**Facilitator Training Tips**

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*Maternal, Infant and Young Child*

*Community Nutrition Training*

*February 2014*

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**Acknowledgments**

The Maternal, Infant and Young Child Community Training package has been developed under a strategic partnership between the Strengthening Partnerships, Results and Innovations in Nutrition Globally Project (SPRING), managed by the JSI Research & Training Institute, Inc. and Digital Green, with generous financial support from the U.S. Agency for International Development (USAID). This training package was designed and is being tested through a SPRING/Digital Green Feasibility Study in Keonjhar District of Orissa, India, for community health workers and community video production and dissemination teams. The package has been adapted from a number of existing nutrition training materials and communication tools. SPRING would like to specifically acknowledge the adaptation and use of content and materials with permission from other projects and organizations including: the United Nations Children’s Fund (UNICEF) Community Infant and Young Child Feeding Counselling Package; the SPRING Bangladesh Essential Nutrition Actions Training package; the Solidarity and Action Against the HIV Infection in India (SATHII); the Vistaar Project, managed by IntraHealth; Tippytap.org; and Nobo Jibon.

SPRING would also like to thank the various project partners, including Digital Green, VARRAT, Save the Children India, and International Food Policy Research Institute (IFPRI), for their support throughout the project design phase, formative research and materials development. The Coalition for Sustainable Nutrition Security in India has also provided encouragement and direction. A special thanks to the SPRING graphic artists, for their work in creating numerous illustrations for the training package.

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Table of Contents

[1: Seven steps in planning a training/learning event 1](#_Toc346880681)

[2: Roles and responsibilities before, during and after training 2](#_Toc346880682)

[3: Checklist for training preparation and list of materials 4](#_Toc346880683)

[4: Principles of adult learning 5](#_Toc346880685)

[5: Training methodologies: advantages, limitations, and tips for improvement 7](#_Toc346880686)

[6: Suggested training exercises, review energisers (group and team building) 12](#_Toc346880687)

[7: Daily Evaluation ‘Faces’ 14](#_Toc346880688)

# 1: Seven steps in planning a training/learning event

**Who:** The learners (think about their skills, needs and resources) and the Facilitator(s)/trainer(s)

**Why:** Overall purpose of the training and why it is needed

**When:** The time frame should include a precise estimate of the number of learning hours and breaks, starting and finishing times each day and practicum sessions

**Where:** The location with details of available resources, equipment, how the venue will be arranged and practicum sites

**What:** The skills, knowledge and attitudes that learners are expected to learn—the content of the learning event (keep in mind the length of the training when deciding on the amount of content)

**What for:** The achievement-based objectives—what participants will be able to do after completing the training

**How:** The learning tasks or activities that will enable participants to accomplish the “what for”.

**Note:**

* In order to facilitate the hands-on practical nature of the field site visits, ideally, no more than five-seven Participants should accompany each Facilitator in any one field practical session.
* Provide sufficient time for transport to and from field sites.
* Programme time for debriefing and discussion of site visits.
* Be aware of the schedules of the sites you are visiting.

# 2: Roles and responsibilities before, during and after training

|  |  |  |  |
| --- | --- | --- | --- |
| Personnel | Before training | During training | After training |
| Management[[1]](#footnote-1) | * Identify the results wanted
* Assess needs and priorities (know the problem)
* Develop strategy to achieve the results including refresher trainings and follow-up
* Collaborate with other organizations and partners
* Establish and institutionalize an on-going system of supportive supervision or mentoring
* Commit resources
* Take care of administration and logistics
 | * Support the activity
* Keep in touch
* Receive feedback
* Continuously monitor and improve quality
* Motivate
* Management presence demonstrates involvement (invest own time, effort)
 | * Mentor learner
* Reinforce behaviours
* Plan practice activities
* Expect improvement
* Encourage networking among learners
* Be realistic
* Utilize resources
* Provide supportive on-going supervision and mentoring
* Motivate
* Continuously monitor and improve quality
 |
| Facilitator | * Know audience (profile and number of learners)
* Design course content (limit content to ONLY what is ESSENTIAL to perform)
* Design course content to apply to work of learners
* Develop pre- and post-assessments, guides, and checklists
* Select practice activities, blend learning approaches and materials
* Prepare training agenda
 | * Know profile of learners
* Specify the jobs and tasks to be learned
* Foster trust and respect
* Use many examples
* Use adult learning
* Create practice sessions identical to work situations
* Monitor daily progress
* Use problem-centred training
* Work in a team with other facilitators
* Adapt to needs
 | * Provide follow up refresher or problem-solving sessions
 |
| Learner | * Know purpose of training and roles and responsibilities after training (clear job expectations)
* Expect that training will help performance
* Have community volunteers “self-select”
* Bring relevant materials to share
 | * Create an action plan
* Provide examples to help make the training relevant to your situation (or bring examples to the training to help develop real solutions and include findings from formative research conducted in your area to identify relevant examples)
 | * Know what to expect and how to maintain improved skills
* Be realistic
* Practise to convert new skills into habits
* Accountable for using skills
 |
| Managementand facilitator | * Establish selection criteria
* Establish evaluation criteria
* Establish criteria for adequate workspace, supplies, equipment, job aids
* Specify the jobs and tasks to be learned
 | * Provide feedback
 | * Provide feedback
* Monitor performance
 |
| Managementand learner | * Conduct situational analysis of training needs
 | * Provide feedback
 | * Provide feedback
* Monitor performance
 |
| Managementand facilitator and learner | * Conduct needs assessment
* Establish goals
* Establish objectives
* Identify days, times, location (WHEN, WHERE)
* Establish and commit to system of on-going supervision or mentoring
 | * Provide feedback
 | * Provide feedback
* Monitor performance
* Commit to system of on-going supervision or mentoring
 |
| Facilitator and learner | * Needs assessment feedback
 | * Provide feedback
 | * Provide feedback
* Evaluate
 |

#

# 3: Checklist for training preparation and list of materials

Venue Requirements and Training Room Set-up:

* Facilitators and Participants seated in circle on mats, on floor (without tables)
* Comfortable space for 30 people, with ventilation and natural light
* Local mats to cover the floor
* One table in front of room for training aids
* Wall space for hanging flipchart material
* 4 easels or flip chart stands
* Generator/ Power backup if possible
* Drinking Water for Facilitators and Participants
* Washroom facilities

Arrangements:

* Lunch for participants and trainers for each day
* Tea/ Biscuits twice a day (approx.. 11:00AM and 3:00PM)

Travel and/or accommodations (as needed)

List of Materials:

* Facilitator’s Guide: 1 per Facilitator
* Training Aids: 4 complete sets per training
* Participant Materials: 1 per Facilitator and Participant
* Set of Handouts: 1 per Facilitator and 1 per Participant
* Copy of training agenda: 1 per Facilitator and Participant
* Attendance sheet for each day
* Camera, photographer, videographer as needed
* Name card materials: [e.g., hard paper, punch, safety pins]
* Rubber balls (2)
* Skills Assessment Self-Rating forms
* Coloured index cards of various sizes (or stiff coloured paper)
* Flipchart paper, flipchart stands: 4
* Pico projector with Tippy Tap video, and speakers
* Markers: black, blue, green; a few red
* Masking tape or sticky putty, glue stick, stapler, staples, scissors
* Writing pads/notebooks and pens for participants
* Large envelopes/folders for individual session preparation materials
* Whiteboard / white board marker, if available
* Behaviour change and other case studies: 5 copies
* Dolls (life-sized); or bath towels and rubber bands: 1 for every breakout group
* 3 clear glasses (identical size) for water demonstration
* One pitcher to fill with water for demonstration
* Set of local bowls and utensils/spoons
* Local cups (examples, including one 250 ml)
* Different types of locally available foods (if possible)
* 4 pitchers for water, and bowls (or containers) for demonstrating hand washing
* 4 bars of soap
* Training certificate (if required)

# 4: Principles of adult learning[[2]](#footnote-2)

* 1. **Dialogue:** Adult learning is best achieved through dialogue. Adults have enough life experience to dialogue with facilitator/trainer about any subject and will learn new attitudes or skills best in relation to that life experience. Dialogue needs to be encouraged and used in formal training, informal talks, one-on-one counselling sessions or any situation where adults learn.
	2. **Safety in environment and process**: Make people feel comfortable making mistakes. Adults are more receptive to learning when they are both **physically and psychologically comfortable**.
* Physical surroundings (temperature, ventilation, overcrowding, and light) can affect learning.
* Learning is best when there are no distractions.
1. **Respect**: Appreciate learners’ contributions and life experience. Adults learn best when their experience is acknowledged and new information builds on their past knowledge and experience.
2. **Affirmation**: Learners need to receive praise for even small attempts.
	* People need to be sure they are correctly recalling or using information they have learned.
3. **Sequence and reinforcement**: Start with the easiest ideas or skills and build on them. Introduce the most important ones first. Reinforce key ideas and skills repeatedly. People learn faster when information or skills are presented in a structured way.
4. **Practice**: Practise first in a safe place and then in a real setting.
5. **Ideas, feelings, actions**: Learning takes place through thinking, feeling and doing and is most effective when it occurs across all three.
6. **20/40/80 rule**: Learners remember more when visuals are used to support the verbal presentation and best when they practise the new skill. We remember 20 percent of what we hear, 40 percent of what we hear and see, and 80 percent of what we hear, see and do.
7. **Relevance to previous experience:** People learn faster when new information or skills are related to what they already know or can do.

**Immediate relevance**: Learners should see how to use and apply what they have learned in their job or life immediately

**Future relevance:** People generally learn faster when they realise that what they are learning will be useful in the future.

1. **Teamwork**: Help people learn from each other and solve problems together. This makes learning easier to apply to real life.
2. **Engagement**: Involve learners’ emotions and intellect. Adults prefer to be **active participants** in learning rather than passive recipients of knowledge. People learn faster when they actively process information, solve problems, or practise skills.
3. **Accountability**: Ensure that learners understand and know how to put into practice what they have learned.
4. **Motivation**: Wanting to learn
* People learn faster and more thoroughly when they want to learn. The trainer’s challenge is to create conditions in which people want to learn.
* Learning is natural, as basic a function of human beings as eating or sleeping.
* Some people are more eager to learn than others, just as some are hungrier than others. Even in one individual, there are different levels of motivation.
* All the principles outlined will help the learner become motivated.
1. **Clarity**
* Messages should be clear.
* Words and sentence structures should be familiar. Technical words should be explained and their understanding checked.
* Messages should be VISUAL.
1. **Feedback:** Feedback informs the learner in what areas s/he is strong or weak.

#

# 5: Training methodologies: advantages, limitations, and tips for improvement

| **Training method** | **Advantages** | **Limitations** | **Tips for improvement** |
| --- | --- | --- | --- |
| **Small group discussion** in a group of no more than 7 participants who discuss and summarise a given subject or theme. The group selects a chairperson, a recorder, and/or someone to report to plenary. | * Can be done anytime and anywhere
* Allows two-way communication
* Lets group members learn each other’s views and sometimes makes consensus easier
* Allows group members to take on different roles (e.g., leader, recorder) to practice facilitation techniques
* Involves active participation
* Lets participants ask and learn about unclear aspects
* Often lets people who feel inhibited share
* Can produce a strong sense of sharing or camaraderie
* Challenges participants to think, learn, and solve problems
 | * Strong personalities can dominate the group.
* Some group members can divert the group from its goals.
* Some participants may try to pursue their own agendas.
* Conflicts can arise and be left unresolved.
* Ideas can be limited by participants’ experience and prejudices.
 | * Outline the purpose of the discussion and write questions and tasks clearly to provide focus and structure.
* Establish ground rules (e.g., courtesy, speaking in turn, ensuring everyone agrees with conclusions) at the beginning.
* Allow enough time for all groups to finish the task and give feedback.
* Announce remaining time at regular intervals.
* Ensure that participants share or rotate roles.
* Be aware of possible conflicts and anticipate their effect on the group’s contribution in plenary.
* Reach conclusions but avoid repeating points already presented in plenary.
 |
| **Buzz group (2–3 participants)** can allow participants to discuss their immediate reactions to information presented, give definitions, and share examples and experiences | * Gives everyone a chance and time to participate
* Makes it easier to share opinions, experiences, and information
* Often creates a relaxed atmosphere that allows trust to develop and helps participants express opinions freely
* Can raise energy level by getting participants to talk after listening to information
* Does not waste time moving participants
 | * Discussion is limited.
* Opinions and ideas are limited by participants’ experience.
* Participants may be intimidated by more educated participants or find it difficult to challenge views.
 | * Clearly state the topic or question to be discussed along with the objectives.
* Encourage exchange of information and beliefs among different levels of participants.
 |
| **Brainstorming**: A spontaneous process through which group members’ ideas and opinions on a subject are voiced and written for selection, discussion, and agreement. All opinions and ideas are valid. | * Allows many ideas to be expressed quickly
* Encourages open-mindedness (every idea should be acceptable, and judgement should be suspended)
* Gives everyone an opportunity to contribute
* Helps stimulate creativity and imagination
* Can help make connections not previously seen
* Is a good basis for further reflection
* Helps build individual and group confidence by finding solutions within the group
 | * The ideas suggested may be limited by participants’ experiences and prejudices.
* People may feel embarrassed or if they have nothing to contribute.
* Some group members may dominate, and others may withdraw.
 | * State clearly the brainstorming rule that there is no wrong or bad idea.
* Ensure a threat-free, non-judgemental atmosphere so that everyone feels he or she can contribute.
* Ask for a volunteer to record brainstorming ideas.
* Record ideas in the speaker’s own words.
* State that the whole group has ownership of brainstorming ideas.
* Give participants who haven’t spoken a chance to contribute.
 |
| **Plenary or whole group discussion**: The entire group comes together to share ideas | * Allows people to contribute to the whole group
* Enables participants to respond and react to contributions
* Allows facilitators to assess group needs
* Enables people to see what other group members think about an issue
* Allows individuals or groups to summarise contents
 | * Can be time consuming
* Doesn’t give each participant a chance to contribute
* Some individuals may dominate the discussion.
* Consensus can be difficult if decisions are required.
* Some group members may lose interest and become bored.
* Contribution from a limited number of participants can give a false picture of the majority’s understanding of an issue.
 | * Appoint someone to record the main points of the discussion.
* Appoint a timekeeper.
* Pose a few questions for group discussion.
* Use buzz groups to explore a topic in depth.
* Ask for contributions from participants who haven’t shared their views.
 |
| **Role play**: Imitation of a specific life situation that involves giving participants details of the “person” they are asked to play | * Helps start a discussion
* Is lively and participatory, breaking down barriers and encouraging interaction
* Can help participants improve skills, attitudes, and perceptions in real situations
* Is informal and flexible and requires few resources
* Is creative
* Can be used with all kinds of groups, regardless of their education levels
 | * Possibility of misinterpretation
* Reliance on goodwill and trust among group members
* Tendency to oversimplify or complicate situations
 | * Structure the role-play well, keeping it brief and clear in focus.
* Give clear and concise instructions to participants.
* Carefully facilitate to deal with emotions that arise in the follow-up discussion.
* Make participation voluntary.
 |
| **Drama**: Unlike role-play in that the actors are briefed in advance on what to say and do and can rehearse. As a result, the outcome is more predictable. Drama is often used to illustrate a point. | * Commands attention and interest
* Clearly shows actions and relationships and makes them easy to understand
* Is suitable for people who cannot read or write
* Involves the audience by letting them empathise with actors’ feelings and emotions
* Does not require many resources
* Can bring people together almost anywhere
 | * Audience cannot stop the drama in the middle to question what is going on
* Can be drawn out and time consuming
* Tends to simplify or complicate situations
 | * Encourage actors to include the audience in the drama.
* Follow the drama by discussion and analysis to make it an effective learning tool.
* Keep it short, clear, and simple.
 |
| **Case study**: Pairs or small groups are given orally or in writing a specific situation, event, or incident and asked to analyse and solve it. | * Allows rapid evaluation of trainees’ knowledge and skills
* Provides immediate feedback
* Increases analytical and thinking skills
* Is the best realistic alternative to field practice
 | * Sometimes not all trainees participate.
 | * Make the situation, event or incident real and focused on the topic.
* Initiate with simple case studies and gradually add more complex situations.
* Speak or write simply.
 |
| **Demonstration with return demonstration**: A resource person performs a specific operation or job, showing others how to do it. The participants then practise the same task. | * Provides step-by-step process to participants
* Allows immediate practice and feedback
* Checklist can be developed to observe participants’ progress in acquiring the skill
 |  | * Explain different steps of the procedure.
* Resource person demonstrates an inappropriate skill, then an appropriate skill, and discusses the differences.
* Participants practise the appropriate skill and provide feedback to each other.
* Practise.
 |
| **Game**: A person or group performs an activity characterised by structured competition that allows people to practise specific skills or recall knowledge. | * Entertains
* Competition stimulates interest and alertness
* Is a good energizer
* Helps recall of information and skills
 | * Some participants feel that playing games doesn’t have a solid scientific or knowledge base.
* Facilitators should participate in the game.
 | * Be prepared for “on the spot” questions because there is no script.
* Give clear directions and adhere to allotted time.
 |
| **Field visit**: Participants and facilitators visit a health facility or community setting to observe a task or procedure and practice. | * Puts training participants in real-life work situations
* Allows participants to reflect on real-life work situations without work pressures
* Best format to use knowledge and practice skills
 | * Time consuming
* Needs more resources
 | * Before the visit, coordinate with site, give clear directions before arrival, divide participants into small groups accompanied by the facilitator
* Provide reliable transportation
* Meet with those responsible on arrival
* Provide opportunity to share experiences and give and receive feedback
 |
| **VIPP** (Visualization in participatory programming): Coloured cards varying in shape and size allow participants to quickly classify problems to find solutions.  | * Allows visualisation of problems, ideas and concerns in a simple way
* Allows everyone to participate
* Gives participants who tend to dominate a discussion equal time with quieter participants
 | * Used more by members of the same organization to evaluate progress and revise objectives and strategies
* Time consuming
* Needs more resources
 | * Apply modified version of VIPP if problems arise in training that can be dealt with quickly.
 |
| **Action plan preparation**: Allows participants to synthesise knowledge, skills, attitudes, and beliefs into a doable plan; bridges classroom activities with practical application at work site | * Team building for participants from the same site, district, or region
* Two-way commitment between trainers and institutions
* Basis for follow up, action and supervision
 | * Time consuming
* Requires work on action plan after hours to support action plan development
 |  |
| **Talk or presentation**: Involves imparting information through the spoken word, sometimes supplemented with audio or visual aids | * Is time-efficient for addressing a subject and imparting a large amount of information quickly
* Facilitates structuring the presentation of ideas and information
* Allows the facilitator to control the classroom by directing timing of questions
* Is ideal for factual topics (e.g., steps on conducting HIV testing)
* Stimulates ideas for informed group discussion
 | * Lack of active participation
* Facilitation and curriculum centred, essentially one-way learning
* No way to use experience of group members
* Can be limited by facilitators’ perception or experience
* Can sometimes cause frustration, discontent, and alienation within the group, especially when participants cannot express their own experience
 | **Build interest*** + Use a **lead-off story or interesting visual** that captures audience’s attention.
	+ Present an **initial case problem** around which the lecture will be structured.
	+ Ask participants **test questions** even if they have little prior knowledge to motivate them to listen to the lecture for the answer.

**Maximise understanding and retention*** Reduce the major points in the lecture to **headlines** that act as verbal subheadings or memory aids and arrange in logical order.
* Give **examples and analogies**, using real-life illustrations of the ideas in the lecture and, if possible, comparing the material and the participants’ knowledge and experience.
* Use **visual backup** (flipcharts, transparencies, brief handouts, and demonstrations) to enable participants to see as well as hear what you are saying.
* Set a **time limit.**

**Involve participants during the lecture*** Interrupt the lecture periodically to challenge participants to give examples of the concepts presented or answer **spot quiz** questions.

**Illustrate activities** throughout the presentation to focus on the points you are making.**Reinforce the lecture*** **Allow time for feedback**, comments, and questions
* **Apply the problem** by posing a problem or question for participants to solve based on the information in the lecture.
* Ask participants to review the contents of the lecture together or give them a self-scoring test.
* **Avoid distracting gestures or mannerisms** such as playing with the chalk, ruler, or watch or adjusting clothing.
 |

# 6: Suggested training exercises, review energisers (group and team building)

Training exercises

Forming small groups

1. Depending on the number of Participants (for example, 20), and the number of groups to be formed (for example, 5) ask Participants to count off numbers from 1 to 4. Begin to count in a clockwise direction. On another occasion begin to count counter-clockwise.
2. Depending on the number of Participants (for example, 16), and the number of groups to be formed (for example, 4), collect 16 bottle caps of 4 different colours: 4 red, 4 green, 4 orange, and 4 black. Ask Participants to select a bottle cap. Once selected, ask Participants to form groups according to the colour selected.

3. Sinking ship: ask Participants to walk around as if they were on a ship. Announce that the ship is sinking and life boats are being lowered. The life boats will only hold a certain number of Participants. Call out the number of persons the life boats will hold and ask Participants to group themselves in the number called-out. Repeat several times and finish with the number of Participants you wish each group to contain (for example, to divide 15 Participants into groups of 3, the last "life boat" called will be the number 5).

The following are descriptions of several **review energizers** that Facilitators can select from at the end of each session to reinforce knowledge and skills acquired.

* + - 1. Participants and Facilitators form a circle. One Facilitator has a ball that he or she throws to one Participant. The Facilitator asks a question of the Participant who catches the ball. The Participant responds. When the Participant has answered correctly to the satisfaction of the group, that Participant throws the ball to another Participant asking him/her a question in turn. The Participant who throws the ball asks the question. The Participant who catches the ball answers the question.
			2. Form 2 rows facing each other. Each row represents a team. A Participant from one team/row asks a question to the Participant opposite her/him in the facing team/row. That Participant can seek the help of her/his team in responding to the question. When the question is answered correctly, the responding team earns a point and then asks a question of the other team. If the question is not answered correctly, the team that asked the question responds and earns the point. Questions and answers are proposed back and forth from team to team.
			3. Form 2 teams. Each person receives a CC or a visual image. These visual aids are answers to questions that will be asked by a Facilitator. When a question is asked, the Participant who believes s/he has the correct answer will show her counselling card or visual image. If correct, s/he scores a point for her/his team. The team with the most correct answers wins the game.
			4. From a basket, a Participant selects a CC or visual image and is asked to share the practices/messages; feedback is given by other Participants. The process is repeated for other Participants.
			5. Form 2 circles. On a mat in the middle of the circle a set of CC is placed “face down”. A Participant is asked to choose a counselling card and tell the other Participants in what situations an IYCF counsellor can share the practices/messages the counselling card represents. One Facilitator is present in each circle to assist in responding.

Daily Evaluations

The following examples are descriptions of several evaluations that Facilitators can select at the end of each day (or session) to assess the knowledge and skills acquired and/or to obtain feedback from Participants.

1. Form buzz groups of 3 and ask Participants to answer one, two, or all of the following questions in a group\*:
2. What did you learn today that will be useful in your work?
3. What was something that you liked?
4. Give a suggestion for improving today’s sessions.

 *\* Ask a Participant from each buzz group to respond to the whole group*

1. ‘Faces’ measuring Participants’ moods. Images of the following faces (smiling, neutral, frowning) are placed on a bench or the floor and Participants (at the end of each day [or session]) are asked to place a stone or bottle cap on the “face” that best represents their level of satisfaction (satisfied, mildly satisfied and unsatisfied).

# 7: Daily Evaluation ‘Faces’







1. Management includes stakeholders, ministries, organizations, and supervisors/mentors [↑](#footnote-ref-1)
2. Adapted from J. Vella.1994. *Learning to Listen, Learning to Teach*. [↑](#footnote-ref-2)