebreaker" mean? (*Desired response A short activity that helps people get to know one another better It breaks down barriers, it melts the ice that is there when strangers are together in a room for the first time*)

S/he states

- Icebreakers, warm-ups, or energizers are opportunities for you to work on your facilitation skills
- We expect that you (participants) will be carrying out icebreakers or warm-ups or energizers for the group during the Training
- This is just one of many icebreakers, and it is called "Twenty Questions " The goal is to help us see what kind of experience we bring to the Training

D Conduct Icebreaker “Twenty Questions”

Facilitator states

- I will ask you a series of questions
- If you can answer positively to the question I ask, please raise your hand high so that all can see it
- If you cannot answer with a “Yes,” then do not raise your hand

The facilitator uses the following set of questions, and adapts them to the group, based on his/her knowledge of the group’s experience

**ICEBREAKER
TWENTY QUESTIONS**

- Who has trained an IMCI course before?
- Who has been trained in IMCI?
- Who is a nurse?
- Who is a doctor?
- Who is an auxiliary nurse?
- Who works in the Ministry?
- Who can tell us what the initials “IMCI” mean?

(Facilitator allows time for one or two participants to give the meaning of “IMCI”)

- Who has facilitated an IMCI Course? Two courses? More than two courses?
- Who practices in a facility where IMCI is being implemented?
- Who practices IMCI in their daily work?
- Who can tell us what the advantages of using IMCI are?

(Facilitator allows time for one or two participants to state some of the advantages of IMCI)

- Who has facilitated IMCI with auxiliary nurses? With medical residents? With doctors? With nurses?
- Who has trained the IMCI Course, and has found it necessary to make changes in the design of the course to meet the learners’ needs?
- Who has experience in training health workers?
- Who has experience training adults?
- Who has been trained in how to train other adults?

(Facilitator asks if there are any questions that others would like to ask of the group S/he allows time for them to do so)

When the facilitator completes “Twenty Questions,” she emphasizes the experience that is represented by the participants S/he is particularly careful to point out experience in

- training other adults,
- training health workers who fit the IMCI Complementary Course profile,
- having previous experience training IMCI,
- using IMCI as a part of daily work

S/he states

- You have been invited to this Training because you have experience with IMCI
- It is important for us to find out what you know and do in relationship to IMCI so that we can help you build on that experience as you learn to carry out the IMCI Complementary Course

E “Level” Expectations

The facilitator projects *Transparency #1 Goals* S/he then reviews the flipcharts on which the participants’ expectations of the Training are written As s/he reviews the expectations, she briefly indicates

- How they will be carried out,
- If they were not planned as part of the Training, s/he indicates that they were not planned, but that they will be taken to the Steering Committee meeting that evening to see if there is a way to accommodate them

F Review Facilitator Training Schedule

The facilitator asks participants to open to page 3 of their Participant’s Manuals *Schedule for Facilitator Training*

S/he reviews it briefly with the participants, making the following points

- The Training begins at 8 30 in the morning and ends at 5 00 in the afternoon, with 1 1/4 hours for lunch
- We will begin and end promptly, and ask that you be punctual also

IMCI COMPLEMENTARY COURSE FACILITATOR TRAINING					
Session	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 8 00 - 12 30	8 00 Registration 8 30 Welcome and Introductions Objectives and Schedule Find Out Participants Experience Orentation to the CC and its Participants	Review of Previous Day Energizer* Daily Objectives Review of ALC & PET Group #1 Practice Facilitation & Feedback Group #2 Practice Facilitation & Feedback	Review of Previous Day Energizer* Daily Objectives Review of ALC & PET Group #4 Practice Facilitation & Feedback Prepare Practice Facilitation	Review of Previous Day Energizer* Daily Objectives Review of ALC & PET Group #3 Practice Facilitation & Feedback Group #4 Practice Facilitation & Feedback	Review of Previous Day Energizer* Daily Objectives Group #7 Practice Facilitation & Feedback
Lunch					
Afternoon 1 45 - 5 00	Energizer* Introduce Participatory Education Checklist Orentation to Facilitator's Guide Prepare Practice Facilitation Evaluate the Day	Energizer* Group #3 Practice Facilitation & Feedback Prepare Practice Facilitations Overnight Assignments Evaluate the Day	Energizer* Group #1 Practice Facilitation & Feedback Group #2 Practice Facilitation & Feedback Evaluate the Day	Energizer* Group #5 Practice Facilitation & Feedback Group #6 Practice Facilitation & Feedback Evaluate the Day	Energizer* Role of Feedback in IMCI CC Post Training Self-Assessment Evaluate the Training Closing Ceremony
5 15	Steering Committee Meeting				

G Define the “Way of Work” During the Training

The facilitator takes this time to orient participants to the way in which they will carry out their work during the Training

S/he refers to the Schedule as necessary and explains the following

- As stated earlier, we will offer you as many opportunities as possible to practice your facilitation skills
- Beginning tomorrow, you will begin working in small groups to prepare and practice certain IMCI Complementary Course activities
- Some of your colleagues (fellow participants) will act as participants during your practice facilitation so that you will have a chance to actually use a variety of training techniques
- Those of us who are not facilitating or acting as participants will observe the sessions, and be prepared to give constructive feedback on the activity

S/he states

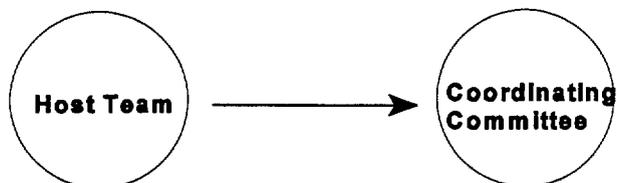
- Before we begin tomorrow, I will give you a more detailed explanation

S/he continues

- At the end of each day, we will evaluate the day’s session and see how well we have covered the daily objectives

S/he asks participants to open their Participant’s Manual to page 4 *Steering Committee and Host Team Responsibilities*

STEERING COMMITTEE AND HOST TEAM RESPONSIBILITIES



- ▶ Warm-Ups
- ▶ Daily Reports
- ▶ Room Set-Up
- ▶ Participation in Coordinating Committee

- Reviews Feedback from Participants & Makes Adjustments
- Plans Next Day

S/he states

- Participants will be responsible for most of the activities that are carried out over the next five days. To help with coordinating all of the activities during the Training, we will form two groups
 - ▶ *Host Team* responsible for each day's warm-ups in the morning and for the energizers after lunch each day
 - ▶ The team ensures sure that the classrooms are neat and orderly and that they are arranged properly
 - ▶ Every morning, a member of the team makes a brief report of the previous day's activities, including a summary of the previous day's evaluations so that organizers can make changes as necessary

S/he indicates the arrow between the Host Team and the Steering Committee, which indicates interaction between the two groups. S/he explains

- ▶ One or two members of the Host Team attend the evening's meeting of the Steering Committee as a representative of the other participants
- *Steering Committee* A group of people that meets every afternoon after the sessions are over
 - ▶ - They give feedback to the facilitators to help make necessary adjustments and make plans for the coming day
 - ▶ Generally, the facilitators and sponsoring agency staff are permanent members. One to two members from each day's Host Team rotate membership to ensure that participants have a voice in the coordination of the workshop

The facilitator explains

- S/he and her co-facilitator or a colleague from the sponsoring agency will model how to do the next day's summary report and will carry out the afternoon's energizer
- During the remainder of the Training, participants will carry out these activities

S/he posts "Host Team Sign-Up Sheet" on a side wall of the classroom, and indicates that participants should sign up for Host Team responsibilities during breaks and at lunch today

HOST TEAM SIGN-UP SHEET				
Monday	Tuesday	Wednesday	Thursday	Friday
1 [Facilitator]	1 [Participant]	1	1	1
	2	2	2	2
2 [Co-facilitator]	3	3	3	3

The facilitator allows time for questions S/he asks

- What questions or concerns do you have about what you have heard so far?

S/he clarifies questions as necessary

H Introduce "Good Checking Questions"

S/he makes the transition to this exercise by asking

- In IMCI, what are the four good communications skills that are recommended when working with the mother or caretaker? (*Desired response Ask, Listen, Advise, Check Understanding*)

S/he states

- The IMCI Complementary Course relies on participatory, group centered techniques rather than individual feedback to the participants
- This means that using good communications skills is critical if facilitators are to evaluate what participants have learned
- We have found that one of the skills that is most difficult to develop is the skill of checking understanding, or using good checking questions

S/he asks

- What is an example of a "good checking question?" (*Possible responses An open-ended question, one that begins with "What," or "Which," "How," or "Why"*)

S/he instructs

- Please give me an example of a good checking question

S/he listens for responses and praises and reinforces correct answers

S/he distributes a set of “Checking Questions Cards” to each participant and explains

- To help practice good checking questions, we will use these cards. The yellow card is to be used when a facilitator asks a question that should be a checking question, but is not
- The green card is for those times when the facilitator uses a good checking question appropriately

S/he checks understanding of the use of cards S/he instructs

- Use your cards to let me know if I ask good checking questions
 - ▶ Do you understand? (*Desired response Yellow card*)
 - ▶ Are we clear? (*Desired response Yellow card*)
 - ▶ What would you do to solve that problem? (*Desired response Green card*)

S/he asks

- Why is that a good checking question? (*Desired response It makes the person who answers say something to indicate why s/he understands what is being asked*)

S/he continues

- Are these good checking questions?
 - ▶ Yes? (*Desired response Yellow card*)
 - ▶ No? (*Desired response Yellow card*)
 - ▶ Are you clear about how you are going to use these cards? (*Desired response Yellow card*)

The facilitator asks

- How could you make that a better checking question? (*Desired response "Tell me how you are going to use the cards," or "Show me how you are going to use the cards"*)

S/he ends the exercise by instructing

- Please use these cards anytime you hear a checking question that needs improvement

S/he asks

- Are you clear about how to use the cards? (*Desired response Yellow card*)

I Review Daily Objectives

The facilitator makes the transition to the next activity (or to a break) S/he posts *Flipchart #1 Objectives Day One* and explains

- These are the objectives that we have set out for today
- They give an idea of what we will accomplish by the end of the day
- IMCI Complementary Course facilitators use similar objectives every day during the Complementary Course
- They provide a road map for the direction the day will take
- At the end of the day, they serve as a way to evaluate how far along the road the participants have progressed

S/he reviews the objectives with the participants

OBJECTIVES DAY ONE

By the end of the day, participants will have

- introduced themselves to one another,
- reviewed the goals and schedule of the Facilitator Training,
- defined how they will work during the remainder of the Training, including Host Team and Steering Committee,
- identified the need for the IMCI Complementary Course and characteristics of Complementary Course learners,
- identified their experience with Complementary Course learners and discussed strategies for managing their learning needs,
- defined the Adult Learning Cycle on which the IMCI Complementary Course is based,
- oriented themselves to the layout of the IMCI Complementary Course Facilitator's Guide,
- carried out a self assessment of their ability to apply the training methods used in the IMCI Complementary Course,
- begun to prepare an Activity from the *Introduction to IMCI* Component

Flipchart #1 Day One Objectives

S/he allows time for questions S/he asks

- What questions do you have about the day's objectives?

S/he answers questions as necessary and then moves to the next exercise or to the break

II FIND OUT WHAT PARTICIPANTS KNOW AND DO

A Introduce Session

The facilitator introduces the next section of the day by stating

- The remainder of the day will be spent providing you with a context for the IMCI Complementary Course why it was developed and who the target audience is
- You will work in groups to become familiar with the IMCI Complementary Course Facilitator's Guide, and
- You will begin to consider how the Course meets the needs of the health workers for whom it was designed

B Find Out Participants' Previous Experience with Complementary Course Learners

FACILITATOR'S NOTE

The IMCI Complementary Course was designed for front-line health workers who have extensive experience in managing sick children as part of their daily work but do not have sufficient reading and writing skills to be able to complete the IMCI Course

Objectives of the following exercise During this next exercise, you will find out what the participants' experience has been in training adults with lower levels of literacy, specifically in IMCI Courses You will find out how they have changed the IMCI Course methodology to suit those learners' needs

This is an important step Later in the day you will outline how the IMCI Complementary Course was developed to meet the needs of learners with lower levels of literacy You will be able to make connections between the adjustments that participants have made and the adjustments in methodology that the Complementary Course developers have made In most cases there will be common changes This helps validate the participants' efforts, and builds confidence by building on their experience

Prepare a blank flipchart on which to write participants' answers to the question, 'Have you ever had to change the IMCI Course to suit the needs of [participants] in an IMCI Course? If so, how?'

To introduce this exercise, the facilitator states

- Earlier today, [most of] you said that you have trained an IMCI Course
- It is helpful for us to find out more about that experience, so that we can help you see why the IMCI Complementary Course was developed

S/he asks

- Who has trained an IMCI Course before?

As participants respond, s/he asks

- With whom have you trained the IMCI Course?

S/he notes participants' responses on a blank flipchart The responses will probably fall into broad categories, for example, doctors, nurses, nurse auxiliaries, residents

The facilitator asks

- Have you ever had to change the IMCI Course to suit the needs of the doctors you trained? If so, how? (*Possible responses Changed the agenda to suit their schedules did the course in the afternoons over three weeks others*)

As participants answer, the facilitator (or a co-facilitator) writes their responses on a blank flipchart

S/he continues, noting responses on the flipchart

- Have you ever had to change the IMCI Course to suit the needs of the nurses you trained? If so, how?

S/he asks

- Have you ever had to change the IMCI Course to suit the needs of the nurse auxiliaries you trained? If so, how? *(Possible responses Couldn't complete the reading necessary, had difficulty understanding the logic of the charts, they had hearing or vision problems, difficulties related to carrying out IMCI in their clinics, a wide variety of learning needs within the group, too much reading, lack of real commitment to carrying out IMCI)*

S/he writes responses on a separate blank flipchart, and when the participants have finished answering, she circles the answers on this flipchart S/he states

- This is the group of people for whom the IMCI Complementary Course has been developed
- We will look at how it was developed to meet some of the same challenges that you have faced in training this type of health personnel

III BUILD ON WHAT PARTICIPANTS KNOW AND DO

A Orientation to Participants in the IMCI Complementary Course

The facilitator, or a representative of the sponsoring agency, gives an overview of the Complementary Course development process

S/he uses *Transparency #3* as s/he makes the following points

- Why a “Complementary Course?”
 - ▶ It “complements,” or works along with, the IMCI Course
 - ▶ It helps meet the learning needs of health workers who could benefit from IMCI, but who have difficulties with the reading required in the IMCI Course

S/he projects *Transparency #4* and reads it

- Who are Complementary Course participants?
 - ▶ They are health workers who manage sick children as a part of their daily work
 - ▶ Have had up to nine years of formal education
 - ▶ Have had few in-service training opportunities, such as CDD, ARI, etc
 - ▶ Have limited access to reading materials

S/he asks

- How do you think these characteristics affect a person's ability to read the amount and type of material that is required in the IMCI Course?

S/he listens to participants' responses and praises and reinforces those that correspond to the points below

- If a health worker manages sick children as a regular part of their daily work, but has had little opportunity to improve his or her skills through other training programs, this usually indicates a need to know the IMCI process and a willingness to learn it
- If a person has had no more than nine years of formal education, including technical school or nursing school, this indicates less familiarity with *theoretical* classroom settings than people who have more formal education
- Many Complementary Course participants *learn their profession by doing their profession*, rather than by studying about it first
- The theoretical learning in the IMCI Course may cause them problems, and they appreciate the clinical practice sessions

S/he asks

- What are some examples of the *theory* in IMCI that have caused learners problems? (*Desired responses*)
 - ▶ *Understanding the algorithm, or the system used for making decisions on the IMCI Charts*
 - ▶ *Using tables to determine cut-off rates for rapid breathing and for determining dosages can cause some people problems)*

S/he continues

- How does having limited access to reading materials affect a person's ability to read the amount and type of material required by the IMCI Course? (*Desired response*)
 - ▶ *May have less access to up-to-date material,*
 - ▶ *May have lost the ability to read quickly,*
 - ▶ *May not be able to comprehend technical terms and complicated vocabulary)*

The facilitator makes the transition to helping participants understand how the IMCI Complementary Course helps meet learners' needs

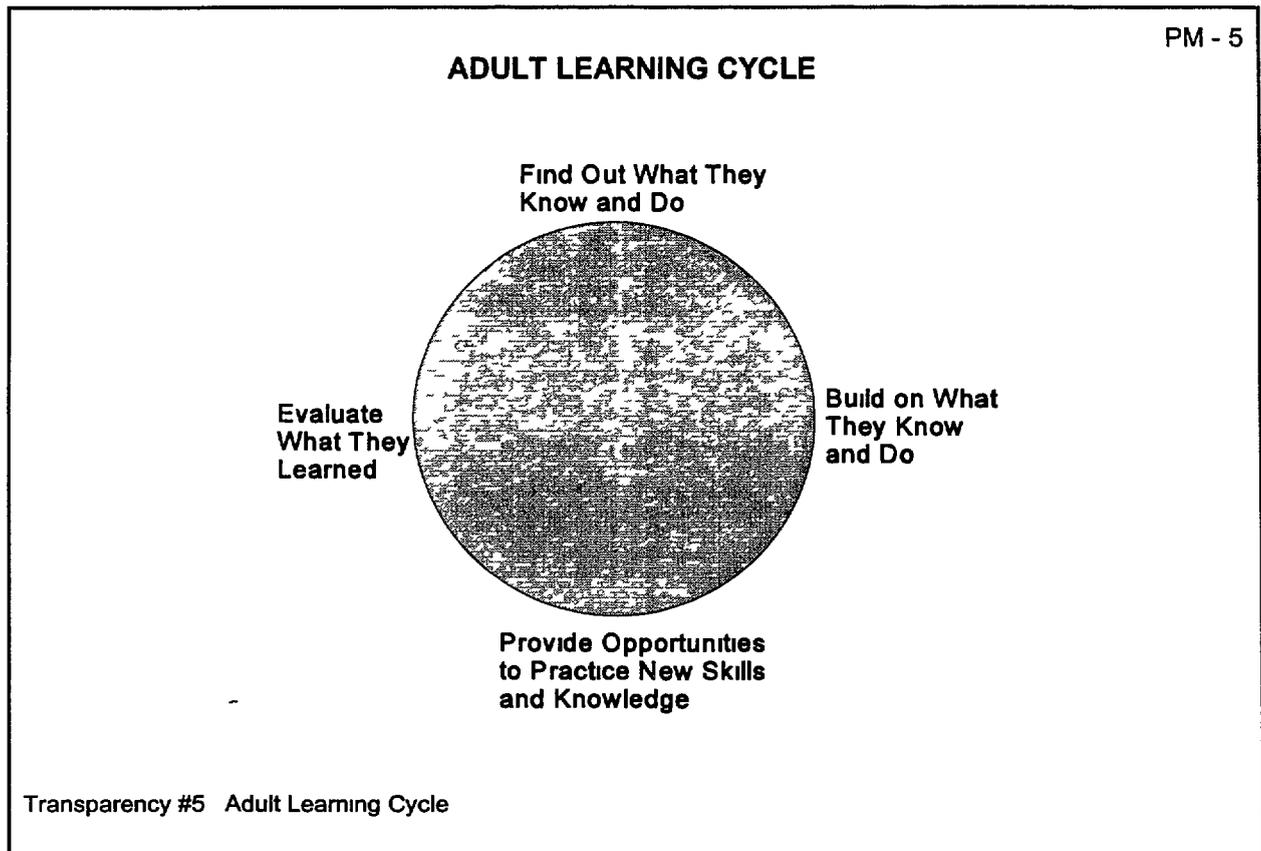
S/he asks

- Given what we know about the participants in the IMCI Complementary Course, what suggestions would you make if you were designing a course to suit their needs? *(Possible responses More active learning methods, like role plays, discussions Less reading More clinical practice sessions Others)*

S/he listens carefully to responses As s/he introduces the theory on which the IMCI Complementary Course is based, s/he reinforces participants' ideas with those that correspond to the IMCI Complementary Course design

B Introduce Adult Learning Cycle

The facilitator asks participants to open their Participant's Manual to page 5 *Adult Learning Cycle* At the same time, s/he projects *Transparency #5 Adult Learning Cycle*, on which "Find Out What They Know and Do" is the only step that can be read



The facilitator states

- Studies show that adults with poor technical vocabularies and slower reading speeds learn well when
 - ▶ They think the information they are learning is personally relevant, or that it will help them do something better or more easily

The Complementary Course is based on a training and learning cycle that helps people see that what they are learning is going to help them improve their skills

- Participants in the Complementary Course is that they will come to the course with substantial experience in managing sick children
- The first step in the Adult Learning Cycle is to “Find Out What They Know and Do,” so that later in the cycle facilitators can build on that experience

S/he asks

- Why is that an important step when working with Complementary Course learners?
(Possible responses Because facilitators need to know
 - ▶ *The skills that participants currently use when they manage sick children If facilitators do not know if the participants enter the course with practices that contradict IMCI, they may try to build new skills on erroneous foundations*
 - ▶ *Participants’ reading and writing levels*
 - ▶ *Participants’ abilities to understand technical terms and IMCI vocabulary*
 - ▶ *It helps the facilitator know where to focus attention, and helps them determine how to use training time)*

In addition to these points, the facilitator makes the point

- For experienced health workers, IMCI is not a new field It is information that is relevant to them, they will find it useful in doing a better job
- Finding out about participants’ current practice will help them gain the confidence to build new IMCI skills on those that they already have

On *Transparency #5*, the facilitator uncovers the second step, “Build on What They Know and Do ”

S/he states

- The second step in the Adult Learning Cycle is “Build on What the Participants Know and Do ”

S/he asks

- In your experience as trainers, what does this mean? *(Desired response Using the participants' current practice as a base on which to develop new skills)*
- Why is this important? *(Desired responses*
 - ▶ *It helps build confidence by building on current skill levels*
 - ▶ *It helps save time by not beginning every lesson from zero, but rather from the participants' own level*

On *Transparency #5*, the facilitator uncovers the third step, "Provide Opportunities to Practice New Skills and Knowledge "

S/he asks

- In your experience as facilitators, what does this mean to you? *(Desired response It gives the participants' a chance to practice new skills and refine old ones It helps participants combine what they knew from before with what they are currently learning)*
- Why is this important? *(Desired responses*
 - ▶ *It helps build confidence by giving learners a chance to practice*
 - ▶ *It gives the facilitator an opportunity to begin evaluating how well the participants have learned the new knowledge and skills*
 - ▶ *It helps the facilitator determine how to focus time and activities*
 - ▶ *It helps reinforce the "learning by doing" style that many Complementary Course learners possess)*

On *Transparency #5*, the facilitator uncovers the fourth step, "Evaluate What Participants Learned "

S/he asks

- In your experience as facilitators, what does this mean to you? *(Desired response The whole point of training adults to gain new skills is so that they can use them effectively)*
- Why is this an important step? *(Desired response*
 - ▶ *It provides a measure for both the participant and the facilitator as to how well the participant is progressing If the participant is doing well, this builds further confidence If there is room for improvement, it provides a way for the participant and the facilitator to know where improvement needs to be made*
 - ▶ *It helps the facilitator determine how to focus time and activities)*

The facilitator checks understanding of the lecturette on the Adult Learning Cycle by asking

- What comments do you have about the Adult Learning Cycle and IMCI?

- What questions do you have about the cycle?

S/he allows time for discussion and clarification, and then makes a transition to the participatory techniques that are used in the IMCI Complementary Course

C Introduce Participatory Techniques

The facilitator states

- We will look at the training techniques that you have used to help you carry out each of the steps in the Adult Learning Cycle

S/he continues to project *Transparency #5 Adult Learning Cycle* S/he indicates the first step in the Cycle, and asks

- What methods or techniques do you use to find out what your trainees' current practice is? (*Possible responses Ask them questions, have them demonstrate, have them fill out a questionnaire, have them take a test*)
- Give an example of how you do this in the IMCI Course

The facilitator makes the connection between the techniques that they currently use to find out what their participants know and do and those that are used in the Complementary Course S/he makes the following point

- In the IMCI Complementary Course, you will often use many of the same techniques
 - ▶ You will ask questions, especially checking questions
 - ▶ Ask them to demonstrate a skill
 - ▶ You may ask them to role play a certain situation , do a role play

S/he continues to the second step in the Cycle, and asks

- What methods or techniques do you use to build on what they know and do? (*Possible responses Have them read text, lectures, carry out role plays, do case studies, watch videos, do demonstrations in clinical practice sessions*)
- Give an example of how you do this in the IMCI Course

The facilitator makes the connection between the techniques that they currently use to build on what the participants know and do and those that are used in the IMCI Complementary Course

S/he makes the following points

- In the IMCI Complementary Course, you will often use many of the same techniques
 - ▶ You will give short lectures, or lecturettes
 - ▶ You will carry out role plays

- ▶ You will do case studies
- ▶ You will watch videos
- ▶ You will do demonstrations in clinical practice sessions and in the classroom

S/he continues to the third step in the Cycle, and asks

- What methods or techniques do you use to give the participants a chance to practice new skills? (*Possible responses Conduct clinical practice sessions, have the participants demonstrate, have them complete case studies, others*)
- Give an example of how you do this in the IMCI Course

The facilitator makes the connection between the techniques that they currently use to let the participants practice new skills and those that are used in the IMCI Complementary Course S/he makes the following points

- In the IMCI Complementary Course, you will often use many of the same techniques
 - ▶ They will demonstrate certain techniques
 - ▶ They will practice in clinical settings
 - ▶ They will complete case studies
 - ▶ They will read aloud
 - ▶ They will discuss the topic
 - ▶ They will do the daily review of the IMCI process at the beginning of the day
 - ▶ Others

The facilitator continues to the final step in the Adult Learning Cycle Evaluate What They Learned S/he asks

- What methods or techniques do you use to evaluate how well the participants have learned? (*Possible responses Individual feedback sessions, watch them in clinical practice sessions, ask them questions, watch them work, correct their exercises, others*)
- Give an example of how you do this in the IMCI Course?

The facilitator makes the connection between the techniques that they currently use to evaluate participants' learning and those that are used in the IMCI Complementary Course

S/he makes the following points

- To evaluate learning in the Complementary Course
 - ▶ You will ask checking questions
 - ▶ You will have the participants demonstrate skills
 - ▶ They will do the daily review of the IMCI process
 - ▶ They will practice in clinical sessions
 - ▶ They will complete case studies and complete Recording Forms

- ▶ You will conduct feedback in groups and on an individual basis
- ▶ You will lead many small group discussions that will help you know what they have learned

The facilitator summarizes the discussion by pointing out the many common techniques that are used in both IMCI Courses

S/he states

- During this Facilitator Training, we are building on what you already know and do
We are not inventing a totally new course

S/he asks for questions and concerns up to this point, and clarifies questions that may arise

D Review IMCI Complementary Course Schedule

The Facilitator asks participants to open their Manuals to page 6 *IMCI Complementary Course Schedule* S/he notes the similarities between the IMCI Course and the Complementary Course schedules

- The Complementary Course maintains the same format of classroom sessions to clinical practice sessions
- The objectives for the Course remain the same The same IMCI skills are being taught
- The Modules follow the same sequence
- Teaching materials remain the same, in that the same videos, photograph booklets, Chart Booklets, Wall Charts, Mother's Card with Feeding Recommendations are used in the Complementary Course as in the IMCI Course
- (As stated earlier) the techniques remain the same, except that there is a much greater emphasis on making them as participatory as possible

IMCI COMPLEMENTARY COURSE SCHEDULE					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Working Groups 8 00 Review ACSC Act #9 Evaluate Other Problems Clinical Practice 9 15 Entire ACSC Process 12 00 Feedback	Working Groups 8 00 Review 8 45 Identify Treatment Act # 3 - 4 12 00 Feedback	Working Groups 8 00 Review Clinical Practice 8 45 Entire ACSC & Treat Process (as far as possible) 12 00 Feedback	Working Groups 8 00 Review Clinical Practice 8 45 Entire ACSC & Treat Process (as far as possible) 12 00 Feedback	Working Groups 8 00 Review Clinical Practice 8 45 Entire ACSC & Treat Process (as far as possible) 12 00 Feedback	Plenary 8 00 Applying IMCI in Your Site 12 00 Program Evaluation and Workshop Closing
12 30 Lunch					1 00 Lunch
Working Groups 13 45 Identify Treatment Act # 1-2 17 00 End Day	Working Groups 13 45 Identify Treatment Act #5 Treat the Child Act #1 17 00 End Day	Working Groups 13 45 Treat the Child Act #2 - 4 17 00 End Day	Working Groups 13 45 Treat the Child Act #5 & Follow-Up Act #1 - 2 17 00 End Day	Working Groups 13 45 Follow-Up Act # 3- 5 & Summary of MSYI 17 00 End Day	14 30 - 16 30 Facilitators Meeting
Facilitators Meeting					

S/he notes the differences between the IMCI Course and the Complementary Course schedules

- The *Introduction to IMCI* Component takes more time to find out about the participants' current practices

S/he asks

- Why is this important? (*Desired responses Because facilitators need to know the skills that participants currently use when they manage sick children If facilitators do not know if the participants enter the course with practices that contradict IMCI, they may try to build new skills on erroneous foundations*)
- The *Assess and Classify* process begins on the afternoon of the first day, and the curriculum is deliberately slow in introducing the different steps in *Assess and Classify*

S/he asks

- Why do you think it is important to start off slowly? (*Desired response To build a firm understanding and to make sure that misunderstandings are clarified at the beginning, rather than training new skills based on erroneous practice To help health workers who may be uncomfortable with classrooms to become more comfortable*)

S/he states

- *Counsel the Mother* has been introduced much earlier in the course It is no longer a separate module at the end of the course Instead, participants begin discussing counseling skills on the first day, which introduces a foundation for them to continue practicing important communications and counseling skills
- The last day of the Course is devoted to helping health workers see how they can apply the IMCI process to their work Often they face challenges to implementing IMCI and it is helpful to spend some time helping them think about how they will overcome those challenges

S/he asks

- What are some of the challenges you know that they will face when they go back to their facilities? (*Desired response Lack of commitment from their supervisors, the system that they use in their clinics is different than the one used in IMCI and they may have to convince colleagues to change it, drugs are not available etc*)

The facilitator reinforces the participants' responses S/he indicates that they are all reasons to help health workers meet the challenges of introducing IMCI into their facilities

E Introduce “New” Course Materials

S/he states

- The Course materials generally remain the same, though new Facilitator’s Guides and Participant’s Manuals have been developed
- You will begin working with them later today

S/he continues

- Studies have shown that it is helpful to
 - ▶ Move from simple concepts to more complex ones when training people with lower levels of literacy

S/he asks

- Why do you think that is helpful?

S/he listens to the participants’ responses, and reinforces those that correspond to the following points

- Their conceptual skills may not be as well developed as people with higher levels of education For them, the more concrete the idea the better
- Building from simple to more complex helps them “break down” the concepts so that they are not a mystery They are more understandable
- If they understand the first building blocks, it gives them success on which to build confidence to continue learning

S/he posts the ASSESS AND CLASSIFY THE SICK CHILD AGE 2 MONTHS UP TO 5 YEARS Wall Chart and asks

- Do you think this Wall Chart would present any problems for the learners we are talking about? (*Desired response Yes*)
- Why? (*Possible responses It is complicated, has a lot of materia, new concepts new words, new vocabulary, has a lot of colors and arrows*)
- How would you work with it to make it simpler?

She listens to participants’ responses and reinforces the ones that correspond to the following points

- Keep unnecessary information to a minimum by covering up the parts of the chart that are not being used

S/he demonstrates how to gradually uncover (or “build”) the Wall Chart in manageable chunks of information *(See Introduction to Facilitator Training Manual, page X for a demonstration)*

The facilitator continues with the following point

- Information should be presented in a simple manner

S/he asks

- What does this mean to you? *(Desired response Keep vocabulary simple Check participants’ understanding often Have them demonstrate or practice as often as possible)*

S/he states

- Some new materials have been developed for the purposes of the IMCI Complementary Course

S/he posts the enlarged Recording Form on the wall next to the Wall Chart S/he states

- This is the same Recording Form that you have always used
- It is larger, and it is laminated so that you can write on it
- What advantages do you see to using this enlarged Recording Form? *(Desired response The entire group can see how the facilitator completes the form, the group can see how a participant completes the form, can make clear corrections for all to see)*

S/he asks

- Do you think the Recording Form would present any problems for the learners we are talking about? *(Desired response Yes)*
- Why? *(Desired response Because it is complicated, uses new concepts like the General Danger Signs, uses new vocabulary, the letters are very small, others)*

S/he states

- Other training aids that have been developed for the IMCI Complementary Course are an enlarged and laminated Growth Monitoring Chart and an enlarged and laminated Mother’s Card with Feeding Recommendations
- You will work with all of these materials over the course of the week

S/he makes the transition to the next exercise by stating that s/he would like to know what the participants themselves think about their own skill level in carrying out the participatory techniques that are used in the IMCI Complementary Course

F Self Assessment of Participatory Techniques

The facilitator distributes *Handout #1 Pre-Training Self Assessment on Participatory Techniques* and explains its purpose to the participants

- This is a self assessment of your abilities to carry out the techniques used in the Complementary Course
- I would like to know what you think your skill level is now, before we begin practicing the techniques
- During the Training, you should have a chance to either practice or observe each one of these techniques
- At the end of the Training, you will take another assessment, and you will compare the two to see the progress you have made

S/he explains the form to the participants, and then asks them to take five minutes to complete it

The facilitator collects the forms after the participants have completed them S/he reviews them before the next day's session to help anticipate areas in which participants will need assistance

PRE-TRAINING SELF-ASSESSMENT ON PARTICIPATORY EDUCATION TECHNIQUES

Name _____

This *Pre-Training Self-Assessment* serves two purposes. The first purpose is so that Facilitator Training organizers can have an idea of the areas in which you would like more assistance. The second purpose is to help you see the progress you make on your participatory education skills during the Facilitator Training. You will complete the same form at the end of the Training, and will compare the pre-assessment with the post-assessment to measure your own improvement.

Please complete the form. For each technique decide how you would rank yourself (from 1 - 4 on the scale in the top boxes). Tick (✓) the box which best suits your current skill level in each technique. When complete, please return to the facilitator.

Participatory Education Techniques	1 I have never heard of this technique before	2 I have heard of this and would know it if it were explained to me	3 I know how to do this technique	4 I can teach this technique to others
Brainstorm				
Case Studies and Critical Incidents				
Co-Facilitation				
Demonstrations				
Drills				
Evaluation Cards				
Fishbowl				
Icebreakers & Energizers				
Individual Interviews				
Peer Teaching				
Role Plays				
Small Group Discussions				
Videos				

F Introduce the Participatory Techniques Checklist

The facilitator asks participants to open their Manuals to page 8 through 21 *Participatory Education Techniques Checklist*

S/he states

- This is a checklist that contains all of the participatory techniques that are used in the IMCI Complementary Course

S/he asks

- What are some of the techniques that you see listed here?

S/he listens as participants read the names of the techniques in the checklist

The facilitator states

- Beginning tomorrow, you will be facilitating different sections of the IMCI Complementary Course, and we will use these checklists to see what you do well and what you could improve
- One of the most important techniques that is used in the course is Small Group Discussions

S/he asks

- On what page do you find the checklist for Small Group Discussions? (*Desired response page 19*)

S/he reviews how to use the checklist by asking participants the checking questions found on the following page

SMALL GROUP DISCUSSION Checklist

Preparation

- Prepared focus questions
 - ▶ *Facilitator asks What are focus questions? (Desired response They are the questions that the facilitator asks to keep participants on the topic)*
- Prepared the physical setting for the discussion so that all participants could see and hear
- Prepared the physical setting so that the facilitator participated in the discussion, and was not the “lecturer”

Introduced the Small Group Discussion

- Explained the purpose of the discussion

Facilitated the Discussion

- Met the objectives of the small group discussion
- Attempted to ensure that the involvement of participants was fairly balanced
- Kept participants focused on topic
- Refrained from taking a position and monopolizing the discussion
- Allowed sufficient time for discussion, while keeping within time restrictions

Summarized Discussion

- Summarized the discussion periodically, when needed
- At end of discussion, summarized critical points covered

Evaluated Participants' Understanding of Information

- Checked for understanding on the parts of all participants
 - ▶ Asked good checking questions
 - ▶ *Facilitator asks What are good checking questions? (Desired response Open-ended questions that verify participants understanding of a topic)*
 - ▶ Checked each participants' grasp of the information

IV PRACTICE WHAT THEY KNOW AND DO

A Orientation to Facilitator's Guide

FACILITATOR NOTE

In the next section of the day, the participants will begin working with the IMCI Complementary Course Facilitator Guide *Introduction to IMCI*. You will need to have one guide for each participant.

The first exercise is a small group activity in which the participants orient themselves to the Guide. It is important to emphasize that this is an exercise to help them understand the layout of the Guide, and that they are not expected to completely prepare the activity.

In the second exercise, participants will work with one another to actually prepare an activity in *Introduction to IMCI* that they will practice facilitate the next day. You will need to have all of the materials needed for the *Introduction to IMCI* available for their use. Please see *Materials List* in the *Introduction to the Facilitator Training*, page Y.

The facilitator makes a transition to this exercise by stating

- You now have the background for the IMCI Complementary Course, and the learning theory on which it is based
- You will now have the opportunity to see how the Facilitator's Guides are organized

S/he distributes the IMCI Complementary Course Facilitator's Guide *Introduction to IMCI* to each participant.

S/he asks them to open the Guide to page Introduction - 1 *Activity 1 Course Overview*.

S/he states

- This is the activity that you will all work with for the next half hour.

S/he assigns the task

- You are not yet responsible for preparing the activity
- Your task will be to familiarize yourselves with the layout, or the design, of the Guide. You will work in small groups to carry out this exercise
- When you get together with your group, name a reporter to give a summary of your work to the large group, and a recorder to write your answers on a flipchart

S/he asks the participants to open their Participant's Manuals to page 21 *Orientation to Facilitator's Guide Small Group Task*

S/he reads the task aloud

PM - 21

ORIENTATION TO FACILITATOR'S GUIDE SMALL GROUP TASK

- Where do you find the steps for carrying out the activity? (*Desired response On pages 3 - 8*)
- Where do you find the learning objectives? (*Desired response On page Introduction - 1*)
- Where do you find the Activity Outline, and what does it help you do? (*Desired response On page Introduction - 2, helps you see the activity at a glance*)
- How do you know which materials are needed to carry out the activity? (*Desired response On page Introduction - 1*)
- Where do you find the answers that participants should give to your questions? (*Desired response In italicized letters following each question that the facilitator asks "Desired response" precedes the answers*)
- How does this activity help begin the Adult Learning Cycle? (*Desired response Follows first and second steps of the Cycle Find Out What Participants Know and Do, Build on What They Know and Do, Practice New Information, and Evaluate How Well They Learned*)
- What other observations do you have about how the Guide is designed?

The facilitator checks understanding of the task by asking

- Who can tell me what you are being asked to do in this exercise?

S/he listens to the response, and then clarifies questions as necessary

S/he divides the group into 3 small groups of 5 participants each, using a random assignment method

S/he distributes one piece of blank flipchart paper and a marker to each group, and assigns them a separate work space

S/he assigns 20 minutes for the task and reconvenes the group when it is clear all have completed the task

B Small Group Presentations

When the group is reconvened, the facilitator asks the groups to report their findings

When presentations are complete, the facilitator asks for a summary of their observations on the design of the Facilitator's Guide

- What comments do you have about how the Guide is designed?
- What questions do you have about the layout of the Guide?

S/he states

- In the next exercise, you will use the Guide to prepare an activity today and facilitate it tomorrow

C Explain Process for Practice Facilitation

The facilitator asks the participants to open their Participant's Manuals to page 22 *Preparing Practice Facilitation Small Group Task* S/he asks a participant to read it aloud

PREPARING AN ACTIVITY SMALL GROUP TASK

- Review the activity that you have been asked to practice and decide who will take the lead in facilitating the discussion (5 minutes)
- Prepare the activity as if you were going to carry it out with participants in a Complementary Course. Gather all the materials that you will need, including handouts, flipcharts, etc (10 minutes)
- With your partner(s), think through who will carry out which roles in the activity. To the extent possible, practice the activity with one another (30 minutes)
- Come back to the plenary session prepared to facilitate the discussion with the other members of the group. You will have up to one hour to facilitate the activity, and then you will receive feedback on your facilitation

The facilitator explains

- To give you opportunities to practice facilitating real activities with “real” participants, we will use the Fishbowl Technique

S/he asks the participants to open their Manuals to page 23 *Practice Facilitation Process and* explains the fishbowl technique and the feedback system

S/he makes the following points

- The entire group will participate in the Fishbowl Technique. There will be three different roles to play
 - ▶ *Facilitators* will prepare and facilitate the activity with four to five *participants*
 - ▶ The *participants*' responsibility is to act as if they were participants in an IMCI Complementary Course
 - ▶ Observers will watch the activity. They will not participate in the activity while it is going on, but they will use their Good Checking Questions Cards to let facilitators know when they have used a good checking question or when they need to improve on a checking question

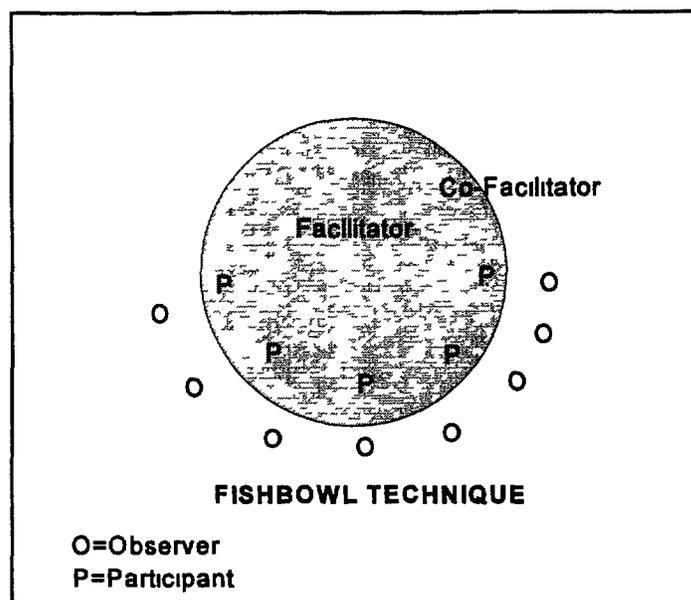
S/he asks

- Is this clear? (*Desired response Yellow card*)

S/he instructs

- Show me how you will use your yellow cards or green cards during the practice facilitation

PRACTICE FACILITATION PROCESS



FEEDBACK SYSTEM

Immediately following each practice facilitation, a participant in the Facilitator Training leads a Feedback Session. S/he asks

- The facilitators: What did you like about the practice facilitation? What would you change about the practice facilitation?
- The participants: What did you like about the practice facilitation? What would you change about the practice facilitation?
- The observers: What did you like about the practice facilitation? What would you change about the practice facilitation?

S/he allows time for questions

- What questions do you have about the practice facilitation sessions so far?
- Why is this technique called the fishbowl technique? (*Desired response Because the observers are on the outside of the fishbowl looking in*)

S/he explains the feedback system

- After each practice facilitation, we will have a feedback session Each of us has a role in the feedback sessions
- The person who facilitates the feedback session gives opportunities for facilitators, participants and observers to answer two simple questions
 - ▶ What did you like about the practice facilitation?
 - ▶ What would you change about the practice facilitation?

S/he continues

- This is an additional opportunity for you to gain experience in facilitating group discussions
- I will facilitate the first two feedback sessions to model how they are carried out
- Then you will be asked to volunteer to facilitate the remaining sessions

The facilitator allows time for questions

- What questions do you have about the practice facilitation and feedback sessions?

S/he answers questions as necessary and then divides the participants into their small groups to prepare to practice facilitate activities in the *Introduction to IMCI*

D Prepare Practice Facilitation

The facilitator asks the participants to review the task found on page 22 of their Participants' Manual, and to ask any questions that they may have about the task

S/he states

- You will have the remainder of the afternoon to prepare
- At 4 45, we will return to the large group to check your progress and to evaluate today's session

S/he indicates where the materials for the activities are to be found, and allocates separate work space for each group The facilitator divides the plenary into four groups of three to four participants each, using a random assignment method

For each group, s/he assigns the following activities in *Introduction to IMCI* and ensures that they have the appropriate materials

GROUP	MATERIALS NEEDED
<p style="text-align: center;">#1</p> <p>Activity #2 Assessing What Participants Know and Do in Relation to Managing Sick Children</p>	<p>Workshop materials (Blank flipcharts, markers) Facilitators prepare Flipcharts #3 - 4</p>
<p style="text-align: center;">#2</p> <p>Activity #3 Introduction to Case Management Process</p>	<p>Workshop materials (Blank flipcharts, markers) <i>For role play</i> ACSC Wall Chart Chart Booklets IMCI Recording Form Participant's Manual pages 1 - 7 Facilitators prepare Flipcharts #5 - 7</p>
<p style="text-align: center;">#3</p> <p>Activity #4 Introduction to Assess and Classify the Sick Child Wall Chart</p>	<p>Workshop materials (Blank flipcharts, markers) ACSC Wall Chart Participant's Manual, pages 8 - 12 Facilitators prepare Flipchart #8 Cards Evaluation on Basic Steps in IMCI Process</p>
<p style="text-align: center;">#4</p> <p>Activity #5 Introduction to IMCI Recording Form</p>	<p>Workshop materials (Blank flipcharts, markers) ACSC Wall Chart IMCI Chart Booklet Enlarged and laminated IMCI Recording Form Participant's Manual, page 13</p>

The facilitator circulates among the groups to answer questions as needed

At approximately 4 45 p m , s/he reconvenes the plenary to check their progress and to evaluate the day's activities

V EVALUATE THE DAY'S ACTIVITIES

A Check Participants' Progress

FACILITATOR NOTE

If it appears that groups need more time to prepare their practice facilitation, there is about 30 minutes flexibility in the schedule for the following day. That time can be used to continue preparations.

For the evaluation session, write the following on a flipchart or a chalkboard.

- Did we meet today's objectives?
- If you answer, "No," please state why.
- When you finish with the objectives, please answer the following questions:
 - ▶ What did I like about today's sessions?
 - ▶ What would I change about today's sessions?

When all participants have returned to the plenary session, the facilitator "checks in" with them to see how they are progressing on their preparations for their practice facilitation. S/he asks

- How are your preparations?
- Do you anticipate needing more time to prepare? If so, how much?

S/he listens to participants' feedback, and makes adjustments as necessary.

B Evaluate the Day's Activities

The facilitator asks the participants to take out a blank piece of paper and a pen.

S/he posts *Flipchart #1 Objectives Day One*. S/he asks a participant to read them.

The facilitator asks another participant to briefly review the activities that they have done today. When the review is complete, s/he indicates the evaluation questions that she has written on the flipchart or on the chalkboard.

S/he asks the participants to answer

- Did we meet today's objectives?
- If you answer, "No," please state why.
- When you finish with the objectives, please answer the following questions:
 - ▶ What did I like about today's sessions?
 - ▶ What would I change about today's sessions?

S/he collects them as they are completed and reviews them with members of the Steering Committee that afternoon.

C Orientation to the Next Day

The facilitator reminds participants that they will begin practice facilitation the next day

S/he asks them to

- Review the Checklists for the Participatory Education Techniques on pages **6 - 19** of their Participant's Manual
- These are the criteria that we will use to give feedback on your practice facilitation

S/he reminds them

- The Host Team for Day Two will be responsible for tomorrow's warm-ups and energizers, and for helping arrange the rooms after each practice facilitation
- They should meet to decide who will take on which responsibilities

**IMCI COMPLEMENTARY COURSE
FACILITATOR TRAINING
DAY TWO**

OBJECTIVES By the end of the day, participants will have

- Practiced facilitating an activity from the IMCI Complementary Course,
- Given and received feedback on practice facilitation sessions,
- Chosen opportunities to facilitate feedback sessions,
- Evaluated the day's activities

TIME NEEDED Morning session 8 00 a m to 12 30 p m
Lunch 12 30 - 1 45 p m
Afternoon session 1 45 - 5 00 p m

MATERIALS Blank flipchart paper
Markers
IMCI Complementary Course Facilitator's Guides ASSESS AND
CLASSIFY THE SICK CHILD AGE 2 MONTHS UP TO 5
YEARS and TREAT THE CHILD
Flipcharts #2 - 3

FACILITATOR NOTE

On Day Two participants begin taking on the majority of the responsibility for the training. As Host Team members, they prepare icebreakers or energizers to carry out with fellow participants. They prepare activities or techniques from the IMCI Complementary Course Facilitators Guides and they practice facilitating them. After you (and/or your co-facilitator) model how to conduct two feedback sessions, the participants will begin to facilitate feedback sessions as well.

Offer them as many opportunities to practice facilitation as possible. Two additional possibilities are to ask for volunteers to present the day's objectives and to carry out the afternoon evaluations.

To prepare

Daily Objectives Write the day's objectives and schedule on flipcharts. (See page 48)

Review the Previous Day's Activities As the members of the Host Team for Day One, you and your co-facilitator (or colleague from a sponsoring agency) are responsible for giving a brief summary of the first day's activities. It should be no more than five minutes long, and should model how you want subsequent Host Teams to summarize Days Two through Four.

Your summary should include highlights from Day One activities, results of the participants' evaluation of the previous day, and any changes that were made in the schedule or the workshop design as a result of participants' input.

Adult Learning Cycle is critical to the IMCI Complementary Course, and it is important to continually remind the participants of how the Complementary Course is based on it. When they facilitate the course, this knowledge will help them focus on the objectives of particular exercises, and it will help them determine how much time to spend on certain exercises in the course. The Adult Learning Cycle is found on page 5 of their Participant's Manual.

Participatory Education Techniques Checklist Before beginning the practice facilitation and feedback sessions for the day, refer participants to the Participatory Education Techniques Checklist found on pages 8 - 21 of their Participant's Manual. Review the techniques that they will facilitate during practice sessions, and remind both observers and facilitators that these are guidelines for successfully using these techniques.

Practice Facilitation Sessions Prepare materials for the participants to use during their practice facilitation sessions. (See page 41) Help practice session facilitators set up the "fishbowl." Help them choose "volunteer" participants for their practice facilitation.

Your primary role during the Practice Facilitation Sessions is to observe the facilitators as they carry out their designate activities. Use the Participatory Education Techniques Checklist as a guideline for each technique they use. Use the Checking Question Cards to show facilitators when they need to improve a checking question, and encourage other observers to actively listen for good checking questions and to use their cards as well.

Observation Notes Preceding each practice facilitation session, review the Observation Notes that are provided for Days Two through Five. They outline Facilitation points and IMCI points that need to be considered in each activity.

ACTIVITY OUTLINE

	Activity	Materials
I	Introduce the Session	
	A Review the Previous Day's Activities	
	B Conduct Energizer	
	C Preview Day's Objectives and Schedule	Flipchart #2
II	Find Out What They Know and Do	
	A Review of Adult Learning Cycle	PM - 5
	B Review of Participatory Education Techniques	PM - 8 - 21
III	Build on What They Know and Do	
	A Group #1 Completes Practice Facilitation	
	B Conduct Feedback Session	
	C Group #2 Completes Practice Facilitation	
	D Conduct Feedback Session	
	E Group #3 Completes Practice Facilitation	
	F Conduct Feedback Session	
IV	Evaluate the Day's Activities	
	A Preview Next Day's Activities	Facilitator's Guides ACSC & Treat the Child
	B Overnight Assignments	Flipchart #3
	B Evaluate Objectives	Flipchart #2

ACTIVITY DESCRIPTION

I INTRODUCE SESSION

A Review the Previous Day's Activities

As a member of the Host Team for Day One, the facilitator models how to summarize the previous day's activities in a brief report

S/he states

- Tomorrow morning, the Host Team for today will summarize today's activities That team should use this presentation as a model

S/he summarizes the previous day's activities by

- Noting highlights of the day
- Results of the day's evaluations
- Changes made as a result of participant's input

The facilitator asks if other members of the Host Team have anything to add to the report When they have made any additional statements, the facilitator asks the Host Team for Day Two to carry out the morning's energizer

B Conduct Energizer

The Host Team for Day Two conducts an energizer with the entire group

When complete, the facilitator praises the Host Team for the extent to which the energizer followed the Participatory Education Techniques Checklist S/he makes the following points

- Energizers should include everyone in the room
- The more active they are, the better
- They should not take more than 5 - 6 minutes

S/he asks

- Does anyone have anything to add to those guidelines for energizers or icebreakers?

S/he listens to participants' additions, and transitions to the next exercise by posting *Flipchart #2 Objectives Day Two*

C Preview Day's Objectives and Schedule

The facilitator posts *Flipchart #2 Objectives Day Two* S/he uncovers the top portion of the flipchart, showing only the objectives for the day

The facilitator reads the objectives for the day (or asks a volunteer to read them)

<p style="text-align: center;">OBJECTIVES DAY TWO</p> <p>By the end of the day, participants will have</p> <ul style="list-style-type: none">• Practiced facilitating an activity from the IMCI Complementary Course,• Given and received feedback on practice facilitation sessions,• Chosen opportunities to facilitate feedback sessions,• Evaluated the day's activities <p style="text-align: center;">EVALUATION QUESTIONS</p> <ol style="list-style-type: none">1 Have we completed today's objectives? Why/why not?2 Write two things that you have learned about facilitation today <p>Flipchart #2 Objectives Day Two</p>

S/he reviews the day's schedule, referring to page 3 of the Participant's Manual *IMCI Complementary Course Facilitator Training Schedule*

S/he makes the following points

- You will spend today working on facilitation skills and on giving and receiving feedback
- We will see the whole Introduction Component practiced today That will give you a sense of the way entire activities are based on the Adult Learning Cycle
- It will also give you practice in facilitating the majority of the participatory education techniques are used in the course

S/he reviews the process for practice facilitation and feedback sessions, referring to page 23 of the Participant's Manual *Practice Facilitation Process* as necessary

The facilitator states

- To serve as a model for how to facilitate a feedback session, I will carry out the feedback sessions for Groups # 1 and #2

S/he asks for volunteers to facilitate the feedback sessions for Groups #3 and #4. When two participants have volunteered, the facilitator allows time for questions about the practice facilitation sessions.

S/he asks

- What questions do you have about how to carry out the task?

II FIND OUT WHAT THEY KNOW AND DO

A Review of the Adult Learning Cycle

To determine how well the participants have integrated their understanding of the Adult Learning Cycle, the facilitator refers to page 5 of the Participant's Manual *Adult Learning Cycle*.

S/he asks

- What Adult Learning Cycle steps are represented in the activities that you have prepared for today's facilitation? *(Desired response*
 - ▶ *All of the Activities in the Introduction to IMCI are predominantly designed to find out about the Complementary Course participants and their current practice*
 - ▶ *Later activities begin building on that practice by introducing basic IMCI concepts such as the case management process. They introduce IMCI tools such as the Wall Charts and Recording Forms)*

S/he listens carefully to participants' responses. If necessary, s/he makes the above points to focus their attention on the way in which the Adult Learning Cycle is used in the IMCI Complementary Course.

B Review of Participatory Education Techniques

To determine which techniques will be facilitated during practice sessions, and to help focus observers' feedback during feedback sessions, the facilitator asks

- Which techniques will you use during your practice facilitation today? *(Desired response: Small group discussions, brainstorming, drills, role play)*

S/he asks participants to open to pages 8 - 21 of their Participant's Manual *Participatory Education Techniques Checklist*. S/he briefly reviews the checklists for the techniques listed above and states

- As facilitators, please keep these points in mind during your facilitation. They will help you successfully use the techniques.
- As observers, these points help you give specific, constructive feedback.

The facilitator allows time for questions about the process they will follow, and then helps the first team of facilitators set up the fishbowl for their practice facilitation session

III BUILD ON WHAT THEY KNOW AND DO

A Group #1 Completes Practice Facilitation

The facilitator observes Group #1 as they practice facilitate *Introduction to IMCI Activity #2* S/he uses the Checking Question Cards as necessary. Otherwise, neither the facilitator nor the other observer/participants intervene in the practice facilitation session.

The activity should take no longer than one hour to complete. Although the facilitator may notice other points on which feedback needs to be given, the facilitator needs to pay particular attention to the following points:

OBSERVATION NOTES	
FACILITATION POINTS	IMCI POINTS
Use appropriate <i>Participatory Education Technique (PET) Checklist</i> . In this activity, watch specifically for the facilitator's ability to:	
Brainstorm without analyzing participants' responses	
Clarify questions that s/he might have about participants' responses	
Use information that participants give to relate it to upcoming course content	
Give clear instructions	
Write legibly on flipcharts	

B Conduct Feedback Session

The facilitator conducts the feedback session, which should take no longer than 45 minutes to complete.

When Group #1 has completed their practice facilitation, the facilitator reminds participants:

- They will begin by stating those things that they liked about the practice facilitation. When everyone has had an opportunity to give feedback on that point, they will give feedback on what they would change about the practice.

session

The facilitator begins by congratulating the group for completing the first practice facilitation session

S/he asks the facilitators from Group #1

- What did you like about the way you facilitated the session?

S/he allows each facilitator time to respond S/he does not comment, nor does s/he allow comments from other participants This is the time for the practice session facilitators to speak

Then s/he asks the practice session participants

- What did you like about the facilitation of the session?

S/he allows participants time to respond S/he does not comment, nor does s/he allow comments from other participants This is the time for the practice session participants to speak

Then s/he asks the observers

- What did you like about the facilitation of the session?

S/he allows observers time to respond

When every participant in the Facilitator Training has had the opportunity to respond to the first question, the feedback facilitator asks the practice session facilitators

- What would you change about your facilitation? _____

S/he allows each facilitator time to respond S/he does not comment, nor does s/he allow comments from other participants

Then s/he asks the practice session participants

- What would you change about the facilitation of the session?

S/he allows each practice session participant time to respond S/he does not comment, nor does s/he allow comments from other participants

Then s/he asks the observers

- What would you change about the facilitation of the session?

S/he allows observers time to respond When all participants in the Facilitator Training have had the opportunity to respond to the second question, the feedback facilitator makes any additional

points s/he thinks are necessary (See Facilitation Points above)

When complete, s/he asks the entire group,

- What questions do you have about the IMCI content that is presented in this activity?

S/he listens to any IMCI related questions, and ensures that they are clarified (See IMCI Points above)

C Group #2 Completes Practice Facilitation

The facilitator observes Group #2 as they practice facilitate *Introduction to IMCI Activity #3* S/he uses the Checking Question Cards as necessary. Otherwise, neither the facilitator nor the other observer/participants intervene in the practice facilitation session

The activity should take no longer than one hour to complete. Although the facilitator may notice other points on which feedback needs to be given, the facilitator needs to pay particular attention to the following points

OBSERVATION NOTES	
FACILITATION POINTS	IMCI POINTS
Use appropriate <i>Participatory Education Technique (PET) Checklist</i> . In this activity, watch specifically for the facilitator's ability to	In this activity, watch for the accuracy with which the facilitators illustrate the IMCI process during the role play
Use pages in the Participant's Manual to guide lecturette	
Ask good checking questions	
Deliver role play so that everyone can see and hear it, and so that it is believable	

D Conduct Feedback Session

The facilitator conducts the feedback session, which should take no longer than 45 minutes to complete

When Group #2 has completed their practice facilitation, the facilitator reminds participants

- They will begin by stating those things that they liked about the practice facilitation. When everyone has had an opportunity to give feedback on that point, they will give feedback on what they would change about the practice session.

The facilitator begins by congratulating the group for completing the first practice facilitation session.

S/he asks the facilitators from Group #2

- What did you like about the way you facilitated the session?

S/he allows each facilitator time to respond. S/he does not comment, nor does s/he allow comments from other participants. This is the time for the practice session facilitators to speak.

Then s/he asks the practice session participants

- What did you like about the facilitation of the session?

S/he allows participants time to respond. S/he does not comment, nor does s/he allow comments from other participants. This is the time for the practice session participants to speak.

Then s/he asks the observers

- What did you like about the facilitation of the session?

S/he allows observers time to respond.

When every participant in the Facilitator Training has had the opportunity to respond to the first question, the feedback facilitator asks the practice session facilitators

- What would you change about your facilitation?

S/he allows each facilitator time to respond. S/he does not comment, nor does s/he allow comments from other participants.

Then s/he asks the practice session participants

- What would you change about the facilitation of the session?

S/he allows each practice session participant time to respond. S/he does not comment, nor does s/he allow comments from other participants.

Then s/he asks the observers

- What would you change about the facilitation of the session?

S/he allows observers time to respond

When all participants in the Facilitator Training have had the opportunity to respond to the second question, the feedback facilitator makes any additional, critical points s/he thinks are necessary

When complete, s/he asks the entire group,

- What questions do you have about the IMCI content that is presented in this activity?

S/he listens to any IMCI related questions, and ensures that they are clarified (*See IMCI Points above*)

E Group #3 Completes Practice Facilitation

The facilitator observes Group #3 as they practice facilitate *Introduction to IMCI Activity #4* S/he uses the Checking Question Cards as necessary Otherwise, neither the facilitator nor the other observer/participants intervene in the practice facilitation session

The activity should take no longer than one hour to complete Although the facilitator may notice other points on which feedback needs to be given, the facilitator needs to pay particular attention to the following points

OBSERVATION NOTES	
FACILITATION POINTS	IMCI POINTS
<p>Use appropriate <i>Participatory Education Technique (PET) Checklist</i> In this activity, watch specifically for the facilitator's ability to</p> <p>"Build" the ACSC Wall Chart by gradually uncovering Flipchart #8</p> <p>Make connections between Flipchart #8 and the ACSC Wall Chart</p> <p>Ask good checking questions</p> <p>Allow participants to handle evaluation cards themselves, and to make their own decisions about what they think is the proper sequence of the evaluation cards</p>	<p>In this activity, listen for facilitators' use of correct IMCI terminology, such as " up to 5 years "</p>

F Conduct Feedback Session

This feedback session is conducted by the participant who has volunteered to do so. The session should take no longer than 45 minutes to complete.

When Group #3 has completed their practice facilitation, the feedback facilitator reminds participants

- They will begin by stating those things that they liked about the practice facilitation. When everyone has had an opportunity to give feedback on that point, they will give feedback on what they would change about the practice session.

The feedback facilitator begins by congratulating the group for completing the first practice facilitation session.

S/he asks the facilitators from Group #3

- What did you like about the way you facilitated the session?

S/he allows each facilitator time to respond S/he does not comment, nor does s/he allow comments from other participants This is the time for the practice session facilitators to speak

Then s/he asks the practice session participants

- What did you like about the facilitation of the session?

S/he allows participants time to respond S/he does not comment, nor does s/he allow comments from other participants This is the time for the practice session participants to speak

Then s/he asks the observers

- What did you like about the facilitation of the session?

S/he allows observers time to respond

When every participant in the Facilitator Training has had the opportunity to respond to the first question, the feedback facilitator asks the practice session facilitators

- What would you change about your facilitation?

S/he allows each facilitator time to respond S/he does not comment, nor does s/he allow comments from other participants

Then s/he asks the practice session participants

- What would you change about the facilitation of the session?

S/he allows each practice session participant time to respond S/he does not comment, nor does s/he allow comments from other participants

Then s/he asks the observers

- What would you change about the facilitation of the session?

S/he allows observers time to respond

When all participants in the Facilitator Training have had the opportunity to respond to the second question, the feedback facilitator makes any additional, critical points s/he thinks are necessary

When complete, s/he asks the entire group,

- What questions do you have about the IMCI content that is presented in this activity?

S/he listens to any IMCI related questions, and ensures that they are clarified (*See IMCI Points above*)

The schedule will probably not allow Group #4 to conduct their practice facilitation on Day Two. The facilitator uses the remaining time to assign the activities that participants will practice on Days Three, Four and Five and to evaluate the day's activities

IV EVALUATE THE DAY'S ACTIVITIES

A Preview Next Day's Activities

The facilitator distributes the IMCI Complementary Course Facilitator's Guides for *Assess and Classify the Sick Child Age 2 Months up to 5 Years* and *Treat the Child*

S/he explains

- We will continue the cycle of practice facilitation and feedback sessions
- Tomorrow morning we will begin with Group #4's practice facilitation and feedback session
- Then we will begin work on *Assess and Classify the Sick Child Age 2 Months up to 5 Years* and *Treat the Child*

S/he continues

- There will not be sufficient time in the Facilitator Training to complete entire activities
- We have chosen activities that illustrate the use of participatory education techniques in different situations in the IMCI Complementary Course

The facilitator posts *Flipchart #3 Practice Facilitation Assignments* S/he instructs each participant to sign up to practice their facilitation skills with a colleague

S/he also instructs participants to sign up to facilitate a feedback session over the next three days

PRACTICE FACILITATION ASSIGNMENTS			
ACTIVITY	MAJOR TECHNIQUES	FACILITATORS NAMES	FEEDBACK FACILITATOR
ACSC Activity #1 pages 1 - 9	Evaluation Cards Small Group Discussion	1 2	1
ACSC Activity #2A pages 19 - 28	Evaluation Cards Brainstorm Small Group Discussion	1 2	1
ACSC Activity #2B pages 31 - 46	Drill Video Team Competition Small Group Discussion	1 2	1
ACSC Activity #2C pages 61 - 67	Case Studies Demonstration Small Group Discussion	1 2	1
ACSC Activity #8	Role Play Small Group Discussion	1 2	1
Treat the Child Activity # 2 pages 38 - 56	Role Play Demonstrations Small Group Discussion	1 2	1
*Clinical Practice Session IMCI Facilitator Guide for Outpatient Clinical Practice page 33	Demonstration of IMCI Process through generic steps in TREAT THE CHILD	1 2	1 2
Flipchart #3 Facilitation Assignments			

* Note Two participants will separate, simultaneous demonstrations of the IMCI process in clinical practice settings

B Overnight Assignments

The facilitator distributes the IMCI Complementary Course Facilitator's Guides for ASSESS AND CLASSIFY THE SICK CHILD and TREAT THE CHILD

S/he instructs the participants to review the activities for which they signed up

S/he instructs

- To get an overall sense of the activity that you will facilitate, read it before you arrive at tomorrow's session
- Remember that you will only facilitate a section of the activity Focus on that section of the activity
- Tomorrow you will work with your co-facilitator to prepare the designated parts of the activity

S/he allows time for clarification of the task and then transitions to the daily evaluation session

C Evaluate the Day's Objectives

The facilitator reminds the Host Team for Day Two that one of their members should participate in the evening's Steering Committee Meeting This will help the Steering Committee make adjustments according to participants' evaluations

The facilitator posts *Flipchart #2 Objectives Day Two* S/he asks a participant to read them aloud

S/he uncovers the evaluation questions found on the bottom portion of *Flipchart #2* and instructs participants to write their answers to the evaluation questions

- Have we met today's objectives? Why/why not?
- What are two things that you have learned about how to be a more effective facilitator?

The facilitator collects their papers as they complete the task As they leave, s/he thanks them for their hard work

**IMCI COMPLEMENTARY COURSE
FACILITATOR TRAINING
DAY THREE**

OBJECTIVES By the end of the day, participants will have

- Practiced facilitating an activity from the IMCI Complementary Course,
- Given and received feedback on practice facilitation sessions,
- Evaluated the day's activities

TIME NEEDED Morning session 8 00 a m to 12 30 p m
Lunch 12 30 - 1 45 p m
Afternoon session 1 45 - 5 00 p m

MATERIALS Blank flipchart paper
Markers
Flipchart #4

FACILITATOR NOTE

Continue the pattern of practice facilitation and feedback sessions that you set up on Day Two. Host Teams continue to take responsibility for warm-ups and energizers, and you continue to look for opportunities to let participants demonstrate their facilitation skills.

To prepare

Flipchart #4 Day Three Objectives and Evaluation Questions (See page 64)

ACTIVITY OUTLINE

	Activity	Materials
I	Introduce the Session	
	A Review the Previous Day's Activities	
	B Conduct Energizer	
	C Preview Day's Objectives and Schedule	Flipchart #4 PM - 3
II	Find Out What They Know and Do	
	A Review of Adult Learning Cycle	PM - 5
	B Review of Participatory Education Techniques	PM - 8 - 21
III	Build on What They Know and Do	
	A Group #4 Completes Practice Facilitation	
	B Conduct Feedback Session	
	C Group #1 Completes Practice Facilitation	
	D Conduct Feedback Session	
	E Group #2 Completes Practice Facilitation	
	F Conduct Feedback Session	
IV	Evaluate the Day's Activities	
	A Preview Next Day's Activities	
	B Overnight Assignments	
	B Evaluate Objectives	Flipchart #4

ACTIVITY DESCRIPTION

I INTRODUCE SESSION

A Review the Previous Day's Activities

A representative of the Host Team for Day Two summarizes the previous day's activities in a brief report

S/he

- Notes highlights of the previous day
- Briefly presents the results of the day's evaluations
- Notes any changes made as a result of participant's input

The facilitator asks if other members of the Host Team have anything to add to the report. When they have made any additional statements, the facilitator asks the Host Team for Day Three to carry out the morning's energizer.

B Conduct Energizer

The Host Team for Day Three conducts an energizer with the entire group.

When complete, the facilitator transitions to the next exercise by posting *Flipchart #4 Objectives Day Three*.

C Preview Day's Objectives and Schedule

The facilitator uncovers the top portion of the flipchart, showing only the objectives for the day and reads the objectives for the day (or asks a volunteer to read them).

OBJECTIVES DAY THREE

By the end of the day, participants will have

- Practiced facilitating an activity from the IMCI Complementary Course,
- Given and received feedback on practice facilitation sessions,
- Evaluated the day's activities

EVALUATION QUESTIONS

- 1 Have we completed today's objectives? Why/why not?
- 2 What specific things would you change about the day's activities?

Flipchart #4 Objectives Day Three

S/he reviews the day's schedule, referring to page 3 of the Participant's Manual *IMCI Complementary Course Facilitator Training Schedule*

S/he makes the following points

- We will complete the Introduction Component with Group #4's practice facilitation this morning
- You will prepare the parts of the activities that you signed up for yesterday, and you will begin to practice facilitate them

The facilitator allows time for questions S/he asks

- What questions do you have up to this point?

S/he reviews the process for practice facilitation and feedback sessions, referring as necessary to page 23 of the Participant's Manual *Practice Facilitation Process*

II FIND OUT WHAT THEY KNOW AND DO

A Review of the Adult Learning Cycle

To determine how well the participants have integrated their understanding of the Adult Learning Cycle, the facilitator refers to page 5 of the Participant's Manual *Adult Learning Cycle*

S/he asks

- What Adult Learning Cycle steps are represented in the activities that you have already facilitated? (*Desired response*
 - ▶ *Activities in the Introduction to IMCI are designed to find out about the Complementary Course participants and their current practice*
 - ▶ *Later activities begin building on that practice by introducing basic IMCI concepts such as the case management process They introduce IMCI tools such as the Wall Charts and Recording Forms)*

S/he listens carefully to participants' responses If necessary, s/he makes the above points to focus their attention on the way in which the Adult Learning Cycle is used in the IMCI Complementary Course

The facilitator allows time for questions about the process they will follow, and then helps Group #4 set up the fishbowl for their practice facilitation session

III BUILD ON WHAT THEY KNOW AND DO

A Group #4 Completes Practice Facilitation

The facilitator observes Group #4 as they practice facilitate *Introduction to IMCI Activity #5* S/he uses the Checking Question Cards as necessary. Otherwise, neither the facilitator nor the other observer/participants intervene in the practice facilitation session.

The activity should take no longer than one hour to complete. Although the facilitator may notice other points on which feedback needs to be given, the facilitator needs to pay particular attention to the following points:

OBSERVATION NOTES	
FACILITATION POINTS	IMCI POINTS
<p>Use appropriate <i>Participatory Education Technique (PET) Checklist</i>. In this activity, watch specifically for the facilitator's ability to "Build" the IMCI Recording Form by gradually uncovering the enlarged Recording Form.</p> <p>Use the ACSC Wall Charts and enlarged Recording Form; they should be placed side by side on the wall so that they can be used together.</p> <p>Manage time.</p>	<p>Watch and listen to make sure that facilitators accurately complete the enlarged Recording Form using <i>Case Study Salina</i>.</p>

B Conduct Feedback Session

The designated participant conducts the feedback session, which should take no longer than 45 minutes to complete.

When Group #4 has completed their practice facilitation, the feedback facilitator reminds participants of the process for the feedback session. S/he reinforces:

- They will begin by stating those things that they liked about the practice facilitation.
- When everyone has had an opportunity to give feedback on that point, they will then give feedback on what they would change about the practice session.

S/he asks the facilitators from Group #4

- What did you like about the way you facilitated the session?

S/he allows each facilitator time to respond S/he does not comment, nor does s/he allow comments from other participants This is the time for the practice session facilitators to speak

Then s/he asks the practice session participants

- What did you like about the facilitation of the session?

S/he allows participants time to respond S/he does not comment, nor does s/he allow comments from other participants This is the time for the practice session participants to speak

Then s/he asks the observers

- What did you like about the facilitation of the session?

S/he allows observers time to respond

When every participant in the Facilitator Training has had the opportunity to respond to the first question, the feedback facilitator asks the practice session facilitators

- What would you change about your facilitation?

S/he allows each facilitator time to respond S/he does not comment, nor does s/he allow comments from other participants

Then s/he asks the practice session participants

- What would you change about the facilitation of the session?

S/he allows each practice session participant time to respond S/he does not comment, nor does s/he allow comments from other participants

Then s/he asks the observers

- What would you change about the facilitation of the session?

S/he allows observers time to respond

When all participants in the Facilitator Training have had the opportunity to respond to the second question, the feedback facilitator makes any additional, critical points s/he thinks are necessary *(See Facilitation Points above)*

When complete, s/he asks the entire group,

- What questions do you have about the IMCI content that is presented in this activity?

S/he listens to any IMCI related questions, and ensures that they are clarified

C Prepare Assigned Practice Facilitation Sessions

S/he makes the transition to the next exercise by thanking the group s for their work S/he posts *Flipchart #3 Practice Facilitation Assignments* and states

- You will now have one hour to prepare the activities that you signed up for yesterday
- You will work on specific techniques within the designated activities, not on the entire activity
- You should prepare and facilitate the activities that are found on the pages outlined on *Flipchart #3 Practice Facilitation Assignments*

The facilitator indicates where materials for the practice sessions are located, and helps each group find a working space

OBSERVATION NOTES	
Group #1	
ACSC Activity #1 General Danger Signs	
FACILITATION POINTS	IMCI POINTS
<p>Use appropriate <i>Participatory Education Technique (PET) Checklist</i> In this activity, watch specifically for the facilitator's ability to</p> <p>Use the Evaluation Cards to evaluate participants' understanding of IMCI terminology so that they can build on that understanding later Facilitators are trying to find out about the participants, and should not try to convince them to change their practices (yet)</p> <p>Manage time</p>	<p>Watch and listen to make sure that facilitators accurately define General Danger Signs</p> <p>Listen to make sure that facilitators accurately state the General Danger Signs and do not change the terminology</p>

B Conduct Feedback Session

The designated participant conducts the feedback session, which should take no longer than 45 minutes to complete S/he follows the same process previously outlined

C Group #2 Completes Practice Facilitation

The facilitator observes Group 2 as it practices facilitating its designated techniques S/he uses the Checking Question Cards as necessary The activity should take no longer than one hour to complete and the facilitator pays particular attention to the following points

OBSERVATION NOTES	
Group #2	
ACSC Activity #2A The Importance of ASSESS COUGH OR DIFFICULT BREATHING	
FACILITATION POINTS	IMCI POINTS
<p>Use appropriate <i>Participatory Education Technique (PET) Checklist</i> In this activity, watch specifically for the facilitator's ability to</p> <p>Use Flipcharts #3 & 4 to make connections between current practice and IMCI practice</p> <p>Use the Evaluation Cards to promote discussion and to evaluate problem solving and decision-making skills The objective in using the Evaluation Cards in this session is different than the objectives for using Evaluation Cards in the previous activity</p> <p>Manage time</p>	

D Conduct Feedback Session

The designated participant conducts the feedback session, which should take no longer than 45 minutes to complete S/he follows the same process previously outlined

E Group #3 Completes Practice Facilitation

The facilitator observes Group 3 as it practices facilitating its designated techniques S/he uses the Checking Question Cards as necessary The activity should take no longer than one hour to complete and the facilitator pays particular attention to the following points

OBSERVATION NOTES Group #3 ACSC Activity #2B ASSESS COUGH OR DIFFICULT BREATHING	
FACILITATION POINTS	IMCI POINTS
Use appropriate <i>Participatory Education Technique (PET) Checklist</i> In this activity, watch specifically for the facilitator's ability to Check participants' understanding of how to read tables for cut-off rates for fast breathing Co-facilitation Cue video before beginning session to ensure that time is not lost in looking for beginning and ending points Circulate among participants to check participants' Recording Forms Use of Participant's Manual to conduct lecturette and to check understanding of Chest Indrawing Manage time	Listen for the facilitators' accuracy when they explain how to assess signs of COUGH OR DIFFICULT BREATHING

F Conduct Feedback Session

The designated participant conducts the feedback session, which should take no longer than 45 minutes to complete S/he follows the same process previously outlined

IV EVALUATE THE DAY'S ACTIVITIES

A Preview Next Day's Activities

The facilitator explains

- We will continue the cycle of practice facilitation and feedback sessions
- Tomorrow morning we will begin with Group #4's practice facilitation and feedback session

The facilitator reminds the Host Team for Day Three that one of their members should participate in the evening's Steering Committee Meeting

S/he allows time for questions or comments about the activities that they have carried out

S/he asks

- What questions do you have about what we have been doing over the last three days?

S/he answers questions as necessary and then transitions to the daily evaluation session

C Evaluate the Day's Objectives

The facilitator posts *Flipchart #4 Objectives Day Three* S/he asks a participant to read them aloud

S/he uncovers the evaluation questions found on the bottom portion of *Flipchart #4* and instructs participants to write their answers to the evaluation questions

- Have we met today's objectives? Why/why not?
- What specific things would you change about today's activities?

The facilitator collects their papers as they complete the task As they leave, s/he thanks them for their work

**IMCI COMPLEMENTARY COURSE
FACILITATOR TRAINING
DAY FOUR**

OBJECTIVES By the end of the day, participants will have

- Practiced facilitating an activity from the IMCI Complementary Course,
- Given and received feedback on practice facilitation sessions,
- Evaluated the day's activities,
- Previewed the next day's sessions

TIME NEEDED Morning session 8 00 a m to 12 30 p m
Lunch 12 30 - 1 45 p m
Afternoon session 1 45 - 5 00 p m

MATERIALS Blank flipchart paper
Markers
Flipchart #5

ACTIVITY OUTLINE

	Activity	Materials
I	Introduce the Session	
	A Review the Previous Day's Activities	
	B Conduct Energizer	
	C Preview Day's Objectives and Schedule	Flipchart #5 PM - 3
II	Find Out What They Know and Do	
	A Review of Adult Learning Cycle	PM - 5
	B Review of Participatory Education Techniques	PM - 8 - 21
III	Build on What They Know and Do	
	A Group #4 Completes Practice Facilitation	
	B Conduct Feedback Session	
	C Group #5 Completes Practice Facilitation	
	D Conduct Feedback Session	
	E Group #6 Completes Practice Facilitation	
	F Conduct Feedback Session	
IV	Evaluate the Day's Activities	
	A Preview Next Day's Activities	
	B Evaluate Objectives	Flipchart #5

FACILITATOR NOTE

Continue the pattern of practice facilitation and feedback sessions that you set up on Days Two and Three. Host Teams continue to take responsibility for warm-ups and energizers, and you continue to look for opportunities to let participants demonstrate their facilitation skills.

Prepare

Flipchart #5 Day Four Objectives and Evaluation Questions (See page 76)

Clinical Practice Sessions for Day Five On Day Five, two participants will practice the technique, 'demonstration.' You will divide the workshop participants into two groups, and one participant will carry out the entire IMCI process through treatment. Instruct the two participants who volunteered to carry out the practice facilitation for Day Five (See Flipchart #3 *Practice Facilitation Assignments*) to set up the Clinical Practice Session as if it were a fishbowl. The participant who is practicing the demonstration technique will use a live child and caretaker as participants, and the remaining participants will observe.

You will need to make arrangements with clinic staff to select two children who have fast breathing, fever, or an ear problem. (These children will need to receive an oral drug.)

You will need two separate consultation rooms, so that the two participants can simultaneously carry out their practice facilitation of the demonstration technique.

You will also need a qualified co-facilitator, a person who can observe one of the participants and give feedback following the practice facilitation session.

Daily Evaluation Prepare two 8 ½" X 11" signs. Write a large "1" on the first sign, and a large "10" on the second. You will post these on a blank wall several feet apart to have participants "vote with their feet."

Workshop Closing You and the other workshop organizers will need to arrange a closing for the Facilitator Training, which takes place on the afternoon of Day Five. Depending upon your particular situation, you may need to invite officials of sponsoring organizations. In all situations, you will need certificates of completion for each participant.

ACTIVITY DESCRIPTION

I INTRODUCE SESSION

A Review the Previous Day's Activities

A representative of the Host Team for Day Three summarizes the previous day's activities in a brief report

S/he

- Notes highlights of the previous day
- Briefly presents the results of the day's evaluations
- Notes any changes made as a result of participant's input

The facilitator asks if other members of the Host Team have anything to add to the report. When they have made any additional statements, the facilitator asks the Host Team for Day Four to carry out the morning's energizer.

B Conduct Energizer

The Host Team for Day Four conducts an energizer with the entire group.

C Preview Day's Objectives and Schedule

When complete, the facilitator transitions to the next exercise by posting *Flipchart #5 Objectives Day Four*. S/he uncovers the top portion of the flipchart, showing only the objectives for the day.

<p style="text-align: center;">OBJECTIVES DAY FOUR</p> <p>By the end of the day, participants will have</p> <ul style="list-style-type: none">• Practiced facilitating an activity from the IMCI Complementary Course,• Given and received feedback on practice facilitation sessions,• Evaluated the day's activities,• Previewed the following day's activities <p style="text-align: center;">EVALUATION VOTE WITH YOUR FEET</p> <ol style="list-style-type: none">1 How well have completed today's objectives? Why did you vote as you did?2 How helpful do you find the techniques that you are practicing? <p>Flipchart #5 Objectives Day Four</p>

S/he reads the objectives, or has a volunteer read them.

S/he reviews the day's schedule, referring to page 3 of the Participant's Manual *IMCI Complementary Course Facilitator Training Schedule*

S/he makes the following points

- We will continue with Groups 4 - 6 today
- You will practice facilitate the parts of the activities for which you signed up, following the same procedure we have followed for facilitation and feedback sessions

The facilitator allows time for questions S/he asks

- What questions do you have up to this point?

S/he reviews the process for practice facilitation and feedback sessions As necessary, s/he refers to page 23 of the Participant's Manual *Practice Facilitation Process*

II FIND OUT WHAT THEY KNOW AND DO

A Review of the Adult Learning Cycle

To determine how well the participants have integrated their understanding of the Adult Learning Cycle, the facilitator refers to page 5 of the Participant's Manual *Adult Learning Cycle*

S/he asks

- What Adult Learning Cycle steps are represented In the activities that you have already facilitated? (*Desired response*
 - ▶ *All of the Activities in Assess and Classify the Sick Child are designed to complete the entire cycle Participants are practicing discrete techniques, and should review the entire activity to find out the purpose of the techniques they are practicing)*

S/he listens carefully to participants' responses If necessary, s/he makes the above points to focus their attention on the way in which the Adult Learning Cycle is used in the IMCI Complementary Course

The facilitator allows time for questions about the process they will follow, and then helps Group #4 set up the fishbowl for their practice facilitation session

III BUILD ON WHAT THEY KNOW AND DO

A Group #4 Completes Practice Facilitation

The facilitator observes Group #4 as they practice facilitate S/he uses the Checking Question Cards as necessary Otherwise, neither the facilitator nor the other observer/participants intervene in the practice facilitation session

The activity should take no longer than one hour to complete Although the facilitator may notice other points on which feedback needs to be given, the facilitator needs to pay particular attention to the following points

OBSERVATION NOTES	
Group #4	
ACSC Activity #2C CLASSIFY COUGH OR DIFFICULT BREATHING	
FACILITATION POINTS	IMCI POINTS
<p>Use appropriate <i>Participatory Education Technique (PET) Checklist</i> In this activity, watch specifically for the facilitator's ability to</p> <p>Present case Studies in three different ways, as outlined in the IMCI Complementary Course Facilitator's Guide Participants should become increasingly active in completing case studies [Note Although there is a Video Case Study included in the Facilitator's Guide, time will not allow it to be included in the practice facilitation]</p> <p>Use the enlarged IMCI Recording Form to complete case studies</p> <p>Give participants the opportunity to complete enlarged Recording Forms</p> <p>Manage time</p> <p>Ask good checking questions</p>	<p>Watch for the facilitators' accuracy in completing IMCI Recording Forms</p> <p>Listen for their accuracy in explaining the assess and classify process</p>

B Conduct Feedback Session

The designated participant conducts the feedback session, which should take no longer than 45 minutes to complete S/he follows the same process previously outlined

C Group #5 Completes Practice Facilitation

The facilitator observes Group #5 as they practice facilitate S/he uses the Checking Question Cards as necessary Otherwise, neither the facilitator nor the other observer/participants intervene in the practice facilitation session

The activity should take no longer than one hour to complete Although the facilitator may notice other points on which feedback needs to be given, the facilitator needs to pay particular attention to the following points

OBSERVATION NOTES	
Group #5	
ACSC Activity #8 ASSESS FEEDING and Counsel the Caretaker on Feeding	
FACILITATION POINTS	IMCI POINTS
Use appropriate <i>Participatory Education Technique (PET) Checklist</i> In this activity, watch specifically for the facilitator's ability to <i>**Suggest Reviewing the revised activity conducted in Bolivia, and substituting it for the version in the current English version of the Course</i>	Watch and listen for facilitators' ability to Identify age-appropriate feeding problems Explain the rationale behind the feeding recommendations

D Conduct Feedback Session

The designated participant conducts the feedback session, which should take no longer than 45 minutes to complete S/he follows the same process outlined previously

E Group #6 Completes Practice Facilitation

The facilitator observes Group #6 as they practice facilitate S/he uses the Checking Question Cards as necessary Otherwise, neither the facilitator nor the other observer/participants intervene in the practice facilitation session

The activity should take no longer than one hour to complete Although the facilitator may notice other points on which feedback needs to be given, the facilitator needs to pay particular attention to the following points

OBSERVATION NOTES	
Group #6	
TREAT Activity #2 Using Good Communications to Teach the Caretaker	
FACILITATION POINTS	IMCI POINTS
<p>Use appropriate <i>Participatory Education Technique (PET) Checklist</i> In this activity, watch specifically for the facilitator's ability to</p> <p>Clearly demonstrate the measurement of drugs</p> <p>Give participants the opportunity to practice measuring drugs</p> <p>Conduct the role play so that it everyone can see it and hear it, and so that it is believable</p> <p>Manage time</p> <p>Ask good checking questions</p>	<p>Watch for the facilitators' sterile procedure and thoroughness in measuring drugs</p>

F Conduct Feedback Session

The designated participant conducts the feedback session, which should take no longer than 45 minutes to complete S/he follows the same process outlined previously

IV EVALUATE THE DAY'S ACTIVITIES

A Preview Next Day's Session

The facilitator refers to page 3 of the Participant's Manual *Facilitator Training Schedule* S/he indicates

- Tomorrow morning participants will begin with a plenary session
- After the plenary, they will proceed to a clinical practice session
- Two volunteer participants will practice the participatory education technique "demonstration" by demonstrating to their colleagues how to carry out the IMCI process from *Assess and Classify* through *Treat the Child*
- Participants will be divided into two separate groups so that the two volunteer facilitators can carry out their demonstrations simultaneously

S/he explains

- The set-up for the clinical practice session will be the same as in the classroom
- The two volunteers will facilitate the demonstration just as if they were in the classroom
- The caretaker and the sick child will be the participants in the demonstration, and the remainder of the participants in the Facilitator Training will observe

The facilitator allows time for clarification S/he asks

- What questions do you have about how we will proceed tomorrow?

S/he divides the participants into two groups in preparation for the clinical practice session on the following day

B Evaluate the Day's Activities

A Conduct "Vote With Your Feet" Evaluation Exercise

The facilitator places a number "1" on the wall, and a number "10" on the wall, at opposite ends of the room

The facilitator instructs participants to listen to two questions, and then to walk to the point along the 1 - 10 scale that indicates how positive or negative they feel about the statement "10" is the most positive possible, and "1" the least positive

The first statement is

- How well have completed today's objectives? Why did you vote as you did?

The facilitator watches as the participants place themselves along the continuum She asks

- If you want to comment, please tell us why you placed yourself where you did

S/he listens to responses, and then asks the participants to repeat the process with the second question

- How helpful do you find the techniques that you are practicing?

Again, the facilitator watches as the participants place themselves along the continuum S/he asks

- If you want to comment, please tell us why you placed yourself where you did

The facilitator thanks the participants for their hard work and ends the session

**IMCI COMPLEMENTARY COURSE
FACILITATOR TRAINING
DAY FIVE**

OBJECTIVES By the end of the day, two participants will have

- Practiced facilitating a demonstration in clinical practice session,
- Reflected on their facilitation of clinical practice demonstration

The remaining participants will have

- Given feedback on a demonstration in clinical practice session,
- Discussed the importance of feedback in the IMCI Complementary Course,
- Completed a post-training self-assessment on participatory education techniques,
- Evaluated the Facilitator Training

TIME NEEDED Morning session 8 00 a m to 12 30 p m
Lunch 12 30 - 1 45 p m
Afternoon session 1 45 - 5 00 p m

MATERIALS Blank flipchart paper
Markers
Flipchart #6
Handouts # 2 & 3

ACTIVITY OUTLINE

Activity	Materials
I Introduce the Session A Review the Previous Day's Activities B Conduct Energizer C Preview Day's Objectives and Schedule	Flipchart #6 PM - 3
II Build on What They Know and Do A Two Participants Complete Practice Facilitation of a Demonstration in Clinical Practice Session B Conduct Feedback Session C Discuss Role of "Feedback" in IMCI CC	
IV Evaluate the Facilitator Training A Complete Post-Training Self-Assessment B Evaluate Goals of Facilitator Training C Workshop Closing	Handout #2 PM - 1, Handout #3

FACILITATOR NOTE

Today is the final day of the IMCI Complementary Course Facilitator Training. Participants will be eager to know your evaluation of their progress. Be prepared to give specific examples of the progress they have made during the workshop.

Flipchart #6 Day Five Objectives Prepare flipchart with the objectives for the day. (See page 85)

Post-Training Self-Assessment Participants will complete *Handout #2 Post-Training Self-Assessment* during the last part of today's activities. You will need to have each participant's *Pre-Training Self-Assessment* ready. When they have completed their post assessments, give each person his or her *Pre-Assessment* so that they can compare the *Pre-* and the *Post-Assessments*.

Facilitator Training Evaluation For each participant, you will need *Handout #3 IMCI Complementary Course Facilitator Training Evaluation* for the closing evaluation.

Certificates of Completion You will need a signed, official Certificate of Completion for each participant.

ACTIVITY DESCRIPTION

I INTRODUCTION SESSION

A Review the Previous Day's Activities

A representative of the Host Team for Day Four summarizes the previous day's activities in a brief report

S/he

- Notes highlights of the previous day
- Briefly presents the results of the day's evaluations
- Notes any changes made as a result of participant's input

The facilitator asks if other members of the Host Team have anything to add to the report. When they have made any additional statements, the facilitator asks the Host Team for Day Four to carry out the morning's energizer.

B Conduct Energizer

The Host Team for Day Five conducts an energizer with the entire group.

C Preview Day's Objectives and Schedule

When complete, the facilitator transitions to the next exercise by posting *Flipchart #6 Objectives Day Five*. S/he uncovers the top portion of the flipchart, showing only the objectives for the day.

OBJECTIVES DAY FIVE	
By the end of the day two participants will have	
<ul style="list-style-type: none">• Practiced facilitating a demonstration in clinical practice session,• Reflected on their facilitation of clinical practice demonstration	
The remaining participants will have	
<ul style="list-style-type: none">• Given feedback on a demonstration in clinical practice session,• Discussed the importance of feedback in the IMCI Complementary Course,• Completed a post-training self-assessment on participatory education techniques• Evaluated the Facilitator Training	
Flipchart #6 Objectives Day Five	

S/he reads the objectives, or has a volunteer read them.

S/he reviews the day's schedule referring to page 3 of the Participant's Manual *IMCI Complementary Course Facilitator Training Schedule*

S/he makes the following points

- We will complete the Facilitator Training today, with two demonstrations in clinical practice sessions
- We will divide into two groups for those demonstrations, and will carry them out using the fishbowl technique in the clinics

The facilitator allows time for questions S/he asks

- What questions do you have up to this point?

S/he divides the participants into two groups, and they proceed to the clinics where two participants will carry out their practice demonstrations

II BUILD ON WHAT THEY KNOW AND DO

A Two Participants Carry Out Demonstrations in Clinical Practice Session

The facilitator and co-facilitator observe the two volunteers who facilitate simultaneous demonstrations in clinical practice sessions

They pay particular attention to the following points

- -

OBSERVATION NOTES #7 Clinical Practice Demonstration	
FACILITATION POINTS	IMCI POINTS
<p>Use <i>Participatory Education Technique (PET) Checklist</i> for demonstrations</p> <p>In this activity, watch to see if the facilitator</p> <p>Before the session began had worked with the clinic staff to select a child who has fast breathing, fever, or an ear problem (This child would need an oral drug)</p> <p>Used this child to demonstrate how to teach a caretaker to give an oral drug at home</p> <p>Uses words that the caretaker understands, and appropriately uses teaching aids (such as the Mother's Card with Feeding Recommendations)</p> <p>Carried out the demonstration so that all observers could clearly see and hear</p> <p>Managed time well</p>	<p>Watch and listen to see</p> <p>That participant uses correct IMCI terminology and good counseling skills when teaching the caretaker how to give the child an oral drug (Uses the basic teaching steps Ask/Listen, Praise, Advise, Check Understanding)</p> <p>Mentions any severe classifications that require referral and reminds other participants about the exceptions</p> <p>Mentions when to return immediately</p>

B Conduct Feedback Session

The designated participant conducts the feedback session, which should take no longer than 45 minutes to complete. S/he follows the same process previously outlined.

When demonstrations are complete, the facilitator reconvenes all participants in the plenary session. S/he allows time for clarification about the week's work. S/he asks

- What questions or comments do you have about the work that we have been doing this week?
- How will you be able to apply what you have learned to the IMCI Complementary Course?

S/he listens carefully to the participants' questions or comments, and answers them as necessary.

Before moving to the next step in the Training, s/he thanks the participants for their hard work, and s/he summarizes some of the progress that s/he has seen during the week.

C Discuss the Role of Feedback in the IMCI Complementary Course

The facilitator opens the discussion on the role of feedback in the IMCI Complementary Course by asking the participants to reflect on the importance that feedback has played in the Facilitator Training

S/he asks

- How has the feedback system that we have been using during the Facilitator Training helped you to improve your skills? *(Possible responses It was immediate it was constructive it was based on actual observation, it was specific, it was given with the idea of helping and not criticizing)*

S/he asks participants to turn to page 23 of their Participant's Manual *Good Feedback Is*

S/he uses that page to make the following points

- Good feedback is specific "When you did [this action], this is what happened
- It is immediate For maximum effect, it should always be given as soon after the fact as possible
- It starts with emphasizing what the learners did well, and building on that
- Is only given if the observer actually saw or heard what happened Feedback should not be based on what someone else said they heard

The facilitator asks

- Why are these points important?
- How can you apply this feedback system to the IMCI Complementary Course? *(Desired response The participants should say that the system is directly applicable that it can be used in the IMCI Complementary Course just as it was used in the Facilitator Training)*

The facilitator helps participants identify opportunities for feedback during the IMCI Complementary Course S/he asks

- When can you use this system? *(Desired response Immediately following Clinical Practice Sessions during Clinical Practice Sessions, during classroom sessions For instance following demonstrations or role plays, the facilitator can use the feedback system to help participants improve their technical skills)*
- What are some of the challenges that this system poses for you during the IMCI Complementary Course? *(Possible responses It takes time, and time is already short)*

- Why would it be important to attempt to use the system even though time is short? *(Desired response Because it is an effective method of helping the facilitator identify problems. If a participant misunderstands what is being trained and the facilitator does not know that, then the participant will continue to build on erroneous foundations)*
- How can you overcome using too much time? *(Desired response Choose only one or two things on which to focus)*

The facilitator allows time for participants to voice concerns and ask questions

S/he asks

What questions or concerns do you have about this, or any other part of the Facilitator Training

S/he answers questions as necessary, and then transitions into the next exercise

IV EVALUATE THE FACILITATOR TRAINING

A Complete Post-Training Self-Assessment

The facilitator explains that the workshop evaluation will consist of two parts S/he states

The first evaluation that you will do is to complete a Post-Training Self-Assessment of your skills in facilitating participatory education techniques

S/he reminds participants

- At the beginning of the workshop, you completed a Pre-Training Self-Assessment
- Now you will complete the same assessment
- When you are finished, you will receive the pre-assessment
- Please compare the two to see the progress that you have made on your facilitation of participatory techniques

The facilitator distributes Handout #2 Post-Training Self-Assessment in Participatory Education Techniques

S/he allows ten minutes for participants to complete the assessment

When all participants are finished s/he distributes each participant's Pre-Training Self-Assessment to them S/he instructs

Take a few minutes to compare the results of your first assessment with the second one
If you wish, please comment on any changes that you see in the two assessments

S/he listens to participants' response, and asks them to comment on why the change occurred S/he thanks them for their comments, and then transitions to the evaluation of the workshop

B Evaluate Goals of Facilitator Training

The facilitator distributes Handout #3 Facilitator Training Evaluation S/he instructs

- Please take a few minutes to complete this evaluation of the Facilitator Training
- This feedback goes to the workshop organizers so that they can make necessary improvements in the next Facilitator Training

Handout #3 Workshop Evaluation
FACILITATOR TRAINING EVALUATION
1 How well have we completed the goals of the Facilitator Training? Why/why not?
2 What are two or three things that you have learned that will help you most as a facilitator in an IMCI Complementary Course?
3 What suggestions do you have for future Facilitator Trainings?

S/he allows as much time as necessary for each participant to write his or her assessment of the workshop

When complete, s/he thanks the participants for their hard work, and for their constructive feedback, and transitions to the workshop closing

C Workshop Closing

The facilitator assists the sponsoring agency, the participants and any visiting officials as they salute the work done by participants over the course of the workshop

Certificates of completion are personally distributed to each participant, and the workshop is brought to a close in a manner appropriate to the circumstances

Integrated Management of Childhood Illness (IMCI)

Complementary Course Facilitator Training

HANDOUTS

Prepared by World Education, Inc
For the BASICS Partnership

To accompany the
IMCI Complementary Course Facilitator Training Manual
September 1998

USAID Purchase Order #CR-96-03

PRE-TRAINING SELF-ASSESSMENT ON PARTICIPATORY EDUCATION TECHNIQUES

Name _____

This *Pre-Training Self-Assessment* serves two purposes. The first purpose is so that Facilitator Training organizers can have an idea of the areas in which you would like more assistance. The second purpose is to help you see the progress you make on your participatory education skills during the Facilitator Training. You will complete the same form at the end of the Training, and will compare the pre-assessment with the post-assessment to measure your own improvement.

Please complete the form. For each technique decide how you would rank yourself (from 1 - 4 on the scale in the top boxes). Tick (✓) the box which best suits your current skill level in each technique. When complete, please return to the facilitator.

Participatory Education Techniques	1 I have never heard of this technique before	2 I have heard of this and would know it if it were explained to me	3 I know how to do this technique	4 I can teach this technique to others
Brainstorm				
Case Studies and Critical Incidents				
Co-Facilitation				
Demonstrations				
Drills				
Evaluation Cards				
Fishbowl				
Icebreakers & Energizers				
Individual Interviews				
Peer Teaching				
Role Plays				
Small Group Discussions				
Videos				

POST-TRAINING SELF-ASSESSMENT ON PARTICIPATORY EDUCATION TECHNIQUES

Name _____

Please complete the form. For each technique decide how you would rank yourself (from 1 - 4 on the scale in the top boxes). Tick (✓) the box which best suits your current skill level in each technique. When complete, the facilitator will give you your Pre-Training Self-Assessment to compare with this one.

Participatory Education Techniques	1 I have never heard of this technique before	2 I have heard of this and would know it if it were explained to me	3 I know how to do this technique	4 I can teach this technique to others
Brainstorm				
Case Studies and Critical Incidents				
Co-Facilitation				
Demonstrations				
Drills				
Evaluation Cards				
Fishbowl				
Icebreakers & Energizers				
Individual Interviews				
Peer Teaching				
Role Plays				
Small Group Discussions				
Videos				

**FACILITATOR TRAINING
EVALUATION**

1 How well have we completed the goals of the Facilitator Training?
Why/why not?

2 What are two or three things that you have learned that will help you most as a
facilitator in an IMCI Complementary Course?

3 What suggestions do you have for future Facilitator Trainings?

Integrated Management of Childhood Illness (IMCI)

Complementary Course Facilitator Training

TRANSPARENCIES

Prepared by World Education, Inc
For the BASICS Partnership

To accompany the
IMCI Complementary Course Facilitator Training Manual
September 1998

USAID Purchase Order #CR-96-03

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FACILITATOR TRAINING GOALS

By the end of the Facilitators' Training, participants will have

- identified the learning needs of the participants in the IMCI Complementary Course,
- reviewed and practiced critical segments of the IMCI Complementary by using the materials designed for the course,
- learned and/or refined their use of the participatory training methods used in the IMCI Complementary Course;
- learned and practiced the feedback system used in the IMCI Complementary Course,
- evaluated their own abilities in using those methods to train IMCI content.

Transparency #1 Goals

INTERVIEWS

- ▶ What is your name?
- ▶ What is your occupation?
- ▶ Where do you work?
- ▶ How long have you been involved in managing childhood illness?
- ▶ What else about you would you like us to know about you?
- ▶ What expectations do you have of the Facilitators' Training for the IMCI Complementary Course?

Why a “Complementary Course?”

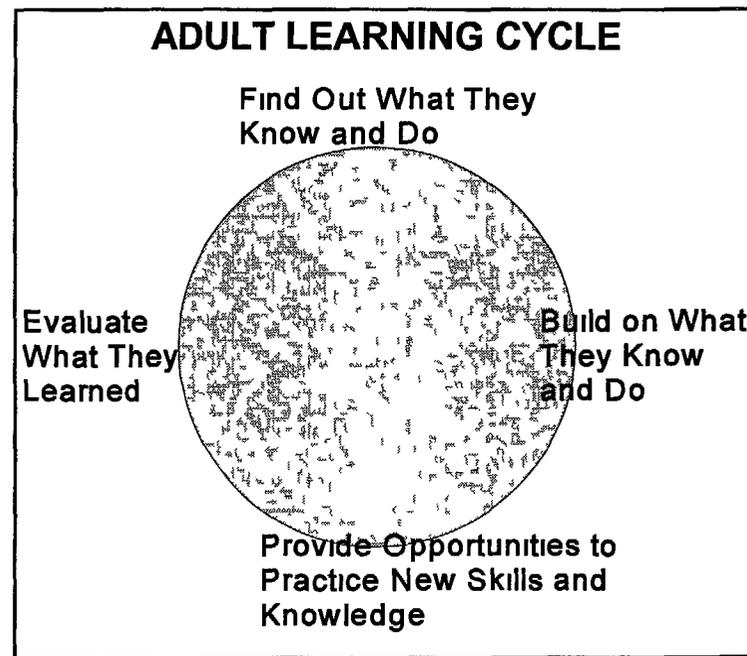
- It “complements” the IMCI Course by helping meet the needs of health workers who could benefit from IMCI, but who would have difficulties with the reading required in the IMCI Course

Who are Complementary Course Participants?

- Health workers who.
 - ▶ Manage sick children as a regular part of their daily work
 - ▶ Have had up to nine years of formal education
 - ▶ Have had few in-service training opportunities
 - ▶ Have limited access to reading materials

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How does the Complementary Course help meet their needs?



Transparency #5 Complementary Course Overview