

TRAIN THE TRAINER

Facilitator Manual – Tonga

2021



Acknowledgements Training Package

This comprehensive Training Package which includes facilitator notes, participant handouts, activities and slide deck drew heavily from the Family Planning Global Handbook for providers (WHO, 2019), the Medical Eligibility Criteria for Contraceptive Use (WHO, Fifth Edition, 2015), and Selected Practice Recommendations for Contraceptive Use (WHO, Third Edition, 2016).

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About this course

Course overview

This subject outlines the specialised skills and knowledge required by multi-disciplinary health professionals to develop training skills and confidence to teach the Consultation and Counselling and Contraception modules. The subject will equip health professionals on creating an effective learning environment, understanding how adults prefer to learn, teaching using a facilitator manual and already developed session plans, deliver course content, providing and receiving constructive feedback, and the administration of assessment tools and competency standards.

This subject is one of a suite of subjects which may be delivered as a standalone subject or as part of a comprehensive family planning course.

Pre requisites

Consultation and Counselling Module
Contraception Module

Aim of course

The aim of the module is to equip champion and master facilitators with the knowledge and skills to facilitate learning and assess participants competency in the Consultation and Counselling and Contraception modules.

Learning outcomes

1. Explain and apply adult learning principles when presenting and delivering to adults
2. Apply effective facilitation and group work techniques and processes
3. Use teaching strategies and learning resources effectively
4. Explain and apply competency based assessment principles when conducting assessment

Assessment requirements

1. Simulation
 - a. Deliver an activity from the module
 - b. Assess a role play consultation
 - c. Assess a case study and short answer questions
2. Peer Assessment/ Reflection

Timeframe (face to face component)

2 days – 14 hours (not including breaks) and individual assessment time.

Course values

Sexual and reproductive health and rights embrace human rights that are already recognised in national laws, international human rights documents, and other consensus documents. It is the fundamental right of all couples and individuals to decide whether to have or not have children, to decide freely and responsibly the number, spacing and timing of their children and to have access to the information and services to do so. The right to attain the highest standard of sexual and reproductive health also includes the right to make decisions concerning reproduction free of discrimination, coercion, and violence, as expressed in human rights documents.



About this course cont...

Facilitator checklist

- ☐ Welcome participants
- ☐ Attendance sheet
- ☐ Opening prayer
- ☐ Introduce facilitator/s and background
- ☐ Cover work health and safety and facility details as relevant to the location: fire exits, fire evacuation, location of toilets
- ☐ Course overview: Brief outline of topics as per session agendas
- ☐ Note breaks, food provided and start and finish time
- ☐ The course offers an opportunity for participants to reflect on their work practices
- ☐ Keep an open mind and stay open to learning
- ☐ Acknowledge the prior experience and promote the concept of collective expertise
- ☐ The course involves interactive and discussion-based learning – encourage everyone to get involved to make the most of learning from one another
- ☐ Encourage questions
- ☐ Acknowledge training is part of the implementation of UNFPA Transformative Agenda



Facilitator instructions

Active involvement enhances learning

The facilitator manual has been designed to guide facilitators through a series of educational topics identified as essential for clinicians when delivering sexual and reproductive care to their community.

Each session details essential knowledge processes needed to enhance clinical competence and apply an activity-based learning framework to provide a safe and positive learning environment to promote active thought.

Activities are delivered using a wide range of engagement techniques such as:

- Self-reflection exercise to build the participants' self-awareness to understand themselves better, to assist participants in making informed decisions, develop participants' ability to appreciate their strengths and weaknesses, and to ensure their values/ beliefs do not influence their behaviour in a professional or their management of client issues
- Problem-solving and critical reflection exercises to extend the participants' critical thinking skills to encourage curiosity, enhance creativity and to foster independence
- Small and large group activities, case studies, and feedback sessions to encourage participants to engage in the learning process actively and to develop their skills, knowledge and understanding in different ways

Each activity delivers information which is reflected in the activities purpose, and the method for implementation. The facilitator must outline to the participants why the activity is essential at the start of the session. There are answers at the end of the activity. It is essential to prepare resources before commencing a session.

The participatory nature of the activities reflects the different styles of adult learning techniques and offers the participants the opportunity to link new knowledge learned from the sessions with their own experience. There is a suggested time frame for each activity in which participants are asked to complete a group discussion, role-play, or individual work. Within the set time, the facilitator seeks feedback from the group. The time frame is a guide and the facilitator may choose to increase or decrease the time depending upon the level of knowledge of the group. By staying within the times suggested, the activity will be completed within a suitable timeframe.

Activity feedback is an integral part of the learning process. The facilitator supports and encourages the participants in this process through active listening and positive feedback throughout the activity. At the end of each Activity, the facilitator is asked to share the key messages with the group. This feedback is a crucial way to summarise with the participants and to reinforce the key points.

Preparation for training – Better prepared the better the outcome

Tips to help facilitators to deliver successful training

- Read through the manual and make your notes in the language you will use. The preparation time for each session will vary depending on the group's educational needs and the facilitator's knowledge
- Think about how you will link the subject with previous sessions to build on participants existing skills and knowledge
- Prepare for energisers, ice breakers or specific games



Facilitator instructions cont...

- Consider the time frames for group activities. You may need to adjust these times as some groups may need more time than others
- Look at the Session resource list, "What you need to prepare for the Activity". This is found at the beginning of each Activity or Session. Get the resources ready in the correct order in which you will use them. You may need to photocopy handouts before you go
- Organise the area to encourage people to sit in small groups. This action will help communication as people can share ideas without feeling as threatened as they may feel when talking in a large group
- Engage as people are more likely to share ideas if they can see each other's faces. Participants generally become more vocal and relaxed as the training progresses
- Ensure you arrive at the training area or venue to check the area is prepared before participants arrive, including to assess physical accessibility for any participants with disabilities
- Encourage participants to provide inputs on a mood chart at the end of the day to understand how they liked the sessions and if the feedback is neutral or negative the facilitator should discuss with the group as to how the training delivery could be improved

Tips for effective training

- Before starting, announce the schedule for the session so participants will know how long it will last
- Speak loudly so that all participants can hear the presentation easily
- Lower the lighting in the room while using an overhead projector, but leave enough light so that participants can read their own documents and write notes. Moderate lighting also helps keep participants from becoming sleepy
- Avoid moving around too much or making many gestures while you are presenting because this can distract participants
- Speak slower than normal conversation speed
- Offer frequent opportunities for participants to ask questions or request clarification
- Look at participants' faces and posture to detect problems such as lack of understanding or boredom
- Use icebreaking activities to refocus the participants' attention during the session if necessary
- While using the facilitating questions or group exercise techniques, encourage participants to openly share their opinions and their understanding of the material they are learning
- Avoid interrupting or criticizing participants who respond to a facilitating question or who are participating in a group exercise
- Allow a short silent pause after presenting a new idea or after completing an exercise to help participants to think about the information they have just learned



Facilitating the training

Use active listening and questioning

Active listening and questioning encourage two-way communication by making the participant feel heard and understood. Some tips to help the facilitator:

- Face the person and position your body squarely towards them while they are talking
- Make eye contact with the participant who is speaking to show that you are both interested and listening to what they are saying
- Pay attention to your body language to show that you are listening (i.e. nod your head, sit or stand with an open and relaxed posture)
- Be attentive – avoid distractions and focus on what the person is saying rather than guessing or preparing what you will say next
- Use open questions that start with what, how, who, when, where, or why
- Ask for clarifications and summarise what you have heard to show that you have understood what has been said
- Use a tone of voice that conveys respect and encourages questions and discussion
- Allow time for silence and thinking
- Give and ask for feedback after group work and presentations

Facilitating group work

When facilitating group work, the facilitator is enabling people to exchange information and learn from each other. Some tips to help the facilitation work:

- Have clear instructions about how to run activities or group work
- Keep activities focused and on track
- Encourage all group members to contribute and participate in the session or activity
- End by summarising the discussion and clarifying any points
- Provide a recap of the main points from the session or activity



Energisers

Energisers are useful activities when people look sleepy or tired, especially after lunch. They are used to get the group motivated and ready to learn. Energisers work best when they are fun and engaging. There are two examples which can be used by the facilitators as needed. Asking participants to come up with their energisers such as songs or quizzes is also an excellent way to engage the participants with activities which may be relevant to the group.

Energiser 1 – Sera/Jacob says

How long it will take – 10 minutes
Resources – None

What to do

1. Tell the group that they should follow your instructions
2. You will start by saying “Sara/Jacob says...” If you do not begin the instructions with the words “Sara/Jacob says”, then the group should not follow the instructions!
3. Say something like “Sara/Jacob says clap your hands” while clapping their hands. The group follows
4. Speeds up the actions, always saying “Sara/Jacob says” first. After a short while, stop saying Sara/Jacob says” first and instead just says the actions
5. Those people who follow your actions when you don’t “Sara/Jacob says” are ‘out of the game
6. The game can be continued, and a couple of rounds can be played

Energiser 2 – Get to the other side

How long it will take – 10 minutes
Resources – None

What to do

1. Ask participants to line up on one side of the room
2. Tell them that the object of this exercise is to move one by one to the other side of the room while making a unique movement
3. Explain that no one may repeat a movement or way of moving that anyone before them used to get to the other side of the room
4. Give an example such as “I might walk to the other side of the room with my hand on my head. The next client might hop on one foot to the other side. Use your creativity and think of the innovative ways to get to the other side”
5. Continue until all the participants have crossed the room



Day	Time	Session	Learning outcomes	Activities	Resources
1.	9.00am	Introduction (30 minutes)		Expectations – 15 minutes Group agreement – 10 minutes	• Whiteboard/butchers paper • Markers • Previous group • Agreement
	9.30am	Adult learning (105 minutes)	Explain and apply adult learning principles when presenting and delivering to adults	Considering adult learners – 20 minutes Adult learning principles – 25 minutes Reflection – 25 minutes	• Participant Workbook • Pens • Whiteboard/butchers paper • Markers
	11.15am Morning tea (15 minutes)				
	11.30am	Facilitating group learning (105 minutes)	Apply effective facilitation and group work techniques and processes	Differences between presenting and facilitating – 20 minutes What’s missing? – 15 minutes Useful questions for facilitators – 15 minutes	• Facilitator Manual • Pens • Participant Workbook • Whiteboard/butchers paper • Markers
	1.15pm Lunch (45 minutes)				
	2.00pm	Facilitating group learning (cont...) (60 minutes)	Apply effective facilitation and group work techniques and processes	Learning in groups – 20 minutes Group maintenance activities – 15 minutes	• Facilitator Manual • Pens/markers • Participant Workbook • Whiteboard/butchers paper • Small notecards such as post-it notes • Box or bowl to put notecards in
	3.00pm Afternoon tea (15 minutes)				
	3.15pm	Managing challenging behaviours and difficult group situations (90 minutes)	Apply effective facilitation and group work techniques and processes	Dealing with challenging behaviours – 20 minutes Managing difficult group situations – 30 minutes	• Pens • Participant Workbook
	4.45pm Wrap up (15 minutes)				



Day	Time	Session	Learning outcomes	Activities	Resources
2.	9.00am	Prayer and introduction Review of day 1 (30 minutes)			
	9.30am	Teaching strategies and resources (75 minutes)	Use teaching strategies and learning resources effectively	What teaching and learning strategies have been used? – 20 minutes Managing unexpected issues – 25 minutes	<ul style="list-style-type: none">• Butchers paper/whiteboard• Markers• Participant Workbook• Facilitator Manual
	10:45am Morning tea (15 minutes)				
	11.00am	Feedback (60 minutes)	Apply effective facilitation and group work techniques and processes	Planning and giving feedback activity – 20 minutes	<ul style="list-style-type: none">• Participant Workbook• Pens• Butchers paper• Markers• Facilitator Manual
	12.00pm	Assessment (60 minutes)	Explain and apply competency based assessment principles when conducting assessment	Assessment experience – 30 minutes Role of the assessor versus facilitator – 20 minutes	<ul style="list-style-type: none">• Participant Workbook• Pens• Butchers paper• Markers• Facilitator Manual
	1:00pm Lunch (45 minutes)				
	1.45pm	Assessment (cont'd) (120 minutes)	Explain and apply competency based assessment principles when conducting assessment	Principles of assessment – 20 minutes Rules of evidence – 15 minutes Explain the assessment process – 30 minutes Giving assessment feedback – 25 minutes Assessor errors – 20 minutes	<ul style="list-style-type: none">• Participant Workbook• Pens• Butchers paper• Markers
	3:45pm Afternoon tea (15 minutes)				
	4.00pm	Planning for assessing the Consultation and Counselling and Contraception modules (60 minutes)			<ul style="list-style-type: none">• Assessment booklet• Marking guide• Role play scenarios
	4:45pm Wrap up (15 minutes)				

Aim of the course

The aim of the module is to equip Champion and Master facilitators with the knowledge and skills to facilitate learning and assess participants competency in the Consultation & Counselling and Contraception modules



Learning outcomes

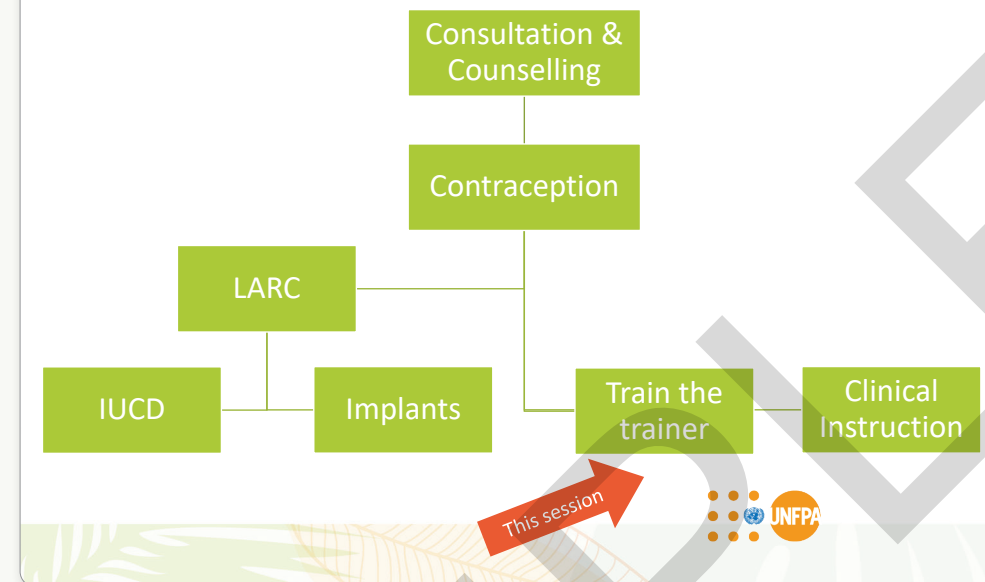
1. Explain and apply adult learning principles when presenting and delivering to adults
2. Apply effective facilitation and group work techniques and processes
3. Use teaching strategies and learning resources effectively
4. Explain and apply competency based assessment principles when conducting assessment

Facilitator notes:

Discuss the learning outcomes with the participants

- Refer to the expectations and how the learning outcomes address the expectations
- Re-state any expectations that are out of scope and explain why they will not be covered by these learning outcomes
- End by stating that these learning outcomes were written by experienced professionals with an understanding of the Pacific and the content. The course will provide a solid base for the participants to become facilitators in this course
- Practice, reflection and feedback are the next steps

Diagram of course structure



Facilitator notes:

This subject outlines the specialised skills and knowledge required by multidisciplinary health professionals to develop training skills and confidence to teach the Consultation and Counselling and Contraception Modules.

The subject will equip health professionals on creating an effective learning environment, understanding how adults prefer to learn, teaching using a facilitator guide and already developed session plans, deliver course content, providing and receiving constructive feedback, and the administration of assessment tools and competency standards the Contraception module has been developed to be delivered with the Counselling and Consultation module.

To do this course, you must have already completed:

- Consultation and Counselling
- Contraception



COVID-19 and training

All activities need to be run with safe social distancing practices in mind

Room should be set up to enable social distancing as much as possible

Participants to any training should be reminded about regular hand washing, not touching face and social distancing

Any shared equipment, resources and the room should be cleaned and disinfected regularly

Facilitator notes:

Slide can be used to inform future facilitators of the responsibility they have to make sure they are keeping COVID-19 safety practices in mind throughout any training session that they are facilitating.

- **Hand washing** – is the most important thing that participants can do to keep themselves and others safe
- **Touching face** – the virus can be transferred from your hands to mouth/nose/eyes
- **Social distancing** – ensure participants are maintaining at least 1.5 metres distance between themselves and others where possible; avoid touching others (including handshakes)

Cleaning and disinfecting - ensure regular cleaning of training environments. It is important to regularly clean surfaces that lots of people touch (e.g. door handles, light switches).



Activity: Group expectations

Think about the following questions and write your responses in your workbook.

- How are you feeling right now?
- What do you want to learn from this module?
- What concerns do you have about the training?
- How can we help each other?

Your facilitator will then lead a group discussion



Activity – Group expectations

Purpose: To allow participants to be clear about the program, to understand the participants to express any feelings which could prevent them from fully participating and to encourage a sense of participation and solidarity and reduce potential hostility or fear.

Resources: Workbook, pens, whiteboard/butchers paper and markers

Preparation: None

Instructions:

1. Give participants 5 minutes to reflect on the questions
2. Ask participants to share their answers in a class discussion lead by the Facilitator

Debrief:

- Summarise the feelings, expectations, concerns and ways to help on the whiteboard or butchers paper
- Acknowledge the feelings that the participants have
- Confirm the expectations that will be covered in the session and highlight those that will not be covered
KEEP THIS DISPLAYED IN THE CLASSROOM FOR THE REST OF THE COURSE
- Explore ways that participants can help each other and ask them to write one commitment in their workbooks a variety of learning experiences and support everyone

Key points:

Today's session is about how to deliver this course to others and how to conduct assessment for this course only. Although you may have concerns, the facilitator and other participants will work together to support each other.