

TRAIN THE TRAINER

Participant Workbook – 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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Welcome

Welcome to the Train the Trainer package. We are confident that you will find this course relevant, interesting and engaging.

Teaching activities used in the Course

This course uses activity-based learning such as case studies, small group activities, discussions, and presentations. These are designed to suit a range of learning styles. Most courses are run with less than 15 people to encourage discussion and participation. The facilitators will go through the program at the start of the course, so you know what is expected for you to get the most out of the course.

Student support

The welfare of people who come to our courses is very important to us. No one will be unfairly disadvantaged in accessing or participating in a course due to gender, age, culture or disability. If you experience any difficulties in participating in the course these can be discussed with the facilitator and will be responded to with sensitivity and confidentiality.

We want to create a safe learning environment and so we aim to prevent or respond quickly to concerns such as discrimination, harassment or bullying. We will also aim to prevent or respond to any safety issues in the training room. Complaints will be investigated quickly, in confidence and resolved as quickly as possible. If you wish to provide feedback or a complaint, there are many ways you can do this. You can provide feedback to the UNFPA office in-country or by providing your feedback in writing or via email to UNFPA or Family Planning NSW via our websites.

At the end of this training, you will be given an opportunity to be part of a formal evaluation where you will be asked to comment on your satisfaction with the services provided.



About this course

Welcome to the training course

This course has been developed by Family Planning NSW to help you improve your knowledge and skills on delivering training and assessing others.

Course objectives

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

Course values

Sexual and reproductive 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.

How to use the workbook

The Participant Workbook contains all the activities and group work that will be delivered throughout this course and provides a space where participants can take notes and use as reflection. Throughout the course you will be asked to participate in group discussions or role plays in order to enhance your learning.

Activity feedback is an important part of the learning process. You are encouraged to provide feedback on the activities and the training facilitators will support you in this process through active listening and positive feedback. The participatory nature of the activities reflect the different styles of adult learning techniques and offer you the opportunity to link new knowledge learned from the sessions with your own experience.

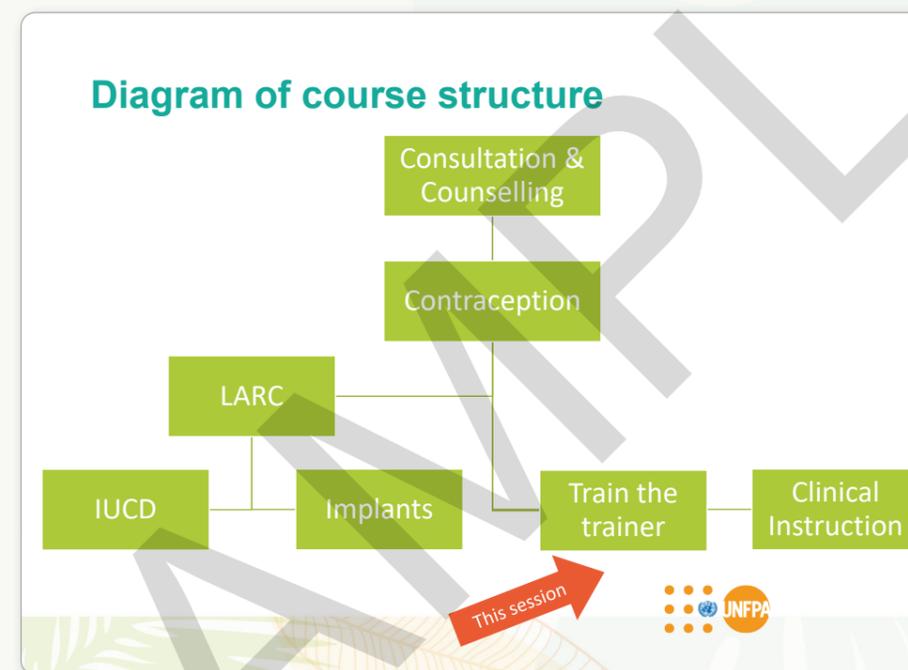
At the end of each activity, the training facilitator will share key messages with the group so as to summarise and reinforce these.



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 and Counselling and Contraception modules.

Course structure





Course outline

Day	Time	Session	Learning outcomes	Activities	Resources	
1.	9.00am	Introduction (30 minutes)		Expectations – 15 minutes Group agreement – 10 minutes	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Facilitator Manual Pens Participant Workbook Whiteboard/butchers paper Markers 	
	1.15pm Lunch (45 minutes)					
	2.00pm	Facilitating group learning (cont'd) (60 minutes)	Apply effective facilitation and group work techniques and processes	Learning in groups – 20 minutes Group maintenance activities – 15 minutes	<ul style="list-style-type: none"> Facilitator Manual Pens/ markers Participant Workbook Whiteboard/butchers paper Small notecards such as post-it notes Box or bowl to put note-cards 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 – 15 minutes	<ul style="list-style-type: none"> 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 – 30 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 	
	12.00pm	Assessment (60 minutes)	Explain and apply competency based assessment principles when conducting assessment	Assessment experience – 20 minutes Role of the assessor versus facilitator – 20 minutes	<ul style="list-style-type: none"> Participant Workbook Pens Butchers paper Markers 	
	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 (45 minutes)			<ul style="list-style-type: none"> Assessment booklet Marking guide Role play scenarios 	
	4.45pm Wrap up (15 minutes)					



Course outline cont...

COVID-19 safety

Common symptoms of COVID-19

- Fever
- Respiratory illness – coughing, sore throat, fatigue and shortness of breath

How to protect yourself and others

- Hand washing (with soap and water or an alcohol based rub)
- Try not to touch your face
- Social distancing
- Cover your mouth with your elbow or a tissue when you cough or sneeze
- Cleaning and disinfecting



Participant notes



Introduction

0.1

Activity: Group expectations



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?



0.0 Activity: Refresh group agreement

Participant notes

Participant notes area with a large 'SAMPLE' watermark.



1.1 Activity: Considering adult learners' needs

Instructions: Answer these three questions about yourself. (A few sample answers have been given just to start you thinking. Cross them out if they don't apply to you.)

1. What makes it easier for me to learn how to know or do something and remember it?

Having a go at it
Asking questions

2. What makes it harder for me?

If I feel nervous
If the trainer talks too fast

3. What kind of person do you think makes a good facilitator, trainer or educator?

Someone who doesn't make me feel stupid
Someone who takes my questions seriously

1.2 Activity: Adult learning principles 

Instructions: Match the principle to the correct definition. Write the principle in the definition column wherever there is a line. Once you have matched the principles with a definition consider which ones are most important to you for your own learning? Why?

- Regular and useful feedback
- Active participation
- Holistic learning
- Reward/s/ed
- Practice and reinforcement
- Multi-sensory learning
- Strong first and last impressions
- Meaning and relevance

Adult learning principle	Definition	Is this important for your own learning? Why?
	Adults learn best by: <hr/> Their involvement in the training may be: – physical (e.g. practicing a skill—skills) – intellectual (e.g. thinking about or discussing the material/knowledge) – emotional (e.g. reflecting on the learning and their perception of it—attitudes).	
	Adults need to be able to relate to the material being trained; to understand why they need to learn this material and how they will benefit from learning the material: 'what's in it for me?' <hr/> and <hr/> are critical.	

Adult learning principle	Definition	Is this important for your own learning? Why?
	Learners like to receive: <hr/> on their progress. <hr/> should be provided as early as possible in the learning process, so that any initial errors may be corrected, and correct behaviour may be reinforced. All <hr/> given must be constructive. In other words, <hr/> must enable the learners to further develop, or 'build' on their skill base, while also maintaining and building on performance.	
	Adult learners retain material better when they have experienced or been exposed to the material using: <hr/> rather than just one type of learning.	

Adult learning principle	Definition	Is this important for your own learning? Why?
	<p>Adults' impressions of a training experience are based mainly on their:</p> <hr/> <p>of training.</p> <p>Create a positive impression from the moment you first come into contact with the learners, even before training begins. Remember that learners will start forming impressions about you and the training from the moment they come into contact with you. To do this:</p> <ul style="list-style-type: none"> – take time to introduce the course on a positive note – clarify key learning points as early as possible – review the outcomes of the training – summarise and reinforce key learning points – let learners know what happens next. 	
	<p>Learning is most effective when learners have the opportunity for:</p> <hr/> <p>of their skills and knowledge. If training is conducted on-the-job, steps must be taken to ensure that the first few practice opportunities are 'off-line'.</p>	

Adult learning principle	Definition	Is this important for your own learning? Why?
	<p>Adults' motivation to learn increases when their learning is:</p> <hr/> <p>The:</p> <hr/> <p>serves as both an acknowledgement of what has been learned, as well as an incentive to learn more.</p> <hr/> <p>may be:</p> <ul style="list-style-type: none"> – intrinsic (e.g. the trainer points out how far the learner has progressed, causing the learners to feel a sense of satisfaction about what they have achieved) – extrinsic (e.g. the learner gets a prize for having learned). <p>Different learners respond to different types of</p> <hr/> <p>Whatever type of:</p> <hr/> <p>is given, it can be very motivating when learners realise that their efforts have been recognised and appreciated.</p>	
	<p>Adults need to understand the context, or 'big picture' of the learning. They need to understand how what they are learning today fits into the overall learning process and is:</p> <hr/>	