



Training Manual for Master Trainers on Family Planning

Suggested sequence of sessions

Duration of Training:

| | |
|--------------------|--|
| Session 1: | Adult learning and teaching methodologies |
| Session 2: | Population maternal and neonatal health scenario in Pakistan |
| Session 3: | Adolescent sexual and reproductive health |
| Session 4: | Communications skills |
| Session 5: | Counselling on family planning and Post partum family planning |
| Session 6: | Family planning methods and Contraceptive methods |
| Session 7: | IUCD insertion and removal |
| Session 8: | Implant insertion and removal |
| Session 9: | Infection prevention |
| Session 10: | Uterine evacuation methods |

Training package include trainer's manual and resource material . Training resources are divided into three parts.

- 1. Training methodology**
- 2. The theoretical/Clinical content**
- 3. Resources (Power points presentations/check list / Videos/case studies)**

Section is further divided into different modules. Each module is comprised of of related set of activities , resource material and detailed further information.

For better familiarization with the training methodologies. It is recommended that, each trainer should co-facilitate or observe training workshop conducted by experienced trainers to get finer understanding.

It is expected that this manual will be helpful to bring professional development of health care providers and at long last will translate into the better provision of quality services and expanded basket of choice for women and girls of Pakistan.

General Training tips for using this manual

Training Approach:

The Lead trainer will have to decide the how many co-trainers are required, depending on total number of participants, in order to conduct the sessions effectively. The team of trainers should meet before the training to determine their roles and responsibilities during training. The training approach used will be based on the latest evidence of training methodologies and practices, very interactive to ensure training translate into performance. At the end of each day, all trainers will gather for debriefing of the day's training session. Discuss about what went well and what needs improvement. They will review the cards in the suggestion box, the results of the daily evaluation activity, and informal feedback will be given.

Use of Reference Materials:

Both and trainer and participants will need to have their reference materials, including manuals throughout the training. Mostly, the handouts used in the sessions are in the reference manuals and many sessions, trainers will ask participants to refer to specific pages of the reference manuals.

Instructions for Activities:

Trainer is suggested to provide all necessary instructions before conducting any activity, like asking participants to move or divide into groups, distributing handouts or work sheets etc. It is to avoid unwanted distraction, as once participants start moving into different directions, higher is the chance that they will pay less attention to the trainer's instructions.

Effective training Demonstration:

The Lead trainer will have to decide the how many co-trainers are required, depending on total number of participants, in order to conduct the sessions effectively. The team of trainers should meet before the training to determine their roles and responsibilities during training. The training approach used will be based on the latest evidence of training methodologies and practices, very interactive to ensure training translate into performance. At the end of each day, all trainers will gather for debriefing of the day's training session. Discuss about what went well and what needs improvement. They will review the cards in the suggestion box, the results of the daily evaluation activity, and informal feedback will be given.

General Training tips for using this manual

Dividing Participants into Groups:

Trainer may need to adjust the number of participants to make smaller groups in order to facilitate small group activities. Division of participants will depend on total number of participants and number of groups needed for activity. Altering the number of groups will have an impact on the time needed for the activity. It is advisable to use creative ways to divide participants into small groups, such as:

- Having color-coded folders for a small group of participants.
- Giving them certain numeric for grouping together.
- Putting stickers on name tags in advance and then asking people with the same category of the sticker (e.g animals, flowers, people) to form a group

Miniatures:

Miniatures can include any toy that are quiet and can be played with the participants without distracting others. It can be a sculpting clay called play dough, stress balls, rainbow pom balls, tangles and chenille stem-items that are colorful, can be formed into different shapes. These toys not only make the training room more visually attractive but trigger a participant's curiosity and facilitate creative thinking. Training toys should be placed on participants tables at the beginning of the training, and the trainers should inform participants in the beginning that they are welcome to play with these toys throughout training.

Training Methodologies

Section: 1.1: Adult Learning and teaching methodologies

The goal of this training is to provide an overview of adult learning principles and introduce new teaching methodologies.

Purpose:

By the end of this module, participants should be able to:

- Evaluate their current training skills and identify areas of improvement.
- Demonstrate effective facilitation techniques during training
- Consider applying training designs when planning a training event
- Explain fundamental principles of adult learning
- Elucidate to explain sensitive topics, challenging participants and situations and create a productive learning environment

Objectives:

Power point Presentations on:

Material:

- Adult Learning Principles
- Adult Learning Styles
- Creating a Productive Learning Environment

- Wall charts: Styles of Adult Learning
- Flip charts
- Markers
- Sticky Notes
- Scotch Tape
- Basket/Basket/Bowl
- Bell, chime or whistle
- Worksheets:
- Ault Learning Principles trainer and learner version
- Characteristics of Effective Trainers
- Trainee Facilitator's self-assessment tool
- Four Corner - Work Sheet A
- Four Corner - Work Sheet B
- Working with challenging participants

- Difficult Situation cards
- Challenging Participants Cards
- Flash Cards (Agree, Disagree, Strongly Agree and Strongly Disagree)

Prob Cards:

Total Time : Approximately 4 Hrs and 20 Mints

Module 1.1.1:

Adult Learning principles and Styles

By the end of session, participants are able to:

- Identify the unique learning needs and preferences of adult learners
- Learn adult learning principles and adult learning cycle
- Articulate strategies for course design

Specific Objectives:

PowerPoint Presentation

Worksheet:
Adult Learning Principles –Trainer and participant versions. Refer to table on (Page 5 & 6)

Material:

Time:



- **PowerPoint presentation will be used for inter-active session to discuss:**
 - Effective methods of training
 - Fundamental adult learning principles
 - Principles of adult learning cycle
 - Difference between traditional teaching and adult learning
- **Distribute Worksheet – Adult learning Principles – Participant’s version to the participants**
- **Discuss each point using Worksheet – Adult Learning Principles- Trainer’s Version**

Instructions:

Adult Learning Styles

By the end of this session participants are able to :

- Ensuring that training courses are responsive to the various learning styles of participants
- Acquaint with different adult learning styles

Objectives:

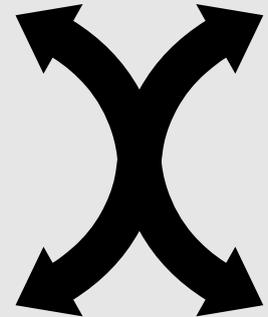
- PowerPoint Presentation
- Wall charts/Panaflex on 4 styles of Adult learning (Pg 10)

Time:  40 minutes

Instructions:

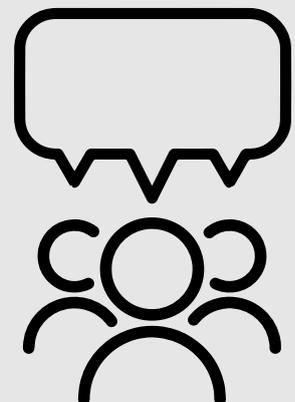
Four Corners Activity:

- Introduce the Adult learning Styles through power point and explain 4 adult learning styles.
- Paste Four panaflex on corner of the training room
- Cover training methods and training strength on panaflexs with plain papers.



Group Activity:

- Ask 4 divided group to spend 5 minutes at each corner to identify their own learning style.
- The mentor at each corner will facilitate the discussion, helping participants to decide what type of they are. after visiting all four corner participants will stand at their respective corner presenting their learning style.
- Each group gathered together will then discuss and decide their learning strengths and what training methods work for them.
- A spoke person in each corner would then present to the large group, o behalf of the assembled group in corner.



Worksheet:

Adult Learning Principles Participant version

| Learners Learn best when | The Trainer role is to ... | Training Strategies Include; |
|---|--|------------------------------|
| 1. They feel respected and valued for their experiences and perspectives they bring to the training situation | 1. Elicit and affirm learners' experiences and perspective | |
| 2. The learning experience is active not passive | 2. Actively engage learners in their learning experiences | |
| 3. The learning experience fulfils their immediate needs | 3. Identify learners' needs and design training content and methods that meet these needs and are directly relevant to learners' experiences | |
| 4. They accept responsibility for their own learning | 4. Establish and enforce group norms that create an environment of individual and group responsibility of learning | |
| 5. Their learning is self-directed and meaningful to them | 5. Involve learners in deciding to the content that will covered during of training course | |
| 6. Their learning experiences addresses ideas, feelings, and actions | 6. Use multiple training methods that will elicit knowledge, skills, and attitude | |
| 7. New material is related to what learners already know | 7. Use training methods that enable to integrate new material and establish a relationship with existing information | |
| 8. The learning environment is conducive to learning | 8. Take measure to ensure that the physical and social environment (training space) is safe, comfortable and enjoyable | |
| 9. Learning is reinforced | 9. Use a variety of activities to facilitate learning similar concept through different means and ensure prompt reinforcing feedback | |
| 10. Learning is applied immediately | 10. Learning is applied immediately | |
| 11. Learning occurs in small groups | 11. Learning occurs in small groups | |
| 12. The trainer values their contribution as both a teacher and learner | 12. The trainer values their contribution as both a teacher and learner | |

Worksheet:

Adult Learning Principles – Trainer version

| Learners Learn best when | The Trainer role is to ... | Training Strategies Include... Some Possible Responses |
|---|--|---|
| 1. They feel respected and valued for their experiences and perspectives they bring to the training situation | 1. Elicit and affirm learners' experiences and perspective | 1. Ask learners to respond to questions, before providing them with the answers. |
| 2. The learning experience is active not passive | 2. Actively engage learners in their learning experiences | 2. Include variety of methods (such as: Case studies, role play, demonstrations) through which learners practice implementing new skills |
| 3. The learning experience fulfils their immediate needs | 3. Identify learners' needs and design training content and methods that meet these needs and are directly relevant to learners' experiences | 3. Conduct a pre-training assessment to determine learners need and design the training course according to those needs. |
| 4. They accept responsibility for their own learning | 4. Establish and enforce group norms that create an environment of individual and group responsibility of learning | 4. Ask learners to commit to monitoring themselves and the group and raise concerns when group is not following norms |
| 5. Their learning is self-directed and meaningful to them | 5. Envolve learners in deciding to the content that will covered during of training course | 5. Ask learners expectations for the course before presenting the agenda and find ways to adapt the agenda to meet the needs |
| 6. Their learning experiences addresses ideas, feelings, and actions | 6. Use multiple training methods that will elicit knowledge, skills, and attitude | 6. While designing the course, keep a list to make sure you are employing variety of methods |
| 7. New material is related to what learners already know | 7. Use training methods that enable to integrate new material and establish a relationship with existing information | 7. When introducing new information, ask learners what they already know and then link the new information with the existing information. |
| 8. The learning environment is conducive to learning. | 8. Take measure to ensure that the physical and social environment (training space) is safe, comfortable and enjoyable | 8. Have music playing when learners enter the room. Check with learners about room temperature |

Worksheet:

Adult Learning Principles – Trainer version

| Learners Learn best when | The Trainer role is to ... | Training Strategies Include.... Some Possible Responses |
|---|--|--|
| 9. Learning is reinforced | 9. Use a variety of activities to facilitate learning similar concept through different means and ensure prompt reinforcing feedback | 9. Design ice breakers, Energizers and closing activities to introduce and reinforce content from the training |
| 10. Learning is applied immediately | 10. Provide opportunities for learners to apply new information and skills they have learnt | 10. Design activities so that once participants learn new information and skills, they practice them applying immediately |
| 11. Learning occurs in small groups | 11. Use small-group training methods that encourage learners to explore feelings, attitudes and skills with other learners | 11. Divide participants into small groups to research new information, discuss in depth content or practice applying new skills. |
| 12. The trainer values their contribution as both a teacher and learner | 12. Encourage learners to share their expertise and experiences with the trainer and other learner. | 12. Begin the training the course by acknowledging that the trainers do not know everything and there is a lot of collective wisdom and experience in the room. Remember to ask ,learners to response before providing answer. If someone ask a question and you don't know the answer, ask learner if they know or could find out |

Adult Learning Styles



Observers

- Ask, " how it work"?
- Strategic thinking process
- Like Practical approach
- Prefer lectures
- They are Introverts
- Carefully observes
- Are tentative
- Are reflective
- Prefer plans and time lines

Learning strengths:

- Overview issues using different perspective
- Observe before making judgments
- Deem for meaning

Training Methods:

- Exhibits/ demonstrations
- Instruments / Modeling
- Visual Aids/ Videos
- Lectures



Innovators

- Ask, " If? "
- Don't like Passive learning
- Extroverts
- Experiment with new things
- Risk Takers
- Flexible
- Open to all kinds of possibilities
- Likes to self-discover
- Enjoy doing something

Learning strengths:

- Risk takers
- Acting upon influencing events and people
- Capable of getting

Training Methods:

- Role plays
- Hands on/exercises
- Action plans
- Projects



Analyzers

- Ask " What?"
- Authoritatives
- Oriented towards symbols and and ideas
- Details oriented
- Think with logics and sequences
- Prefer unbiased learning
- Are analytic

Learning strengths:

- Logical approach of ideas
- Systematic planning
- Dialectic thinking

Training Methods:

- Visulaisation/ symbolic art
- Programmed instructions
- Case studies
- Lectures

Experiencers

- Ask " Why?"
- Do not like theoretical approach
- Follow their heart
Like discussion and feedback
- Respond each situation as unique
Their judgments are feelings based
- Empathetic
- Are experience based learners

Training Methods:

- Discussions/ Interviews
- Brain storming games
- Role plays

Learning strengths:

- Relating to people
- Sensitive to feelings and people
- Experiencing

Module 1.1.2:

How to become an Effective Trainer

By the end of this module, participants should be able to:

- Describe characteristics of effective trainer
- Demonstrate verbal and nonverbal effective communication techniques during the course of training
- Identify own weaknesses and strengths and connect to their skills that need improvement.

Objectives:

- Facilitator's
- Self-Assessment tool
- Script for poor communication skills
- Handout- Characteristics of Effective trainer
- Sticky notes- two shades
- Flip charts

Material:

Total Time:
Approximately
1 Hrs and 20 Mints

1. Characteristics of Effective and ineffective trainer:

Instructions:

Give 2 different color cards to each participant.

Post 2 Charts at a gross visible place to all learners with heading of:

1. Characteristics of Effective trainers
2. Characteristics of Non-Effective trainer

- Ask participants to recall previous training courses where they came across some effective trainer. Ask them to take a moment to think a positive characteristic of that specific trainer and write it on particular color notecard.
- After that ask participants to think about a trainer who was not effective and tell them to write its characteristic on other color notecard, after giving a moment a think.
- Ask participants to post their note cards on the respective Charts posted
- Ask one or two participants to read these characteristics loud as listed.
- Summarize characteristics of effective and ineffective trainer by giving examples.

Characteristics of Effective Trainers

- Know their subject matter. They researched their topic and are well informed and perceived as credible learners.
- Take the time to get to know their audience. They demonstrate respect for and listen to the learners. They call participants by name, if possible.
- Are nonjudgmental. They validate everyone's experience and their right to their own perspective. They respect differences of opinion and life choices.
- Are culturally sensitive. They are aware that their views and beliefs are shaped by their cultural background, just as the perspectives of learners are shaped by their own culture and life experiences.
- Are self-aware. They recognize their own biases and act in a professional manner when their "hot buttons" are pushed.
- Are inclusive. They encourage all participants to share their experiences and contribute to the group-learning process in their unique ways.
- Are likely enthusiastic and original.
- They use humor, contrasts, metaphors and suspense. They keep their listeners interested and challenging their thinking.
- Are compassionate. They understand that the topics addressed during training may have an emotional impact on participants. They are empathetic and understanding about learner's emotional reactions.
- Are receptive to feedback. They encourage co-trainers and participants to give feedback, both informally and through formal evaluation. When they receive negative feedback about their performance, they critically analyze this feedback instead of becoming defensive.
- Continuously work to improve their performance. Even the most experienced trainers can improve their training skills. Effective trainers seek out opportunities to learn new skills and use negative feedback as an opportunity to improve.

Communication Skills Role Play:

Here facilitator will act as an ineffective trainer while giving lecture on ECP use in below (Pg16) mentioned manner:

- Showing papers scattered all over desk
- Facilitator will start by standing behind the desk or podium without showing engagement to the participants.
- Start reading from the script, in a monotone way
- Ignore them if anyone raise hands, and not bothering if participants understand
- Talk on mobile phone
- Look into your bag during presentation
- Twitch and play with your hairs, pens etc
- Look at watch repeatedly
- Keep your back towards participants avoiding eye contact with participants
- Give angry looks and annoyed responses for any questions.

Summarize The importance of effective communication:

- A good trainer exercise excellent communication skill to facilitate learning, manage challenges and conflicts, maintaining a positive and productive learning environment. Effective trainers provide positive and productive feedback to learners and respond non-defensively to learner's feedback.
- Successful trainer use verbal and nonverbal communication to demonstrate interest in and respect for learners' contribution. They can interpret nonverbal cues from learners about comfort and satisfaction with the training course.
- Competent trainers acknowledge the value of different perspectives, while diplomatically testing and challenging learners' assumptions and prejudices.

Trainee Facilitator's Self- Assessment:

- Distribute the Trainer's Self-assessment Tool. See below:
- Ask participants to take 5 mints and asses their own strengths and weaknesses using the tool
- Tell them to mark and list their three biggest strengths and three areas which they think needs improvement.
- Appreciate for their honest self-assessment
- Recall that even the most experienced trainer might need to improve their skills
- Provoke participants to actively seek out opportunities to learn new skills and use negative feedback as moment to improve.

Script

Note for Trainer: Keep monotonous voice. Don't take any questions nor give clarifications and read all at once.

Lecture on ECP: Other names:

ECP; ECPs; Emergency Contraceptive Pills; Morning After Pill; Morning-After Pill
The emergency contraceptive pill (ECP) is a safe and effective way to prevent pregnancy after unprotected sex, contraceptive failure or a sexual assault. It is frequently referred to as "The Morning After Pill"; however, women do not need to wait till the morning after to take the ECP. The ECP should be taken as soon as possible after unprotected sex. ECPs contain either levonorgestrel or ulipristal.

The ECP is used to prevent a pregnancy that may occur because of: Forgotten contraception or a missed oral contraceptive. Failed contraception (for example, a condom broke, a diaphragm was dislodged, or the expulsion of an IUD or implant). Failed withdrawal. Starting an oral contraceptive too late in your cycle. A sexual assault or sex against your will. The ECP is only effective if taken within 3-5 days of unprotected sex. ECPs should not be used as an ongoing method of birth control. Ulipristal should not be given more than once in the same menstrual cycle. Usually taken as one tablet containing 1.5mg levonorgestrel. Some may contain two tablets of 750mcg which can both be taken at the same time or separated by 12 hours. Work by stopping or delaying the release of the egg from the ovary (ovulation). May also alter the lining of the uterus to prevent egg implantation or reduce the ability of the sperm to bind to an egg.

Give pause for a long time. Pretend as if you lost your pace:

May not work as well in women who weight more than 165 lbs. (75 kg) or have a body mass index (BMI) of more than 25 kg/m²; however, this has not been totally confirmed. Can be obtained over-the-counter (OTC) without a prescription, or age restriction. Costs: could be taken as soon as possible but can be taken within 120 hours (5 days) of having sex.

Trainee Facilitator's Self-Assessment Tool

---- You know your subject matter. You have studied your topic and have experience the events about which you speak. You are perceived as credible by learners.

---- You know your audience. You respect and listen to learners. You call them by name, if possible.

---- You are neutral and nonjudgmental. You validate everyone's experience and their right to their own perspective. You respect differences of opinion and life choices.

---- You are culturally sensitive. You are aware that your own views and beliefs are shaped by your cultural background just as your learners' culture shapes their perspectives.

---- You are self-aware. You recognize your own biases and "hot-buttons" (topics that arouse strong reaction in you) and act in a professional manner when your "hot-buttons" are pushed.

---- You are inclusive. You encourage all learners to share their experiences and contribute to the group learning process in their unique ways.

---- You are lively, enthusiastic and original. You use humor, contrasts, metaphors and suspense. You keep your listeners interested and challenge their thinking.

---- You use a variety of vocal qualities. You vary your pitch, speaking rate and volume. You avoid monotones.

---- You use "body language" effectively. Your body posture, gestures and facial expression are natural and meaningful, reinforcing your subject matter.

---- You make your remarks clear and easy to remember. You present one idea at a time and show relationships between ideas. You summarize when necessary.

---- You enhance with illustrations. You use examples, charts, and visual and audio aids to illustrate your subject matter.

---- You understand group dynamics and the stages all groups go through. You are comfortable with conflict resolution.

---- You are flexible. You read and interpret your learners' responses ---- verbal and nonverbal ---- and adapt your plans to meet their needs. You are in charge without being overly controlling.

---- You are open to new ideas and perspectives. You are aware that you don't know all the answers. You recognize that you can learn from learners as well as offer them new knowledge or perspectives.

---- You are compassionate. You understand that much of the material may have an emotional impact on learners. You are empathetic and understanding about learners' emotional reactions.

---- You are interested in evaluating your work. You encourage co-trainers and to give feedback. When you receive negative feedback, you critically analyze it instead of becoming defensive.

---- You continuously work to improve your performance. You seek out opportunities to learn new skills and use negative feedback as an opportunity to improve.

My three biggest strengths from the list above are:

1. _____

2. _____

3. _____

Three areas from the list above in which I would like to improve are:

1. _____

2. _____

3. _____

Module 1.1.2:

How to become an Effective Trainer

Managing Difficult Situation:

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

Manage difficult/stressful situations as trainers by sharing strategies on how to respond to them.

Specific Objectives:

- Flip charts
- Markers
- Difficult situation Cards (Pg 140)
- Bell, chime, or whistle

Material

Time:



- Divide participants into 4/6 small groups (3 participants in each group) assign a receptor, notes taker, and timekeeper for each group.
- Pass out flip chart, markers and one card from the set of cards (each card presenting different disruptive situations with solutions given on back side of cards), ask participants to lay cards on the table with problematic situation facing up and solutions written on back side should not be seen.
- Allow 10 minutes to brainstorm the possible solutions to that stressful situation.
- Member of each group read the situation face up so they cannot see the possible solutions written at the back of the card.
- Once group has discussed situation, they think of an example of stressful situation that one of the members encountered during course of training and brainstorm solutions.
- Notes taker will take notes of ways discussed by group to cope rising that situation during training course and write down on flip chart.
- After 10 minutes bell will ring, and all the groups then report back to the large group in next 15 minutes. (2-3 minutes time for each group)
- Once a group presented, ask other groups to share additional strategies they have to cope the situation.
- Summarize the session once all groups have presented.

Instructions

The Electricity goes out

Possible Solutions

Keep back-up of training material and activities in hand for leading training without electricity.

Shift venue to another facility if possible.

Engage learners into activities that are not audiovisual based

Move audience outdoor to an area with natural

Your Co-trainer got sick

Possible Solutions

Always review in advance both, the role of you and your co-trainer to the learners

Engage learners to present sections of the co trainer material

Keep a copy of co-trainer material with you

Try to find a substitute

Engage participants with other topics to be covered and let them to know that left over topic can be covered later

Training Material didn't arrive on time

Possible Solutions

Inform participants that the related material can be distributed later time

Try to always keep one copy of material and activities so that you can get copies out of it if necessary.

Try to find ways where activity can be performed without printed material

Note down activity on instructions on board or chart papers

Most of the participants didn't show up by the starting time training

Possible Solutions

Remember differences in culture regarding time where arriving late may be common
Include following times in norms for start and ending trainings and remind the group about it.
There can be some unavoidable reasons like heavy traffic, wheather changes, where training can be post ponded till 15 to 20 mintues
Ask learners if somehow they know and contact other participants.
Engage other participants with reviews and previews, introduction etc.

Difficult Situation:

Possible Solutions

Managing Sensitive Topics:

By the end of this situation participants will be able to:

- Recognize sensitive issues that might arise during a reproductive health training
- Strategize different ways to manage sensitive topics during training
- Master oneself to approach personal beliefs considering their professional responsibilities
- during training course.

Objectives:

- Worksheets A Four Corners -page 50
- Flash cards (Agree, Disagree, Strongly Agree, Strongly Disagree) Page 148
- Bucket/ Basket/ Bowl

Material

Time:

30
minutes

Work sheet Activity **10 Minutes**
20 Minutes

Sensitive Topics:

- Abortion
- Religion
- Family planning
- Family planning for youth
- Sexual and reproductive health and rights
- Adolescent issues
- HIV
- Commercial Sex Workers

Instructions:

Activity Four Corners

- Tape up four charts/ Pana flex of four signs: Agree, Disagree, strongly agree, and strongly disagree. One at different corners of room
- Review statements of worksheet to make them relevant to the participants if needed. Select one statement in advance or choose a statement that elicit most important discussion for that group.
- Ask participants to be completely honest to get the most out this activity as participants will be telling their personal perspectives as well as defend other's opinion.
- Distributer Sheet A to the participants. Ask them not to mention their names on sheet, complete it within 3 minutes of times and turn the paper upside down.
- Now distribute sheet B and ask them to complete it in same time frame and face worksheet down on completion.
- Ask participants to to turn work sheet A and B face up next to each other. Inform them that Part A was about their believes for women in general, and Part B was about their believes concerning themselves.
- Ask them to compare their worksheets
- Ask 2 questions
 - What differences do you see in the opinion you hold for general women verses yourself?
 - Are/is there any differences, why you think it is?
- Tell participants to stand in a circle along with their worksheet A. Tell them to crumble the sheet in hands into a ball and throw that in the basket kept in the middle of circle. Now randomly toss these crumbled balls to each participant.
- Notify that participant will represent the responses of given worksheet for the rest of the activity. Those who got back their own work sheet can be replaced by other participants.
- Point out four signs placed in room. Explain that participants will be discussing according to their selected sign on the given statement at their corners. One by one

- Read out first statement loud and ask participants to move to the corner according to corresponding responses for that statement.
- Remind participants that they are representing the responses on their worksheet, even if antagonize their personal belief.
- IF all four corners are not occupied facilitator may ask the large group to fill the gap in order to distribute participants in each group evenly. Facilitator can also occupy vacant corners.
- Now ask each group to discuss for 2 minutes the most convincing logics for why people might hold that opinion.
- Encourage participants to come out with more meaningful reasons that are based on underlying core values.
- Each group will appoint a spokesperson to present why people might hold that opinion.
- Ask spokesperson to speak convincingly as if they hold the opinion themselves.
- Similarly read out next statement and continue in the same manner.
- Lastly ask participants to return to their seats
- Ask following question from participants:
 - How do feel to present others believes that were opposite to your own?
 - How it feels to hear your perspectives from others?
- Summarize the session in 5 minutes that this can be a way to teach sensitive topics to avoid any conflict.

Four Corner Flash Cards

Agree



Disagree



**Strongly
Agree**

**Strongly
Disagree**

Challenging Participants : Cards

"Know- it-all"

May have a lot of information on topic but still can be benefited from experiences and perspectives of others.

Acknowledge that they are rich in information. Talk to them during break time and ask them to participate for encouraging other participants and be a help during assisting in answering specific questions from group

I am only here as I have to be

Have required to attend the workshop, perhaps without any interest in the topic

Confess that u know about some participants who are present only because they have to be Ask them " How can I make this workshop helpful to you?" and ask for their assistance to make the training meaningful experience.

Cynic/ Naysayers

May be biased and is not ready to accept anyone point of view. Negotiation and compromise is out of question for such participants. Most of the time disruptive and cause discomfort for rest of the group.

Do not put them down or make them feel isolated. Ask them to accept and respect other point of view for the moment. Flip their questions and perspectives to the group and try to engage them with the group as much possible. Tell them that due to lack of time their questions can be gladly catered individually.

Chatterers

May be habitual talkers, or may be show off. May be exceptionally well informed and eager to be displayed. Possibility that they have emotional issues and need to be heard

Let the group take care of them as much possible. Avoid eye contact. Give them role like group leader to keep their pace slow/ or ask them to keep people on time. Interrupt quick and tactful like move near and put your hand on her shoulder, words like, interesting point.. let ask group what their opinion on it. Acknowledge that their stories are interesting and would love to hear them later after

Inaccurate Critics

Turn up always with wrong or incorrect statements.

Ask if others have the same belief and what myth or misconception they have in common Handle situation delicately and positively, do not let them feel stupid. Say, " thanks for giving me a chance to clear the point" or " I got your point, but can we see it this way.... "

Conflicters

Such participants can break your group into faction with their personalities conflicts or strong disagreement into the discussion.

Ask participants to keep the argument relevant and stay stick to the topic. Stay neutral Keep your cool. Remind them the objectives and ground rules and cut arguments with direct question about the topic. Bring less argumentative person into to

Challenging Participants : Cards

Side Talkers

They distract the group or facilitator through talking to their neighbors on topics which may or may not be related to the topic

Remind group to follow ground rules, "no side conversation" without calling out their names.

Call them by their names. Restate the last conversation or statement made by group and ask their opinion on them. Or ask them any easy question. Do not embarrass them. Move and stand casually behind them to make their conversation obvious to them.

Emotionals

Become very emotional during training.
Can upset the group
Needing support

Tell them to feel free to leave the leave if they want to give themselves some time.

Allow other participants to comfort them.

Show them empathy by saying "I can feel that you are very upset right now"
Motivate them to talk to you or other learners during breaks.

Complainers

Have a pet peeve either with health care system, the subject or with the group or you.

Can throw issue to the group to answer.

Tell them that you will discuss issues later in private indicating time pressure.

Emphasis on need to move on to complete important topics.

Shy and Quaky

May be they r weak-kneed and insecure. May be indifferent or bored.

Try to engage them with group and make them part of conversation.

Try to arouse their interest by asking easy questions. Asking questions from a learner next to them and then ask them about their opinion on the statement.

Off-based Commentators

They unintentionally make comments which are not relevant to the topic. Their comments confuse other learners

Try to reframe the topic. Say "how would you relate this to the topic of discussion.

Say "it sounds like what u said is..." and then rephrase.

"is that a fair statement to referring to topic" Explain that participants statements has to fit into the curriculum. Smile, tell them their points are interesting but the group is probably getting a bit off the subject.

Quarellers:

They may be trying to test you on your knowledge
May have a opinion but find it difficult to explain or express
May be actually curious

Acknowledge that it seems they have a lot of questions about particular topic.

Ask from group to volunteer to answer their question

Refocus by sending the question back to the questioner.

If question seems relevant try to gather much information within the group or ask them to put the question in parking to lot to be responded later

Managing Challenging Participants:

By the end of this situation participants will be able to:

- Make strategies to for managing challenging behaviors that participants might exhibit during training course.
- Recognize types of participants behavior that can be disruptive to them. Work in pairs to share action plans and practice managing such behavior.

Objectives:

- Hand Out: Working with challenging Participants (Pg: 46)
- Challenging Participants Cards, with solutions given at back side of each card

Probs:

Time:



- Hand over one card of challenging learner to two/ each participant and ask them to read front side of card without turning it back.
- Ask participants to find solutions to tackle challenging learner given on their card till the bell rings
- Once bell ring, ask participants to turn the cards and read the solution how to manage this type of difficult participant.
- Now ask participants to gradually present their case in large group and give respective solutions to work out effectively with such challenging participants.
- For future references, give participants the hand out on “Working with Challenging Participants

Instructions

Hand Out: Working with Challenging Participants

| Types of Challenging Participants | Why are they challenging? | Ways to work effectively with this type of Participant |
|---|--|--|
| “Know-it-alls” | May actually have a lot of information about the topic, but still could benefit from the experiences and perspectives of others. | <ul style="list-style-type: none"> ● Acknowledge that they are a wealth of information. ● Approach them during a break and ask for their assistance in answering a specific question. At the same time, express that you want to encourage everyone to participate and enlist their help in doing so. |
| “I’m only here because I have to be” | May have been required to attend the workshop, yet have no particular interest in the topic. | <ul style="list-style-type: none"> ● Acknowledge that you know that some of the learners are present because they have to be. ● Ask for their assistance in making this a meaningful experience. ● Ask specifically, “How can I make this workshop helpful to you?” |
| “Naysayers” | <ul style="list-style-type: none"> ● May be prejudiced. Won’t accept yours or other learners’ points of view. ● Unwilling to negotiate or compromise their position. ● Often disruptive and create discomfort for the group. | <ul style="list-style-type: none"> ● Do not put them down or make them feel isolated. Keep them involved, if possible. ● Throw their views to the group by questions or examples. Try to get the group to bring them around. ● Say that time is short and you would be glad to discuss their issues with them individually. |
| “Talkers” | <ul style="list-style-type: none"> ● May be “eager beavers” or show-offs. ● May be exceptionally well informed and anxious to show it or just naturally wordy. ● May need to be heard because they are still working through difficult emotional issues. ● May take time away from other participants. perspectives of others. | <ul style="list-style-type: none"> ● Do not be belittling or sarcastic- you may need their help later. ● Slow them down with some difficult question or task, such as group leader. ● Interrupt tactfully with something like, “That’s an interesting point...now let’s see what the rest of the group thinks of it.” ● In general, let the group take care of them as much as possible. ● Avoid eye contact. ● Give them a role. ● State that one of your roles is to keep people on time. |

Hand Out: Working with Challenging Participants

| Types of Challenging Participants | Why are they challenging? | Ways to work effectively with this type of Participant |
|-----------------------------------|--|--|
| | | <ul style="list-style-type: none"> • Quick interruption-move nearby and put your hand on his or her shoulder. • Paraphrase what they say and move on. • Acknowledge that their stories are important, and you and others would love to hear them later or after the workshop. |
| “Inaccurate commentators” | <ul style="list-style-type: none"> • Come up with comments that are obviously incorrect | <ul style="list-style-type: none"> • Say, “Thank you for giving me a chance to clear up that point.” • Say, “I see your point, but can we look at it this way...” • Don’t ever put them down or make them feel stupid. Must be handled positively and delicately. • Ask if others have the same belief. • Acknowledge what they have offered as a common myth or commonly misunderstood concept. |
| “Clashers” | <ul style="list-style-type: none"> • Two or more learners strongly disagree or bring personalities into the discussion. This can divide your group into factions. | <ul style="list-style-type: none"> • Emphasize points of agreement, minimize points of disagreement. • Point out how the argument has been productive in illustrating certain points. • Draw attention to objectives and ground rules of the session, cut across the argument with a direct question about the topic. • Bring a less argumentative learner into the discussion. • Keep your cool. Ask that personalities be omitted or that arguments be productive and directed toward topic definition or resolution. • Stay neutral. • Stick to the topic. • Acknowledge emotionality of topic. |

Hand Out: Working with Challenging Participants

| Types of Challenging Participants | Why are they challenging? | Ways to work effectively with this type of Participant |
|---|--|---|
| <p>“Side conversationalists”</p> | <ul style="list-style-type: none"> • Have conversations with their neighbors that may or may not be related to the topic, but are distracting to other learners or to you. | <ul style="list-style-type: none"> • Do not embarrass them. • Call them by name; ask an easy question. • Call them by name, then restate the last opinion expressed or last remark made by group, and ask their opinion of it. • If you are in the habit of moving around the room, saunter over and stand casually behind them. This should make their conversation obvious to them and the group. • Ask the group to add “no side conversations” to the list of ground rules. |
| <p>“Questioners”</p> | <ul style="list-style-type: none"> • May be genuinely curious. • May be testing you by putting you on the spot. • May have an opinion, but lack the confidence to express it. | <ul style="list-style-type: none"> • Acknowledge that they seem to have a lot of questions about a particular topic. • If the questions seem like legitimate attempts to gain content information that other members of the group already know, tell them that you will be happy to work with them later to fill in the gaps, or put the question on the parking lot. • Reframe or refocus by sending the questions back to the questioner • Establish a buddy system (for example, ask for volunteers who would be willing to meet with them). |
| <p>“Ramblers”</p> | <ul style="list-style-type: none"> • Talk about everything but the topic. • Use inappropriate or farfetched examples from their own experiences. | <ul style="list-style-type: none"> • When they stop for a breath, thank them, refocus attention by restating relevant points and move on. • Smile, tell them that their points are interesting, apply them to the discussion, if you can, and indicate in a friendly manner that the group is getting a bit off the subject. |

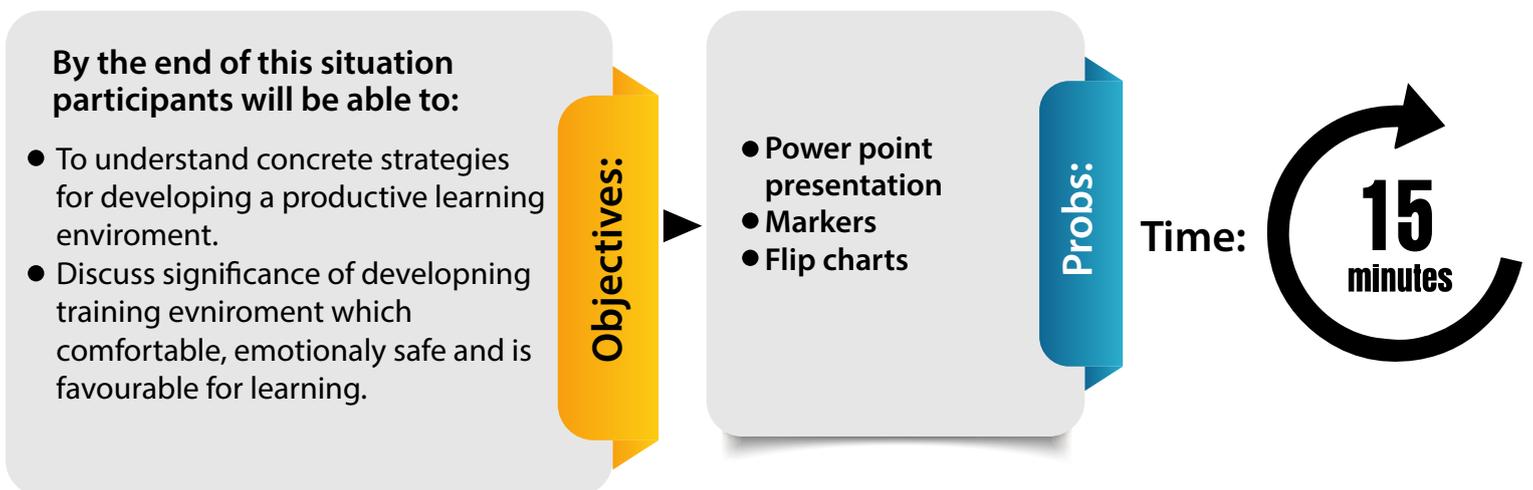
Hand Out: Working with Challenging Participants

| Types of Challenging Participants | Why are they challenging? | Ways to work effectively with this type of Participant |
|-----------------------------------|--|---|
| “Shy and timids” | <ul style="list-style-type: none"> • May feel timid or insecure. • May be bored or indifferent. | <ul style="list-style-type: none"> • Try to arouse their interest by asking them an easy, direct question. • Talk to them on a personal basis with the group looking on. • Ask questions of the person next to them, and then ask them to respond to that person’s answer. |
| “Off-based commentators” | <ul style="list-style-type: none"> • Are not rambling, but make comments that are not relevant to discussion. • May confuse other learners | <ul style="list-style-type: none"> • Say, “How would you relate this to the discussion at hand?” • Set aside the comment or question for later discussion. • Reframe or refocus onto the topic. |
| “Arguers” | <ul style="list-style-type: none"> • Have combative personalities. • May not want to be at the workshop. • May be upset by personal or family health issues. • May upset other learners. | <ul style="list-style-type: none"> • Keep your own temper firmly in check. Do not let the group get excited either. • Honestly try to find merit in one of their points, or get the group to do it, and then move on to something else. Say, “That was a good point” or “We’ve heard a lot from [person’s name]; who else has some ideas?” • If facts are misstated, ask the group for their thoughts; let them make the corrections. • As a last resort, talk with them in private, find out what’s going on and ask for their cooperation. Say, “Let’s talk during the break. How can we be on the same team?” • Give them a role. |
| “Gripers” | <ul style="list-style-type: none"> • Have a pet peeve with you, the group, the subject, the health-care system, etc. | <ul style="list-style-type: none"> • Indicate that you’ll discuss the problem with them later in private. • Throw the issue back to the group. Have a member of the group answer them. • Indicate time pressures and emphasize the need to move on. |

Hand Out: Working with Challenging Participants

| Types of Challenging Participants | Why are they challenging? | Ways to work effectively with this type of Participant |
|-----------------------------------|---|---|
| “Emotional” | <ul style="list-style-type: none"> • Become very emotional during training. May be needing lots of support. • May upset other learners. | <ul style="list-style-type: none"> • Offer support by saying, “It seems like you’re feeling very upset right now.” • Make sure they feel free to leave the room if they find it is necessary to take care of themselves. • Allow other learners to comfort them. • Encourage them to talk with you or others during breaks or at the end of the workshop. |

Generating a Fertile learning Environment:



Power point presentation



Brain storm session



- Elucidate participants that adults learn best when training hall give sense of safe and open environment that allow them to be at physical and emotional ease thus creating comfortable and affirmative environment to learn.
- Divide participants in 3/ 4 groups and Brainstorm them to observe and share what things facilitators has done to make this training course or things that they have noticed in other trainings courses to make pleasant/ comfortable space for trainees.

Instructions

Find the list below:

- Make sure selected room is quite, without outside distractions and noise.
Enrich room with flowers, native objects and accessories to make participants more comfortable and help them to feel at home.
- Wall hangings, colourful panaflex that are relevant with training course and give more pleasant look of the training room.
- Amuse participants with playing soft music while start of training day, during breaks and activities.
- Use chime/ ringing instruments as bell to bring back participants from breaks and brain storm activities.
- Provide clean drinking water and soft candies for participants through out training course.
- Sitting arrangement should be conducive to each learning session during training course and affective for interaction and communication in different activities. Trainer may reorganise the furniture during course of training to meet the needs of participants during different training activities.
- Training room should allow outside natural light and view.
- Make sure the room has proper audial and adequate light that can be controlled according to the need of on going training course.
- Room temperature should be comfortable and can be controlled.
- Immerse room with amiable scents like flowers, scented oils etc to create pleasant odour. (make sure none of participants have allergies to any specific scents)
- Use different dark colour markers that can be easily seen on flipcharts from a distance.
- Keep different types of quite and hushful miniatures like colourful modeling clay, stress balls on tables, that help kineaesthetic participants to keep their hands busy while learning.
- Show them some example of training room set-ups through power point presentations for conducive learning enviroment.

Section: 1.2

Effective Training of Trainer (TOT)

Training of Trainers (TOT) is a scale up professional learning process for qualified trainers who will be designated to conduct trickle-down training for capacity-building of other health care providers. This way, a pool of competent trainer is created. It is recommended that TOT should be conducted by a team of 3-5 trainers to ensure participants observe and interact with experienced trainers to learn effective training skills by observing multiple trainers.

Component of Effective TOT:

When designing a ToT, it is necessary to allow enough time to ensure that training content is delivered friendly, relaxed way and not in tense or speedy manner. It is required to complete the session within the allocated time.

Training Stride:

Prior training:

1. Training Agenda: Review the prepared training agenda with the trainer's team. Sample agenda is attached in (Annex 1). However, changes can be made according to programs deliverables and in terms of local context.

2. Visit Training site: Visit the training venue 1-2 days before training. It is essential that the selected venue for the training is comfortable with proper sitting arrangement, well ventilated, quite and have space for practical sessions. It has ample space to accommodate the number of participants for given training.

During Training

1) Facilitation Guidelines: develop and follow facilitation guidelines following adult learning principles. It provides insight into how adults learn and can help instructors be more effective in their practice and more responsive to the needs of the learners they serve.

2) Assessment: Evaluate pre-training knowledge, skills and interest of the trainer participants to determine the training design.

3) Teach Back Sessions: Give opportunities for the practice of selected training activities or content by asking participants to present to other participants . trainers and participants then provide feedback regarding the practice.

4) Action Planning: Take participants through the process of creating a plan outlining the sequence of steps that must be taken or activities that must be performed well for a strategy to succeed.

After training:

1) Post training assessment : establish trainer participants, perception of whether or not the course helped them attain their learning objectives.

2) Follow-up support: Follow-up support or clinical mentorship is intended to strengthen the transfer of learned strategies or skills so they will be retained and applied effectively. For that purpose provide , completed , continued and targeted follow up support once a professional development event has been completed to strengthen the knowledge and skill level of participants. Post training follow-up is vital as it provides a bridge between didactic training and independent clinical practice.

Effective Training Planning, Designing, and Review

Purpose: Here are some golden key concepts or golden rules, that trainer should keep in mind foremost as they plan to conduct a training course in order to increase the likelihood of the course to be effective. Learners will explore, characteristics of an effective training course, the steps that guide the process of planning an effective training course, The rationale and the key components of each planning steps.

- Sticky Tape
- Sample training agenda
- Case study including information need to design specific training course for target audience.
- Flip charts according to number of divided groups (3 for instance)
- 3 set of cards on Key Steps for Planning a Training Course .
- Wall chart: Golden Rules of Training
- Handouts:
 - Golden Rules of Training
 - Steps for- Planning a training course
 - Characteristics of effective training courses

Probs:

Period: 80 mints

Golden Rules of training



Practice planning a course using checklist



Steps of Planning a training course



Characteristics of effective training courses



Golden Rules of Training:

Period: minutes

Instructions:

- Place wall chart of Golden rules of training in training hall (Pg 38)
- Trainer will address that immense time and skill is required to plan and implement a productive training course
- Facilitator will describe the Golden rules of training to the audience point by point over the panaflex on the wall.
- Explain that trainer should keep keep in mind that these Golden rules will guide them through the process while there are numerous other factors to consider when planning and conducting training course.

Lastly end conversation by suggesting participants to always refer golden rules while planning a training course, to ensure that they are following right track.

Fig: 2.1.1 Golden Rules of Training

Golden Rules of Training



Characteristics of Effective Training Courses

Period: 10 mints

Instructions:

- Ask participants about the characteristics of effective training course.
- Distribute the handouts on characteristics of effective training course among participants and ask them, to read out loud one by one . (page 39)

Fig: 2.1.2

Characteristics of Effective Training Course

Regardless of the purpose or intended audience, all effective training courses share certain characteristics.

In an effective training course:

- Trainers and participants understand the purpose of the course
- Trainers and participants understand exactly what learners are expected to do at the end of the course
- The course content and methods enable learners to meet the objectives of the course
- Training builds on the existing skills and experience of participants
- New knowledge and skills are presented in a context that is meaningful and relevant to learners
- Participants are actively engaged in the learning process
- Training utilizes an effective mix of training methods to meet the needs of different learning styles and accomplish learning objectives
- Learners have the opportunity to practice applying new knowledge and skills
- Learners receive constructive feedback on their performance
- Participants have enough time to meet the objectives of the course
- Trainers accept feedback from participants and use this feedback to make improvements to the training course
- Training is evaluated to measure the extent to which trainers and learners met the course objectives

Fig: 2.1.2

Steps For Planning a Training Course:

Period: 15 minutes

Instructions:

Activity – Practice planning a course for a specific audience

Scenario 1:

Training to be conducted on Contraceptive methods counselling for 15 Health care Counselors

Scenario 2:

TOT to be conducted on Post abortion care for 20 mid wives

Scenario 3:

Training for 10 mid-level health professionals on Ante natal and post-natal counselling on Post-pregnancy Family Planning.

- Each group will be allocated 30 minutes to complete the exercise before presenting to the large group
- During exercise ask the group to use the check list of “Steps For Planning a Training” to design the given training course. Facilitator may help the learners
- At the end, share the sample training agenda with participants for reference.

Note: The above activity “**Practice planning a course for specific audience**” should be conducted towards end of the training course so that participants can apply practice to design the training course according to the specific needs and target audience of training following key steps of training.

Table: 2.1.1 Steps for Planning a Training Checklist : Steps for Planning a Training Course

| Planning Steps | |
|---|--|
| 1. Do not be belittling or sarcastic- you may need their help later. Slow them down with some difficult question or task, such as group leader. | Write a statement of purpose for the course |
| 2. Interpret needs of participants. Who are they? What information, experience and skills they already possess? What are their learning needs? | Determine your audience and needs for their learning |
| 3. Select the suitable facilitator: Who are the appropriate people to provide training over given content, with the selected participants. | Plan an relevant team of trainers for the course |
| 4. Determine the length of your course. How long should be your course? | Make recommendations for the length of this course |
| 5. Define training objectives: What do you want the learners to know and be able to do at the end of the course? | Build a set of learning objectives for the training structure |
| 6. Develop a plan for training course: Prepare Agenda, arrange the logistics and develop material accordingly. | Make an initial agenda for the course of first day including ice breakers, energizers, breaks and daily activities and evaluation etc. |
| 7. Choose significant training approaches: whether training be conducted individually, in a group or through combination of both approaches? | Develop recommendations for the approaches that should be used to complete this course . |
| 8. Plan training methods : What different methods will help to meet audience learning needs ? | Make a list of methods that a facilitator may use to accomplish different learning objectives. |

Planning Steps

9. Develop mix of training media and material: What selected training media will best meet the needs of the this group of learners ?

Describe media and materials that would be appropriate with course and audience.

10. Make a plan for evaluation: How will you know if the training was effective ?

Prepare a list of methods of evaluation to be used during training course.

11. Select training site: Where is the most appropriate place to conduct the training course?

Make recommendation for the suitable training site.

12. Prepare plan for the transfer learning objectives of training: How will you help learners apply their new knowledge and skills when they leave the training?

Make recommendations for the strategies to ensure transfer of training.

Module 2.1.2:

How to Conduct a Training Introduction

The purpose of this module is to enable both facilitators and learners to achieve workshop objectives of the module in a welcoming, productive, and safe and conducive to learning environments for all participants.

Purpose:

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

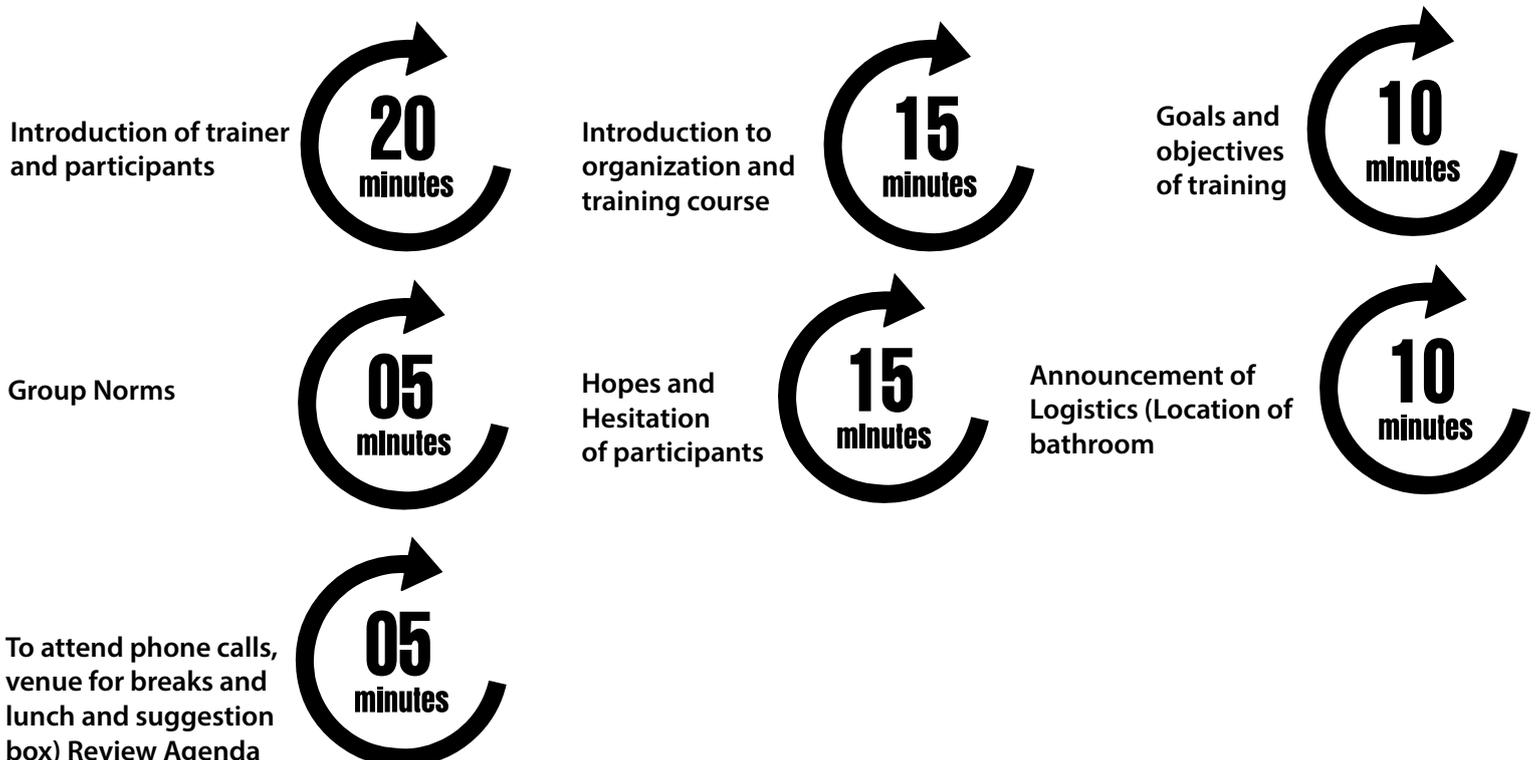
- Identify and describe goals and objectives of workshop
- Accept to monitor themselves according to the group norms and rules
- Understand and follow participants and facilitators roles and responsibilities
- Would be able to provide ad state intention and feedback to facilitators
- Articulate implementation from the workshop

Objectives:

- Flip charts/ Panaflex for:
- Goals and objectives of workshop
- Hopes/ Hesitations
- Parking lot/Garden (for questions)
- Group Norms
- Sticky notes
- Markers
- Colored chart papers
- Scotch tape
- Suggestion box
- PowerPoint Presentation

Probs:

Period: 1.5 Hours (90 Minutes)



Engaging Participants for learning through task sharing

Task Clock

The reason of dividing participants (future Trainers) according to the task clock assignments is to provide them the opportunity to practice selecting appropriate activities and facilitating them effectively. The groups rotate to different task daily.

Purpose:

During training, participants will be divided into small groups according to the given assignments.

Objectives:

- Task Clock
- Task Groups List

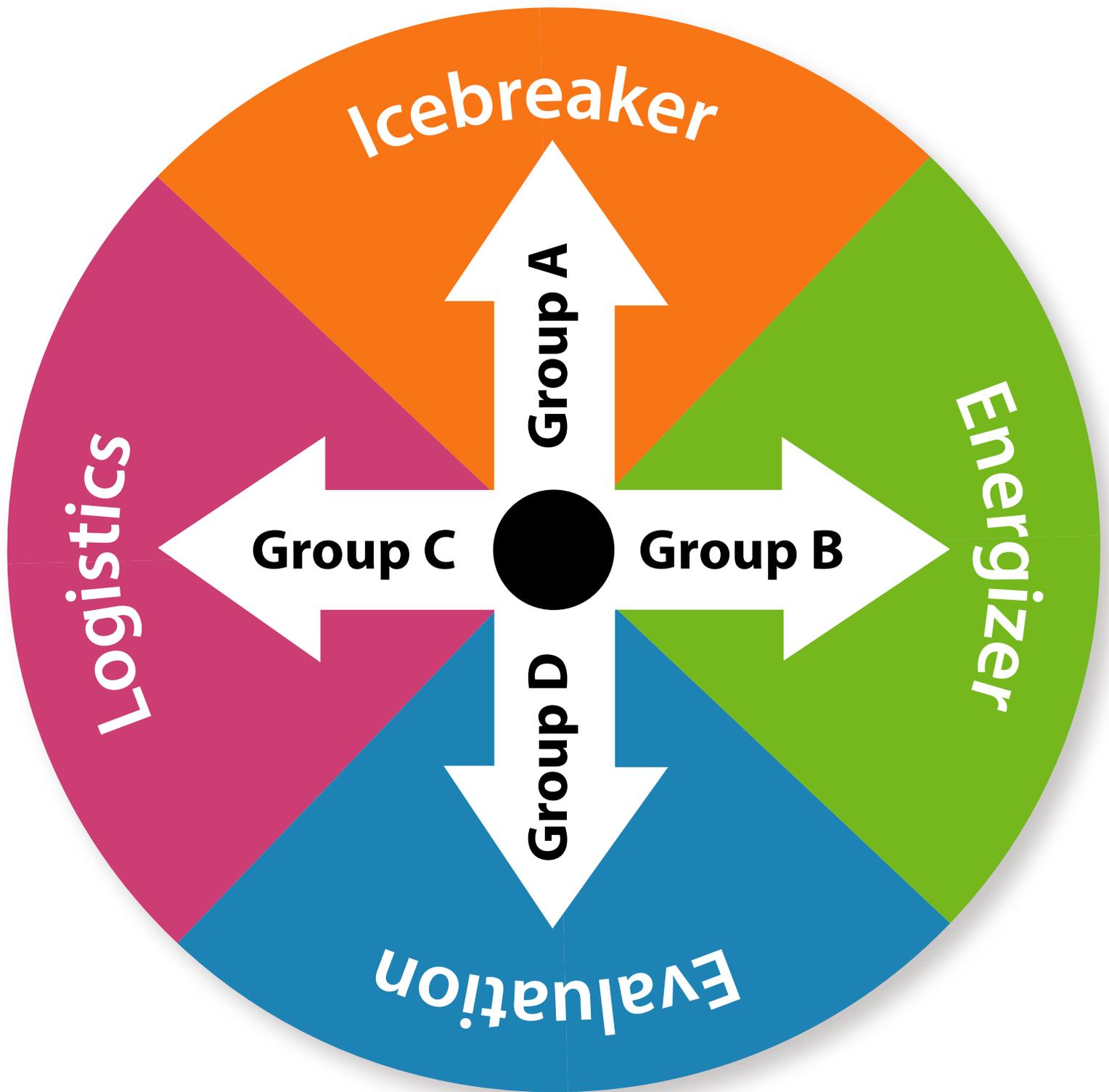
Material

- Introduce the task clock (page) at the end of day one of the training and refer the participants to the poster with assigned four task groups: icebreaker, energizer, evaluation, logistics for next day. For the description of each task, see the details below in table: 1.1.1 A
- Each group will be responsible for a different task every day.
- Task clock groups will remain same throughout the training. but the tasks for each group will be changed every day.
- Task groups will be informed about their tasks for the next day at the end of each training day.
- If there is time – ice breaker would be performed in the morning, energizer during day, and lastly evaluation will be done by facilitator by the end of day session.
- Groups can meet the facilitators during tea and lunch breaks or at the end day for discussing ideas for different task assignment.
- The facilitators can share some ice breakers, energizers, and evaluation, methods given in resources part of the manual on page 129.

Instructions

Fig: 2.1.3:

Training of Trainers (Tools)



Task Clock

Instructions:

- Introduce the task clock (page) at the end of day one of the training and refer the participants to the poster with assigned four task groups: icebreaker, energizer, evaluation, logistics for next day. For the description of each task, see the details below in table: 2.1.2 A
- Each group will be responsible for a different task every day.
- Task clock groups will remain same throughout the training. but the tasks for each group will be changed every day.
- Task groups will be informed about their tasks for the next day at the end of each training day.
- If there is time – ice breaker would be performed in the morning, energizer during day, and lastly evaluation will be done by facilitator by the end of day session.
- Groups can meet the facilitators during tea and lunch breaks or at the end day for discussing ideas for different task assignment.
- The facilitators can share some ice breakers, energizers, and evaluation ,methods given in resources part of the manual on page 129.

Table 2.1.2 A Four Tasks

| | |
|--------------------|--|
| Ice Breaker | Icebreakers establish environment for participants to play and learn together and set the stage for continued training together as it help participants to get to know each other and relieves the beginners tension that is expected among a new group of unfamiliar people. |
| Logistics | Logistics group mainly keeps track on time, their responsibilities also include ensuring sitting, tea and lunch arrangement on time, required equipment set up correctly, and keeping room tidy throughout day to promote a productive learning environment. |
| Energisers | Energizers are done generally in afternoon but can be done whenever they are needed. It is comprised of basically more physical activities that help participants to reboot with a quick break if group seems to be tired and sleepy with low energy levels. |
| Evaluation | <p>The evaluation group role is to give review and preview on session's next day. During the session, group will review the previous day's topics, the group will preview same day's agenda as well.</p> <p>Evaluation is also process of feedback from participants which is done by the end of session day, Besides, discuss day evaluation results with participants and hear facilitators responses aswel. This feedback on day's activities will help trainer to adjust methodologies of training for the remaining days.</p> |

Teach Back Sessions: There will be 2 rounds of Teach Back sessions during this training. For this, Participants will be divided in groups (3/4 participants in each group depending on the number of participants).

Each group will be allocated 120 minutes for the discussion of assigned topic with their mentors and prepare for the teach back session. Groups will present to the large group later on.

***Mentor Note :**

Discuss the strategy on how group wants to conduct their session and ask them to prepare it in evening and demonstrate it to the mentor the following day.

During the Teach back sessions, participants are assessed using checklist "Teach back Assessment form" (Annex IV) by the trainers and feedback is given not only on the content but also the teaching and training methodologies employed. Feedback is also given by the other participants. The presenting group will start discussion by evaluating their own presentation first. Facilitator will use "sandwich" technique (constructive criticism/ corrective feedback) for feedback coming up first with good points and later discussing "need improvement area."

Training Goals and Objectives:

Goals: The goal of the training is to uplift the capacity building of trainers in health care system in order to facilitate, design and conduct training on Family planning methods to women of Pakistan in reproductive age group, for related Health care providers.

Objectives:

By the end of training participants will be able to:

- Identify current training skills and evaluate area of improvement
- Able to describe the fundamental principles of adult learning and different learning styles
- Learn effective training methodologies, facilitation, and clinical demonstration skills
- Built conducive learning environment, manage sensitive topics, situations, and challenging participants.
- Develop effective clinical coaching skills
- Describe how to integrate women's rights to access care into training, especially rights of adolescents into health care system interventions
- Define terms: Family Planning, Contraception, CPR, HTSP, Informed Choice.
- Sensitize with population scenario of Pakistan and need to consolidate contraception with other health care services.
- Illustrate effective communication and counselling techniques for contraceptive methods (Family planning) through "GATHER APPROACH"
- Demonstrate appropriate, comprehensive, and non-judgmental counselling for all clients, including young adolescent clients that include contraceptive counselling and referrals.
- Explain all methods of Family planning including, Long Acting reversible (LARC), Permanent methods and
- Emergency contraception
- Demonstrate administration of Syana Press, implants, Interval IUCDs insertions and removal techniques on simulation models.
- Perform Post-procedure care and Follow-up care after procedure
- Explain the use, expected effects, side effects and potential complications of each contraceptive method
- List the contraceptive methods available in Pakistan along, with brand names.
- Describe and demonstrate eligibility criteria and contraindication for each Family planning methods using MEC wheel.
- Brief Elements of Infection prevention and instrumental processing along with demonstration following guidelines and infection prevention protocols.

Setting The Context:

Period: 1 hour 15 minutes

1. Cross The Line:

The activity is also used as an icebreaker to engage learners in a discussion to understand their, culture and religious beliefs regarding various sexual and reproductive health issues.

Purpose:

- Questions Flash Card
- Color tape for making the line on the floor

Time:



- Ask all participants to stand on one side of the line (marked with tape)
- Tell them to cross the line and come forward if they agree to the given statement.
- Explain participants that there is no in-between situation, which means they have to stand either one side of the line or other.
- Tell them there are no right or wrong answers.
- Ask someone who has crossed the line and then someone who didn't, to briefly explain as to why they are standing on that side of the line in response to the statement.

Instructions:

Start each statement by saying “ **Cross the line if you** ” Start the activity with an example to make sure everyone understand the instructions. Say

Cross the line if you ate and fruit in the morning.

Fig: 2.1.4:

Questionnaire - Cross the Line

Cross the line if you

Have ever thought that increasing population will impact the development of our country

Cross the line if you

Are comfortable in discussing family planning with your family (male members)

Cross the line if you

Agree that contraception is against your religion

Cross the line if you

You think Women need permission from her family to seek contraceptive services

Cross the line if you

Or someone in your family/ friends has had an unsafe abortion (eg: backstreet abortion)

Cross the line if you

Think every woman/girl should get access to contraceptive methods

2. Why did Mrs X Die, Retold:

The Motive of this video is to sensitize participants about the impact of socioeconomic factors on maternal mortality and what can be done to overcome these barriers. It also highlights that Family planning can potentially reduce 30% of maternal mortality.

Purpose:

- Video: Why did Mrs. X Die, Retold (Urdu translation: By Dr Kiran Asif, Greenstar Social Marketing)

Probs:

Time:

15
minutes

- Explain participants That this film by WHO is about a women's journey through childhood, adolescence, pregnancy and childbirth. It describes how, socioeconomical factors impact directly on maternal mortality besides medical issues, health facilities structure and family planning effects in reducing maternal mortality rate (MMR).
- The video has afterwords by Prof. Mahmoud Fathalla, former President of the International Federation of Gynecology and Obstetrics (FIGO)
- At the end video, ask participants if the story of Mrs. X looks familiar to them and link the video to the next activity- The Maternal and Neonatal Health and Population Scenario in Pakistan.

Instructions

3. Population, Maternal, and Neonatal Health Scenario In Pakistan:

The objective is this activity is to sensitize the participants about the impact of increasing population on maternal and neonatal health and development of country. By the end of this session leaners will able to articulate the population situation in Pakistan and the need to integrate Family planning with the other health services.

Purpose:

- Sticky notes
- Markers
- Flip chart/ Panaflex
- IEC Material (Fact sheet on population and maternal and neonatal Health scenario in Pakistan)
- Video: Giraffe vs. Elephant Water Fight
<https://www.youtube.com/watch?v=677R2ezfAT8>
- Video: Supreme Court ki Pukkar on high population growth issue in Pakistan
<https://www.youtube.com/watch?v=x3u4oEFvzAs>
- PowerPoint Presentation

Material:

Period: 60 Minutes

Video: Giraffe vs.
Elephant Water Fight



Brainstorming Activity



PowerPoint
presentation



Video: Supreme Court
ki Pukkar



- Explain participants That this film by WHO is about a women's journey through childhood, adolescence, pregnancy and childbirth. It describes how, socioeconomical factors impact directly on maternal mortality besides medical issues, health facilities structure and family planning effects in reducing maternal mortality rate (MMR).
- The video has afterwords by Prof. Mahmoud Fathalla, former President of the International Federation of Gynecology and Obstetrics (FIGO)
- At the end video, ask participants if the story of Mrs. X looks familiar to them and link the video to the next activity- The Maternal and Neonatal Health and Population Scenario in Pakistan.

Instructions

Fig 2.1.5:

Fact sheet Population Maternal and Child Health Situation in Pakistan

Healthy Timing and Spacing of Pregnancy (HTSP)

Return of fertility after childbirth and abortion is variable and unpredictable; it can be as early as 3 weeks after delivery and 10 days after Abortion/Miscarriage.

WHO has recommended:

- Birth to Birth interval of at least 3 years, but not more than 5 years
- Spacing between Birth to conception should be at least 2 years
- Delay first pregnancy until the age of 18 years and Avoid pregnancy after the age of 34 years
- After Miscarriage wait at least 6 months to get pregnant

Population

Population - **207.8 million**

Growth Rate - **2.4%**

Men have outnumbered women

-Men **51%**,

-Women **48.76%**

-Transgender **0.24%**

Source: Pakistan Census 2017

Unintended Pregnancies and Abortions

Unintended Pregnancies

- **4 million** per year

Abortions - **2.2 Million** per year

Abortion has become a method of Family Planning (FP)

Source: Population Council 2012-13

Contraception

Contraceptive Prevalence Rate (CPR) - **34%**

Only **25%** couples use modern methods of FP

Unmet need for FP - **17%**

Source: Pakistan Demographic and Health Survey (2017 – 18)

Abortion Law of Pakistan

Following a 1989 Supreme Court decision; Pakistan's Abortion Law has been revised to be in conformity with Islamic Principles or Shariah.

In Pakistan, abortion is **legal** to save the woman's life or to provide "necessary treatment"

Maternal Mortality Ratio (per 100,000 live births)

- Contraceptive Prevalence Rate (CPR) - **34%**
- Only **25%** couples use modern methods of FP
- Unmet need for FP - **17%**

Source: Pakistan Demographic and Health Survey (2017 – 18)

Child Labor Law of Pakistan

Article 11.3 & 37 of the Constitution of Pakistan says "No child **below the age of 14 years** shall be engaged in any factory or mine or any other hazardous employment."

(In accordance with section 14 of the Employment of Children Act, whosoever employs any child or permits any child to work in occupations and processes shall be punishable with imprisonment and Fine

Child Mortality Rate (per 1000 live births)

- Neonatal Mortality Rate is **42** (Highest in the world)
- Infant Mortality Rate is **62**
- Under 5 mortality rate is **74**

Source: Pakistan Demographic and Health Survey (2017 – 18)

The Child Marriage Restraint (Amendment) Bill, 2018 Pakistan

- Pakistan's Child Marriage Restraint Act (CMRA) 1929 sets the legal age for marriage to 16 years for women and 18 years for men.
- In April 2014, the Sindh Assembly unanimously adopted the Sindh Child Marriage Restraint Act, increasing the minimum age of marriage to 18 years for both men and women and making marriage below 18 years a punishable offence

Bill to Criminalize Child Sexual Abuse

In March 2016, the Senate passed a bill to criminalize Child Sexual Abuse (including assault against minors, child pornography and trafficking).

The new Sections 292 A, 292 B and 292 C, 328 A, 369 A, 377 A and 377 B have been incorporated in Pakistan Penal Code, 1860, making child pornography and exposure to seduction, a punishable crime.

Zainab Alert Bill

In January 2020, National Assembly passed Zainab Alert, Recovery, and Response Bill, 2020, which aims to take timely action for the recovery of missing and abducted children. According to the bill, the maximum sentence handed down to child sexual abusers would be life imprisonment, with a Rs1-million fine while the minimum sentence would be 10 years.

Under the bill, investigations pertaining to cases of kidnapping, rape, and murder of minor children would need to be completed within three months.

In March 2020, President Arif Alvi ratified the bill with his signature and the bill is now a law.

Module 2.1.4

Learning From Reflections

Objective of this module is to reflect and compile all training days and recapping the key take-home messages before formal closing of TOT.

Purpose:

- Video: UBUNTU
<https://www.youtube.com/watch?v=JHILZb1Mv98>
- PowerPoint Presentation
- Ubuntu Flash card
- Video The Girls Effect:
<https://www.youtube.com/watch?v=1e8xgF0JtVg>
- Certificates

Probs:

Period: 1.5 Hours (90 minutes)

UBUNTU:

Time:



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

- Show participants video on UBUNTU.
- Ask them about their opinion on video.
- Explain the learners that Ubuntu is more than a word showing them Ubuntu history through a power point presentation. " Ubuntu is an African term meaning HUMANITY, often translated as " I am, because we are" or " humanity towards others "
- Motivate participants to adapt Ubuntu culture to spread human solidarity and happiness around them.
- In the end, get them to sign the Ubuntu flash card (made with the colored flash card)

Instructions:

Fig.2.1.6

UBUNTU Culture



An anthropologist proposed a game to the kids in an African tribe. He put a basket full of fruits near a tree and told them that whoever got there first won the sweet fruits. When he gave them signal to run, they all took each other's hand and ran together, then set in a circle to enjoying their treats. When he asked them why they choose to run as a group when they could have had more fruit individually, one child spoke up and said " UBUNTU, How can one of us be happy if all the other ones are sad?"

UBUNTU in Xhosa culture means: "I am because we are."

Fig: 2.1.7:

UBUNTU sign up Flash Card



Closing Flash Back

Time:



- Allow participants to Gallery walk
- Precisely go through the course of training through Flip charts, activities, objectives, Parking lot and key points of topics covered during training.
- Reassure on the need of quality services including family planning and its counselling pre-marital, antenatal, and post-pregnancy level to improve both maternal and child health and to constrain population growth on Pakistan to meet developmental goals.
- End training with video: The Girl Effect – The Clock is Ticking.

Instructions

Certificate Distribution and Group Picture:

Time:



- Tell participants that they all are the chief guests for this certificate distribution ceremony.
- Debrief them that all participants will distribute certificate to each other, but no one will call the next participant with their names. Instead, they have to describe something nice and unique about the participant in 1 or 2 words and let other participants guess the person being called.
- Facilitator will demonstrate by calling one participant with unique characteristics and let others guess who the recipient is.
- Appraise her with the certificate and let her introduce the next participant without naming them.
- Certificate distribution will be followed by final group picture in front of training banner along with all participants and facilitators.

Instructions

Certificate template



Trainer's Grill Session:

Time:



- All trainers will meet at the end of the day:
- Discuss the course through the day to analyses what went wrong and what was good about the day sessions, to make needful amendments.
 - Make assessment reviewing through cards in suggestion box, feedbacks from participants and daily evaluation activities.
- Lead trainer must ensure about next day debriefing on assigned tasks to be conducted by the mentors of training. Explain Teach- Back assessment form to all trainers and explain how to use it .

Instructions