

Community Worker's Training Guide

Essential Nutrition Actions (ENA)
Essential Hygiene Actions (EHA)
Homestead Food Production (HFP)

May 2014





SPRING

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ABOUT SPRING

The Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project is a five-year USAID-funded Cooperative Agreement to strengthen global and country efforts to scale up high-impact nutrition practices and policies and improve maternal and child nutrition outcomes. The project is managed by JSI Research & Training Institute, Inc., with partners Helen Keller International, The Manoff Group, Save the Children, and the International Food Policy Research Institute.

DISCLAIMER

This session guide is made possible by the generous support of the American people through the U.S. Agency for International Development (USAID) under the terms of the Cooperative Agreement AID-OAA-A-11-00031, (SPRING) managed by JSI Research & Training Institute, Inc. (JSI). The contents are the responsibility of JSI, and do not necessarily reflect the views of USAID or the United States Government.

RECOMMENDED CITATION

SPRING/Bangladesh, 2014. *Community Worker's Training Guide on Essential Nutrition Actions, Essential Hygiene Actions, and Homestead Food Production*. Arlington, VA: The Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project.

ACKNOWLEDGMENTS

Staff from many agencies and projects provided expertise and contributions to produce these materials. These contributors include the Essential Health Services in Ethiopia – John Snow, Inc. (ESHE-JSI) project, which shared its experience and training guide and handbook on the community approach; John Snow, Inc.; Helen Keller International (HKI); and the CORE Group, which provided its training guide and handbook on the essential nutrition actions (ENA). National training partners in a number of countries have been central to the development of the ENA framework and related training and behavior change communication materials, including the USAID-funded WASHplus and Nobo Jibon projects. Additional technical support was provided by SPRING partners HKI and Save through their other work in Bangladesh.

SPRING would like to recognize the following members of the SPRING/Bangladesh team: Dr. Agnès Guyon, Elizabeth I. Williams, and Tonima Sharmin as the lead authors of this guide. The following individuals on SPRING provided technical review and/or support to the finalization of the document: Mohammad Ali Reja, Mst. Suraiya Khatun, Dr. Yasir Arafat, Shormin Sultana, S.M. Zafrullah Shamsul, Dr. Md. Shahidul Islam, Md. Mutasim Billah, Md. Zillur Rahman, Soniya Rahman, Shirin Akhter, Md. Abu Hossain, Kristina Granger, Anuradha Narayan, Ryan Macabasco, Bridget Rogers, and Aaron Hawkins. SPRING would like to thank the many field staff members of SPRING/Bangladesh who contributed their time, experience, materials, and other resources for this review and who helped create what we hope is an informative and useful curriculum for field workers in Bangladesh. Finally, SPRING would like to thank the Government of Bangladesh, particularly the National Nutrition Services and the Institute for Public Health Nutrition, for their time and assistance in reviewing and providing feedback on this curriculum.



PREFACE

The Essential Nutrition Actions (ENA) framework delivers a set of evidence-based interventions to improve nutritional status during the critical 1,000 days between conception and two years of age. This framework targets pregnant and lactating women and their young children. The model defines the right action to be taken by the right person at the right time in the life cycle. This document includes a set of reference tools to be used at the community level to promote and support improved nutrition practices.

The ENA framework promotes a “nutrition through the life cycle” approach, addressing women’s nutrition during pregnancy and lactation, optimal breastfeeding and complementary feeding practices, nutritional care of sick and malnourished children, and control of anemia, vitamin A, and iodine deficiency.

The Essential Hygiene Actions (EHA) framework delivers a complementary set of evidence-based practices around food hygiene, hand washing, and access to a simple water source (tippy taps) around cooking areas.

Implementing ENA/EHA through the agricultural sector represents two different opportunities for individuals to advocate with families—particularly mothers and fathers with children under two years—for specific, relevant nutrition and hygiene actions:

- Farmers as individuals or in groups through agricultural extension agents, farmer networks, Farmer Nutrition Schools
- Other agriculture platforms such as input provision, veterinarians and financial services and markets.



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INTRODUCTION

This guide was developed to train community workers on how to promote recommended health, nutrition, hygiene, and homestead food production practices when meeting with their community members. This training is intended to improve the capacity of community workers in the areas of facilitation and negotiation, to help them introduce nutrition themes and encourage families to adopt improved practices in health, nutrition, and homestead food production for pregnant and lactating women and families with children under the age of two. The community workers will then have the skills to select, during each encounter with their communities, the themes that they will share and promote for improved nutrition and health.

TRAINING METHODOLOGY

The training guide promotes small, doable actions, based on the widely acknowledged theory that adults learn best by practice and reflection on their experience. Attempts have been made to conceptualize the training to make it relevant to the needs of participants and their communities.

This participatory approach uses the experiential learning cycle method and allows participants the hands-on performance of skills as a means of acquiring them. The course employs a variety of training methods: demonstrations, practice, discussions, case studies, group discussions, and role-plays. Participants will learn to act as resource persons for breastfeeding mothers, pregnant women, and mothers/caregivers of young children.

Respect for individual trainees is central to the training, and sharing of experiences is encouraged throughout.

Objectives

By the end of this training, participants (community workers) will be able to:

- Explain counseling and negotiation techniques and the materials that they will use to encourage adoption of improved practices.
- Identify and describe recommended health, nutrition, hygiene, and homestead food production practices to be adopted by community members.
- Describe how to provide support to and follow up with community members on these practices.



Participants

This training is intended for all types of community workers already working at the community level. They can be affiliated with the government or with nongovernmental organizations (NGOs), and may work in health, family planning, nutrition, horticulture, aquaculture, homestead food production, livestock, or large cash crops.

Participants can include:

- Agriculture Extension Workers
- Facilitators of Farmer Nutrition Schools
- Facilitators working on gender, governance, or micro-credit
- Facilitators working with Feed the Future Projects
- Staff from NGOs working with resource-poor homesteads

Training Location

Wherever a training is planned, a site should be selected close to the training facility for the practicum. This site should be readily available to participants to practice negotiation with mothers/caregivers on do-able infant and young child feeding practices. Prepare the practicum site by coordinating with the clinic and/or community. Alert them to the arrival of training participants, and arrange space for practicing negotiation skills with actual mothers/caregivers. It is optimal to have one practicum facilitator for every six to eight participants.

Materials Needed for the Training

Stationery

- | | |
|--|---------------------------------|
| • Flip chart stands | 1 or 2 |
| • Flip chart papers | 200 sheets |
| • Markers | 2 boxes black + 2 boxes colored |
| • Masking tape | 3 rolls |
| • Participant registration form | 1 per day |
| • Name badges | 1 per participant |
| • Notebooks | 1 per participant |
| • Pens | 1 per participant |
| • Copies of the <i>Community Worker's Handbook</i> | 1 per participant |

Teaching aids

- | | |
|---------------------|--------------------------------------|
| • Dolls | 3 |
| • Breast models | 3 |
| • Foods for display | A variety of locally available foods |
| • Plate (empty) | 6 |
| • 250 ml bowl | 1 |



TRAINING SCHEDULE

Day 1	Time	Work
Session 1	1 hour	Welcome Introductions Welcome speech Objectives and expectations of the training Ground rules
Session 2	30 min	Identifying the linkages between nutrition, hygiene, and homestead food production
Session 3	1 hour	Principles of adult learning and facilitation skills
Session 4	2 hours 30 min	Key practices to promote and support ENA and EHA
	1 hour	LUNCH
Session 5	45 min	Gender roles
Session 6	1 hour 30 min	Importance of using visual aids during counseling

Day 2	Time	Work
Session 7	45 min	Recap of Day 1
Session 8	1 hour 15 min	Methods of incorporating ENA, EHA, HFP messages into ongoing activity
Session 9	1 hour 40 min	Effective communication skills: How to effectively counsel and negotiate
	1 hour	LUNCH
Session 10	1 hour 15 min	Planning for next three months
Session 11	15 min	Training evaluation and closing



LESSON PLANS

Session 1: Welcome, Introductions, Training Objectives and Expectations, Ground Rules

Learning Objectives:

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

- Get to know each other and get to know the facilitators.
- Link their expectations to the objectives of the training course.

Materials:

Flip chart #1, marker, masking tape

Total Time: 1 hour

Process:

Step 1: 10 minutes

- Welcome the participants and discuss their responsibilities during this training.

Step 2: 30 minutes

Use this or another introduction game or exercise:

- Have participants pair off with someone they do not know very well and solicit the following information from each other: name, where they come from, their favorite food, and what they expect from this training. Each facilitator will also pair with a participant. Then have participants introduce their partners in the plenary discussion, relating the above information. The facilitators and their partners can begin first
- Have one of the facilitators write the expectations mentioned by the participants on a flip chart. Hang this list of expectations in a visible place.

Step 3: 10 minutes

- Show the training objectives on flip chart #1 and lead a short discussion by linking the expectations mentioned by the participants to the objectives of the training.

Step 4: 10 minutes

- Brainstorm with the participants on the ground rules for the workshop. Rules should include punctuality, active participation, respect, flexibility, and so forth. Write these ground rules on a flip chart and hang the list of rules in a visible place.



Flip Chart #1

Objectives Of The Training

By the end of this training, participants will be able to:

- Demonstrate appropriate attitude and skills while introducing new themes to community members.
- Know the key ENA/EHA practices.
- Demonstrate how to integrate key practices into existing training and how to mentor community members.



Session 2: Identifying the Linkages between Nutrition, Hygiene, and Homestead Food Production

Learning Objective:

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

- Identify the linkage among health, nutrition and homestead food production themes into current activities.

Materials:

Flip chart #2, paper, markers

Total Time: 30 minutes

Process:

Step 1: 5 minutes

- Explain the objectives of the session to participants.

Step 2: 25 minutes

Plenary Discussion

- Ask participants what their responsibilities are to their communities. Write their answers on a flip chart.
- When they raise health, nutrition, hygiene, and/or agriculture education and community mobilization ask them how and with whom they work.
- Ask participants which is more effective to improve the health of the people: nutrition and/or agriculture education or house-to-house visits? Is it one activity alone?
- If participants say nutrition is effective, ask them if it is possible for them to have good nutrition with no food? Is it possible without proper hygiene?
- Similarly, challenge their answers if they answered only agriculture or only hygiene.
- Discuss how participants can improve essential practices with their community members?
- Ask participants to discuss the existing contact points in the community that could be used to pass messages or to support key practices. Present flip chart #2 and summarize.
- Present Flip Chart #2 and summarize.



Flip Chart #2

Principles For Including Nutrition, Hygiene, And Homestead Food Production In Community Work

Goals:

- Mobilize mothers/caregivers and communities to undertake key health, nutrition, and hygiene actions.
- Mentor mothers/caregivers and communities to have a home garden.
- Strengthen the link between communities and agriculture/health services.

Implementers:

- Community workers (government or NGO affiliated)
- Health, family planning or nutrition workers
- Agriculture Extension Workers
- Community leaders
- NGO workers

Implementation process:

- Focus on a few key messages—simple, doable actions.
- Begin work in their own homes first, becoming role model .
- Promote key health, nutrition, and hygiene messages during everyday activities.
- Initiate an HFP plot on their own land.



Session 3: ***Principles of Adult Learning and Facilitation Skills***

Learning Objectives:

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

- Understand what helps or hinders learning; understand the idea and overall methodology of participatory learning.
- Distinguish between traditional training or teaching and facilitation, and be familiar with the attitudes that encourage adult learning.

Materials:

Flip chart #3, flip chart paper, markers

Total Time: 1 hour

Process:

Step 1: 5 minutes

- Introduce the objectives of the session to participants.

Step 2: 5 minutes

Brainstorming

- Ask participants to think about some skills they have learned do without courses from institutions, schools, or colleges. Some things were probably learned as child, some as an adult. Give some examples such as knitting; sewing; building; riding a bike or driving a car; raising children; raising chickens; making, mending, and repairing; caring for everything in the house, garden, and fields; playing music; organizing weddings and parties; other income-generating activities.
- Have participants work in pairs for 5 minutes and ask them write down 5 to 10 things. Ask for volunteers to present their lists.

Step 3: 30 minutes

Group Work and Gallery Walk

- Divide participants into groups of four or five people and ask the following questions:
 - How do you learn as an adult?
 - What helps you to learn?
 - What makes it harder for you to learn?
- Give examples, such as watching someone else maybe helps you learn, or fearing that people will laugh at you makes it harder to learn.



- Ask participants to list their answers to these three questions on a flip chart sheet.
- Ask the groups to put their flip chart sheets on the wall. Ask everyone to look at them and find the similarities and differences in the groups' ideas. Discuss the key factors.

Step 4: 20 minutes

- Review flip chart #3 and make sure that the answers presented there are covered by the group discussion.
- Ask participants what these ideas teach us about our work in the community—what we should and should not do. Let this lead into a discussion.

Flip Chart #3

How Adults Learn Best

- When they have chosen to learn something voluntarily.
- From their peers, in sharing experiences.
- When they are involved and actively participating.
- When the training is relevant to their real lives and jobs.
- When their dignity is respected.

Things to keep in mind while training community members:

- Respect the experience and opinions of participants.
- Explore ideas from participants by asking open-ended questions.
- Encourage participants to suggest solutions on how to improve the current situation.
- Give fair consideration to all ideas suggested by participants.
- Encourage participants to actively participate during discussion.
- Give participants the chance to do most of the talking.
- Let participants respond to the questions or comments of other participants.
- Encourage the shy participants to speak.
- Speak in a slow, clear voice so that all participants can hear.
- Provide clear and simple directions and demonstrate if possible.
- Provide the opportunity to practice skills.



Session 4: Key Practices to Promote and Support Essential Nutrition Actions and Essential Hygiene Actions

Learning Objectives:

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

- List causes of malnutrition.
- Describe the malnutrition cycle.
- Name the consequences of maternal malnutrition.
- Describe the key practices on essential nutrition and hygiene actions in the community/ country.

Materials:

Materials to make tippy taps (bottle, candle, screw), flip chart #4 (causes of malnutrition), flip chart #5 (ENA), flip chart #6 (ENA opportunities), flip chart #7 (EHA)

Total Time: 2 hours 45 minutes

Process:

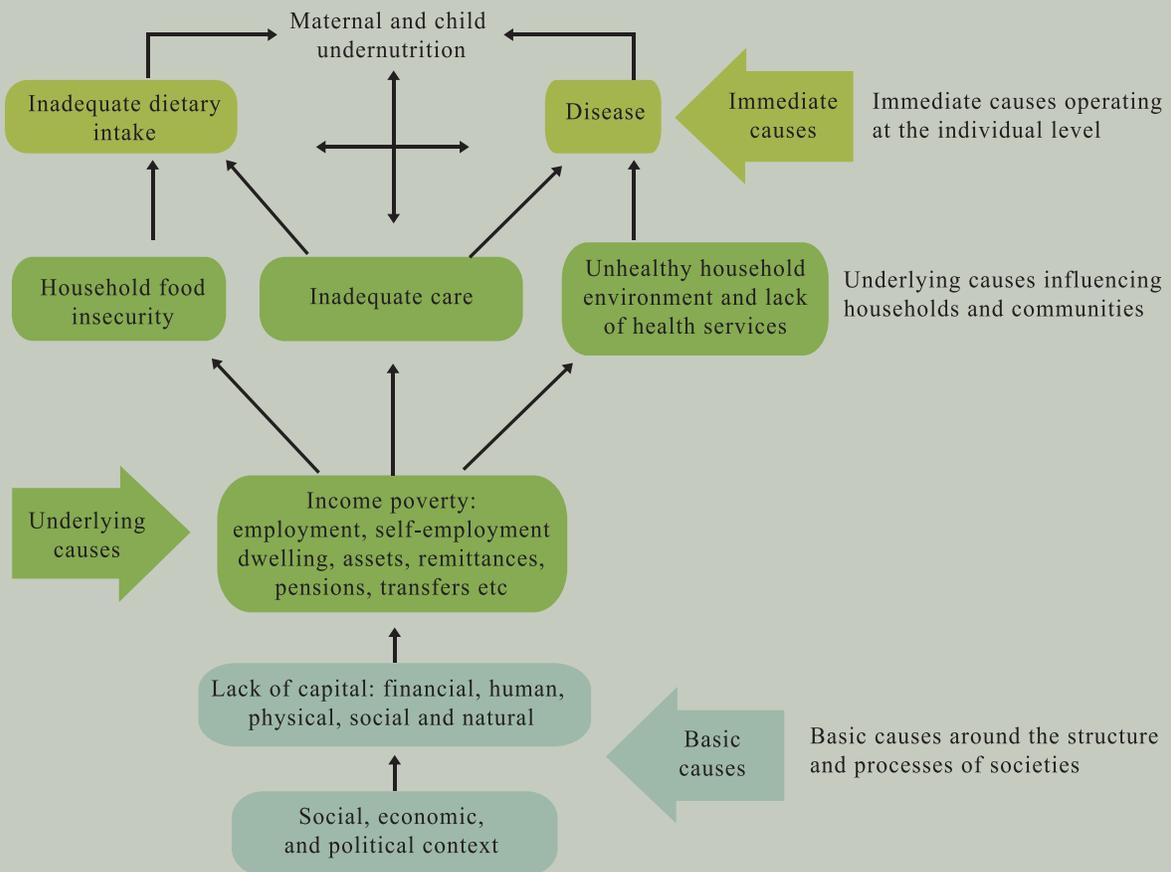
Step 1: 15 minutes

Group Work

- Explain and discuss: What does the term malnutrition mean?
- Malnutrition is a condition caused by not getting enough of the right food to eat or enough quantity of food. The causes of malnutrition are multifaceted and can be divided into immediate, underlying, and basic.
- Divide participants into groups of two or three.
- Ask participants to discuss what they think are the main causes of malnutrition and then select the three most important causes.
- Ask one participant from each group to present the identified cause .
- Cluster the causes using a flip chart sheet according to the three main causes (immediate, underlying, and basic).
- Summarize the causes of malnutrition and show flip chart #4.

Flip Chart #4

Conceptual Framework For Malnutrition



Source: modified by Black et al, Lancet 2008

Step: 2: 15 minutes

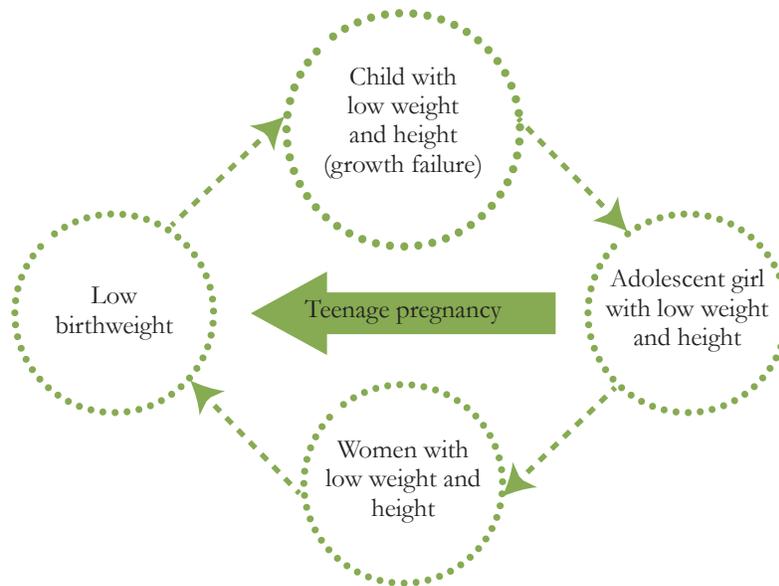
Plenary Discussion

- Ask participants the following question: Why is it important to promote adequate dietary intake for women?
- Write answers on flip chart and discuss.
- Explain the intergenerational malnutrition cycle to participants.

Provide the following information to participants

- When a woman is malnourished, the next generation may also suffer from malnutrition and poor health. Malnourished women are more likely to have been:
 - Babies with low birth weight;
 - Girls who were underweight and stunted;
 - Girls who had their first pregnancy during adolescence; and/o
 - Women who were suffering from malnutrition.

Intergenerational Malnutrition Cycle





Step 3: 1 hour

Group Work

- Divide participants into four groups. Set up four flip charts throughout the room and label them with the following titles: (1) Benefits of breastfeeding for the infant and mother, (2) What is the meaning of complementary feeding and when it should start? (3) Women's nutrition, and (4) Vitamin A deficiency, anemia, iodine/zinc deficiency, and source of food.
- Give each group three minutes at each flip chart to write as many benefits as they can think of (without repeating benefits already listed), then have the groups rotate to the next flip chart and repeat the exercise.
- Have participants present the benefits in the plenary discussion.
- Provide copies of the *Community Worker's Handbook* to all participants and refer to it to identify the benefits of actions.
- Refer to flip chart #5 to summarize all ENA.

Flip Chart #5

Essential Nutrition Actions

- Optimal breastfeeding practices
- Appropriate complementary feeding with continued breastfeeding
- Nutritional care of sick and/or malnourished children
- Women's nutrition
- Control of vitamin A deficiency
- Control of anemia
- Control of iodine deficiency disorder



Step 4: 15 minutes

Plenary Discussion

- Have a plenary discussion on what the existing opportunities are for community workers to meet mothers, fathers, and family members.
- Discuss the information presented on flip chart #6

Flip Chart #6

What Are The Opportunities In The Community To Meet With Community Members?

- Satellite clinics [during Expanded Program on Immunization (EPI) and Family Planning (FP) sessions]
- Home visits
- Community meetings
- Regular meetings with peers
- Farmer Nutrition School (FNS) meetings
- Agriculture meetings
- Meetings organized by local NGOs
- Campaigns
- Schools, Madrasa

Who Should Be Involved In The Meetings?

- Peers
- All household members
- Other community workers
- Union administrators
- Influential people
- Teachers
- Development workers
- Religious leaders



Step 5: 15 minutes

Group Work

Divide the participants into five groups and ask each group to list the essential hygiene actions that will prevent the spread of feces reaching women, children, and families.

Answers

1. Use a sanitary latrine and encourage children to use them as well.
2. Discard children's feces in a proper place.
3. Stop using dirty water.
4. Wash hands with soap before food preparation and eating food.
5. Cover the food.
6. Wash hands after any contact with children's feces.

Step 6: 30 minutes

Plenary Discussion

- In the plenary discussion, ask why washing hands is important for nutrition. Write answers on flip chart and summarize.
- Ask participants to say when we have to wash hands.
- Write the answers on flip chart paper and match the answers with the EHA on flip chart #7.
- Refer to practices 15–18 in the *Community Worker's Handbook*

Flip Chart #7

Essential Hygiene Actions

- Wash your and your child's hands with water and soap before preparing food, before eating food, and before feeding your child.
- Wash your hands with soap after going to the bathroom and after cleaning up your child.



Step 7: 15 minutes

Demonstration

Demonstrate making a tippy tap and ask participants to wash their hands using it.

Tippy tap instructions:

- Collect a clean plastic bottle (preferably a big one), a nail or a small knife, a candle, matches, a rope or string, and if possible, soap and a net bag.
- Heat up the nail/knife with the lit candle and use it to make a small hole in the bottle, as low on the bottle as you can. Ideally, the hole should be about 2 cm (two fingers wide) from the bottom of the bottle.
- Fill up the bottle with water, close the cap tightly, and tie the bottle up to a pole with a rope/string.
- Place the tippy tap near the toilet and the kitchen.
- Hang the soap next to the bottle with the net bag or a string to prevent it from getting lost.
- Open the cap slightly and the water will come out of the hole.
- Wash hands with soap and water.



Session 5: Gender Roles

Learning Objective:

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

- Expose and explore inequalities based on gender and position within the household.
- Discuss the potential impact of such inequalities on nutritional status.
- Propose action to address inequalities.

Materials:

- A big dish filled with raw, uncooked rice
- A range of vegetable or food cards
- Three eggs or stones
- Some dried fish (cut from paper)
- Six smaller empty dishes or plates
- Signs indicating roles (husband, mother-in-law, father-in-law, wife, eldest daughter, younger son, small daughter)

Total time: 45 minutes

Process:

Step 1: 5 minutes

Plenary Discussion

- Ask participants to get into pairs and discuss the different foods eaten by each of their household members yesterday: Did they all eat the same things? Did some members of their household get some foods and others did not?
- After a few minutes stop the conversation and explain that this session looks at questions of decision making in the household, who has authority, and who may be disadvantaged in terms of food distribution.

Step 2: 20 minutes

Role Play

- Ask 6 volunteers to come forward and give each a sign indicating their role (husband, mother-in-law, father-in-law, wife, eldest daughter, younger son, small daughter)
- Ask the family to sit down so that all participants can see them and put an empty plate in front of each family member. Explain that it is dinnertime and the wife has cooked rice, dal, vegetables, and three eggs. Put the food on everyone's plates as instructed below and ask the volunteers to act out their roles. For example, the daughter may complain that



she only got rice and no egg.

- Full plate of food with a bit of everything for the husband
 - Smaller plate with a bit of everything for the father-in-law
 - Plate with rice, vegetables, and fish for the mother-in-law
 - Plate with rice, vegetables, and egg for the son
 - Small plate with rice and vegetables for the daughter
 - Plate with rice for the wife
- Discuss: Have you seen this kind of distribution before? Is it familiar?
 - Is everybody happy with what they got? Who are the winners/losers? Why did some people get more than others? Who got the eggs? Who got the most fish? Why? What is the effect of the distribution of food on different members of the household?
 - What if the woman was pregnant? Would she get more food?
 - Ask all volunteers to stand up—ask participants to rank them in terms of sociocultural and economic status, by moving them onto a line.
 1. Rank participants from the most to the least powerful in terms of access to nutrition. Discuss the position of each in the line. Why are some members of the household more powerful/powerless than others socioculturally? What gives them power?
 2. Who is the most or least powerful in terms of decision making? Discuss the position of each in the line up. Why are some members of the household more powerful/powerless than others structurally? What gives them power?
 3. Who is the most or least powerful in terms of their ability to raise some income from economic activities? Discuss the position for each in the line up. Point out that the wife is ranked more highly than the previous examples (1 and 2) because she contributes to the household income—yet when it comes to food distribution she is ranked the lowest. What does this mean?

Step 3: 20 minutes

Plenary Discussion

1. What is the effect of such inequalities in terms of individual health and well-being? What is the effect of such inequalities in terms of women and children's health and well-being?
2. What can we do about it? What would happen if girls received the same kind of food (diversity) as boys?
3. What can we do so that both boys and girls feel equally valued and grow up to know that they have the right to be valued the same?

Think about your activities and community—how can you apply what we just learned in your work?

Also discuss inequalities regarding hygiene and homestead food production. Ask participants to give examples.



Session 6: ***Importance of Using Visual Aids During Counseling***

Learning Objective:

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

- Effectively use visual aids (images/illustrations) to carry out counseling.

Materials: Story #1, flip chart #8, markers, illustrations, situation card on illustrations (one for every two participants)

Total Time: 1 hour 30 minutes

Process:

Step 1: 30 minutes

Role Play

- Conduct a short role-play (5 minutes) based on story #1. During the role-plays, discuss the importance of washing hands using a picture of a person washing hands. Role-plays should demonstrate the steps of using an image as outlined in flip chart #8 and story #1.

Story #1

Aminul is an Agriculture Extension Worker. Aminul meets Mostafizul Haque and his wife in their compound when doing a house-to-house visit. Aminul discovers that Mostafizul Haque's wife is feeding her young child without having washed her hands or even the baby's hands.

Aminul shows a picture of practice 15 from the Community Workers Handbook and explains how the mother should wash hands before eating and/or feeding the baby by using a picture.

Aminul explains that building a tippy tap next to the kitchen and where the baby is fed is important to protect the family's health.



Flip Chart #8

Using An Image

1. Have the caretakers look at the image.
 - a. What is happening in the picture?
 - b. How do the caretakers feel about what they are doing?
2. Have the caretakers reflect on what they see.
 - a. What is the advantage of adopting the practice in the picture?
3. Have the caretakers put themselves in the situation.
 - a. What would you do in the same situation?
 - b. What difficulties would you expect if you practiced these actions?
 - c. How could you overcome these difficulties?
4. See if the caretakers are willing to act on what they have seen, and discuss.
 - a. Would you try to carry out these actions?
 - b. What exactly would you try to do?
 - c. How can you overcome any barriers to trying the new practice?

- After completing the role-play ask participants to respond to the following question: “Based on the role-play you just saw, how can community workers best communicate with community members, friends, and neighbors?”
- Ask participants what steps the community worker followed while sharing images with the family about washing hands.
- Present flip chart #8, about how to use an image.



Step 2: 1 hour

Practice How To Use Images And How To Negotiate

- Ask the participants to look at the existing *Community Worker's Handbook*. Mention that it will be used as support, or they will use the *Community Worker's Handbook* during community discussion.
- Divide participants into two groups and ask the first group to make a big circle in the middle of the room or outside in the open air. Ask the second group to make another circle inside the circle made by the first group. Now ask the groups to turn and face each other.
- Tell the first/outside group to assume they are parents and the second/inside group to act like community workers. Give situation cards to the first group to help them act like parents in a specific difficult situation. The community workers use existing illustrations to negotiate with parents to encourage them to carry out actions.
- Each community worker practices with a parent for two to three situation cards. Then the two groups switch roles and the first group becomes community workers and the second becomes parents. Repeat the activity. Ask participants to discuss this practice session in the plenary discussion.

Situation Cards

- A household has a 4-month pregnant woman and family members don't know what to do to improve her nutrition during and after delivery. Discuss the practices to be promoted and the illustration that corresponds: *production and consumption of a diversified diet*
- Parents have a one-year-old child and they worry because the baby gets diarrhea frequently. Discuss the practices to be promoted and the illustration that corresponds: *washing hands before preparing foods or feeding the baby, and recuperation feeding after diarrhea.*
- A mother has a 4-month-old infant who is not exclusively breastfed. Discuss the practices to be promoted: *no water or porridge, put the baby on the breast more frequently and longer, check to see if fingers are in a scissor-shaped position.*



Session 7: **Recap of Day 1**

Learning Objectives:

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

- Explain the learning of the activities of the previous day for their fellow participants.

Materials: Flip charts, markers

Total Time: 45 minutes

Process:

Step 1: 45 minutes

Plenary Discussion

- Select one participant to give a brief recap of the previous day's activities and lessons.
- Quickly summarize and ask participants if there are any questions or clarification . Answer any questions that are raised.



Session 8: Methods Of Incorporating ENA, EHA, HFP Messages Into Ongoing Activity

Learning Objective:

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

- How they can incorporate the key ENA, EHA, and HFP messages into their activities.

Materials: Flip chart #9, copies of the *Community Worker's Handbook*

Total Time: 1 hour 15 minutes

Process:

Step 1: 15 minutes

- Explain to participants how the *Community Worker's Handbook* is divided into short sessions, referring to the handbook illustrations.
- Explain that for each illustration, there are questions to stimulate discussion.
- Demonstrate how a short session could be carried out:
 1. Show the picture.
 2. Ask the questions.
 3. Explain the messages and the additional information.
 4. Ask one or two participants to repeat to assess if the group understood.
 5. Stimulate the discussion on how this (these) practice(s) could be done at the household level.

Step 2: 1 hour

- Divide participants into groups of two or three persons.
- Use flip chart #9 to divide the groups. All practices have to be discussed during the session, therefore organize small groups accordingly.
- Ask one member of each group to select a session and facilitate the discussion with their group members (10 minutes). Each member of the group will practice facilitating a difference session.
- Summarize and ask questions in the plenary discussion.



Flip Chart #9

Action-Oriented Illustrations/Messages

Pregnant & Lactating women's nutrition (diet & iron–folic acid)	Practice 1–2 & 5
Initiation of breastfeeding	Practice 3
Practice exclusive breastfeeding	Practice 4
Introduction of complementary food	Practice 6
Frequency & quantity (6-8, 9-11. & 12-23 months)	Practice 7
Feeding during and after illness	Practice 8
Importance of micronutrients	Practice 9-10, 11
Hand washing	Practice 12–13
Clean environment	Practice 14–15
Home gardening for diversified food	Practice 16
Importance of eating fish	Practice 17
Importance of poultry	Practice 18



Session 9: Effective Communication Skills: How to Effectively Counsel and Negotiate

Learning Objectives:

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

- Effectively use images to carry out counseling.
- Know and practices the GALIDRAA negotiation steps.
- Effectively counsel and negotiate the adoption of improved practices.

Materials: Flip chart #10, flip charts, markers, copies of the *Community Worker's Handbook*, situation cards on GALIDRAA

Total Time: 1 hour 50 minutes

Process:

Step 1: 15 minutes

Plenary Discussion

- Ask: “What steps do you follow when you promote new practices with mothers?”
- Present flip chart #10 and discuss negotiation steps.
- Review negotiation steps (GALIDRAA) with the participants.
- Discuss with participants when they will show an image while negotiating.

Step 2: 40 minutes

Practice

- Divide participants into two groups and ask the first group to make a big circle in the middle of the room or outside in the open air. Ask the second group to make another circle inside the first circle. Now ask the groups to face each other.
- Tell the first group to assume they are parents and the second group to act like community workers. Give situation cards to the first group to help them act like parents in a specific and difficult situation. The community worker uses the *Community Worker's Handbook* to negotiate with parents to encourage them to carry out actions.
- Have each community worker **practice as the parent with one situation card**. Then the first group will become community workers and the second group becomes parents, and repeat the activity. Ask participants how they feel about the practice session in the plenary discussion.
- Ask each group to present a summary of their sessions one by one for 5 minutes each. Assist them in keeping track of time and moving the activities smoothly.
- Summarize the key elements below (5 minutes). Tell them to keep feedback constructive and to focus on:



- Methods of presentation
- Eye contact with participants
- Involving participants
- Whether they follow steps in the module
- Promoting practice/skills
- Use of the images, counseling tools and other materials
- Maintaining time

Flip Chart #10

Negotiation With Caretakers

GALIDRAA Steps

1. (G) Greet the caretaker, ask about their family & work, and put them at ease.
2. (A) Ask about current practices and the status of the health issue you want to raise.
3. (L) Listen to what the caretaker says.
4. (I) Identify potential problems.
5. (D) Discuss with the caretaker different options to overcome the difficult , showing appropriate pictures.
6. (R) Recommend and negotiate doable actions: present options, ask if the caretaker is willing to try a new practice to improve the situation, and help the caretaker select one that can be tried.
7. (A) Caretaker agrees to try one of the options, and caretaker repeats the agreed-upon actions.
8. (A) Make an appointment for a follow-up visit.

Situation cards on GALIDRAA

Ask the community workers to negotiate with the parents following the GALIDRAA steps.

1. Parents have an 8-month-old child, and the mother is feeding her child only breastmilk. Discuss the messages to be promoted and the illustration that helps to promote these messages: *introduction of complementary food, feeding frequency and density, and enriched porridge*
2. A mother has a 1-year-old child that she is breastfeeding and giving rice gruel to two times a day. Discuss the messages to be promoted and the illustration that helps to promote these



messages: *production of nutritious food in gardens, buy animal produce twice a week, identify snacks*

3. A father is worried that his 9-month-old infant is too small. He has a poultry business, but he says that he sells eggs and chicken, makes a good profit, and buys rice for the child. Discuss the messages to be promoted and the illustration that helps to promote these messages: *keep an egg three times a week, rice is very good but baby food needs to be enriched with colorful foods*
4. A household has a 4-month-pregnant woman and they don't know what to do to improve her nutrition during and after delivery. Discuss the messages to be promoted and the illustration that helps to promote these messages: *production and consumption of a diversified diet*
5. Parents have a 1-year-old child and they worry because the baby gets diarrhea frequently. Discuss the messages to be promoted and the illustration that helps to promote these messages: *washing hands before preparing foods or feeding the baby, and recuperation feeding after diarrhea*
6. A mother has a 4-month-old infant who is not exclusively breastfed. Discuss the messages to be promoted: *no water and no porridge, put the baby on the breast more frequently and longer as baby is growing fast, check to see if fingers are in a scissor-shaped position.*

Step 3: 45 minutes

Play a Game

- To review practices and messages you can either play a game or have a simple Q&A with the participants. Think of the messages you have already introduced. You will act out the roles suggested below and for each scenario, ask participants to tell you which messages they will promote and what images they will use. Feel free to dramatically act out the roles below to make the activity fun and entertaining.
- To make the activity more fun, tell participants that this is a competition. The first participant to jump up and tell the message and show the illustration will “win” and the others will congratulate them! Make the game fun, not too serious!
 - I am 4 months pregnant and don't know what to do to improve my nutrition.
Ans: Practice 1 & 2
 - My baby is 3 months old. I am thinking of giving him some gruel since the breastmilk doesn't satisfy him.
Ans: Practice 4



- My baby is 1 year old and I usually feed him solid food once in a day in addition to breastmilk, but he is still very tiny and weak.
Ans: Practice 6 & 7
- My baby is 8 months old and I give him breastmilk and rice. But he is not growing well.
Ans: Practice 6 & 7
- I am careful to wash my hands after going to the toilet.
Ans: Practice 12
- My husband always brings rice home from the market.
Ans: Practice 9 & 10
- The water source is too far from the house and I don't have time to go fetch water each time I feed my child.
Ans: Practice 13
- I am growing papaya in my garden and my husband told me to sell them to make a profit
Ans: Practice 16
- My 5-month-old baby is sick.
Ans: Practice 8
- I am exclusively breastfeeding my 3-month-old baby and plan to start giving complementary foods at 4 months.
Ans: Practice 4
- I am 9 months pregnant and since this is my first pregnancy, I want my baby to become strong and healthy but I have no idea how to feed my baby.
Ans: Practice 3 & 4



Session 10: **Planning for the Next Three Months**

Learning Objectives:

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

- Identify specific actions they can carry out in the next three months of their community work.
- Produce a realistic plan to train community members if additional community workers need to be trained.

Materials: Flip chart, markers, training schedule/planning format

Total Time: 1 hour 15 minutes

Process:

Step 1: 5 minutes

Group Work

- Tell the group that they are going to plan training activities in their communities through their organizations for the upcoming three months. Ask them to think carefully and plan training in a very realistic manner. Emphasize that there will be follow-up based on their plan.
- Also mention that there will be review meetings with them to monitor progress and add new health themes. Get the Union Parishad (sub-district) representative to explain this to show that it is a serious activity owned by the union.

Step 2: 35 minutes

- Provide a copy of the training plan format to all participants. Ask community workers to plan training in their organizations individually or in pairs if there are two from the same organization. Ask them to be realistic. Ask them to make two copies of their plans, one for themselves and another for the trainers.

Step 3: 35 minutes

- Ask each organization to present their plan in the plenary discussion and discuss any questions and misunderstandings. Make sure that the trainer teams get copies of each organization's plan. Emphasize again the importance of the plan, follow-up, and support to ensure its implementation.



Training Plan Format

Name of the Training Course: _____

1. Name of the Union: _____

2. Date and Time of Training: _____

3. Duration of Training: _____

4. Place/Venue of Training: _____

5. Number of Participants:

Male = _____

Female = _____

Total = _____

6. Names of the Facilitators: _____

7. Content of the Training Course: _____

8. Materials Needed: _____

9. Person Responsible for Follow-up: _____



Session 11: **Training Evaluation and Closing**

Learning Objective:

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

- Identify what worked well and what could be improved from the training.

Materials: Evaluation Form

Total Time: 15 minutes

Process:

Step 1: 5 minutes

- Thank the participants for their attention, interest, and active participation during the training and for the commitment they showed to implement the training activity on their own in their organizations/communities. Also thank Union Parishad (sub-district) and other authorities for their support for making the training happen and for their commitment to supporting their community workers. Thank everybody involved in the organization and the training.

Step 2: 10 minutes

- Tell participants that the two-day training has now been completed and ask them to evaluate the process and the content.

Provide the evaluation form, found below, to all participants. Have participants write their responses on the evaluation form. Ask them to give their genuine feedback and collect the form when they finish



Community Worker's Training Evaluation

1. Do you think this training was useful for you?

a) If yes, explain: _____

b) If no, explain: _____

2. Will you be able to implement the lessons learned?

3. What three new things have you learned from this course?

a) _____

b) _____

c) _____

4. During this course, which sessions did you enjoy the most?

5. Which sessions you did not enjoy as much? Please mention the reasons they were less enjoyable.

a) _____

b) _____

c) _____

6. Please give us your suggestions for improving this training in the future.

Participant Name (optional): _____

Date: _____

For more information on these materials, please contact:

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