

MPA MODULE NUTRITION

FACILITATOR MANUAL

10

NATIONAL NUTRITION PROGRAM



March 2009



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Developed by the National Nutrition Program, National Maternal and Child Health Center,
with technical support from the A2Z Micronutrient Project, Mr Jan Berkvens and the Nutrition Working Group.
March 2009

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GLOSSARY

ABBREVIATIONS

BCG	Tuberculosis immunization (immunisation to protect against TB)
BF	Breast feeding
DPT	Diphtheria, Pertussis and Tetanus immunization
EDD	Expected Date of Delivery
GP	Growth Promotion
GA	Growth Assessment
HB	Hepatitis B immunization
HC	Health Centre
HC-1 (HIS)	Health Centre-1 form, Health Information System form filled in and sent to OD monthly
HIV	Human Immuno-deficiency virus, the virus causing AIDS
HIV+	A person who is HIV positive
IDA	Iron Deficiency Anaemia
IMCI	Integrated Management of Childhood Illnesses
IU	International Unit
LMP	Last Menstrual Period
MC	Mother Card
Mg	Milligram
MPA	Minimum Package of Activities
Ms	Months
NFP	Nutrition Focal Point
NNP	National Nutrition Program
OD	Operational District
OPV	Polio immunization
OR	Out Reach
ORS	Oral Re-hydration Solution
PHD	Provincial Health Department
TT	Tetanus immunization
VAC	Vitamin A Capsule
VHSG	Village Health Support Group
Vit A	Vitamin A
Vit C	Vitamin C
WRA	Women of reproductive age
YC	Yellow Card (Child Health Card)
<	Less than
>	More than

TECHNICAL WORDS

Anaemia Anaemia is a deficiency in the amount of haemoglobin in the blood (haemoglobin is a substance that carries oxygen around the body). Iron is needed to produce haemoglobin. Iron deficiency causes Iron Deficiency Anaemia. Signs of anaemia are pallor of the face, lips, eyes and palms of hands. Severe anaemia can cause death. Anaemia caused by Iron deficiency can be prevented by providing iron/folic acid supplement and eating foods that are rich in Iron

Colostrum The first milk the mother produces in late pregnancy and during the first few days after the baby is born. Colostrum contains many nutrients and protects the baby against diseases. The newborn should receive colostrum within the first hour of birth of delivery

Complementary feeding The provision of other foods in addition to breastfeeding. Complementary foods should be started when the infant is 6 months old. **Appropriate complementary food means:** appropriate amount, frequency, consistency and quality for the infant's age.

Appropriate complementary food is thick enriched Borbor that cannot fall/drip off a spoon with added foods such as:

- Fish, egg, blood, chopped meat, tofu, and beans
- Vegetables: morning glory leaves, amaranth leaves, pumpkin, yellow sweet potato, and other vegetables
- Cooking oil
- Iodized salt

Complementary foods should be given in the correct amount, consistency and frequency for the infant's age

Exclusive breastfeeding The provision of breast milk only to young infants, no other liquids or foods, not even water is required until the infant is aged 6 months

Iodine A chemical element added to salt to prevent iodine deficiency (goitre)

Iron A micronutrient that is needed to make red blood cells. Adequate iron intake prevents iron deficiency anaemia

Mebendazole De-worming medicine

Mental Related to the mind or brain

Messenger Person giving the message

Physical Related to the body

Post partum After delivery

Pre-lacteal feeding Any foods or fluids (including water) given to the new born infant prior to breastfeeding

Receiver Person receiving the message

CONTENTS

1	Introduction	
1.1	Introduction	10
1.2	Objectives of the MPA 10	10
1.3	The bigger picture	10
1.4	Importance of the HC staff	11
1.5	Health centre staff responsibilities for nutrition	11
1.6	The training package	11
1.7	The facilitators' manual	13
1.8	The job aids	13
1.8.1	Antenatal Contact	14
1.8.2	Delivery Contact	15
1.8.3	Postpartum Contact	16
1.8.4	Immunization Contact	17
1.8.5	Well and Sick Child Contact	18
1.8.6	VAC distribution Contact	18
1.9	Measuring the training effect	19
1.10	Optimizing the training effect: Follow up	19
2	Facilitation	20
2.1	Introduction	20
2.2	The importance of the facilitator	20
2.3	Effective facilitation	21
2.4	Activities	21
2.5	Facilitators meeting	21
2.6	Be an effective facilitator	22
DAY 1 –	NUTRITION AND MATERIALS	24
	Objectives of Day 1	24
	Day 1 Skill objectives for participants	24
	Schedule of the Day	24
	Materials needed	25
	Activities Day 1	25

DAY 2 –	IYCF	33
	Objectives of day 2	33
	Skills objectives of Day 2	33
	Schedule of the Day	33
	Materials needed	34
	Activities Day 2	35
DAY 3 –	IYCF / VITAMIN A	44
	Objectives of Day 3	44
	Skills objectives for participants for Day 3	44
	Schedule of the Day	44
	Materials needed	45
	Activities Day 3	45
Day 4 –	VITAMIN A / IRON	54
	Objectives of Day 4	54
	Skills objectives for participants for Day 4	54
	Schedule of the Day	55
	Materials needed	55
	Activities Day 4	56
Day 5 –	IRON / IODIZED SALT	66
	Objectives of Day 5	66
	Skills objectives for participants for Day 5	66
	Schedule of the Day	66
	Materials needed	67
	Activities Day 5	67
Day 6 –	IMMUNIZATION / ANTENATAL VISIT	75
	Objectives of Day 6	75
	Skills objectives for participants for Day 6	75
	Schedule of the Day	75
	Materials needed	76
	Activities Day 6	76
DAY 7 –	ANTE - NATAL FIELD PRACTISE / DELIVERY AND POST NATAL VISITS	83
	Objectives of Day 7	83
	Skills objectives for participants for Day 7	83
	Schedule of the Day	83
	Materials needed	83
	Activities Day 7	84
DAY 8 –	POST PARTUM FIELD PRACTISE / IMMUNIZATION AND WELL AND SICK CHILD VISITS	90
	Objectives of Day 8	90
	Skills objectives for participants for Day 8	90

Schedule of the Day	90
Materials needed	91
Activities Day 8	91
DAY 9 – VITAMIN A DISTRIBUTION STOCK CALCULATIONS	97
Objectives of Day 9	97
Skills objectives for participants for Day 9	97
Schedule of the Day	97
Materials needed	97
Activities Day 9	98
DAY 10 – FINAL FIELD PRACTISE	103
Objectives of Day 10	103
Skills objectives for participants for Day 10	103
Schedule of the Day	103
Materials needed	103
Activities Day 10	104
References	110
Appendices	111
Guidelines / Checklist for Organising Training	112
Half-day Facilitation Session for Facilitators	114
Pre/Post-Test	123
Answers to Pre/Post-Test	127
Extra Energizers	133
Training Aid – 1.13	
Put a Meal Together – Group Assignment	135
Training Aid – 3.3	
IYCF – Group Assignment	136
Training Aid – 6.5 –	
Immunizations – Group Assignment	139
Facilitation Checklist MPA Module 10	142
Counselling Checklist	143
Peer Follow-Up Tool	144
Short Term Training Evaluation Form	145

01

INTRODUCTION

1.1 INTRODUCTION

The The MPA module 10 -nutrition training is an inservice training curriculum, which is one of the series of the Minimum Package of Activities Curricula for Health Centres. Module 10 is specific for nutrition and focuses on the 5 main nutrition interventions:

- Infant and Young Child Feeding
- Growth Promotion and Growth Assessment
- Vitamin A
- Iron
- Iodine

The first MPA module 10 manual was developed in 1998 and revised several times. Implementation of the module commenced in 2004. Participants, facilitators and other stakeholders provided their feedback in revising the module. Revisions started in 2007 and ended in 2009. The revised module meets the needs of all people involved, making the training package more comprehensive, skills based, easier to understand and use.

1.2 OBJECTIVES OF THE MPA 10

The purpose of the MPA 10 training is to strengthen the knowledge and skills of health centre staff about nutrition in order to improve the health of mothers and young children. This will contribute towards the achievement of the Cambodian government's goal to reduce maternal and under five child mortality.

The objectives of the National Nutrition Training Curriculum (MPA Module 10) are to:

- Improve the nutritional status of women and under-five children and promote and support positive nutrition practices
- Strengthen the quality and accessibility of nutrition services especially for women and under-five children
- Increase the knowledge and skills of health centre staff about nutrition and strengthen the health centre staff's ability to integrate nutrition interventions into mother and child visits at health centre, and during outreach activities at community level

1.3 THE BIGGER PICTURE

The MPA module 10 is linked to the following national strategies: The Health Strategic Plan 2008 - 2015 (HSP 2). Goal 1 of HSP 2 is to reduce maternal, new born and child morbidity and mortality with increased reproductive health. One of the expected outcomes is improved child nutritional status;

The National Nutrition Strategy 2008 - 2015, which will contribute to achieving the Cambodia Millennium goals 1, 4 and 5: to eradicate extreme poverty and hunger, reduce child mortality and improve maternal health; and contribute to achieving the Cambodia Child Survival Strategy. Four out of the 12 Child Survival Scorecard interventions are related to nutrition:

- Early initiation of breastfeeding
- Exclusive breastfeeding until six months of age
- Introduction of appropriate complementary foods at six months
- Vitamin A supplementation twice per year for children 6 months to 5 years

The 2009 revised Community-IMCI (c-IMCI) micronutrient training module for village health volunteers extends the micronutrient messages into the communities. The c-IMCI training module, and follow up after training, are both conducted by health centre staff.

1.4 IMPORTANCE OF THE HC STAFF

Health Centre staff are the key to improving the health and nutrition of women and children because:

- Health centre staff have trust and credibility with communities
- Know the communities 'problems
- Interact often with women and children in the coverage area

1.5 HEALTH CENTRE STAFF RESPONSIBILITIES FOR NUTRITION

This MPA Module 10 is about the integration of nutrition into everything the health centre staff do. The MPA 10 module provides health centre staff with the knowledge and skills to improve the nutrition status of women and children in Cambodia. The HC staff are responsible for:

- 1 Educating communities about nutrition and providing nutrition services at health center and village level
- 2 Providing support, training and supervision to village volunteers
- 3 Recording and reporting nutrition activities and using the information to improve the nutrition status of the communities'



1.6 THE TRAINING PACKAGE

The current revised MPA Module 10 focuses on the 6 contacts HC staff have with pregnant women and mothers with young children. Where the term women and mother is used in the manual, other caregivers are meant as well.

This revised MPA module 10 includes:

- Facilitators' manual
- Participants' manual

- Job aids
- Power point presentation with facilitators notes
- Checklist for counselling and communication

The training is primarily skills based and highly participatory, the training also contains the necessary theory for the various programs. Each session consists of theory, exercises and group assignments. The exercises are integrated in the participants and facilitators manual. Each exercise has a letter (A to L). The group assignments are included in the facilitators manual and will be explained to the participants by the facilitators.

The participant manual serves as a reference book. It consists of 11 chapters. The first chapter explains the purpose of the MPA Module 10. The second chapter provides background information on nutrition. The chapters 3 (IYCF), 4 (Vitamin A), 5 (Iron), 6 (Iodine) and 7 (Immunization) focus on the national programs. Chapter 8 explains the 6 key contacts for nutrition. Chapter 9 provides information on recording and reporting, chapter 10 on peer follow-up and chapter 11 provides background information on communication.

At central level, a 5-day training course for Master Facilitators focuses on strengthening facilitation skills and how to conduct the training activities most effectively. At Provincial Health Department (PHD) and Operational District (OD) level, the Training of Facilitators (ToF) is delivered in a 10-day training course, which encompasses the content of the entire participants' training, extended with some sessions on facilitation, presentation and evaluation. The HC staff training is the 10-day training course delivered by the facilitators of PHD/OD level.

Type of Training	Participants	Facilitators	Number of days
Participants	National level staff (NNP) other MoH department and NGO partners	Selected staff	5
PHD/OD Training	PHD/OD staff	National level staff	10
HC staff	HC staff	PHD/OD staff	10

Training of Facilitators (ToF) will be based on the use of the participants' manual, facilitators' manual and the rest of the training package (health staff job aids; powerpoint presentation slides with facilitators notes and IEC materials). There is not an additional manual for ToF. The additional activities for the ToF are in the facilitators' manual chapter on facilitation. All activities during the ToF will be slightly shorter than the training activities for the HC staff, as the emphasis during the ToF is on practising key facilitation skills rather than delivering the complete content of the session. It is important for the Master Facilitators to monitor the time of each session and provide feedback to the trainers using the facilitation checklist.

1.7 THE FACILITATORS' MANUAL

The facilitators' manual consists of an introduction chapter, a chapter on effective facilitation and the sessions for the 10 training days. The final chapters are on recording and reporting and peer follow-up.

The facilitators' manual contains the instructions for each of the 10 training days. The daily objectives and skills objectives for health center staff are presented, together with the time schedule for the day. Every training day consists of different sessions. The necessary materials are listed.

Each session is presented in a summary page with an estimated time required for the session, objectives, skills objectives, methodology (lecture, group work, role play, discussion, Q&A etc.) who is responsible, what materials are needed and instructions for the facilitator. Where relevant, the facilitators' manual refers to the chapters in the participants' manual.

Each exercise is lettered, which corresponds to the letter of the exercises in the appendix of the participants' manual.

The group assignments are presented in the facilitator's manual only. Each group assignment contains a time schedule and detailed instructions.

For the lectures, a power point presentation and notes with relevant nutrition information is provided for the facilitator. The slides are numbered. For each lecture, the numbers of the slides are given in the facilitators' manual.

1.8 THE JOB AIDS

A job aid is developed for each contact. The job aids integrate nutrition messages in the key contacts HC staff have with pregnant women and mothers. The key nutrition contacts are:

- 1 Antenatal Contact
- 2 Delivery Contact
- 3 Postnatal Contact
- 4 Immunization Contact
- 5 Well and Sick Child Contact
- 6 VAC Distribution Contact

1.8.1 ANTENATAL CONTACT

	HC STAFF	PREGNANT WOMAN
1	Evaluate danger signs. Give appropriate emergency care and transfer to referral hospital if necessary	Attend for antenatal care visit
2	Provide and fill out Mother Card	
3	Evaluate health status at each visit	
4	Treat anemia and vitamin A deficiency if necessary as per guidelines	Take medicine as prescribed, Return for follow up
5	Counsel on nutrition	Follow nutrition messages. Eat one extra meal per day, (at least 4 meals per day) and drink plenty of fluids, at least 2 litres per day. Provide immediate breastfeeding to your child after delivery. Provide exclusive breastfeeding for 6 months
6	Counsel on self care during pregnancy	Attend antenatal care at least four times during pregnancy. Avoid smoking and drinking. Rest and avoid heavy lifting
7	Promote HIV and STI screening	Go to screening site for test
8	Help the woman to prepare a birth and emergency plan	Prepare for delivery and travel to HC or hospital
9	Counsel on birth spacing methods	
10	Check tetanus immunizations	Return for follow up immunization as indicated
11	Provide 60 tablets of Iron/Folate on 1 st visit. Explain side effects Provide 30 tablets of Iron/Folate on 2 nd visit.	Take an Iron/Folate tablets everyday until the 90 tablets are complete.
12	Provide 1 dose of Mebendazole (=500mgs) after first trimester of pregnancy	Take when given
13	Counsel on follow up. Record on Mother Card and record book	Return as negotiated. Deliver at HC or referral hospital. Bring the Mother Card to each visit

1.8.2 DELIVERY CONTACT

	HC STAFF	PREGNANT WOMAN
1	Evaluate Danger Signs Refer to RH if necessary	Travel to health facility for delivery
2	Ask / Provide and fill out Mother Card	
3	Evaluate woman in labour or with ruptured membranes	
4	Provide appropriate emergency treatment as per national protocols or prepare for delivery if no problems	
5	Provide care for new born	
6	Counsel on breastfeeding	Provide immediate breastfeeding Provide exclusive breastfeeding for 6 months Provide breastfeeding for at least 2 years Start complementary feeding as after 6 months
7	Counsel on nutrition	Take 1 extra meal a day as long as breastfeeding and drink plenty of fluids, at least 2 litres per day Avoid food taboos Use Iodized salt Eat foods rich in vitamin A, Iron and energy
8	Check tetanus immunizations to mother	Return for follow up immunization as indicated
9	Provide BCG and HB0 immunization to newborn	
10	Provide vitamin A capsule (200,000 IU after delivery)	
11	Provide 42 tablets of Iron/Folate to mother Explain side effects	Take doses as prescribed, store as prescribed
12	Provide Mebendazole	
13	Counsel on birth spacing methods	
14	Fill out Mother Card and record book Provide Child Health Card for new born	Take Mother Card and Child Card to each visit
15	Negotiate return visit	Return as negotiated

1.8.3 POSTPARTUM CONTACT

	HC STAFF	MOTHER/CAREGIVER
1	Ask for/provide Child Health Card and Mother Card	Attend postpartum care as advised by health staff
2	Evaluate mother's health. Treat anaemia and vitamin A deficiency if necessary, using national protocols	Take doses as described
3	Evaluate baby's health. Treat if necessary	Provide medicine as explained
4	Evaluate and counsel on breastfeeding	Provide immediate breastfeeding Provide exclusive breastfeeding for 6 months Provide breastfeeding for at least 2 years Start complementary feeding after 6 months
5	Check baby and mother for danger signs and refer to health facility if any danger signs	
6	Advise on self care and hygiene	
7	Counsel on nutrition	Take 1 extra meal a day as long as breastfeeding Use Iodized salt Eat foods rich in vitamin A, Iron and energy
8	Check tetanus immunizations of mother	Return for follow up immunization as indicated
9	Check immunization status of the child	
10	Check if mother received VAC after delivery. If not, provide vitamin A capsule (VAC 200,000 IU)	
11	Provide 42 tablets of Iron/Folate to mother Explain side effects	Take doses as prescribed, store as prescribed
12	Provide 1 dose (=500 mgs) Mebendazole to mother	Take when given
13	Counsel on HIV testing	
14	Counsel on birth spacing	
15	Fill out Mother Card. Fill out Child Health Card. Fill out HC record book.	Take Child Health Card and Mother Card to every visit
16	Negotiate return visit	Return as negotiated

1.8.4 IMMUNIZATION CONTACT

	HC STAFF	MOTHER/CAREGIVER
1	Ask for/provide Child Health Card and Mother Card	
2	Provide immunizations to child if necessary	
3	Check tetanus immunizations of mother	Return for follow up immunization as indicated
4	Evaluate child's health. Treat if necessary	Provide medicine as explained
5	Evaluate mother's health Treat if necessary	Take doses as described
6	Evaluate and counsel on breastfeeding	Provide exclusive breastfeeding for 6 months Provide breastfeeding for at least 2 years Start complementary feeding after 6 months
7	Check if mother received VAC after delivery. If not, provide 1 VAC (200,000 IU)	
8	Check if mother received Iron/Folate after delivery If not, provide 42 tablets of Iron/Folate to mother Explain side effects	Take doses as prescribed, store as prescribed
9	Check if mother received Mebendazole after delivery If not, provide 1 dose (=500mgs) Mebendazole to mother	Take when given
10	Fill out Child Health Card, Mother Card and record book	Take Child Health Card and Mother Card every visit
11	Negotiate return visit	Return as negotiated

1.8.5 WELL AND SICK CHILD CONTACT

	HC STAFF	MOTHER OR CAREGIVER
1	Ask for/provide Child Health Card	Bring Child Health Card
2	Evaluate child's health	
3	Evaluate and counsel on breastfeeding	Provide exclusive breastfeeding for 6 months Provide breastfeeding for at least 2 years Start complementary feeding after 6 months
4	Counsel on nutrition	Give complementary food as advised according to child's ages
5	Provide immunizations to child if necessary	
6	If child is over 12 months, provide Mebendazole as per guidelines, if not yet received	
7	Fill out Child Health Card and record book	Take Child Health Card every visit
8	Negotiate return visit	Come to HC for follow up visits Come to HC when you or your child is sick Come to VAC distribution twice a year

1.8.6 VAC DISTRIBUTION CONTACT

	HC STAFF	MOTHER OR CAREGIVER
1	Ask for/provide Child Health Card	Bring Child Health Card
2	Provide VAC and Mebendazole to children according to the protocol	
3	Counsel on nutrition and vitamin A rich foods	Use Iodized salt Eat foods rich in Vitamin A, Iron and energy
4	Evaluate and counsel on breastfeeding and complementary feeding	Provide exclusive breastfeeding for 6 months Provide breastfeeding for at least 2 years Start complementary feeding after 6 months
5	Fill out Child Health Card and record book. Negotiate return visit	Take Child Health Card to every visit Come for postpartum as advised by health staff Come to HC when you or your child is sick Bring your child to outreach or health centre for VAC distribution twice a year

1.9 MEASURING THE TRAINING EFFECT

The results of the training will be measured by:

- 1** A pre test at the beginning and a post test at the end of the training
- 2** A short term evaluation at the end of the 10 days
- 3** A report by the nutrition focal points on the successes, challenges and solutions identified during follow-up meetings

1.10 OPTIMIZING THE TRAINING EFFECT: FOLLOW UP

To ensure that training is effective, follow up after training is essential. During follow up, issues concerning the implementation of what was learned during training are discussed between participants, and problems can be solved. The application of knowledge and skills learned during training improves to over 65% when follow up is conducted.

A session on peer follow up is included in the final day. The session helps participants to organize peer follow up sessions, which will be supported by PHD/OD.

Peer follow up should be carried out at health centre and OD level, after 3 to 6 months following training. Peer follow up is most effective if it takes place on a regular basis. The peer follow up activity can be integrated into the health centre monthly meeting.

02

FACILITATION

2.1 INTRODUCTION

Facilitation means that you make something possible. Facilitation of learning means making it possible for someone to learn. When you facilitate someone's learning, you try to make his or her learning effective. The better the facilitation of learning, the better the learner will remember and use the knowledge and skills you helped her/him acquire.

Knowledge and skills are not the same. Knowledge only provides the background of a subject. One can have excellent knowledge on a topic, but can be less effective in using that knowledge. That is what skills are: the ways one can use the knowledge.

Aside from knowledge and skills, attitude is the third important thing that is necessary. Attitude is needed to enable what was learned could be

utilised as part of daily work. To give an example, a midwife can have good knowledge on the importance of vitamin A and have the appropriate skills to distribute the VAC (vitamin A Capsules), but if she is unfriendly, women who come to the health centre will not come again or may not want to listen to her. Then what the midwife learned is not effective, because she cannot counsel the women.

2.2 THE IMPORTANCE OF THE FACILITATOR

The facilitator is the main and most important link to enable transfer of knowledge and skills during training. If participants feel at ease during the training, the learning by participants will be much better than when they feel scared and unvalued. Continuity in facilitation is an important aspect of feeling at ease. Training should be conducted by a maximum of 4 facilitators who are present for the complete course.

The facilitators should prepare each session well in advance. Preparation includes reading the appropriate chapters of both participants' and facilitators' manuals. It also includes being familiar with the PowerPoint slides, PowerPoint notes and all other materials necessary for the session.

It is the responsibility of the facilitators to make sure each session runs smoothly, with appropriate copies of materials, functioning equipment and the appropriate seating arrangements. Another important aspect of facilitation is conducting training evaluation. Each day should end with a simple evaluation of the day by participants, but also with a facilitators' feedback session. At the end of each day, the facilitators meet for a 20-minute meeting to evaluate the day and prepare for the following day.

2.3 EFFECTIVE FACILITATION

Effective facilitation is achieved by using:

- 1 A mix of lectures, exercises and practice
- 2 A variety of methodologies
- 3 Games like icebreakers and energizers
- 4 Participatory activities.

2.4 ACTIVITIES

During the MPA Module 10 training, lectures will be short and never longer than 1 hour. For the lectures, the PowerPoint slides and notes provide all the necessary information.

Lectures are followed by individual exercises, exercises done in pairs, or group assignments. During these activities, the facilitator should walk around observing what is happening (i.e. seeing, hearing and understanding what the participants are doing) If necessary, the facilitator should guide the participants through their assignments, providing background information or suggesting other ways to proceed. After each activity, the facilitator should wrap up, to highlight the most important points and clarifying any misconceptions.

2.5 FACILITATORS MEETING

At the end of each day, the facilitators meet to evaluate the day. They discuss what went well and what did not go so well. Facilitators can give each other advice on how to facilitate the group, which participants or group of participants needs extra attention and how to support them. The participants' daily evaluation can help. The facilitators meeting also provides time to plan for the next day. **Who will do what? Are there any necessary changes in the program? Preparations needed for the day, who should prepare and when?**

The following checklist can help. The facilitators' meeting usually lasts for 30 minutes, but might be longer, depending on the facilitators.

2.6 BE AN EFFECTIVE FACILITATOR:

- 1 Prepare well for the session
- 2 Be professional and friendly
- 3 Create a safe environment to learn and to make mistakes
- 4 Be understanding
- 5 Be attentive at all times
- 6 Wrap up each activity
- 7 Be on time, start on time, finish on time
- 8 Join the facilitators meeting at the end of the day to evaluate the day and prepare for the next day



A good facilitator uses participatory activities and always works harder than the participants, providing feedback, ideas and monitoring the learning.

Facilitation exercise 1

A good facilitator (45 minutes)

- Objective:** To agree on desired facilitation skills for facilitators
- Who:** Groups of 4 (maximum)
- Materials:** Two flipcharts with puppets drawn on them, markers, tape

Rationale This facilitation exercise is only for the 'Training of Facilitators.' It emphasizes the characteristics of a good facilitator. The following exercise will elaborate on that in a more practical way.

Instructions Provide each group with two flipcharts with a puppet picture. The first flipchart is for writing the characteristics of a good facilitator, the second flipchart for writing the characteristics of a bad facilitator. The first flipchart will reflect the desired facilitation skills, the second flipchart the ones that are not desired. Tell the participants they can be creative.

Allow the groups to finish after 10 minutes. Each group then has 5 minutes to present. After the presentations, the facilitator wraps up and presents the content of this chapter.

Facilitation exercise 2

Evaluating facilitation (ongoing, 10 minutes)

Objective: To evaluate facilitation and incorporate lessons learned about one's own personal facilitation skills.

Who: Participants

Materials: Facilitation checklist

Rationale Facilitation skills are best learned by practice and by modelling what other facilitators do. The facilitation checklist will help participants evaluate the way a session was facilitated and can also be used to discuss the facilitation. During the Facilitators Training each facilitator should be evaluated on facilitation skills.

Instructions It is proposed that each practical session of the 'Training of Facilitators' (ToF) (all sessions except the lectures), is facilitated by a participant. All other participants and facilitators follow the session conducted by the facilitating participant or facilitator and evaluate facilitation skills at the end of the session, using the facilitation checklist. A short time is spent on discussing the facilitation skills in the larger group at the end of each session.

Explain to the participants that providing feedback is very useful for learning. The way feedback is provided is important. Feedback should never be confrontational, but should always be presented in a positive way.

Example:

"I liked the way you said..., but it could be even more effective if..."

Instead of:

"This was very bad. Next time you should do like..."

In the first example the feedback is put positively and constructively. The second example is destructive and does not help create a safe learning environment.

This way of providing feedback to a participant is called the 'Sandwich Model'. First you give a positive remark (slice of bread), then you give the comment (the meat in between) and then you finish with another positive remark (the other slice of bread).

Use about 10 minutes after each session to provide group feedback to the facilitator.

Day 1 – Nutrition and Materials

Objective:

- 1 To introduce the MPA Module 10 to the participants
- 2 To provide an overview of nutrition, the nutrition situation in Cambodia and Cambodia nutrition programs
- 3 To introduce the job aids, as these are key to effective counselling

Day 1 skill objectives for participants:

At the end of the day, participants are able to:

- 1 Communicate with confidence about why they are important people to provide nutrition messages and counsel women on nutrition
- 2 Communicate their responsibilities for nutrition activities
- 3 Counsel women on food selection covering the different food groups and balanced meals for target groups.

Schedule of the Day

Time	Duration	No	Session	Who
7.30	60	1.1	Opening	Officials
8.30	30	1.2	What's your name? Icebreaker to let participants learn each other's names	All
9.00	30	1.3	What do we know? Pre-test to measure participants' knowledge	All
9.30	20		Break	
9.50	15	1.4	Objectives of the MPA Module 10 and Day 1 Lecture on the objectives of the module and Day 1	F
10.05	30	1.5	The important role of HC staff for nutrition activities Discussion and wrap up	Groups
10.35	15	1.6	HC staff roles and responsibilities Lecture	F
10.50	30	1.7	Introduction of job-aids Lecture on key contacts and design of job aids	F
11.20	10	1.8	Conclusion of the morning. Wrap up	F
11.30	120		Break	50
13.30	10	1.9	What is on your back? Energizer to create positive energy and motivation	Groups
13.40	50	1.10	General Nutrition Lecture on important nutrition messages	F
14.30	40	1.11	Foods that are rich in..... Individual or pair exercise to identify foods rich in vitamin A, Iron, Iodine or energy	Individual
15.10	20		Break	
15.20	30	1.12	When do we do what? Individual exercise to decide when HC staff needs to provide what services	Individual
15.50	45	1.13	Put a meal together Group assignment to develop ideas for meals that are rich in micronutrients	Groups
16.35	25	1.14	Conclusion of the afternoon Wrap up	F
17.00			End	

Materials needed:

- National anthem music
- 3 small balls
- Pre test papers
- Flip chart with training objectives
- Two prepared flipcharts with doll drawn on them
- Markers
- Tape
- Flipchart with clock and time indicator
- PowerPoint slides 1-31
- Set of pictures of Cambodian foods (appendix)

Activities Day 1

1.1 OPENING (60 MINUTES)

- Objective:** To open the training for the participants
- Who:** Officials
- Materials:** National Anthem music

1.2 WHAT'S YOUR NAME? (30 MINUTES)

- Objective:** At the end of this session, participants remember each other's names and are confident communicating with each other.
- Methodology:** Icebreaker
- Who:** All participants, facilitated by one facilitator
- Materials:** 3 small balls, each in a different colour

Instructions:

- Provide a sticker to each participant and facilitator. Ask everyone to write their name on the sticker and put it on their chest
- Invite the participants and facilitators to stand in a circle. Ask the people to remember the names and where participants' workplace is
- First do a round of names and where participants work. Then do a second round of names and where participants work, but as fast as possible

- Introduce a ball and ask participants to throw the ball to one of the other participants by calling the name of the other participant. Ask them to remember to whom they throw the ball. Tell them to cross their arms after throwing the ball, to make sure all participants get their turn
- When all participants have their arms crossed, repeat the game and start introducing a second and a third ball. The second ball, with a different colour, is about where people work. The third ball is about what people like to do in their free time

1.3 WHAT DO YOU KNOW? (30 MINUTES)

Objective: At the end of this session, the participants and facilitators are aware of the knowledge and skills of participants before starting the training.

Methodology: Pre test

Who: Individual participants

Materials: Pre test papers (appendix)

Instructions:

- Explain to the participants that the pre- test will provide information about their knowledge and skills before the training. The results will be compared with the results of the post test which will be conducted after the training
- Tell participants to sit apart from each other
- Explain they each have to answer the questions on their own. They have 30 minutes to complete the test
- After finishing the test, participants should remain silent, to give others the chance to finish their test
- The use of the manual or job aids is not allowed during the test

Break (20 minutes)

1.4 OBJECTIVES OF THE MPA 10 AND OF DAY 1 (15 MINUTES)

Objective: At the end of this session, the participants are aware of the objectives of the MPA module 10 and the objectives of the first training day.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 1-13

Pps manual: Chapter 1.2

Instructions:

- Show and explain PowerPoint slides 1-13 to the participants.

1.5 THE IMPORTANCE OF HC STAFF FOR NUTRITION (30 MINUTES)

Objective: At the end of this session, HC staff are able to communicate why Health Centre staff are the right people to provide nutrition messages and counsel pregnant women and mothers.

Methodology: Discussion

Who: Groups of max. 5 participants

Materials: Prepared flipcharts with doll drawn on them, markers

Pps manual: Chapter 1.3 – 1.4

Instructions:

- Propose to the participants that they are the most effective channel to deliver nutrition messages to pregnant women and mothers
- Ask the participants: **WHY ARE HEALTH CENTRE STAFF THE MOST EFFECTIVE CHANNEL FOR DELIVERING NUTRITION MESSAGES?**
- Form groups of 5 participants and give 1 prepared flipchart and markers per group. Explain to the participants to use only the left hand side of the prepared flipchart. Request them to put all the reasons the group can think of why 'WE are the most effective channels for delivering nutrition messages
- Ask them to be creative
- When groups are finished, ask them to discuss health centre staff roles and responsibilities for nutrition activities
- Ask them to write their ideas on the right hand side of the flip chart
- Ask them to be creative
- When all groups have finished, ask them to stick the flipcharts on the wall. Give participants 5 minutes to look at each other's flipcharts. No presentations

1.6 HC STAFF ROLES AND RESPONSIBILITIES FOR NUTRITION (15 MINUTES)

Objective: At the end of this session, participants are able to communicate the health centre staff's roles and responsibilities for nutrition.

Methodology: Lecture

Who: Facilitator

Materials: Flipcharts of the groups PowerPoint slides 14-16

Pps manual: Chapter 1.3 – 1.4

Instructions:

- Compare the various flipcharts of the groups
- Highlight similarities and differences
- Wrap up by comparing the group results by showing PowerPoint slides 14, 15 and 16

1.7 INTRODUCTION OF JOB-AIDS (30 MINUTES)

Objective: At the end of this session, participants are familiar with the job aids for the key nutrition contacts.

Methodology: Lecture, Q&A

Who: Facilitator

Materials: Job aids PowerPoint slides 17, 18

Instructions:

- Show the participants slide 17 with the key contacts for nutrition
- Explain that the nutrition messages and actions are integrated into the health service contacts
- Show slide 18
- Introduce the job-aids and show how they are organised

1.8 CONCLUSION OF THE MORNING (10 MINUTES)

Objective: At the end of this session, participants are confident about the knowledge and skills learned during the previous session.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator

Instructions:

Wrap up the morning by reviewing what was learned:

- Why HC staff are important for nutrition
- HC staff responsibilities for nutrition
- The purpose and use of the job-aids

Show participants the flipchart with the clock and the time indicated return.

Break (120 minutes)

1.9 WHAT'S ON YOUR BACK? (10 MINUTES)

Objective: At the end of this session, participants are ready to start with the afternoon program.

Methodology: Energizer

Who: Participants and facilitators in groups of max. 10

Materials: A4 paper with pictures of every day things (toothbrush, pineapple etc)
Tape picture to the back of a participant

Instructions:

- Tell the participants that an energizer creates energy after the break. By doing an energizer, people can become more focused and achieve better results
- Explain that in each group, one participant is asked to stand away from the group. The group decides what object they would like to draw on the paper and put on the back of their fellow participant
- When they draw something, they put it on the back of that participant, without showing the drawing to him or her
- The participant has to guess what is on his or her back, by asking the others questions they can only answer with "YES" or "NO"
- The participants have only 4 minutes to guess the object
- After 4 minutes, or when the object is guessed, the participant is allowed to see the object on his or her back
- Let the participant select another participant
- The others draw an object on the paper and puts it on his or her back, WITHOUT SHOWING what it is

1.10 GENERAL NUTRITION (50 MINUTES)

Objective: At the end of this session, the participants know about the importance of nutrition.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 19-29

Pps manual: Chapter 2.1 - 2.5

Instructions:

- Explain to participants why nutrition is important, based on the General Nutrition chapter in the manual
- Use PowerPoint slides 19-29

1.11 FOODS THAT ARE RICH IN ... - EXERCISE A (40 MINUTES)

Objective: At the end of this session, the participants are able to counsel women and caregivers on vitamin A, iron, iodine and energy rich foods.

Methodology: Individual or pair exercise

Who: Participants

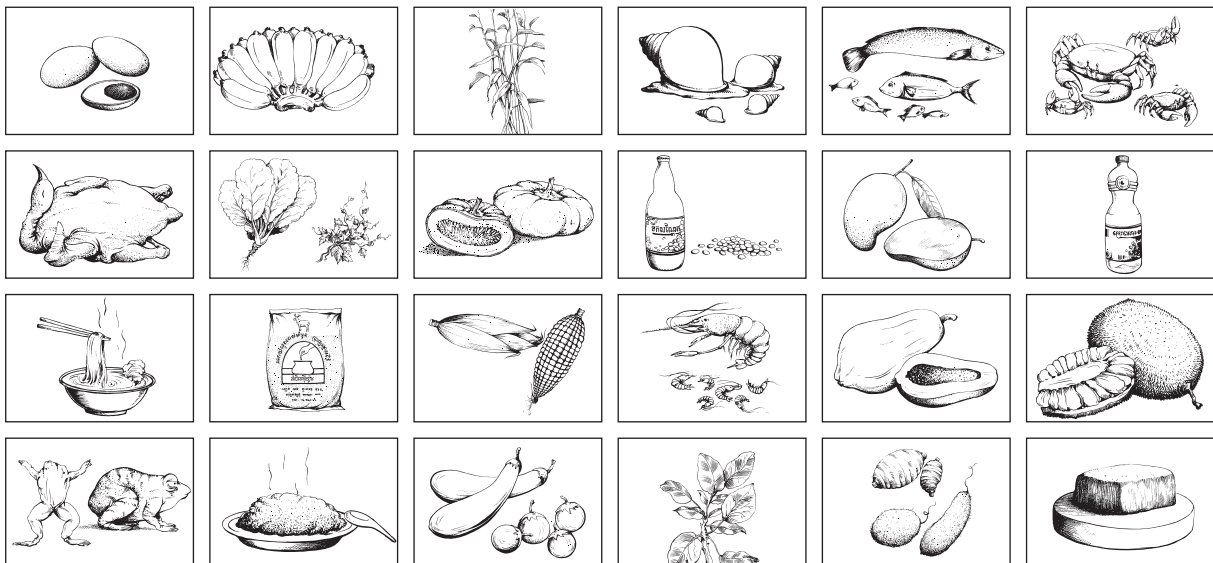
Materials: Exercise A in the appendix of the participants manual. Slide 29 with the different foods

Instructions:

- Explain to the participants this is an individual assignment for 20 minutes
- After the 20 minutes, they can check with their neighbours to compare their results for 10 minutes
- Tell the participants the page number for the exercise in the participants' manual
- The final 10 minutes are for the facilitator to provide the correct answers

- Below are pictures of all different kinds of foods. Some are rich in Iron, others are rich in vitamin A and others are rich in Iodine. Some are also rich in energy. Look at the foods depicted below
- Decide what food is rich in what nutrient and encircle the foods using the shape for that specific nutrient as illustrated below
- Show slide 29 after the exercise to discuss the participants answers

The exercise:



Break (20 minutes)

1.12 WHEN DO WE DO WHAT? - EXERCISE B (30 MINUTES)

Objective: At the end of this session, the participants know which nutrients and nutrition messages belong to which target groups.

Methodology: Pair exercises

Who: Participants in pairs

Materials: Exercise B in the appendix of the participants manual PowerPoint slide 30 (with the table)

Instructions:

- Explain to participants that they have to work in pairs to complete the table. They can use the nutrition chapter in the participants' manual for background information
- After 20 minutes the facilitator provides them with the right answers, using the PowerPoint slide 30 to discuss the answers of the participants

The exercise:

Explain to the participants to read the nutrition chapter in their manual and use the table of Exercise B in the appendix of the participants' manual. Request them to look at the table. On the left side are different targets

groups. The columns give activities. Put crosses (X) when the activities in the columns apply to the target groups. There can be more than one cross for each target group.

Example: Pregnant women should eat an extra meal a day.

TARGET GROUP	EXTRA MEAL	SMALLER AMOUNTS	BREAST-FEED	COMPLEMENTARY FOODS (BOBOR KROEUNG)	SNACKS	FAMILY FOODS MASHED OR CUT INTO SMALLER PIECES AS NECESSARY
Pregnant women	X					
Growing children						
People and children recovering from illnesses						
Children 0-6 months						
Children 6-11 months						
Children 1 – 2 years						
Children > 2 years						

1.13 PUT TOGETHER - GROUP ASSIGNMENT (45 MINUTES)

Objective: At the end of this session, the participants are able to give advice on which ingredients should be used to create meals that are varied in micronutrients, following the recommendations from the job-aids.

Methodology: Group work

Who: Groups of max 5

Materials: Set of pictures of foods for each group (training aid in appendix)

Rationale:

The purpose of this session is that the groups create an imaginary meal that is rich in vitamin A, Iron, Iodine and energy. The meal should be for a whole family of 5 people. The meal should be nutritious (contain many nutrients) but the meal should also be as cheap as possible using available foods.

The groups need to explain WHY they selected the various dishes.

Instructions:

- Form groups of max 5
- Explain that each group needs to create a meal with the pictures of the foods
- The ground rules are that all nutrients should be represented in the meal, but the meal should be as cheap as possible, using available foods
- After 25 minutes, each group walks around to see what the other groups have done

- During the last 5 minutes, the facilitator selects one of the examples and explains what was good about the meal and what could have been better

Time Schedule:

ACTIVITY	MINUTES
Explanation	5
Work in groups	25
Observe other groups work	10
Feedback by facilitator	5
Total	45

1.14 CONCLUSION OF THE AFTERNOON (25 MINUTES)

Objective: At the end of this session, participants are confident about the knowledge and skills learned during the previous session.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator

Instructions:

Wrap up the afternoon by reviewing what was learned:

- Which foods are rich in what micronutrients?
- What feeding and nutrition messages are important for which target groups?
- Examples of varied nutritious dishes?
- Ask participants to stand on a line in the middle of the room, all facing the same side in front
- Ask them to close their eyes
- Explain the following rules:
- If the participants agree, ask them to put one step forward
- If they disagree, ask them to put one step back
- Note the number of participants that put one step forwards or backwards
- Ask them to step back to the line after each question
- Ask the following questions one by one:
 1. Did you like the day?
 2. Did you learn new knowledge?
 3. Did you learn new skills?
 4. Is ... clear to you?
 5. Did you like the way the day was facilitated?
 - ▶ Show them the flipchart with the clock and the time indicated to return.

Day 2 – IYCF

Objectives of day 2:

- 1 To introduce the IYCF program to the participants
- 2 To strengthen the skills and knowledge of participants on infant and young child feeding activities
- 3 To practise breastfeeding counselling
- 4 To practise growth promotion counselling and monitoring
- 5 To use the Child Health Card (yellow card) for IYCF and growth assessment and promotion

Skills objectives for participants for day 2:

At the end of the day, participants are able to:

- 1 Communicate effectively while counselling women and other care givers
- 2 Recognize signs of malnutrition and are able to counsel mothers and caregivers about appropriate infant feeding
- 3 Counsel mothers effectively on breastfeeding practices
- 4 Counsel mothers and caregivers on appropriate complementary feeding
- 5 Communicate growth promotion messages and conduct growth assessment, including recording in the Child Health Card

Schedule of the Day

Time	Duration	No	Session	Who
8.00	10	2.1	7-up! energizer	All
8.10	10	2.2	Objectives of day 2 Lecture. The objectives of the day are presented	F
8.20	20	2.3	Lecture - Effective communication	F
8.40	40	2.4	Key points of yesterday's program Group assignment to review and present the most important lessons learned yesterday	Groups
9.20	20	2.5	Introduction to IYCF Lecture on the importance of IYCF	F
9.40	20		Break	
10.00	30	2.6	Breastfeeding Lecture on the importance of breastfeeding Note: This session should be facilitated by BF expert	BF facilitator
10.30	20	2.7	Model Breastfeeding practices During this model session, breastfeeding is shown to pps Note: This session should be facilitated by BF expert	BF facilitator and facilitator
10.50	30	2.8	Breastfeeding practice Group assignment to practice breastfeeding with supervision from breastfeeding expert	Groups
11.20	10	2.9	Conclusion of the morning Wrap up	F
11.30	120		Break	

Time	Duration	No	Session	Who
13.30	10	2.10	Pushy partners! Energizer to create positive energy and motivation	Pairs
13.40	50	2.11	Growth promotion Lecture on the importance of growth promotion	F
14.30	40	2.12	The National Flip Chart tool for growth promotion education Group assignment to highlight the importance of growth promotion	Groups
15.10	20		Break	
15.30	30	2.13	The Child Health Card Lecture on the importance and use of Child Health Card	F
16.00	25	2.14	Phalla and Mony Child Health Card exercise	Pairs or Groups
16.25	25	2.15	Daravuth's growing! Child Health Card exercise	Pairs or Groups
16.50	10	2.16	Conclusion of the afternoon Wrap up	F
17.00			End	

Materials needed:

- PowerPoint 31 - 33
- Prepared flipchart with flipchart example
- Flipcharts
- Markers
- Model (Doll)
- IYCF flipcharts
- Copies of the Child Health Card
- Scales
- Calendar
- Empty copies of the Child Health Card

Activities Day 2

2.1 7-Up! (10 MINUTES)

Objective: At the end of this session, participants are ready to continue the morning sessions.

Methodology: Energizer

Who: All participants, facilitated by one facilitator

Materials: No materials required

Instructions:

- Invite all participants to stand in a circle together
- Starts with shouting "MOYE" and pointing with the right hand towards the person at the left
- He or she shouts "PII", and points with the right hand had towards to person at the left. That person shouts "BEY", this goes on until the 7th person, who shouts "SEVEN UP" and puts both arms in the air
- The person to the left starts a new round with: "MOYE" and points with the right hand to the person on the left
- Stop the game after 10 minutes and invite the participants to take their places

2.2 OBJECTIVES OF DAY 2 (10 MINUTES)

Objective: At the end of this session, participants are aware of the objectives of the second training day.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 31- 33

Instructions:

Present PowerPoint slides 31,32 and 33 to the participants.

2.3 EFFECTIVE COMMUNICATION (20 MINUTES)

Objective: At the end of this session, the participants are aware of how to improve their skills in communicating nutrition messages.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 34-38. Example flipchart with bullet points and not too much text (prepare)

Pps manual: Chapter 11.1 – 11.6

Prepare a good example of a flipchart using bullet points and different colours. Show PowerPoint slides 34-38 to the participants.

2.4 THE KEY POINTS OF YESTERDAYS' PROGRAM – GROUP ASSIGNMENT (40 MINUTES)

Objective: At the end of this session, the participants are able to effectively communicate information, following basic communication theory.

Who: Groups of max 5.

Materials: Flipcharts, markers
5 green pieces of paper for each participant (max A5 size)
5 yellow pieces of paper for each participant (max A5 size)

Rationale:

During this session, the participants work in groups to recapture and summarise the main points of the previous day. The presentations are about the nutrition chapter only. Presenting the content of the nutrition chapter helps the participants to remember content of this chapter.

Instructions:

- Explain to each group they have 10 minutes to prepare a presentation about the assigned part of the nutrition chapter:
 1. Introduction
 2. Variety
 3. Fortified food and food for sick people
 4. Complementary food
 5. Infant and young child feeding including breastfeeding
 - ▶ After the preparation time, each group has 5 minutes to present to the big group. Each participant of the big group has 5 green pieces of paper and 5 orange pieces of paper
 - ▶ For each presentation, the participants write the positive remarks about the facilitation / presentation on the green piece of paper
 - ▶ The remarks for things that could be improved are written on the orange pieces of paper
 - ▶ At the end of each presentation these remarks are written down and the green and orange pieces of paper are given to the group that presented
 - ▶ Each group can discuss the remarks during the coffee break

Time Schedule

ACTIVITY	MINUTES
Explanation	5
Preparation in groups	10
Presentations (each of 5 minutes)	20
Feedback by facilitator	5
Total	40

2.5 IYCF INTRODUCTION (20 MINUTES)

Objective: At the end of this session, the participants are familiar with the importance of IYCF and are able to recognize malnutrition.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 39 - 47

Pps manual: Chapter 3.1 – 3.6

Instructions:

- Show and explain slides 39 - 47 to the participants
- Explain about obesity

Break (20 minutes)

2.6 BREAST FEEDING (30 MINUTES)

Objective: At the end of this session, the participants know the key messages for counselling on breastfeeding.

Methodology: Lecture

Who: For this session, a breastfeeding expert should be invited

Materials: PowerPoint slides 48 - 59
Doll

Pps manual: Chapter 3.7 – 3.10

Instructions:

- Please use a doll to demonstrate breast feeding practises
- Show the PowerPoint slides 48 - 59

2.7 BREASTFEEDING MODEL (20 MINUTES)

Objective: At the end of this session, the participants know how to counsel women on breastfeeding.

Methodology: Modelling

Who: For this session, a breastfeeding expert should be invited

Materials: Doll, counselling checklist for participants

Pps manual: Chapter 3.7

Instructions:

- Explain how to use the counselling checklist
- Ask the participants to observe what the facilitators are doing and provide feedback to the facilitators using the checklist

- The invited expert and one of the other facilitators model a breastfeeding counselling session twice
- During the first 5 minutes, they show a session where the expert gives wrong advice. Discuss with the participants for 5 minutes
- Show a session where the expert gives the right advice
- Discuss with the participants for 5 minutes

2.8 BREASTFEEDING PRACTISE - GROUP ASSIGNMENT (30 MINUTES)

Objective: At the end this session, the participants are able to counsel women effectively on breastfeeding.

Methodology: Role play

Who: Groups of max 5

Materials: Job aids, doll

Pps manual: Chapter 3.7 – 3.8

- If there are dolls for practising breastfeeding, provide a doll to each group
- Let each group practise for 5 to 10 minutes
- If there is only one doll, make sure that it is shared with the groups of participants
- Ask the participants to make groups of max 5
- One participant will play the HC staff, one other the breastfeeding woman. The others observe and use the checklist
- After 5 minutes, let them discuss the role-play
- Change roles two more times, to make sure all participants conduct a role-play

2.9 CONCLUSION OF THE MORNING (10 MINUTES)

Objective: At the end of this session, participants are confident about the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitator.

Materials: Flipchart with clock and time indicator

Wrap up the morning by reviewing what was learned:

- How to prepare a flipchart and to deliver effective messages
- The importance of IYCF

- Causes and clinical signs of malnutrition
- Breastfeeding

Show them the flipchart with the clock and the time indicated to return.

Break (120 minutes)

2.10 PUSHY PARTNERS (10 MINUTES)

Objective: At the end of this session, participants are ready to start with the afternoon program.

Methodology: Energizer

Who: Pairs

Materials:

Instructions:

- Make sure there is enough space to stand in pairs and move around
- Explain that this activity is just for fun and to create energy
- Invite participants to stand in two rows opposite each other
- The people opposite each other form pairs
- Invite them to put their hands in front of them and put their hands to the hands of their partner
- Invite them to gently start pushing and start pushing stronger and stronger
- Then suddenly shout: "stop!"
- Each row moves to the right one step, so new pairs are formed
- The person at the right end of each row goes to the other end of the row
- Repeat the procedure

2.11 GROWTH PROMOTION (50 MINUTES)

Objective: At the end of this session, the participants are familiar with the growth promotion recommendations.

Methodology: Lecture

Who: Facilitator

Materials: Power Point slides 60 - 66
IYCF flipchart one page education sheet for complementary feeding

Pps manual: Chapter 3.11 – 3.14

Instructions:

- Start showing PowerPoint slides 60-66
- Explain the IYCF flipchart complementary feeding chart

2.12 THE IYCF FLIPCHART FOR GROWTH PROMOTION GROUP ASSIGNMENT (40 MINUTES)

Objective: At the end of this session, the participants are able to use the IYCF flipchart as a job aid for counselling about growth promotion.

Methodology: Group work

Who: Groups of max 5.

Materials: 6 IYCF flipcharts
Counselling skills checklist

Pps manual: Chapter 3.11 - 3.14

Instructions:

- Divide the participants in groups of 5
- Each group uses the IYCF flipcharts for practising growth promotion counselling
- Let each participant in each group practise to give the messages for growth promotion. The others listen and provide feedback afterwards
- Explain that participants should take turns practising counselling mothers with children of various ages: 6-month old infant; 8-month-old infant and a 12-month-old infant
- Groups should use the counselling checklist to provide feedback to the participant practising counselling skills

Break (20 minutes)

2.13 THE CHILD HEALTH CARD (30 MINUTES)

Objective: At the end of this session, the participants are familiar with the Child Health Card for counselling and growth assessment

Methodology: Lecture

Who: Facilitator.

Materials: PowerPoint slides 67 - 70
Scales
Calendar
Child Health Card

Pps manual: Chapter 3.15 – 3.19

Instructions:

- Before presenting this lecture, please read the section on growth assessment carefully
- For this 30-minute lecture, try to present it like a demonstration
- Start with showing all the sections of the Child Health Card using slides 67 - 70
- Explain that the focus for now is on the growth promotion messages and the growth assessment
- Demonstrate how to weigh a child
- Explain how to put the weight and the day on the chart inside the Child Health Card. Use an example of a 12 months old child

- Use PowerPoint slides 67 - 70
- Explain each area and how to read it

2.14 PHALLA AND MONY - EXERCISE C (25 MINUTES)

Objective: At the end of this session, participants are able to fill in the child health card correctly.

Methodology: Exercise in pairs


Who: Participants in pairs or groups of 3

Materials: Exercise C in the appendix of the participants manual
PowerPoint slides 71 - 72

Instructions:

- Divide the participants into pairs
- Ask the participants to complete exercise C in the participants' manual
- Use PowerPoint slides 71 - 72 to discuss the outcomes with the participants

	PHALLA Phalla has just given birth to a beautiful daughter
	What questions will you ask ?
	What advice will you provide?
	What support will you give?

	MONY You meet Mony with her child during outreach. Her son is skinny. He is 7 months old and she is still exclusively breastfeeding him.
	What questions will you ask ?
	What advice will you provide?
	What support will you give?

2.15 DARAVUTH'S GROWING! - EXERCISE D (25 MINUTES)

Objective: At the end of this session, participants are able to fill in the child health card correctly.

Methodology: Exercise in pairs or groups of 3

Who: Participants in pairs or groups of 3

Materials: Empty copies of the Child Health Card
Exercise D in the appendix of the participants' manual
PowerPoint slide 73

Instructions:

- Explain to the participants that they have 20 minutes to work on this exercise
- The exercise will be discussed tomorrow, if there is no time today

- Let them fill in the personal data and plot the chart
- Use PowerPoint slide 73 to discuss the results with the participants

The exercise:

Daravuth is now 18 months old. He is weighed at the health centre almost every 2 months. The results of his weight are in the table below. What you need to do is:

1. Use this table to plot Daravuth’s weight in the growth chart below the table
2. Write your advice for each visit in the last column of the table

AGE	DATE OF WEIGHING	WEIGHT	ADVISE
0	24 Oct 06	3.1 kg	
2 months	20 Dec 06	3.6 kg	
4 months	15 Feb 07	4.6 kg	Assess feeding and give guidance for breastfeeding. Check for diarrhoea
6 months	21 Apr 07	5.0 kg	Assess feeding. Discuss appropriate complementary foods for this age group and give guidance for continued breast feeding. Check for diarrhoea. Promote vitamin A and iron rich foods. If child did not receive VAC, provide. Record vitamin A on yellow card
8 months	18 Jun 07	6.6 kg	Discuss appropriate complementary foods for this age group. Advise continued breast feeding. Praise mother
10 months	19 Aug 07	7.5 kg	Discuss appropriate complementary foods for this age group. Advise continued breast feeding. Praise mother
12 months	10 Oct 07	7.5 kg	Assess feeding and give guidance for breastfeeding. Check for diarrhoea. Promote vitamin A and iron rich foods. If child did not receive VAC, provide. If child did not receive Mebendazole, provide
14 months	12 Dec 07	8.5 kg	Discuss appropriate foods for this age group. Advise continued breast feeding. Praise mother
16 months	14 Feb 08	9.0 kg	Discuss appropriate foods for this age group. Advise continued breast feeding. Praise mother
18 months	7 Apr 08	9.5 kg	Discuss appropriate foods for this age group. Advise continued breast feeding. Praise mother

2.16 CONCLUSIONS OF THE AFTERNOON (10 MINUTES)

Objective: At the end of this session, participants are confident about the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator

Instructions:

- Wrap up the afternoon by reviewing what was learned
- Importance of growth promotion
- How to counsel on growth promotion
- The importance of growth assessment
- How to use the Child Health Card

Ask the group to go to one end of the room.

Tell them that the location where they are now is “not useful”. The other side of the room is “very useful”. Ask them to reflect on how they feel about today’s sessions and take their stand somewhere between “not useful” and “very useful” for today’s program.

Ask them to go back to the end of the room.

Now ask them to take their stand again. Where they are now is “I don’t understand clearly”. The other side is “I understand everything very well”.

Show them the flipchart with the clock and the time indicated to to return.

Day 3 – IYCF / Vitamin A

Objectives of day 3:

- 1 To review the lessons learned from the IYCF session of yesterday
- 2 To train counselling skills for IYCF activities
- 3 To provide knowledge on the vitamin A Program (prevention and treatment)
- 4 To train skills for vitamin A distribution and health education

Skills objectives for participants for day 3:

At the end of the day, participants are able to:

- 1 Communicate IYCF messages to women and other caregivers
- 2 Identify vitamin A rich foods and promote their use with women and caregivers
- 3 Provide health education to mothers and caregivers about vitamin A supplementation
- 4 Identify people at risk for vitamin A deficiency and people showing signs of vitamin A deficiency and counsel appropriately

Schedule of the Day

Time	Duration	No	Session	Who
8.00	10	3.1	I throw the... Energizer to create positive energy and motivation	All
8.10	10	3.2	Objectives of day 3 Lecture. The objectives of the day are presented	F
8.20	45	3.3	IYCF Group assignment to strengthen the messages	Groups
9.05	55	3.4	Practising IYCF messages and growth plotting Group assignment to practise plotting	Groups
10.00	20		Break	
10.20	60	3.5	Consolidating IYCF Q&A	F with participants
11.20	10	3.6	Conclusion of the morning Wrap up	F
11.30	120		Break	
13.30	10	3.7	Shout aloud Energizer to create positive energy and motivation	All
13.40	50	3.8	The importance of vitamin A Lecture on vitamin A	F
14.30	10	3.9	Exercise: vitamin A rich foods Identifying foods rich in vitamin A	Individual participants
14.40	30	3.10	Vitamin A deficiency prevention and treatment Lecture	F
15.10	20		Break	
15.30	80	3.11	Exercise: vitamin A stories Practising vitamin messages, prevention and treatment	Individual and pairs
16.50	10	3.12	Conclusion of the afternoon Wrap up	F
17.00			End	

Materials needed:

- PowerPoint slides 74 - 103
- Flipcharts
- Pictures set
- IYCF flipchart
- Child Health Card
- Scales
- 'Post It' in two colours OR 2 different colours of markers
- Job aids

ACTIVITIES DAY 3

3.1 I THROW THE ... (10 MINUTES)

Objective: At the end of this session, participants are ready to start with the morning program.

Methodology: Energizer

Who: All participants, facilitated by one facilitator

Materials: No materials needed

Instructions:

- Ask the participants to stand in a circle
- Explain to the participants that for this activity, one needs to exaggerate as much as possible
- One throws an imaginary object to another participant, exaggerating as much as possible
- As an example, you as facilitator start by throwing a huge heavy elephant
- Say what you throw and exaggerate
- After you threw the "object", cross your arms, to indicate you have already participated
- After all participants have thrown something, open the arms again and say it could be exaggerated even more. Play a second round
- Stop the game after 10 minutes and invite the people to take their place in the room

3.2 OBJECTIVES OF DAY 3 (10 MINUTES)

Objective: At the end of this session, participants are ready to start with the morning program.

Methodology: Energizer

Who: All participants, facilitated by one facilitator

Materials: PowerPoint slides 74 - 76

Instructions:

Present PowerPoint slides 74 - 76 to the participants

3.3 IYCF - GROUP ASSIGNMENT (45 MINUTES)

Objective: At the end of this session, the participants are able to communicate IYCF messages to the appropriate target groups

Methodology: Group work

Who: Participants in groups of max. 5

Materials: Chapter 3.11

Rationale:

The idea of this assignment is that the groups each develop a table with an overview of the ages at which breastfeeding and complementary feeding are provided. The participants will also identify the consistency, amount, and frequency for each age. They do so by creating 8 columns of pictures. (as presented in table below).

Age group	Breast feeding	Complementary feeding	Family Foods	Consistency	Amount per day	Frequency	How many snacks per day
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Instructions:

- Form groups of max 5
- Provide each group with one or more flipcharts and markers to create their own table
- Explain that this group assignment is about breast feeding and complementary feeding. Explain to the group that they should discuss the appropriate feeding practices for young children of various ages (0-6 months; 6 months, 7-8 months, 9 – 11 months; 12-24 months and fill out the table
- Instruct the group they should put a cross in the column if the infant needs to be breastfed and a cross in the column if the child needs to receive complementary food or family food
- If the child needs to receive complementary food or family food, add detail in the columns about consistency, amount and frequency
- After 20 minutes the groups put the results on the walls
- The last 20 minutes the facilitator compares the results and answers questions of the participants

Time schedule:

Activity	Minutes
Explanation	5
Preparation in groups	20
Comparison and Feedback by facilitator	20
Total	45

3.4 PRACTISING THE IYCF MESSAGES AND GROWTH PLOTTING - GROUP ASSIGNMENT (55 MINUTES)

Objective: At the end of this session, the participants are able to use the IYCF messages with confidence.

Methodology: Group work

Who: Participants in groups of max. 5

Materials: IYCF flipchart and job aids
Empty child health card
Scales
Role-play cards (training aid in appendix)

Pps manual: chapter 3.15 – 3.19

Rationale:

During these role-plays, participants learn and practice how to counsel the mothers and weigh the children. Notice that weighing the children is only done at health centres and not during outreach. The role-plays strengthen the participants' communication and counselling skills. Refer to the section on communication skills in the manual before doing the role-plays.

Instructions:

- Form groups of 4
- Provide each group with a set of 2 role-plays
- Each role-play is done with one participant playing the HC staff member and another participant playing the mother with young child. The other 2 members of the group are observers
- Assign the roles, the players read their own cards and then play for not more than 10 minutes
- Then the role-play is discussed with the group of 4 for not more than 5 minutes
- After the short discussion, the role-play is played again with the recommendations from the short discussion
- This replaying will not take more than 5 minutes
- For the second 30 minutes, the observers take the roles of players and the previous players become the observers
- The second set of cards is used for this play. The procedure is as above, with a wrap up by the facilitator at the end
- See the table below for an indication of the time

Time schedule:

FIRST ROUND	MINUTES	SECOND ROUND	MINUTES
Read cards	5	Read cards	5
Play first play	10	Play first play	10
Discussion	5	Discussion	5
Play again	5	Play again	5
		Wrap up	5
Total	25		30
			55

Break (20 minutes)

3.5 CONSOLIDATING IYCF (60 MINUTES)

Objective: At the end of this session, the participants are able to counsel women on IYCF, using the correct messages.

Methodology: Questions and Answers

Who: Facilitator with brainstorming participants

Materials: 'Post It' papers in two colours or 2 different colours of markers
flipchart and white board

Instructions:

With 'post it'

- Provide 2 'post it' papers of the two colours to all participants
- Ask the participants to write things they find difficult on one colour, one issue on one 'post it' paper
- They cannot provide more than 2 issues, so if necessary, they must choose
- On the other colour they should put issues that they find easy to understand or do, also not more than 2 things that they find easy to do
- Invite the participants to stick their 'post it' papers on the whiteboard or flipchart

With markers and flipchart

- Create two flipcharts: One for things that are difficult and one for issues that are easy to understand or do
- Ask participants to write their issues on either one of the flipchart
- If they agree with what someone else already put on the board, they can put a tick mark behind that issue

End

- The facilitator screens the issues that are most common and indicates these to the group
- For the final 35 minutes, the facilitator makes a selection of the most common issues indicated
- Explain/clarify them

3.6 CONCLUSION OF THE MORNING (10 MINUTES)

Objective: At the end of this session, the participants are confident about the knowledge and skills learned during the previous session.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator

Introduction:

Wrap up the morning by reviewing the morning sessions:

- Energizer
- Objectives
- IYCF and growth assessment activities
- Difficult issues
- Show them the flipchart with the clock and the time indicated to return.

Break (120 minutes)

3.7 SHOUT ALOUD (10 MINUTES)

Objective: At the end of this session, the participants are ready to start with this afternoon program.

Methodology: Energizer

Who: Participants in groups of max. 5

Materials: No materials needed

Introduction:

- Invite the participants to pick a number between 1 and 5 and hold up that many fingers
- Ask them to quickly find the other people holding up the same number of fingers. Make sure that the groups are the same size, 5 people, if necessary change people to other groups
- Let them form a row behind one another and let the groups together form a semi circle. Only the person in front of each row can shout words. People can shout anything, it does not matter what, as long as it continues
- We start with the person on the left, and go to the right. As soon as a person starts hesitating, he or she goes to the back of the row and the second person takes over
- Remember, people can shout anything: words do not have to be related. Like: "sun", "kid", "nice", "grandma", "pineapple"
- When somebody has to revert to the back of the row, he or she shouts: "I am very good!"
- Stop the game after 10 minutes
- Explain to the participants that to make a mistake or fail is not a big deal, but always ask yourself: how can I do better next time?

3.8 THE IMPORTANCE OF VITAMIN A (50 MINUTES)

Objective: At the end of this session, the participants are familiar with the vitamin A program, key messages for vitamin A and vitamin A activities

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 77 - 91

Pps manual: chapter 4.1 – 4.7

Introduction:

Use PowerPoint slides 77 - 91 with the basic messages to lecture on vitamin A

3.9 VITAMIN A RICH FOODS - EXERCISE E (10 MINUTES)

Objective: At the end of this session, the participants are able to identify foods rich in vitamin A.

Methodology: Individual exercise

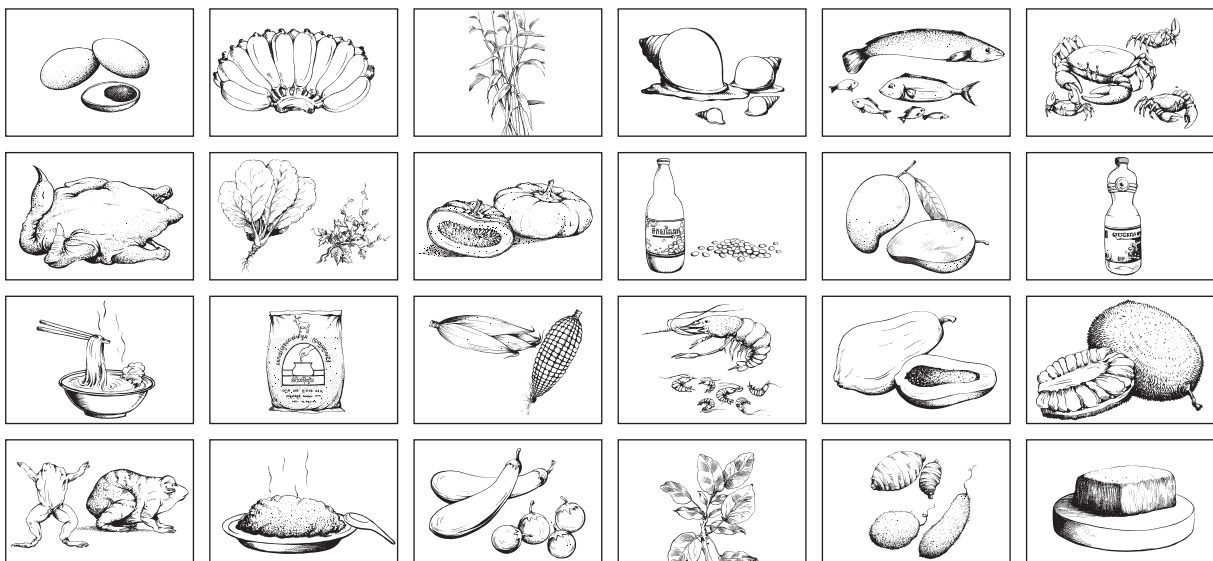
Who: Individual participants

Materials: Exercise E in the appendix of the participants manual
PowerPoint slide 93

Pps manual: chapter 4.8

Introduction:

- Ask participants to work alone on this exercise
- Ask participants to look at the pictures of the foods below and encircle 4 foods that are rich in vitamin A
- When finished, tell them to check with their neighbours and rethink their choices. After 10 minutes, use slide 93 and discuss the answers with the participants



3.10 VITAMIN A DEFICIENCY TREATMENT (30 MINUTES)

Objective: At the end of this session, the participants are familiar with the treatment of vitamin A deficiency.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 94 - 100

Pps manual: chapter 4.9 - 4.11

Introduction:

Use the PowerPoint slides 94 - 100 to explain treatment and prevention to the participants.

Break (20 minutes)

3.11 VITAMIN A CASE STUDIES - EXERCISE F (80 MINUTES)

Objective: At the end of this session, the participants are able to provide the correct information during counselling about vitamin A prevention and treatment.


Methodology: Individual and pair exercise


Who: individual participants and pairs


Materials: Exercise F in the appendix of participants manual
vitamin A contact job aid
PowerPoint slides 100 - 103


Introduction:

- Invite the participants to do the first part of this exercise on their own, without discussing with other participants
- Ask them to fill in the table of exercise F (shown below) as well as they can, using the vitamin A chapter and vitamin A contact job aids
- Remind the participants that they have 10 minutes per case study (40 minutes in total)
- After finishing the 4 case studies, participants can share their results in pairs (20 minutes)
- The final 20 minutes of the exercise is for the facilitator to provide feedback to the participants
- Use PowerPoint slides 100 - 103 to discuss the results with the participants

	<p>PIDOR Pidor is a post partum mother with a 4 week old child. She delivered her baby at home. She has had no previous contact with HC staff, but was helped by the traditional birth attendant. during her delivery.</p>		
<p>What questions will you ask Pidor?</p>	<p>What treatment?</p>	<p>What messages?</p>	<p>Where record?</p>

	<p>MOLY Moly is a mother with a 8 month old child</p>		
<p>What questions will you ask Moly?</p>	<p>What treatment?</p>	<p>What messages?</p>	<p>Where record?</p>

	<p>SOTHEA Sothea is a 4-year-old child with night blindness and Bitot spots.</p>		
<p>What questions will you ask Sothea's mother?</p>	<p>What treatment?</p>	<p>What messages?</p>	<p>Where record?</p>

	<p>REAKSA Reaksaa is a 7 month old boy with measles.</p>		
<p>What questions will you ask Reaksa's mother?</p>	<p>What treatment?</p>	<p>What messages?</p>	<p>Where record?</p>

3.12 CONCLUSION OF THE AFTERNOON (10 MINUTES)

Objective: At the end of this session, the participants are confident in using the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator, green stickers, orange stickers, Flipchart of today's program

Wrap up the afternoon by reviewing what was learned:

- Importance of vitamin A
- Exercise on vitamin A rich foods
- Vitamin A prevention and treatment
- Recording vitamin A distribution on the Child Health Card

Provide each participant with 2 green stickers and 2 orange stickers

Attach the flipcharts near the exit doors and ask participants to put their stickers on the activities that they liked (green sticker) or disliked (orange sticker)

If there is no activity that they disliked, tell them they do NOT NEED to put the orange stickers

Use the daily schedule that was written on a flipchart in the morning

Show them the flipchart with the clock and the time indicated to return.

Day 4 – Vitamin A / Iron

Objectives of day 4:

- 1 To review the lessons learned from the vitamin A program session of yesterday
- 2 To train about planning skills for vitamin A activities
- 3 To provide knowledge about the Iron program
- 4 To train skills for providing messages on Iron to women and caregivers of young children.

Skills objectives for participants for day 4:

At the end of the day, participants are able to:

- 1 Fill in the tally forms for vitamin A distribution
- 2 Organize vitamin A distribution rounds
- 3 Identify Iron rich foods and promote their use to women and mothers of young children
- 4 Identify people at risk for Iron deficiency and people showing signs of Iron deficiency and counsel appropriately

Schedule of the Day

Time	Duration	No	Session	Who
8.00	10	4.1	Mirror images Energizer to create positive energy and motivation	All
8.10	10	4.2	Objectives of day 4 Lecture The objectives of the day are presented	F
8.20	30	4.3	Tally sheets Lecture 'How to work with the tally sheets'	F
8.50	40	4.4	Work with the tally sheets Group work to practise filling out tally sheets	Groups
9.30	45	4.5	Steps for planning an effective VAC supplementation round Group assignment on identifying the necessary steps	Groups
10.15	65 Incl Break	4.6	Group assignment: Plan the VAC distribution	Groups
11.20	10	4.7	Conclusion of the morning Wrap up	F
11.30	20		Break	
13.30	10	4.8	Numbers don't lie Energizer to create positive energy and motivation	All
13.40	60	4.9	The importance of Iron Lecture on Iron	F
14.40	15	4.10	Exercise: Iron rich foods Identifying foods rich in Iron	Individual participants
14.55	30	4.11	Iron deficiency prevention and treatment Lecture	F

Time	Duration	No	Session	Who
15.25	20		Break	
15.55	30	4.12	Group assignment: What are the key messages for Iron Group assignment	Groups
16.25	25	4.13	Q&A vitamin A and Iron Clarifying the concepts of the vitamin A and Iron programs	All Facilitators
16.50	10	4.14	Conclusion of the morning Wrap up	F
17.00			End	

Materials needed:

- PowerPoint slides 104 - 136
- Tally sheets
- List of data
- Flipcharts
- Markers
- Job aids
- Exercise H - J
- Small papers
- Pens
- Box with a hole

Activities Day 4

4.1 MIRROR IMAGES (10 MINUTES)

Objective: At the end of this session, the participants are ready to start the morning program.

Methodology: Energizer

Who: All participants, facilitated by one facilitator

Materials:

Introduction:

- Ask participants to stand up and pick a number from 1 to 10
- Invite the participants to start walking around, shouting their number, until they meet someone shouting the same number. They will form a pair for this activity
- When everybody is in pairs, ask them to stand opposite each other and put their hands together in front of them
- Request the one with the longest hair to start moving, the other one follows the movements like a mirror image
- Remind the participants they can be creative
- After 3 minutes, change the roles
- After another 3 minutes tell both people in each pair to lead and follow at the same time
- Explain the participants that working together usually makes work easier

4.2 OBJECTIVES OF DAY 4 (10 MINUTES)

Objective: At the end of this session, the participants are familiar with the objectives of training day 4.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 104 - 106

Introduction:

Show the participants PowerPoint slides 104 - 106.

4.3 TALLY SHEET LECTURE (30 MINUTES)

Objective: At the end of this session, the participants know how to complete the tally sheets for VAC distribution

Methodology: Lecture

- Who:** Facilitator
- Materials:** PowerPoint slides 107 - 111
- Pps manual:** Chapter 9.4

Introduction:

- Show the participants the tally sheet and explain how to use it
- Use PowerPoint slides 107 - 111
- Do the calculations as below:

To calculate the target groups for vitamin A, Mebendazole and IFA

Example: VAC for twice yearly distribution activities. The other Tally Sheets work in the same way.

In this example, the provincial percentages are for Kandal Province in 2007/2008.

1. Find the percentages for births, postpartum women under 6 weeks, children of age groups 0-1 years and 0-5 years.

Children 0-1 year	2.4% total population
0-5 years	11.1% total population
Postpartum < 6 weeks	2.6% total population

2. Calculate the percentage of children 6-11 months (for VAC 100,000 IU)

Children	0-1 year	2.4%		
6-11 months is 1/2, so		2.4% / 2	=	1.2%

3. Calculate the percentage of children 12-59 months (for VAC 200,000 IU)

Children	0-5 years	11.1%		
12-59 months – 0-11 m		11.1% - 2.4%	=	8.7%

4. Calculate the estimated number of children 6-11 months in a village

$$\text{M/F (total population in the village)} * 1.2 / 100$$

$$\text{M/F (total population in the village)} * 0.012 = \dots ?$$

5. Calculate the estimated number of children 12-59 months in a village

$$\text{M/F (total population in the village)} * 8.7 / 100$$

$$\text{M/F (total population in the village)} * 0.087 = \dots ?$$

6. Calculate the estimated number of postpartum women <6 weeks in a village

$$\text{M/F (total population in the village)} * 2.6 / 100$$

$$\text{M/F (total population in the village)} * 0.026 = \dots \text{ (per 1 year)}$$

7. Record the outcomes in the small box in the upper right corner of the appropriate target group for each village

8. Add all the estimated doses together at the bottom of the back page of the tally sheet

9. Order enough stock from OD for the coming distribution round (or per month)

Following distribution, tally the stock distributed

Follow the steps below:

1. Tally each dose handed out in the appropriate big box per target group per village
2. Calculate the difference between the estimated doses and the doses handed out, after all eligible children 6-59 months and women have received their dose received their dose.
3. Were any eligible women and children left out? Why?
4. How could you reach the eligible children and women to distribute the dose to them?

4.4 TALLY SHEETS - GROUP ASSIGNMENT (40 MINUTES)

Objective: At the end of this session, participants are able to fill out the tally sheets.

Methodology: Group work

Who: Participants in groups of max. 5

Materials: List of data

Pps manual: Chapter 9.4

Rationale:

For this exercise, each group will practise filling in the Tally Sheet for VAC distribution. By sharing the results with the neighbouring group, participants need to discuss their decisions.

Instructions:

- Invite the participants to fill in the tally sheet using the case study of the village called Svay Thom. The village of Svay Thom has 200 families with a population of approximately 1,200 people. To prepare for the vitamin A supplementation round, estimate how many children from 6-11 months will need to receive vitamin A capsule and enter it in the correct place on the tally sheet. Estimate how many children 12-59 months will need to receive vitamin A supplementation and Mebendazole and enter the number on the tally sheet. Lastly estimate how many pregnant women are in the village
- During the outreach session mark on the tally sheet how many children of each age group received vitamin A capsule and how many post partum women (within the first six weeks after delivery) received vitamin A supplementation
- The number of children 6-11 months who received vitamin A supplementation was 9 children
- The number of children 12-59 months who received vitamin A supplementation and Mebendazole was 60 children
- The number of post partum women who received post partum vitamin A was 3 women
- Work out the percentage of eligible children in Svay Thom who received vitamin A

Time schedule:

Activity	Minutes
Explanation	5
Preparation in groups	20
Sharing between neighbouring groups	5
Feedback by facilitator	10
Total	40

4.5 STEPS OF AN EFFECTIVE VAC SUPPLEMENTATION ROUND - EXERCISE G (45 MINUTES)

Objective: At the end of this session, the participants are able to plan an effective vitamin A supplementation round.

Methodology: Group work

Who: Groups of 5

Materials: Table as shown below, exercise G in participants' manual
PowerPoint slide 112

Pps manual: Appendix exercise G

Instruction:

- Ask the participants to form groups of max. 5
- Tell them to discuss the table about the vitamin A supplementation process and put the activities in the right order from 1-13
- Explain that this activity will be the basis of the next group assignment
- Use PowerPoint slide 112 to discuss the results with the participants

	Activity	Step number #
A	Check vitamin A capsule stock. Is it in good condition, when is the expiry date? Order stock as necessary from the OD	3
B	Make estimate on the tally sheet of each village pop and target group of mothers and children for each village	2
C	Check Mebendazole stock. Estimate how much you will need for each child from 12months – 59 months, pregnant women who are over three months pregnant and post partum women who have delivered within the last six weeks	4
D	Plan an agenda for a meeting with village volunteers to discuss the planning for the vitamin A supplementation round in each of the villages	6
E	Conduct a refresher session during the monthly meeting for village volunteers, about vitamin A supplementation and discuss the role they will play during the supplementation round	7
F	Check the village volunteer register and estimate how many of the eligible children and post partum women have received the vitamin A supplement and how many children and post partum women need to be followed up and given the vitamin A supplement	10
G	Estimate the number of children that need to be followed up and provide vitamin a supplement and recording sheet to the village volunteer	11
H	Check the tally sheets are complete before leaving the village	12
I	Complete the HCI form with the results from the vitamin A supplementation round	13
J	Estimate how many vitamin A capsules you will need by calculating how many children aged 6- 59 months and how many newly delivered women are living in your target areas	1
K	Hold a meeting with all health centre staff and village volunteers to plan the dates you will go to each village	8
L	Inform the village chiefs and community in each village about the supplementation round	9
M	Check you have enough IEC material and tally sheets for vitamin A round order as necessary	5

4.6 PLAN THE VAC DISTRIBUTION - GROUP ASSIGNMENT (65 MINUTES) with a break from 10.00 – 10.20

Objective: At the end of this session, the participants have planned their VAC activities according to a VAC activity plan they developed.

Methodology: Group work

Who: Participants in groups of max. 5

Materials: Flipcharts, markers, job aids

Rationale:

During this activity each group will develop a work plan for the next round of vitamin A distribution. Participants learn how to plan their work and how to conduct the activities needed for vitamin A distribution. They also need to think about the messages that should be delivered and how to deliver health education to a group of people.

Instructions:

- Prepare the groups (maximum of 5 participants)
- Provide the big group with an introduction to the activity
- Explain to the participants that each group is responsible for the preparation of the next round of vitamin A distribution in their respective HC
- Invite them to select 1 HC per group and think about the following issues:
 1. How many vitamin A Capsules (VAC) do you need?
 2. What date will you visit each village in your coverage area?
 3. What do you need to do before you go/ when you are there / when you come back?
 4. Who will do what?
 5. What messages/IEC materials should you prepare?
 6. How will you conduct:
 - a. Age assessment of children
 - b. Distribution to the mothers/children
 - c. Health education about vitamin A
- Explain to the participants they can decide how their group will present the work plan to the big group.
- Who will do the presentation? How will the participants make sure they will not go over the 5 minutes time limit for the presentation?
- The group has 35 minutes to prepare
- Each group will have 5 minutes to present

Time schedule:

Activity	Minutes
Explanation	5
Preparation in groups	35
Presentations	25
Total	65

4.7 CONCLUSION OF THE MORNING (10 MINUTES)

Objective: At the end of the session, the participants are confident about the knowledge and skills learned during the previous session.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator

Wrap up the morning by reviewing what was learned:

- Completing the VAC tally sheets
- The steps in preparing for a VAC distribution round
- How to develop a VAC activity plan

Show them the flipchart with the clock and the time indicated to return.

Break (120 minutes)

4.8 NUMBERS DON'T LIE (10 MINUTES)

Objective: At the end of this session, the participants are ready to start with the afternoon program.

Methodology: Energizer

Who: Participants and Facilitators in groups of max. 10

Materials:

Instructions:

- Ask the participants to stand in a semi-circle formation
- Count off the line to make sure each participant has a number. The first person calls someone else's number. Immediately, that person calls out someone else's number. It has to go really quick
- When someone calls a number that is not present, or one's own number, he or she has to go to the right end of the line. BUT THEN THE NUMBERS CHANGE!
- Every time someone makes a mistake, before walking to the end of the line, he or she shouts: "YES!" and all the others applaud
- Stop the game after 10 minutes and explain that it is normal to make mistakes and that we can learn from them. But we always have to stay focussed and pay attention

4.9 THE IMPORTANCE OF IRON (60 MINUTES)

Objective: At the end of this session, the participants are aware of the importance of Iron, the key messages and activities.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 113 - 130

Pps manual: Chapter 5.1 – 5.6

Instructions:

Use the PowerPoint slides 113 - 130 to explain to the participants about anaemia and the importance of Iron.

4.10 IRON RICH FOODS - EXERCISE H (15 MINUTES)

Objective: At the end of this session, the participants are able identify Iron rich foods they should promote to women.

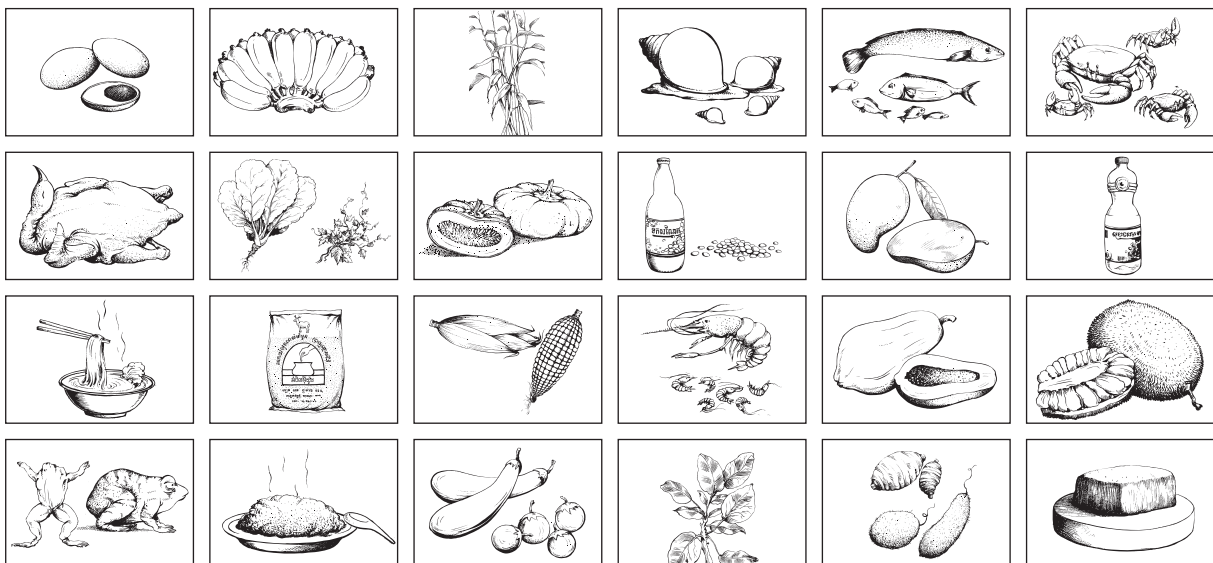
Methodology: Individual exercise

Who: Individual participants

Materials: Exercise H in the appendix of the participants manual
PowerPoint slide 131

Instructions:

- Ask participants to work alone on this exercise
- Ask participants to look at the pictures of the foods below and encircle 4 foods that are rich in Iron
- When finished, tell them to check with their neighbours and rethink their choices. After 10 minutes, provide them with the answers and explain, using PowerPoint slide 131



4.11 IRON DEFICIENCY PREVENTION AND TREATMENT (30 MINUTES)

Objective: At the end of this session, the participants are familiar with the prevention and treatment of Iron deficiency.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 132 - 134

Pps manual: Chapter 5.10

Instructions:

Use PowerPoint slides 132 - 134 to lecture on iron deficiency prevention and treatment.

Break (20 minutes)

4.12 WHAT ARE THE IRON KEY MESSAGES? - GROUP ASSIGNMENT (30 MINUTES)

Objective: At the end of this session, the participants are able to use the key messages for Iron.

Methodology: Group work

Who: Participants in groups of max. 5 participants

Materials: Flipcharts and markers
PowerPoint slides 135 - 136

Pps manual: Chapter 5.10 – 5.11

Instructions:

- Invite participants to work in groups of max. 5 participants
- Ask them to identify key messages of the iron program, based on the previous lecture
- Ask them to write these on a flipchart and hang the flipchart on the wall
- After invite the participants to look at the flipcharts, invite them to sit down again and provide the key messages of the Iron program, use PowerPoint slides 135 - 136

4.13 Q & A (25 MINUTES)

Objective: At the end of this session, the participants review and clarify the concepts of the vitamin A and iron programs.

Methodology: Questions and Answers

Who: Group with facilitator

Materials: Small papers, pens, box with a hole in it

Instructions:

- Ask participants to think of 1 question about the afternoon session, which they would like to ask
- Tell them to write this question on a small piece of paper, fold it 2 times and put it in the box in the middle of the room
- After 5 minutes, the facilitator starts pulling out 1 question at a time and answers the questions
- It will be impossible to answer all the questions in the 15 minutes. Just answer a few until the time is finished and promise you will answer the remaining questions tomorrow. Prepare tomorrow's session by categorizing the questions beforehand and prepare a lecture to answer the remaining questions

4.14 CONCLUSION OF THE AFTERNOON (10 MINUTES)

Objective: At the end of this session, the participants are confident about the knowledge and skills learned during the previous session.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator

Wrap up the afternoon by reviewing what was learned:

- The importance of Iron
- Iron rich foods
- Iron deficiency prevention and treatment
- Iron key messages

Put the words "excellent", "good", "tommadaa" and "so-so" on A4 and put them on the wall in different corners of the room. Invite the participants to stand under the word that best reflects the content of today's session.

Show them the flipchart with the clock and the time indicated to return to the training.

Day 5 – Iron / Iodized Salt

Objectives of day 5:

- 1 To answer the questions about the Iron Program session
- 2 To review the lessons learned from Iron Program
- 3 To train counselling skills for iron activities
- 4 To provide knowledge on Iodized Salt Program
- 5 To train salt testing to participants

Skills objectives for participants for day 5:

At the end of the day, participants are able to:

- 1 Confidently communicate iron messages to women and other caregivers with young infants
- 2 Fill in the tally forms for iron distribution
- 3 Deliver effective group health education activities

Schedule of the Day

Time	Duration	No	Session	Who
8.00	10	5.1	Veggies! Energizer to create positive energy and motivation	All
8.10	10	5.2	Objectives of day 5 Lecture. The objectives of the day are presented	F
8.20	30	5.3	Answers to the vitamin A and Iron questions Q&A for questions not yet answered yesterday	F
8.50	70	5.4	Iron stories Individual and pair exercise to familiarize with messages	Individual and pairs
10.00	20		Break	
10.20	60	5.5	Iron Time! Group assignment on Iron counselling	Groups
11.20	10	5.6	Conclusion of the morning Wrap up	F
13.30	120		Break	
13.30	10	5.7	Form a line Energizer to create positive energy and motivation	All
13.40	45	5.8	The importance of iodine Lecture on iodine	F
14.25	15	5.9	Exercise: iodine rich foods Identifying foods rich in iodine	Individual participants
14.40	30	5.10	How can we introduce iodine salt? Group assignment on introducing Iodized salt in communities	Groups
15.10	20		Break	
15.30	20	5.11	How to present effectively? Model lecture on effective presentation	F
15.50	20	5.12	Presentation of iodine salt introduction strategies Group presentations	Previous groups
16.10	10	5.13	Salt testing Lecture and model how to test salt	F

Time	Duration	No	Session	Who
16.20	30	5.14	Testing the salt! Group assignment on salt testing	Group
16.50	10	5.15	Conclusion of the afternoon Wrap up	F
17.00			End	

Materials needed:

- PowerPoint slides 137 - 160
- Prepared flipcharts
- Job aids
- Flipcharts
- Markers
- Different packages of salt
- Pipette
- Spoons

Activities Day 5

5.1 VEGGIES! (10 MINUTES)

Objective: At the end of this session, the participants are ready to start the morning program.

Methodology: Energizer

Who: All participants, facilitated by one facilitator

Materials:

Instructions:

- Invite participants to stand in a circle
- Start by bowing to someone with an outreached hand, saying "Hello, you!" That person puts one hand on his or her head, to show he or she is taken. With the other hand she bows to someone else, saying "hello you". Keep your hand reached out to the one you said hello to. Keep going on until everybody has a hand on his or her head
- Make a mental note of whom you said hello to and who said hello to you
- Ask participants to lower their hands. Start all over again, saying "Hello, you!" to the person you said hello to in the first round. Speed up the process in the next two rounds
- Start a new round, saying "Hello, (and then a vegetable)". Participants cannot point to the person they pointed to in the first rounds

- Play the vegetable round 3 times
- Ask participants if they still remember the first round. Repeat it for one more round
- Stop the game after 10 minutes and invite the people to take their place in the room

5.2 OBJECTIVES OF DAY 5 (10 MINUTES)

Objective: To explain the objectives to the participants.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 137 - 138

Use PowerPoint slides 137-138 to explain the participants about the objectives of today.

5.3 ANSWERS TO THE IRON QUESTIONS (30 MINUTES)

Objective: At the end of this session, the participants understand the Iron Program.

Methodology: Q & A

Who: Facilitator

Materials: Prepared flipcharts

Instructions:

- Prepare this session by grouping and answering the questions you did not answer yesterday
- Put each of the questions on a flipchart in black
- Provide the answer underneath each question in blue
- Highlight important words or phrases with green or red
- Use the job aids or slides to clarify as necessary

Present the questions most asked first.

5.4 IRON STORIES - EXERCISE I (70 MINUTES)

Objective: At the end of this session, the participants are able to use the Iron messages and prevention and treatment tables.


Methodology: Individual and pair exercise


Who: Individual participants and pairs


Materials: Exercise I in the appendix of the participants manual
Job aids
PowerPoint slides 139 - 141

Instructions:

- Invite the participants to do the first part of this assignment on their own, without discussing with other participants
- Ask them to fill in the tables of exercise I (shown below) as well as they can, using the iron chapter and the job aids
- The participants have 10 minutes per case study (30 minutes in total)
- After finishing the 3 cases, participants can share their results in pairs (20 minutes)
- The final 20 minutes of the exercise is for the facilitator to provide feedback to the participants, using PowerPoint slides 139 - 141

	SOKUN Sokun is a pregnant woman coming to the HC for her first visit.			
	What questions will you ask Sokun?	What treatment?	What messages?	Where record?

	BOPHA Bopha is a 10 month old child with palmar pallor			
	What questions will you ask Bopha's mother?	What treatment?	What messages?	Where record?

	SOTHEAVY Sotheavy is a 32 year old post partum mother with severe palmar pallor			
	What questions will you ask Sotheavy?	What treatment?	What messages?	Where record?

Break (20 minutes)

5.5 GROUP ASSIGNMENT IRON TALLY SHEETS (40 MINUTES)

Objective: At the end of this session, the participants are able to fill out the tally sheets for iron.

Methodology: Group work

Who: Participants in groups of max. 5

Materials: List of data

Rationale:

For this exercise, each group will practise filling in the Tally Sheet for Iron/Folate tablet distribution. By sharing the results with the neighbouring group, participants need to discuss their choices.

Instructions:

- Participants will work in groups of five to complete the tally sheet for Iron/Folate distribution using the following case study
- The village of Svay Thom has 200 families and approximately a population of 1,200 people.
Estimate how many pregnant women are in the village
- During the outreach session 9 pregnant women attend and receive Iron/Folate supplement. Mark the women on the tally sheet and estimate the percentage of women in the village who have received Iron/Folate supplement

Time schedule:

Activity	Minutes
Explanation	5
Preparation in groups	20
Sharing between neighbouring groups	5
Feedback by facilitator	10
Total	40

5.6 CONCLUSION OF THE MORNING (10 MINUTES)

Objective: At the end of this session, the participants are confident about the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator

Wrap up the morning session by reviewing what was learned:

- Iron messages and activities

Show them the flipchart with the clock and the time indicated to return.

Break (120 minutes)

5.7 FORM A LINE (10 MINUTES)

Objective: At the end of this session, the participants are ready to start with the afternoon program.

Methodology: Energizer

Who: Participants

Materials:

Instruction:

Ask the participants to form a line: Who lives far and who lives close?

- Indicate which side of the line is the furthest, which one is the closest
- Ask participants to stand in a line from the furthest to the closest

5.8 THE IMPORTANCE OF IODINE (45 MINUTES)

Objective: At the end of this session, the participants are aware of the importance of Iodine, the Iodine Program key messages and activities.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 142 - 153

Pps manual: Chapter 6.1 – 6.7

Instruction:

Use PowerPoint slides 142 - 153 to lecture on the importance of Iodine.

5.9 IODINE RICH FOODS - EXERCISE J (15 MINUTES)

Objective: At the end of this session, the participants are able to identify Iodine rich foods that they should promote to women.

Methodology: Individual exercise

Who: Individual participants

Materials: Exercise J in the appendix of the participants' manual
PowerPoint slide 154

Pps manual: Chapter 6.8 – 6.9

Instruction:

- Ask the participants to do exercise J in the participants' manual
- After 10 minutes, discuss the results using PowerPoint slide 154

5.10 HOW CAN WE INTRODUCE IODIZED SALT? - GROUP ASSIGNMENT (30 MINUTES)

Objective: At the end of this session, the participants are able to identify steps and actions to introduce iodized salt in communities.

Methodology: Group work

Who: Participants in groups of max. 5

Materials: Flipcharts and markers

Instruction:

- Explain to participants that the next group assignment is to identify ways how the use of iodized salt could be improved in their communities
- Invite the participants to think about strategies to improve iodized salt use
- Each group presents their strategies after the break and after the lecture about effective presentations

5.11 HOW TO PRESENT EFFECTIVELY? (20 MINUTES)

Objective: At the end of this session, the participants are able to present information effectively to groups.

Methodology: Lecture and model

Who: Facilitator

Materials: PowerPoint slides 155 - 159

Pps manual: Chapter 11.1 – 11.6

Instruction:

- Present PowerPoint slides 155 - 159
- Present as best practise, so practise what the slides say. Everything you do is an example for the participants
- Explain what you do, and why you present as you do.

5.12 PRESENTATION PRACTICE ‘ STEPS IN INTRODUCING IODIZED SALT TO A COMMUNITY’ ASSIGNMENT 5.10

Objective: At the end of this session, the participants are able to present with confidence.

Methodology: Group work (presentations)

Who: 1 or 2 participants of each group

Materials: Flipcharts and markers

Instruction:

- Be strict on the time, only 4 minutes for each group
- At the end, shortly provide feedback on the presentation

5.13 SALT TESTING (10 MINUTES)

Objective: At the end of this session, the participants know how to test the salt for iodine and promote iodized salt to their communities.

Methodology: Lecture and demonstration

Who: Facilitator

Materials: PowerPoint slide 160
Different packages of salt
Dropper, spoons

Pps manual: Chapter 6.10

Instruction:

- Explain participants how to test the salt, by using PowerPoint slide 160 and all materials as a demonstration
- Stress the importance of using small amounts of salt and just a few drops while using the dropper

5.14 TESTING THE SALT! - GROUP ASSIGNMENT (30 MINUTES)

Objective: At the end of this session, the participants are able to test the salt, interpret the result and explain to others how to do the testing.

Methodology: Group work

Who: Participants in pairs of max. 3

Materials: PowerPoint slide 160
Different packages of salt
Dropper, spoons

Pps manual: Chapter 6.10

Show PowerPoint slide 160 during the group assignment.

Instruction:

- Ask the group to split into groups of 2 or 3
- Provide each group with 3 or 4 samples and a dropper
- Invite the participants to test the salt and write down the results
- Each group has 20 minutes to test the samples and note the results
- The final 10 minutes are for the facilitator to clarify issues

5.15 CONCLUSION OF THE AFTERNOON (10 MINUTES)

Objective: At the end of this session, the participants are confident about the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator

Wrap up the afternoon by addressing what we learned:

- ▶ Importance of Iodine
 - ▶ How to introduce iodized salt
 - ▶ How to give an effective presentation and group session
 - ▶ Salt testing
-
- Provide each participant with a small piece of paper
 - Ask them to choose the word that best fits their feeling about today
 - Ask them to put it on the piece of paper, fold it and put it in the box near the exit. During the facilitator meeting, the result is discussed
 - Show them the flipchart with the clock and the time indicated to return

Day 6 – Immunization and Antenatal Visit

Objectives of day 6:

- 1 To repeat the lessons learned on Iodine
- 2 To teach immunization activities
- 3 To teach the antenatal visit activities to the participants
- 4 To train the antenatal visit activities in practice (field visit)
- 5 To train how to use the Mother Card.

Skills objectives for participants for day 6:

At the end of the day, participants are able to:

- 1 Provide the appropriate immunizations to women and children
- 2 Use the antenatal job aid for the antenatal care field practise of day 7

Schedule of the Day

Time	Duration	No	Session	Who
8.00	10	6.1	A more complicated line... Energizer to create positive energy and motivation	All
8.10	10	6.2	Objectives of day 6 Lecture. The objectives of the day are presented	F
8.20	50	6.3	What about Iodine? Group assignment on the Iodine messages	Groups
9.10	30	6.4	Importance of immunizations Lecture on immunization program	F
9.40	20	6.5	The immunizations Group assignment to practise with immunization	Groups
10.00	20		Break	
10.20	45	6.6	Nutrition messages during immunization activities Lecture on the integration of nutrition in immunization	F
11.05	15	6.7	The immunization flowchart Individual exercise how to use the flowchart	Individual participants
11.20	10	6.8	Conclusion of the morning Wrap up	F
13.30	120		Break	
13.30	10	6.9	Sing a song Energizer to create positive energy and motivation	All
13.40	30	6.10	Preparing for antenatal contact field practise Lecture	F
14.10	45	6.11	Demonstrating gaps in model antenatal contact Bad model session by facilitators followed by discussion	F
14.55	35	6.12	Demonstrating a good model antenatal contact Best practise model by facilitators followed by discussion	F
15.30	20		Break	
15.50	60	6.13	Antenatal contact Group assignment role play to practise ANC contact	Groups
16.50	10	6.14	Conclusion of the afternoon Wrap up	F
17.00			End	

Materials needed:

- PowerPoint Slides 161 - 188
- Flipcharts
- Markers
- Cards to create the table
- Flowchart
- Job aids

Activities Day 6

6.1 A MORE COMPLICATED LINE (10 MINUTES)

Objective: At the end of this session, the participants are ready to start with this morning program.

Methodology: Energizer

Who: All participants, facilitated by one facilitator

Materials:

Instructions:

- Ask the participants to form a line
- One participant is selected to think of the criteria to form the line. He or she cannot say what the criteria is, he or she can only say that the line is wrong or right, and can give some hints, like: this person is in the wrong place, but this person and that person are in the right place
- Stop the game after 10 minutes and invite the people to take their place in the room

6.2 OBJECTIVES OF DAY 6 (10 MINUTES)

Objective: At the end of this session, the participants are aware of the objectives of this day.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 161 - 188

Show the participants PowerPoint slides 161 - 162 for the objectives of the day.

6.3 WHAT ABOUT IODINE? - GROUP ASSIGNMENT (50 MINUTES)

Objective: At the end of this session, the participants are able to explain the importance of iodine and how to promote iodized salt use.

Methodology: Group work

Who: Participants in groups of max. 5

Materials: Flipcharts and markers

Instructions:

- Explain to the participants that this group assignment is to recapture the highlights of yesterday's lesson about iodine
- Ask them to form groups of 5 and prepare a flipchart with the basic messages and activities, how to promote iodized salt use
- There is 30 minutes to prepare an attractive flipchart. All flipcharts are attached on the wall
- The next 20 minutes, the facilitator reviews the highlights, using the flipcharts of the participants

6.4 IMPORTANCE OF IMMUNIZATION (30 MINUTES)

Objective: At the end of this session, the participants are aware of the importance of immunizations and the immunization program.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 163 - 169

Pps manual: chapter 7.1 – 7.4

Instructions:

- Present PowerPoint slides 163 - 169 to instruct the participants on immunization.

6.5 THE IMMUNIZATIONS - GROUP ASSIGNMENT (20 MINUTES)

Objective: At the end of this session, the participants are able to use the information on immunizations and create an overview of immunization activities.

Methodology: Group work

Who: Big group

Materials: Set of cards (training aid in appendix)

Instructions:

- Invite the group to create a 20 minute overview of the information provided to them during the lecture.
- The participants have to place the cards together in such a way, that the overview is correct

Break (20 minutes)

6.6 NUTRITION MESSAGES DURING IMMUNIZATION ACTIVITIES (45 MINUTES)

Objective: To reinforce participants' knowledge on immunization and to show how immunization visits could be used for nutrition activities.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 170 - 183

Instructions:

- Use PowerPoint slides 170 - 183 to explain the participants how nutrition messages are integrated in immunization activities.

6.7 THE IMMUNIZATION FLOWCHART - EXERCISE (15 MINUTES)

Objective: At the end of this session, the participants are able to use the Immunization Flowchart.

Methodology: Individual exercise

Who: Individual participants, facilitator reads aloud

Materials: Exercise K in the appendix of the participants manual
PowerPoint slide 179

Pps manual: Chapter 7.5

Instructions:

- Ask all participants to look up exercise K (slide 184)
- Explain to them you will go through the flowchart with them, using the example of Narith
- Show PowerPoint slide 179 to introduce Narith

6.8 CONCLUSION OF THE MORNING (10 MINUTES)

Objective: At the end of this session, the participants are confident about the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator

Wrap up the morning by addressing what we learned:

- The iodized salt program
- The importance of immunization and the nutrition in the immunization program
- How to integrate nutrition messages in the immunization activities.

Show them the flipchart with the clock and the time indicated to be back.

Break (120 minutes)

6.9 SING A SONG! (10 MINUTES)

Objective: At the end of this session, the participants are ready to start with this afternoon program.

Methodology: Energizer

Who: Participants and Facilitators in groups of max. 10

Materials:

Instructions:

- Ask participants to think of a song to sing. It should be simple and easy to remember
- Invite one participant to sing the song and teach it to the others
- In 10 minutes, everybody must be able to remember the song and sing it together. Use hands for clapping

6.10 PREPARING FOR ANTENATAL FIELD PRACTISE (30 MINUTES)

Objective: At the end of this session, the participants are familiar with their tasks and the messages to give during the Antenatal contacts.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 185 - 187
Counselling checklists
Job aid

Instructions:

- Explain the participants that tomorrow morning they will go on field practise for the morning
- Stress that they will only focus on antenatal women visiting the HC
- Remind the participants that they will use the job aid: "Antenatal contact"
- Explain how to use the job aid, using PowerPoint slides 185 - 187
- Explain about the checklist for assessing the counselling of the pregnant woman. The checklist helps to learn how to counsel in the best way

6.11 DEMONSTRATING GAPS IN ANTENATAL CARE CONTACT (45 MINUTES)

Objective: At the end of this session, the participants are able to identify gaps in the provision of antenatal care during an ANC contact.

Methodology: Demonstration and discussion

Who: 2 participants for the demonstration, facilitator to lead discussion
Materials: Job aid and checklist
PowerPoint slide 188

Instructions:

- Invite two participants to demonstrate an ANC visit
- Stress that this demonstration is for learning purposes only and that we can all learn from making mistakes
- Making mistakes during this practise is not bad, but is very helpful
- Prepare the place for the role-play in front of the group, with the role play facing towards the group
- Ask the two participants to start an ANC visit using the job-aid for the ANC-visit
- Ask the other participants to look for gaps in the demonstration, according to the job-aid and the checklist
- Use 5 minutes for instruction
- The role-play lasts 10 minutes maximum
- The discussion during the following 30 minutes focuses around the following questions on PowerPoint slide 188

6.12 DEMONSTRATING A MODEL ANTENATAL CONTACT (35 MINUTES)

Objective: At the end of this session, the participants are able to recognize best practise skills for a model antenatal contact.

Methodology: Demonstration and Q & A

Who: 2 facilitators

Materials: Job aids and checklist

Instructions:

- Role play a 10-minute model ANC contact in front of the class
- Do everything according to the book. It must be a flawless model of what we want the participants to do during field practise and in the HC
- Ask the participants to use the checklist during the role play
- Ask participants to provide feedback when you are finished. Discuss the feedback in the big group

Break (20 minutes)

6.13 ANTENATAL CONTACT - GROUP ASSIGNMENT (60 MINUTES)

Objective: At the end of this session, the participants are able to counsel during an antenatal contact visit.

Methodology: Role play

Who: Participants in groups of max. 4

Materials: Job aid

Rationale:

During this role-play, participants learn how to counsel pregnant women during their visit to the HC. The role-play strengthens the participants' communication and counselling skills. Refer to the section on communication skills and the checklist for antenatal visit in the manual before doing the role-play.

Instructions:

- Form groups of 4
- Each group will do 2 role-plays. Each role-play is done with one participant playing the HC staff member and another participant playing the pregnant woman. The other 2 are observers
- Assign the roles
- Each player will discuss briefly what to do with one of the observers
- After 5 minutes of preparation, the role-play starts
- After 10 minutes the role-play is finished and the small group discusses the role play for 15 minutes
- When the play is done again, now with the observers as players. The other two group members observe
- After 10 minutes the play is discussed

Time schedule:

Activity	Minutes
Prepare (round one)	5
Play first round	10
Discussion	15
Play again (different players)	10
Discussion in small group	15
Total	55

6.14 CONCLUSION OF THE AFTERNOON (10 MINUTES)

Objective: At the end of this session, the participants are confident about the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator, description how to get to HC

Wrap up the afternoon by addressing what we learned:

- How to use the job aids for the ANC visit
- How to counsel effectively for the ANC visit
- How you could improve counselling skills

Ask participants to stand on a line in the middle of the room. All face to the front. Ask them the following questions. The floor is "no", hands in the air is "yes, very much". Ask them to point with their hands how they feel about:

1. The sessions on immunization were very helpful
2. The sessions on the field practise were very useful
3. I feel confident about the field practise tomorrow
4. I am looking forward to the field practise tomorrow

Show them the flipchart with the clock and the time indicated to be at the HC tomorrow and how to get there.

Day 7 – Antenatal field practise / delivery and post natal visits

Objectives of day 7:

- 1 To practise antenatal counselling skills
- 2 To teach the delivery and postnatal visit activities to the participants
- 3 To train the delivery and postnatal visit activities in practice (field visit)

Skills objectives for participants for day 7:

At the end of the day, participants are able to:

- 1 Counsel pregnant women about nutrition during an antenatal contact, using the antenatal contact job aid
- 2 Use the delivery and postnatal contact job aids

Schedule of the Day

Time	Duration	No	Session	Who
8.00	30	7.1	Introducing participants to the HC and field practise Introduction	All
8.30	180	7.2	Antenatal contact Field practise	Groups
11.30	120		Break	
13.30	10	7.3	Friendly winks Energizer to create positive energy and motivation	Individual and Pairs
14.40	60	7.4	Discussing the field practise Brainstorm and discussion on the field practise of the previous morning	F
11.05	20	7.5	Delivery and post partum contacts Lecture	F
15.00	15	7.6	Demonstrating a model delivery contact Demonstration and Q&A	F
15.15	20		Break	
15.35	30	7.7	Delivery contact Role play	Groups
16.05	15	7.8	Demonstrating a model post partum contact Demonstration and Q&A	F
16.20	30	7.9	Postpartum contact Role play	Groups
16.50	10	7.10	Conclusion of the afternoon Wrap up	F
17.00			End	

Materials needed:

- PowerPoint slides 189 - 197
- Job aids
- Mother Cards
- Child Health Cards
- Checklist.

Activities Day 7

AT THE HC

7.1 A MORE COMPLICATED LINE (10 MINUTES)

Objective: At the end of this session, the participants are ready for the antenatal contact field practise.

Methodology: Introduction

Who: All participants, facilitated by one facilitator per 8 participants

Materials: Job aids, Mother Cards, Child Health Cards, checklist

Instructions:

- Explain the purpose of the field practise and the time schedule
- Tell participants that only one participant can counsel the client, the rest are observers
- After each client the checklists are compared and the counselling discussed
- For the next client another participant can do the counselling
- Use the job aid for counselling the women
- Indicate when breaks are planned

7.2 FIELD PRACTISE (UNTIL 11.30)

Break (120 minutes)

AT THE TRAINING FACILITY

7.3 FRIENDLY WINKS (10 MINUTES)

Objective: At the end of this session, the participants are ready to start with this afternoon program.

Methodology: Energizer

Who: Participants and Facilitators in groups of max. 10

Materials:

Instructions:

- Explain that this game will show how fast a feeling can spread through a room
- Instruct that we will use "winking" to spread the feeling
- If you are winked upon by a person, you become overwhelming friendly to other people. But, you must be winked upon by somebody else, before you can start winking yourself

- If you receive a wink you can spread the wink to only 3 other people
- We will start in a circle
- Please close your eyes, until I say you can open them again
- If you are tapped on your shoulder, you will be a person that is allowed to wink to three other persons
- Keep in mind: not more than 3 times. Close your eyes
- Tap one person on the shoulder as start-winker
- Ask the participants to open their eyes again
- Start walking through the room and meet people, talk to them, but in a normal way. When you have received a wink keep meeting people, but do it in an overwhelmingly friendly way
- Invite people to use phrases like "Oooh, you look GREAT today!" or "How well you presented yesterday!"
- Remind that participants can wink to 3 other people
- After 8 minutes, end the game and ask how participants feel
- Explain to them how your own feeling is influenced by the way other people behave. This is also the case when we feel bad: other people will notice and feel alike
- When counselling, remind yourself to be very friendly and open, smiling and listening to the people you counsel

7.4 DISCUSSING THE FIELD PRACTICE (60 MINUTES)

Objective: At the end of this session, the participants are able to counsel with confidence.

Methodology: Brainstorm and discussion

Who: Individual participants and pairs

Materials: Job aids, PowerPoint slides 189 - 190

Instructions:

- Prepare one flipchart about what was difficult for each group
- Divide each flipchart in two sides: on the left for the issues, on the right for the solutions
- Show the objectives and skills objectives of Day 7
- Ask the participants to form groups of max. 5
- Give the participants the flipchart
- Also provide each group with one colour of markers, in such a way that each group has a different colour of markers (the group colour)
- They are allowed to fill only the left side of the flipchart: only the issues, NOT the solutions
- Ask the groups to finish after 10 minutes
- Explain that the flipchart with the difficult issues will be handed over to the other group to the right of each group
- The groups are each asked to provide solutions for the difficult issues
- After 5 minutes, the flipcharts are handed over to the next group to the right
- After 5 minutes again, and after another 5 minutes again
- Then the flipcharts are handed back to the original group
- Each group has its own flipchart with difficult issues, provided with the solutions of 4 other groups, each in their colour
- Ask the groups to identify which solutions for each difficult issue they identify as the best solution

- Ask them to mark it as the best solution in 5 minutes
- The next 25 minutes are for presentations by each group: 5 minutes each
- Ask each group to put their flipcharts on the walls
- Invite participants to take a look at the flipcharts during the break

Time schedule:

IDENTIFYING ISSUES	MINUTES
Instruction	5
Identifying issues	10
Identifying solutions round 1 (each 5 min)	15
Identifying the best solutions	5
Presentations	25
Total	60

7.5 PREPARING FOR DELIVERY AND POST PARTUM CONTACTS (20 MINUTES)

Objective: At the end of this session, the participants are able to counsel during a post partum contact visit.

Methodology: Facilitator

Who: PowerPoint slides 191 - 197

Materials: Job aids

Instructions:

- Explain to the participants that tomorrow morning they will go on field practise
- Remind the participants that will only focus on post partum women visiting the HC. If they are lucky, there will also be a delivery
- Explain they will use the job aids provided as a hand out: "delivery" and "post partum"
- Show PowerPoint slides 191-197 to explain how to use the job aids
- Explain about the checklist, the pictures they can use for counselling and the treatment table

7.6 DEMONSTRATING A MODEL DELIVERY CONTACT (15 MINUTES)

Objective: At the end of this session, the participants are able to recognize best practise skills for a model delivery contact.

Methodology: Demonstration and Q & A

Who: 2 facilitators

Materials: Job aids and checklist

Instructions:

- As facilitators you role play a 10 -minute model delivery care contact at HC in front of the class
- Do everything according to the book. It must be a flawless model of what we want the participants to do during field practise and in the HC
- Ask the participants to use the checklist during the role-play
- Ask participants to provide feedback when you are finished. Discuss the feedback in the big group

Break (20 minutes)

7.7 DELIVERY CONTACT - GROUP ASSIGNMENT (30 MINUTES)

Objective: At the end of this session, the participants are able to counsel during a delivery contact visit.

Methodology: Role play

Who: Participants in groups of max. 4

Materials: Job aids

Rationale:

During this role-play, participants learn how to provide delivery services. The role play strengthens the participants' communication and counselling skills. Refer to the section on communication skills and the checklist for counselling in the manual before doing the role-play.

Instructions:

- Form groups of 4
- Each group will do 2 role-plays
- Each role-play is done with one participant playing the HC staff member and another participant playing the woman who just delivered. The other 2 are observers
- Assign the roles
- After 5 minutes of preparation, the role-play starts
- After 10 minutes the role-play is finished and the small group discusses the role play. Then the play is done again, now with the observers as players
- The other two group members observe

Time schedule:

IDENTIFYING ISSUES	TIME
Instruct the participants	5
Play first round	10
Discussion	5
Play again (different players)	10
Total	30

7.8 DEMONSTRATING A MODEL POST PARTUM CONTACT VISIT (15 MINUTES)

Objective: At the end of this session, the participants are able to recognize best practise skills for a model post partum contact.

Methodology: Demonstration and Q & A

Who: 2 facilitators

Materials: Job aids and checklist

Instruction:

- Role play a 10-minute model post partum contact in front of the class
- Do everything according to the book. It must be a flawless model of what we want the participants to do during field practise and in the HC
- Ask the participants to use the checklist during the role-play
- Ask participants to provide feedback when you are finished
- Discuss the feedback in the big group

7.9 POSTPARTUM CONTACT - GROUP ASSIGNMENT (30 MINUTES)

Objective: At the end of this session, the participants are able to counsel during a post partum contact visit.

Methodology: Role play

Who: Participants in groups of max. 4

Materials: Job aids

Rationale:

During this role-play, participants learn how to provide post partum services. The role-play strengthens the participants' communication and counselling skills. Refer to the section on communication skills and the checklist for counselling in the manual before doing the role-play.

Instruction:

- Form groups of 4
- Each group will do 2 role-plays
- Each role-play is done with one participant playing the HC staff member and another participant playing the mother with child. The other 2 are observers
- Assign the roles
- After 5 minutes of preparation, the role-play starts
- After 10 minutes the role-play is finished and the small group discusses the role-play. Then the play is done again, now with the observers as players. The other two group members observe

Time schedule:

ROLE-PLAY	TIME
Instruct the participants	5
Play first round	10
Discussion	5
Play again (different players)	10
Total	30

7.10 CONCLUSION OF THE AFTERNOON (10 MINUTES)

Objective: At the end of this session, the participants are confident about the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator, description how to get to HC

Wrap up the afternoon by addressing what we learned:

- Lessons learned from antenatal contact field practise
- How to counsel during delivery contacts
- How to counsel during postpartum contacts

Show them the flipchart with the clock and the time indicated to be at the HC tomorrow and how to get there.

Day 8 – Post partum field practise / immunization and well and sick child visits

Objectives of day 8:

- 1 To practise delivery and post partum counselling skills
- 2 To teach the immunization and child visit activities to the participants
- 3 To train the immunization and child visit activities in practice (field visit)

Skills objectives for participants for day 8:

At the end of the day, participants are able to:

- 1 Counsel women adequately on nutrition during delivery and post partum contacts, using the job aids
- 2 Use the immunization and child visit contact job aids.

Schedule of the Day

Time	Duration	No	Session	Who
8.00	30	8.1	Introducing participants to the HC and field practise Introduction	All
8.30	180	8.2	Postpartum contact Field practise	Groups
11.30	120		Break	
13.30	10	8.3	Group mind story Energizer to create positive energy and motivation	All
13.40	60	8.4	Discussing the field practise Brainstorm and discussion on the field practise of the previous morning	Individual and Pairs
14.40	20	8.5	Immunization and well and sick child contacts Lecture	F
15.00	15	8.6	Demonstrating a model immunization contact Demonstration and Q&A	F
15.15	20		Break	
15.35	30	8.7	Immunization contact Role play	Groups
16.05	15	8.8	Demonstrating a model child contact Demonstration and Q&A	F
16.20	30	8.9	Well and sick contact Role play	Groups
16.50	10	8.10	Conclusion of the afternoon Wrap up	F
17.00			End	

Materials needed:

- PowerPoint slides 198 - 206
- Job aids
- Mother Cards
- Child Health Cards
- Checklist.

Activities Day 8

AT THE HC

8.1 INTRODUCING PARTICIPANTS TO THE HC AND FIELD PRACTISE (30 MINUTES)

Objective: At the end of this session, the participants are ready for the postpartum contact field practise.

Methodology: Introduction

Who: All participants, facilitated by one facilitator per 8 participants

Materials: Job aids, Mother Cards, Child Health Cards, checklist

Instructions:

- Explain the meaning of the field practise and the time schedule
- Remind participants that only one participant can counsel the client the rest are observers
- After each client the checklists are compared and the counselling discussed
- For the next client another participant can do the counselling
- Use the job aid for counselling the women
- Indicate when breaks are planned

8.2 FIELD PRACTISE (UNTIL 11.30)

Break (120 minutes)

AT THE TRAINING FACILITY

8.3 GROUP MIND STORY (10 MINUTES)

Objective: At the end of this session, the participants are ready to start with this afternoon program.

Methodology: Energizer

Who: Participants and Facilitators in groups of max. 10

Instructions:

- Explain to the participants we are going to make a story together
- Invite participants to stand up in a circle
- Explain that participants can only say one word at a time
- The story follows the circle
- Invite participants to be as original as possible
- Ask the participants to express the word they use (if cold, make shivering expression)
- Remind the participants to be quick, try to make the story as fast as possible
- Start with "Once..."
- Finish the game after 10 minutes and explain that messages should be spread quickly and with a friendly attitude. Making eye contact helps a lot, as does a smile

8.4 DISCUSSING THE FIELD PRACTICE (60 MINUTES)

Objective: At the end of this session, the participants are able to counsel with confidence.

Methodology: Brainstorm and discussion

Who: Individual participants and pairs

Materials: Job aids, PowerPoint slides 199-200

Instructions:

- Prepare a flip chart for each group titled "What was difficult"
- Divide each flipchart in two sides: on the left for the issues, on the right for the solutions
- Show PowerPoint slides 198 - 199, with the objectives and skills objectives
- Ask the participants to form groups of max. 5
- Give the participants the flipchart
- Also provide each group with one colour of markers, in such a way that each group has a different colour of markers (the group colour)
- They are allowed to fill only the left side of the flipchart: only the issues, NOT the solutions
- Ask the groups to finish after 10 minutes
- Explain that the flipchart with the difficult issues will be handed over to the other group to the right of each group
- The groups are each asked to provide solutions for the difficult issues
- After 5 minutes, the flipcharts are handed over to the next group to the right

- After 5 minutes again, and after another 5 minutes again
- Then the flipcharts are handed back to the original group
- Each group has its own flipchart with difficult issues, provided with the solutions of 4 other groups, each in their colour
- Ask the groups to identify which solutions for each difficult issue they identify as the best solution
- Ask them to mark it as the best solution in 5 minutes
- The next 25 minutes are for presentations by each group: 5 minutes each
- Ask each group to put their flipcharts on the walls
- Invite participants to take a look at the flipcharts during the break

Time schedule:

IDENTIFYING ISSUES	MINUTES
Instruction	5
Identifying issues	10
Identifying solutions round 1 (each 5 min)	15
Identifying the best solutions	5
Presentations	25
Total	60

8.5 PREPARING FOR IMMUNIZATION AND CHILD CONTACTS (20 MINUTES)

Objective: At the end of this session, the participants are able to counsel during immunization and child contact visits.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 200 - 206
Job aids

Instructions:

- Explain the participants that tomorrow morning they will go on field practise for the morning. We will only focus on women with their children visiting the HC
- We will use the job aids provided as a handout: "sick child contact"
- Show PowerPoint slides 200 - 206 to explain how to use the job aids
- Explain about the checklist, the pictures they can use for counselling and the treatment table

8.6 DEMONSTRATING A MODEL IMMUNIZATION CONTACT (15 MINUTES)

Objective: At the end of this session, the participants are able to recognize best practise skills for a model immunization contact.

Methodology: Demonstration and Q & A

Who: 2 facilitators

Materials: Job aids and checklist

Instructions:

- Role model a 10-minute model immunization contact in front of the class
- Do everything according to the book. It must be a flawless model of what we want the participants to do during field practise and on outreach activities
- Ask the participants to use the checklist during the role-play
- Ask participants to provide feedback when you are finished
- Discuss the feedback in the big group

Break (20 minutes)

8.7 IMMUNIZATION CONTACT - GROUP ASSIGNMENT (30 MINUTES)

Objective: At the end of this session, the participants are able to counsel during a immunization contact visit.

Methodology: Role play

Who: Participants in groups of max. 4

Materials: Job aids

Rationale:

During this role-play, participants learn how to provide nutrition services during a immunization outreach visit. The role-play strengthens the participants' communication and counselling skills. Refer to the section on communication skills and the checklist for counselling in the manual before doing the role-play.

Instructions:

- Form groups of 4
- Each group will do 2 role-plays
- Each role-play is done with one participant playing the HC staff member and another participant playing the woman bringing her child for immunization
- The other 2 are observers
- Assign the roles

- After 5 minutes of preparation, the role-play starts
- After 10 minutes the role-play is finished and the small group discusses the role play. Then the play is done again, now with the observers as players. The other two group members observe

Time schedule:

IDENTIFYING ISSUES	MINUTES
Instruct the participants	5
Play first round	10
Discussion	5
Play again (different players)	10
Total	30

8.8 DEMONSTRATING A MODEL WELL AND SICK CHILD CONTACT (15 MINUTES)

Objective: At the end of this session, the participants are able to recognize best practise skills for a model child contact.

Methodology: Demonstration and Q & A

Who: 2 facilitators

Materials: Job aids and checklist

Instruction:

- Role model a 10-minute model sick child contact in front of the class. Do everything according to the book. It must be a flawless model of what we want the participants to do during field practise and in the HC
- Ask the participants to use the checklist during the role-play
- Ask participants to provide feedback when you are finished
- Discuss the feedback in the big group

8.9 WELL AND SICK CHILD CONTACT - GROUP ASSIGNMENT (30 MINUTES)

Objective: At the end of this session, the participants are able to counsel during a well and sick child contact visit.

Methodology: Role play

Who: Participants in groups of max. 4

Materials: Job aids

Rationale:

During this role-play, participants learn how to provide well and sick child care services during field practise. The role-play strengthens the participants' communication and counselling skills. Refer to the section on communication skills and the checklist for counselling in the manual before doing the role-play.

Instruction:

- Form groups of 4
- Each group will do 2 role-plays
- Each role-play is done with one participant playing the HC staff member and another participant playing the mother with sick child coming to the HC. The other 2 are observers
- Assign the roles
- After 5 minutes of preparation, the role-play starts
- After 10 minutes the role-play is finished and the small group discusses the role-play. Then the play is done again, now with the observers as players. The other two group members observe

Time schedule:

ROLE-PLAY	MINUTES
Instruct the participants	5
Play first round	10
Discussion	5
Play again (different players)	10
Total	30

8.10 CONCLUSION OF THE AFTERNOON (10 MINUTES)

Objective: At the end of this session, the participants are confident about the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator, description how to get to HC

Wrap up the afternoon by addressing what was learned

- Lessons learned from antenatal contact field practise
- How to counsel during delivery contacts
- How to counsel during postpartum contacts

Show participants the flipchart with the clock and the time indicated to be at the HC tomorrow and how to get there.

Day 9 – Vitamin A distribution and target group estimations

Objectives of day 9:

- 1 To practise all contacts counselling skills
- 2 To teach the VAC distribution activities to the participants
- 3 To teach how to calculate target group estimates, identify gaps and solve gap issues for coverage and stocks.

Skills objectives for participants for day 9:

At the end of the day, participants are able to:

- 1 Counsel women adequately on nutrition during all contacts, using the job aids
- 2 Estimate number of each target group
- 3 Identify solutions for coverage of vitamin A, IFA and Mebendazole stock issues.

Schedule of the Day

Time	Duration	No	Session	Who
8.00	30	9.1	Introducing participants to the HC and field practise Introduction	All
8.30	180	9.2	All contacts Field practise	Groups
11.30	120		Break	
13.30	15	9.3	Shout the messages Energizer to create positive energy and motivation	Groups
13.45	60	9.4	Discussing the field practise Brainstorm and discussion on the field practise of the previous morning	Individual and Pairs
14.45	15	9.5	Preparing for VAC distribution contact Lecture	F
15.00	20		Break	
15.20	30	9.6	How to calculate coverage and stock Lecture	F
15.50	60	9.7	Calculating coverage and stock Group assignment	Groups
16.50	10	9.8	Conclusion of the afternoon Wrap up	F
17.00			End	

Materials needed:

- PowerPoint slides 207 - 213
- Job aids
- Mother Cards
- Child Health Cards
- Checklist

Activities Day 9

AT THE HC

9.1 INTRODUCING PARTICIPANTS TO THE HC AND FIELD PRACTISE (30 MINUTES)

Objective: At the end of this session, the participants are ready for the well and sick child contact field practise.

Methodology: Introduction

Who: All participants, facilitated by one facilitator per 8 participants

Materials: Job aids, Mother Cards, Child Health Cards, checklist

Instructions:

- Explain the meaning of the field practise and the time schedule
- Tell participants that only one participant can counsel the client, the rest are observers
- After each client, the checklists are compared and the counselling discussed
- For the next client, another participant can do the counselling
- Use the job aid for counselling the women
- Indicate when breaks are planned

9.2 FIELD PRACTISE (UNTIL 11.30)

Break (120 minutes)

AT THE TRAINING FACILITY

9.3 SHOUT THE MESSAGES (15 MINUTES)

Objective: At the end of this session, the participants are ready to start with this afternoon program.

Methodology: Energizer

Who: Participants and Facilitators in groups of max. 10

Materials:

Instructions:

- This game will show how much we remembered of all the messages we disseminate
- Invite the participants to find people wearing the same colour of shirts
- Form groups of 4. Stand in a row behind each other, next to another group

- The rows form a semi-circle figure together. Now, the front person of each group should shout things about the different programs we give messages about. For instance, vitamin A
- Ask the first of the front line to shout: "vitamin A". The neighbour shouts "twice a year", the next "green leafed vegetables". If somebody makes a mistake, or says "uhm..." he or she will go to the end of her or his row and the second person becomes the first of the row
- Start with another program like "Iodized Salt"
- End the game after 10 - 15 minutes

9.4 DISCUSSING THE FIELD PRACTICE (60 MINUTES)

Objective: At the end of this session, the participants are able to counsel with confidence.

Methodology: Brainstorm and discussion

Who: Individual participants and pairs

Materials: Job aids, PowerPoint slides 207 - 208

Instructions:

- Ask participants to work in the same groups as during the last field practise
- Ask them to discuss each counselling session thoroughly, but not more than 10 or 15 minutes per counselling session (depending on the number of counselling sessions. If not many sessions, 15 minutes)
- Show PowerPoint slides 207 - 208 with the objectives and skills objectives
- Provide each group with flipcharts divided in 4 squares
- Ask them to put lessons learned from one session in a square
- When all sessions are discussed and lessons learned put in a square, ask them to select which lessons learned are the most important
- Ask them to indicate at least 4 important lessons learned
- Now ask each group to present their lessons learned

Time schedule:

IDENTIFYING ISSUES	MINUTES
Instruction	5
Discussing the counselling sessions	30
Selecting the important lessons learned	5
Presentations	20
Total	60

9.5 PREPARING FOR VAC DISTRIBUTION CONTACT AND FINAL FIELD PRACTISE (20 MINUTES)

Objective: To prepare the participants for the VAC distribution contact and the all-in field practise of tomorrow.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 209 - 210
Job aids

Instructions:

- Explain to the participants that tomorrow morning they will go on field practise
- During tomorrow's field practise, the participants will counsel all women and children, using the different job aids. Because we practised all contacts already in the last few days, the role-plays of today will focus on the VAC distribution contact
- Only the VAC distribution contact will be presented
- Show PowerPoint slides 209 - 210 to explain how to use the job aids
- Explain about, the pictures they can use for counselling

Break (20 minutes)

9.6 HOW TO CALCULATE TARGET GROUPS FOR VAC, IRON/FOLATE, MEBENDAZOLE (30 MINUTES)

Objective: At the end of this session, the participants know how to calculate target groups for vitamin A, Iron/folate and Mebendazole

Methodology: Lecture

Who: Facilitators

Materials: PowerPoint slides 211-213
Job aid

Instructions:

- Explain how important it is to be able to calculate the target groups for VAC, Iron/Folate and Mebendazole
- Without being able to calculate the target groups for VAC, Iron/Folate and Mebendazole it is difficult to know if you have enough stock to provide to the target groups
- It is recommended to keep enough stock to cover two months of stock needs
- If stock drop beneath that number, new stock should be ordered
- During this lecture and the following group assignment, you will learn how to calculate the needed stock
- To be able to calculate the needed stock, you also need to calculate the target groups

9.7 CALCULATING COVERAGE AND STOCKS – GROUP ASSIGNMENT (60 MINUTES)

Objective: At the end of this session, participants are able to calculate the needs and gaps for VAC, Iron/Folate and Mebendazole.

Methodology: Groups of 4

Who: Group assignment “calculating stocks” in the participants’ manual

Rationale:

During this group assignment participants practise calculating:

The target groups for VAC, Iron/Folate and Mebendazole

The required stocks

The gaps in coverage

Using these numbers, participants learn how to address gap issues and solve them

Instructions:

- Form groups of 4
- Ask participants to use the group assignment “calculating target groups and stock needs” in the participants’ manual
- Ask participants to calculate the target groups and stock needs for the vitamin A supplementation round using the case study.
- The village of the Mlob Svay has 225 families and approximately a population of 1,350 people.
- Estimate target groups and stock needs for each target groups (Vitamin A, IFA and Mebendazole)
 - ▶ Children from 6-11 months
 - ▶ Children 12 - 59 months
 - ▶ Pregnant women
 - ▶ Post partum women

Time schedule:

Activity	Minutes
Explanation	5
Preparation in groups	30
Sharing between neighbouring groups	10
Feedback by facilitator	15
Total	60

9.8 CONCLUSION OF THE AFTERNOON (10 MINUTES)

Objective: At the end of this session, the participants are confident about the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitator

Materials: Flipchart with clock and time indicator, description how to get to HC

Wrap up the afternoon by addressing what we learned:

- Experiences from the field practise
- How to counsel during a VAC distribution contact
- How to calculate coverage and stock needs for VAC, Iron/Folate and Mebendazole

Show them the flipchart with the clock and the time indicated to be at the HC tomorrow and how to get there.

Day 10 – Final Field Practise

Objectives of day 10:

- 1 To practise all counselling skills and nutrition messages during the final field practise
- 2 To instruct how to conduct a peer follow up meeting
- 3 To assess participants' learning by post-test
- 4 To evaluate the training using the short term evaluation form

Skills objectives for participants for day 10:

At the end of the day, participants are able to:

- 1 Counsel all women / caregivers with or without children about nutrition, integrating all nutrition interventions and using the job aids
- 2 Prepare and conduct peer follow-up meetings

Schedule of the Day

Time	Duration	No	Session	Who
8.00	30	10.1	Introducing participants to the HC and field practise Introduction	All
8.30	180	10.2	All contacts Field practise	Groups
11.30	120		Break	
13.30	10	10.3	What I learned is...? Energizer to create positive energy and motivation	Groups
13.40	40	10.4	Discussing the field practise Brainstorm and discussion on the field practise of the previous morning	Individual participants
14.20	15	10.5	How to conduct a peer follow-up meeting Lecture	F
14.35	80 Incl break	10.6	Conducting a peer follow-up meeting Group assignment	Groups
15.55	45	10.7	What did we learn? Post test and evaluation of the training	Individual participants
16.40	20	10.8	Conclusion and closing	F Officials
17.00			End	

Materials needed:

- PowerPoint slides 214-218
- Job aids
- Mother Cards
- Child Health Cards
- Checklist
- Ball
- Peer follow-up tables

- Flip chart paper
- Markers
- Post test
- Short Term Evaluation Forms

Activities Day 10

AT THE HC

10.1 INTRODUCING PARTICIPANTS TO THE HC AND FIELD PRACTISE (30 MINUTES)

Objective: At the end of this session, the participants are ready for all contacts field practise.

Methodology: Introduction

Who: All participants, facilitated by one facilitator per 8 participants

Materials: Job aids, Mother Cards, Child Health Cards, checklist

Instructions:

- Explain the meaning of the field practise and the time schedule
- Tell participants that only one participant can counsel the client, the rest are observers
- After each client, the checklists are compared and the counselling discussed
- For the next client, another participant can do the counselling
- Use the job aid for counselling the women
- Indicate when breaks are planned

10.2 FIELD PRACTISE (UNTIL 11.30)

Break (120 minutes)

AT THE TRAINING FACILITY

10.3 WHAT I LEARNED IS...? (10 MINUTES)

Objective: At the end of this session, the participants are ready to start with this afternoon program.

Methodology: Energizer

Who: Participants and Facilitators in groups of max. 10

Materials: Ball

Instructions:

- Explain to the participants that this game will help participants to articulate what they learned during the 10-day training
- Invite the participants to form a circle
- Show the ball we are going to use for this game
- Ask participants to think about 3 things they learned during the training
- Throw the ball to a participant, saying: "What I learned is...(and then what you learned)"
- Cross your arms in front of your body, to indicate you had your turn
- The next participant throws the ball and says: "What I learned is ..."
- When all participants stand with their arms crossed, ask the participants to open their arms and let the game continue until everybody has given at least 2, or 3, things that they learned
- End the game after 10 minutes

10.4 DISCUSSING THE FIELD PRACTICE (40 MINUTES)

Objective: At the end of this session, the participants are able to counsel with confidence.

Methodology: Brainstorm and discussion

Who: Individual participants, facilitators

Materials: Job aids, PowerPoint slides 214-215

Instructions:

- Show PowerPoint slides 214-215 with the objectives and skills objectives
- Ask participants to think of their learning during the field practise
- Provide them with 2 A4 pieces of paper
- On the first paper, ask them to write down what they learned
- On the second paper they can write one thing they would like to have clarification about
- After 10 minutes, collect the papers with the issues the participants would like to have clarification about
- Choose one or two issues that are unclear and explain these issues once more

Time schedule:

IDENTIFYING ISSUES	MINUTES
Instruction	5
Individual assignments	10
Explaining the most common problems	25
Total	40

10.5 HOW TO CONDUCT A PEER FOLLOW-UP MEETING (25 MINUTES)

Objective: At the end of this session, the participants know how to organise a peer follow up meeting.

Methodology: Lecture

Who: Facilitator

Materials: PowerPoint slides 216-218

Instructions:

- Explain the participants about the peer follow up meetings.
- Use PowerPoint slides 216-218.

10.6 CONDUCTING PEER FOLLOW-UP MEETING - GROUP ASSIGNMENT (80 MINUTES – INCLUDING 20 MINUTES BREAK)

Objective: At the end of this session, the participants are able to organise and conduct a peer follow-up meeting themselves. To prepare the participants for the peer follow up meetings.

Who: Groups of 2 HCs together

Materials: Peer follow-up tables
PowerPoint slide 218
Flipchart, paper, markers

Rationale:

During this activity, participants practise conducting a peer follow up meeting. A peer follow up meeting is usually held 3 to 6 months after the initial training. Peer follow up meetings can be held more regularly. Of course, meeting every month is also possible.

The goal of a peer follow up meeting is to discuss challenges and provide each other feedback to find solutions for the challenges that are met. Usually peers have experienced similar problems and found solutions or parts of solutions for the challenges.

Instructions:

- Explain to the participants that usually a peer follow up meeting is held 1 to 6 months after training
- Because we are not yet finished with the training, we will practice with a peer follow up meeting, looking at the future
- Instruct the participants that a peer follow up meeting should be organised 1 to 6 months after this training, and will focus on their experiences following training and the peer follow up meeting. During the meeting they will identify challenges they met and solutions that will help them solve the challenges
- For now, we will practice with identifying challenges you might meet while integrating the MPA 10 in your work. You will also try to find possible solutions to solve these challenges
- Look at table below and show it on PowerPoint slide 218
- Compare the table with the one in the participants' manual
- Note that the table in the participants' manual is looking at your experiences between the training and the peer follow up meeting, so looking back. The table below is asking you about what you think about the future
- Sit together for a hour
- In the first 15 minutes, try to identify possible challenges you might encounter when implementing nutrition activities that you have learned during this training
- After having identified the possible challenges, use the next 10 minutes to identify possible solutions: what should be done, who should do this and what else can you do yourself?
- Use the last 5 minutes to decide which 2 challenges you would like to present to the group

Challenge	What should be done	Who should do this	What else can I do?
We don't have enough materials	Health center staff should request OD to provide 10 more packages	OD, on our request	Make some material ourselves

- The final 25 minutes is to show the 2 challenges with solutions to the big group
- Lastly decide on a date for each HC or two HCs together to do the first peer follow up meeting after the training

Time schedule:

ACTIVITY	MINUTES
Instruction	10
Preparation in groups: identify challenges	15
Preparation in groups: solutions	10
Selection of 2 main challenges	5
Presentations	20
Break time	20
Total	80

10.7 POST TEST AND EVALUATION (40 MINUTES)

Objective: At the end of this session, the participants and facilitators evaluate what the participants learned by comparing post test results with the pre test and also by sharing ideas about how the participants felt about the training.

Methodology: Post-test and evaluation

Who: Individual participants

Materials: Post test papers, pre test results, short term evaluation forms

Instructions:

- Explain to the participants that they need to fill out two papers: First the post-test, followed by the evaluation form
- Explain to the participants that the post-test, after comparison with the pre test results, will give information about how much they learned during the training
- The evaluation will give information about how they feel about the training
- Tell participants to sit apart from each other
- Explain they each have to answer the questions on their own
- They have 20 minutes to complete the test
- When they finished the post-test, they should continue to complete the evaluation form
- After finishing the test and the evaluation, participants should keep silent, to give others the chance to finish their test
- The use of the manual or job aids is not allowed during the test

10.8 CONCLUSION OF THE AFTERNOON AND CLOSING (20 MINUTES)

Objective: At the end of this session, the participants are confident about the knowledge and skills learned during the previous activities.

Methodology: Wrap up

Who: Facilitators and government officials

Wrap up the afternoon by addressing what we did:

- Energizer
- Discussion on field practise
- Lecture on peer follow up
- Practise with peer follow up
- Post test
- Short-term evaluation form
- The final evaluation activity should best be done outside, because it needs a lot of space. Invite the participants to move outside
- Make sure that all participants can hear you well. To do that, raise your voice but keep it low. Low voices carry further than high voices
- Ask them to stand on a line in the middle of the space, all facing forward
- The participants are allowed to keep their eyes open

- You are going to give statements
- If they agree positively, they can put 1, 2 or 3 steps forward
- If they do not agree or disagree, they stay where they are. If they disagree, they can put 1, 2 or 3 steps backwards
- For example, if I agree strongly, I put 3 steps forward. If I disagree a little, I put 1 step backwards
- At the end, look around you and see where you started and where you are now
- This is your progression after 10 days of training

Statements:

- 1 I learned a lot about nutrition
- 2 Now I know more about vitamin A
- 3 I can organize vitamin A distribution rounds
- 4 I feel more confident in counselling women about nutrition
- 5 I did learn a lot of new things
- 6 Before I knew nothing about immunization
- 7 I liked the field practises because they made me more confident
- 8 Now I know how to advise women
- 9 I am proud of what I learned in this training

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APPENDICES

1. Guidelines / checklist for organising training
2. Half-day facilitation session for ToF
3. Pre-test
4. Post-test
5. Answers to the pre- and post-test
6. Extra energizers
7. Training aids
8. Facilitation checklist
9. Counselling checklist
10. Peer follow-up tool
11. Short-term evaluation form

Guidelines / checklist for organising training

Introduction

This guideline is written to help facilitators organise training in an effective way. It complements the MPA Module 10 training documents. The facilitators' manual contains sections on facilitation skills, presentation skills and communication. An additional facilitation session of ½ a day is designed for training facilitation skills for PHD/OD level trainers. A facilitation skills checklist is part of the facilitators' manual and this guideline. Facilitators can use it to assess their own facilitation skills or the facilitation skills of other facilitators.

This guideline consists of 3 checklists for organising, conducting and evaluating training. The first checklist is used to organise the training content, schedule and materials. The second checklist is to make sure everything is arranged a few weeks before the training and during the training. The third checklist helps to evaluate the training.

The checklists are designed in such a way, that you can tick the boxes in order to make sure that you did not forget any step in organising, conducting and evaluating the training.
Good luck with facilitating your trainings!

Checklists

Checklist 1 Training Development Phase

If you performed a step, Tick the box:

1. **Need for Training (based on annual plan)**
2. **Select training topic**
3. **Set goal and objectives**
4. **Budget planning, initial proposal to donors**
5. **Determine target group of trainees/participants**
6. **Select trainers/facilitators**
7. **Meeting with trainers/facilitator group**
8. **Training needs assessment by trainers**
9. **Meeting with trainer/facilitator group on results of assessment**
10. **Selection of activities by trainer/facilitator group**
11. **Selection of training materials**
12. **Participatory level check: is the training participatory?**
13. **Develop a training schedule**
14. **Develop pre and post test (if applicable)**
15. **Decide and arrange location, number of days, time**
16. **Budget description**
17. **Decide on monitoring and evaluation strategy**
18. **Decide on follow up strategy**

Checklist 2

Training Implementation Phase

If you performed a step, Tick the box:

Three weeks to one week before:

- 1. Check location, time and days with location manager**
- 2. Send out invitation letters**

A few days before

- 3. Prepare flipcharts with objectives or PowerPoint slides etc.**
- 4. Prepare evaluation forms**
- 5. Prepare teaching materials**
- 6. Prepare hand outs**
- 7. Prepare pre- and post-tests**
- 8. Check and confirm location**
- 9. Check and confirm participants**
- 10. Prepare participants per diem list**
- 11. Arrange and prepare PowerPoint, LCD and back ups**

The day before

- 12. Check all materials (handouts, name list, badges, per diem)**
- 13. Check PowerPoint, LCD and back ups**
- 14. Check and prepare the room (seating, registration etc)**
- 15. Arrange snacks and drinks**

The day(s) itself

- 16. Check all you checked the day before (12-15)**
- 17. Opening ceremony and National Anthem**
- 18. Give the rules: time, regular brakes, discipline etc.**
- 19. Conduct pre test (if applicable)**
- 20. Ask for commitment**
- 21. Conduct the post test (if applicable)**
- 22. Conduct the evaluation**
- 23. Hand out per diem**
- 24. Closing ceremony**
- 25. Trainer/facilitator meeting at the end of each day and keep notes of these meetings**

Facilitation skills

- 26. Be friendly, open, honest**
- 27. Create a safe environment, do not blame**
- 28. Provide positive feedback (sandwich model)**
- 29. Behave like the “Cone Titooy”: ask yourself Why, How, What (reflect on yourself)**

Checklist 3

Training End Phase

If you performed a step, Tick the box:

The week after the Training

1. Write the trainer/facilitator discussion report
2. Analyze the data from the Short Term Evaluation Forms
3. Write the first report on the training
4. Discuss the report with the trainers/facilitators
5. Send the report to the line manager
6. Revise the report
7. Revise the training for future use
8. Send the report to the line manager and donor
9. Revise the follow up activities plan
10. Start the follow up activities

Half-day Facilitation Session for Facilitators

Introduction

This session is one morning (or afternoon). During this session, participants will learn more about facilitation. We will show what facilitation is, and how effective facilitation should be done. This session is highly participatory and invites participants to join and contribute. The participants are asked to participate by sharing ideas, opinions and facilitation skills.

Improving facilitation skills

During the activities, the participants are invited to demonstrate the way they facilitate, in order to provide them with feedback on how to improve their facilitation. The way people facilitate is highly personal. People can only improve if they understand why some of the things they do during facilitation are not effective, and how they should change their way of facilitation to make it more effective. This is only possible in a friendly and safe environment.

Important rules

A friendly and safe environment is the responsibility of all the participants and the person who is facilitating this session. The participants should feel safe during the training and get feedback in a positive way. Any form of blaming, or joking that is personal must be avoided. Feedback should be provided in a positive way, using the sandwich model. The sandwich model means that you first say something positive, then you provide your constructive feedback, and you finish with something nice.

The rules for this session:

- Participants should feel safe
- Do not blame participants
- Provide positive feedback.

Teaching adults

Adult learning is a complicated but interesting process. Facilitating the learning of children is much easier. Most of what you teach children is new for them and they will usually perform all the learning activities without questioning any of them. Adults, however, bring lots of experience with them and always try to link what they learn to their work. That makes them more critical learners than children. It also makes it possible to use their knowledge and skills during training. For example, you can ask them to use their experiences for role-plays, instead of making role-play cards. Or you could ask them to discuss how something usually happens in their work and share that with the other participants.

The facilitation session

The facilitation program is a mix of lecture and activities. The master facilitator has a special role: he or she needs to explain everything he or she is doing during the facilitation of the activities. For example: When lecturing, you also have to inform the participants why you are standing where you are, how you used colours on the flipcharts, how you use your voice and how you maintain eye contact to all the participants while teaching.

Time Morning	Time Afternoon	Duration	Session	Who
8.00	1.30	20	Join the dots Energizer	All
8.20	1.50	15	Introduction lecture What is facilitation	Facilitator
8.35	2.05	45	A good facilitator Group assignment to identify characteristics of facilitators	Groups
9.20	2.50	10	Titooy Energizer	Big Groups
9.30	3.00	20	The story of Cone Titooy Lecture on reflection on your own facilitation skills	Groups
9.50	3.20	20	Break	
10.10	3.40	15	Effective facilitation Lecture	Facilitator
10.25	3.55	15	Use your body language Activity to show the importance of good body language	Facilitator, Participants
10.40	4.10	45	Roles and responsibilities of a facilitator Group exercise to identify the most important roles and responsibilities of facilitators	Individuals, 4 groups, big group
11.25	4.55	5	Wrap up Summarize the morning	Facilitator
11.30	5.00		End	

The sessions

Join the dots

Objective: At the end of this activity, the participants are able to participate in the following activities with motivation and energy.

Who: Participants with instructions from the facilitator

Materials: Sheets with the dot exercises
(see exercise 12, page 33 book "100 Training Games")
Pen or pencil

Preparation:

- Instruct the participants to work individually
- Hand out the first exercise upside down and ask participants to wait until the facilitator has explained the exercise and gives the sign to turn the paper over
- Explain the rules of the game

Depending on the number of dots on the sheets, the dots should be joined by:

- 4 lines (exercise 1, 9 dots)
- 5 lines (exercise 2, 12 dots)
- 6 lines (exercise 3, 16 dots)
- The pen should not be lifted off the paper
- The participant that wins the first round is announced winner and asked to explain
- The participant that wins the second round is announced winner and asked to explain
- The participant that wins the third round is announced winner and asked to explain

Facilitation introduction – 15 minutes

Objective: At the end of this activity, the participants are able to explain what facilitation is and what motivates adults to learn

Who: Lecture

Materials: Prepared flipcharts or PowerPoint slides

Facilitation = helping people to learn

Explain the following:

People learn by:

Listening
Seeing
Thinking

Reading
Trying
Copying

People will only learn when they feel what they need to learn is useful for them. It means that they can use it in their life or work.

So... it is a little more than just helping people to learn:

Facilitation = Helping people to improve when they practise new skills and use new knowledge.

Explain what you are doing:

- You are standing aside from the flipchart / screen
- You point at the important words
- You stress the important words while speaking and underlining them
- You look around during the presentation to see all the participants
- You use bullet points and not too much text on the flipcharts or slides

Facilitation introduction – 15 minutes

- Objective:** At the end of this activity, the participants agree on desired facilitation skills for facilitators of training.
- Who:** Groups of 4 (maximum)
- Materials:** Two flipcharts with puppets drawn on them, markers, tape
Activity E1 in facilitator manual

Rationale:
This facilitation exercise is only for the Training of Facilitators. It emphasizes the characteristics of a good facilitator. The following exercise will elaborate on that in a more practical way.

- Instructions**
- Provide each group with two flipcharts with a puppet picture. The first flipchart is for writing the characteristics of a good facilitator, the second flipchart for writing the characteristics of a bad facilitator. The first flipchart will reflect the desired facilitation skills, the second flipchart the ones that are not desired
 - Request the participants to be creative
 - Allow the groups to finish after 10 minutes. Each group then has 5 minutes to present
 - After the presentations, the facilitator wraps up and presents the content of this chapter

Time schedule:

ACTIVITY	MINUTES
Instruction	5
Group work	15
Presentations	25
Total	45

Titooy – Energizer – 10 minutes

Objective: At the end of this activity, the participants are able to join the following activities with motivation and energy.

Who: Participants with instruction of facilitator

Materials: None

Instructions:

- Invite the participants to stand in a circle. Ask them to follow your instructions
- Ask the participants to look over their right shoulder and remember the furthest point that they can see.
- Ask the participants to look over their left shoulder and also remember the furthest point
- Explain that you will ask them to close their eyes and it is important to keep them shut, do what you ask them to do, until the time you say they can open their eyes again
- Ask if instructions are clear
- Ask the participants to close their eyes
- Instruct them to turn their head over the right shoulder as far as they can, then turn to the left. Repeat this turning 3 times. Remind them to keep their eyes closed
- Ask the participants to open their eyes
- Ask the participants to try to look over their right shoulder as far as they can. Can they see further than before? What about the left side?

The story of Cone Titooy – 20 minutes

Objective: At the end this activity, the participants are able to ask themselves the questions “why”, “what” and “how”?

Who: Facilitator

Materials: Storybook of Cone Titooy

Instructions:

Tell the story of Cone Titooy, an old Cambodian story about a curious young owl.

The story of Cone Titooy

Cone Titooy lives in a tree in the forest, together with Pa and Ma Titooy. Cone Titooy sees everything that happens in the forest, from the family tree. He constantly asks: “Haet Awaay? Haet Awaay?” to all the animals passing the tree or doing something in the forest.

Pa and Ma Titooy do not really like the question Cone Titooy asks all the time, because a titooy should shout “Nohnaa! Nohnaa!”, instead of asking “Haet Awaay? Haet Awaay?” all the time.

So Pa Titooy takes Cone Titooy to meet Taa Titooy, to make sure Taa Titooy will cure Cone Titooy and that he will shout like a real titooy in the future. But Taa Titooy is a very wise and old titooy and says to the Cone Titooy that he should keep asking “Haet Awaay? Haet Awaay?”, because that will make him understand everything in life and make him the wisest animal in forest.

Explain that you want all participants to become like Cone Titooy and ask questions about what they are doing and why, during facilitation.

So... Always ask yourself:

“Haet Awaay? Haet Awaay?”

Like:

- Why do I do like this?
- Why are the participants doing that?
- Why are they not doing what I hoped?
- Why am I standing / sitting here?
- Why do I feel good?
- Why do I fee bad?

But also:

- What am I doing?
- What are they doing?
- Where am I standing / sitting / walking?

These questions help you to reflect on what you are doing or did during facilitation. A good facilitator always looks at what he or she can improve. He or she always asks him or herself why something went wrong and what he or she did that went wrong.

When something goes wrong, never blame it on the participants, but try to find out what you did not explain well, what you failed to tell them, what you forgot to do.

Break – 20 minutes

Effective facilitation – 15 minutes

Objective: At the end of this activity, the participants are aware of the importance of their behaviour during facilitation.

Who: Facilitator

Materials: Prepared flipcharts or PowerPoint slides

Instructions:

Explain the following to the participants:

Effective facilitation

Effective facilitation depends on the facilitator. A facilitator is an actor, playing by herself or himself.

He/she is usually:

- Friendly
- Open
- Honest
- Helpful

The opposite behaviour will have a negative influence on the motivation and openness of participants.

For example (show to participants that you are angry):

A facilitator with an angry face, shouting, blaming or threatening, is not nice.

Now the opposite:

For example (show participants that you are very nice):

A facilitator with a happy, smiling and calm face is much nicer.

But sometimes he/she must be:

- Clear
- Firm
- Decisive

For example: If a group is hard to control or is chatting during a session.

Asking questions

Always:

- Repeat the question a participant asked loudly so all participants know what the question is
- Clarify the question if necessary
- Answer the question short and clear

If you do not know the answer, ask if anyone would like to answer the question, or tell the participants that you will answer the question later today or tomorrow.

If you promise to answer the question later, then do not forget to do that.

Use your body language – 15 minutes

Objective: At the end of this activity, the participants are able to use adequate body language for facilitation.

Who: Facilitator, participants

Materials:

Instructions:

Explain to the participants that body language is an important aspect of facilitating. With the wrong body language, you can have a negative influence on how participants feel. The right body language will attract participants to listen to what you have to say.

For example:

- Use your hands to point at something on the flipchart or slide
- Use your hands to show things like “big”, “small”, “left”, “right”
- Raise your voice and lower your voice to make it interesting to listen to you
- Look at the participants, make big eyes, small eyes, roll with your eyes
- Move around a little bit, from the right side to the left side of the flipchart
- Walk towards the group and move back

An effective facilitator uses his/her:

- Hands
 - Voice
 - Eyes
 - Mouth
- Moves around**

Invite the participants to stand up and form a circle. Start making a strange face and invite all participants to make that same face at the same time and look at each other. Invite your neighbour to change his face and ask the participants to make that face all at the same time. Continue until all participants made a certain face. People can make sounds and use their hands as well.

Roles and responsibilities of facilitators – 45 minutes

Objective: At the end of this activity, the participants are aware of the roles and responsibilities of facilitators

Who: 4 groups

Materials: Empty A4 papers
Markers in 4 different colours

Instructions:

- Prepare by forming 4 half circles in the room, with enough seats for the participants to work in 4 groups
- Ask the participants not to replace the chairs
- Make sure there is enough A4 paper for the participants in each group
- Provide all participants with a marker, making sure that every group uses only 1 colour (all members of 1 group use blue, all members of the 2nd group use green, and so on)
- Explain to the participants that for the first round of this exercise, people work in silence by themselves
- Ask the participants to think about the responsibilities of a facilitator
- Ask them to write 1 idea on 1 piece of paper. If someone has 6 ideas, he writes each of his ideas on 1 paper. In the end he will hold 6 papers with each one idea
- Allow 5 minutes for this individual brainstorm
- Ask the participants to share their ideas in the group. Each participant can only give one idea at a time. In this way, all participants are able to contribute their ideas. If one of the participants in the group already put the same idea, another participant can put his piece of paper over that of the other
- Invite each group to decide the order of importance of their ideas. They do this in their own small groups
- Put the flipchart with “roles and responsibilities of a facilitator” on the floor in the middle of the room
- Invite the first group to give you their most important idea and place it on the floor, around the flipchart
- Ask the second group to give their most important idea and decide where to put it on the floor
- You are forming a “mind map” of “roles and responsibilities of a facilitator”. Continue until all the ideas of all groups are placed in the mind map
- Discuss the result with the participants

Time schedule:

ACTIVITY	MINUTES
Instruction	5
Individual brainstorm	5
Selection in small groups	10
Making the mind map	15
Discussion	10
Total	45

Wrap up – 5 minutes

Objective: Closing of the facilitation session.

Methodology: Wrap up

Materials:

Instructions:

- Summarize the activities conducted and repeat the most important issues
- Demonstrate a strong model of a facilitator and summarize what you do, using all the lessons learned

PRE TEST/ POST TEST

1. Write three things you would tell a pregnant women about nutrition during pregnancy?

2. What would you do for the problem below?

Solida is expecting her second baby. She is seven months pregnant and fed her first baby with milk formula as she didn't think she had enough breast milk. She plans to feed her second baby with milk formula.

3. Name 2 signs of clinical vitamin A deficiency

4. Fill out the table below to explain how you would treat a pregnant woman who has clinical signs of vitamin A deficiency

Treatment of signs of vitamin A deficiency during pregnancy

SEVERE SIGNS OF VITAMIN A DEFICIENCY ACTIVE XEROPHTHALMIA (CORNEAL LESION)	NIGHT BLINDNESS , DRY CONJUNCTIVA (XEROSIS) OR BITOT'S SPOTS
Treatment	Treatment

5. Why is it important to prevent anemia in pregnant women?

6. How would you treat severe anemia (severe palmar pallor) in a pregnant women?

7. How many iron/folate tablets will you give a pregnant woman on the first contact and on the second contact ?

8. Name 3 side effects of iron/folate tablets and the advice you would give to the women about side effects.

9. At what time during her pregnancy should a pregnant women receive Mebendazole and what is the dose?

10. Why is iodine important during pregnancy?

11. How can a pregnant woman ensure that she gets enough iodine during pregnancy?

12. What three messages would you give a pregnant woman about breastfeeding?

13. Name 3 benefits of ante-natal care

14. List 3 important nutrition actions you should conduct at delivery and the first few hours after delivery

15. All post partum women should receive vitamin A, IFA and Mebendazole. Complete the table below with the dose/ amount/ number of doses, time frame and place to record for post partum vitamin A, Iron Folate (IFA) and Mebendazole

Drug	Dose	How many capsules/ tablets	When to give	Where to record
Vitamin A				
Iron/Folate				
Mebendazole				

16. Write three messages you would give to parents/ caregivers of young infants about complementary feeding

17. All children 6- 59 months should receive vitamin A supplement twice per year in May and November.

Please fill out the chart below. Also fill out the chart on Mebendazole

Target group	Dose of VAC	Dose of Mebendazole	Where to record
Children 6 - 11 months			
Children 12- 59 months		12-23 months	
		24- 59 months	

18. List 3 causes of malnutrition in a young child

19. What 4 key messages would you give parents/caregivers about Infant and Young Child Feeding

20. What advice would you give for the problem below:

Reasmey is 12 months old. She has stopped breast feeding and her mother feeds her twice a day with rice porridge from the market. Her mother also buys Reasmey packaged snacks from the village shop.

21. Tida delivered her first baby one week ago. She is very worried as her baby is frequently crying. Tida thinks it's because her baby is hungry and says she doesn't have enough breast milk.

Please describe how would you manage this problem

Answers to pre/post-test

1. Write three things you would tell a pregnant women about nutrition during pregnancy?

- eat a variety of foods such as fish, meat, liver, beans, nuts and all kinds of fruit and vegetables
- eat one extra meal per day to meet the needs of the developing baby and mother
- always use iodized salt in all family foods
- drink plenty of clean water
- avoid following food taboos

2. What would you do for the problem below?

Solida is expecting her second baby. She is seven months pregnant and fed her first baby with milk formula as she didn't think she had enough breast milk. She plans to feed her second baby with milk formula.

Answer

Discuss with Solida the advantages of breast feeding as compared to milk formula: always available and ready to use; no additional cost; contains all the nutrients and water a baby needs until 6 months of old; provides protection against common childhood illness; increases bonding between mother and baby, increases intelligence of baby.

Discuss how to ensure enough breast milk: mother eats nutritious foods during pregnancy, eats an additional meal during pregnancy and lactation, takes adequate rest; starts breastfeeding immediately after delivery (within the first hour) and feeds the baby frequently.

3. Name 2 signs of clinical vitamin A deficiency?

Answer

- night blindness
- bitot spots
- lesions on the cornea

4. Fill out the table below to explain how you would treat a pregnant woman who has clinical signs of vitamin A deficiency

Treatment of signs of vitamin A deficiency during pregnancy

SEVERE SIGNS OF VITAMIN A DEFICIENCY ACTIVE XEROPHTHALMIA (CORNEAL LESION)	NIGHT BLINDNESS , DRY CONJUNCTIVA (XEROSIS) OR BITOT'S SPOTS
Treatment	Treatment

Answer

SEVERE SIGNS OF VITAMIN A DEFICIENCY ACTIVE XEROPHTHALMIA (CORNEAL LESION)	NIGHT BLINDNESS , DRY CONJUNCTIVA (XEROSIS) OR BITOT'S SPOTS
Treatment	Treatment
Give 200,000 IU (1 capsule) and refer to hospital for treatment	1 dose of 10,000 IU a day for 30 days. If not available give 2 multivitamin tablets a day for 30 days

5. Why is it important to prevent anemia in pregnant women?

Answer

Anemia during pregnancy can contribute to the following:

- increased risk of haemorrhage during and after delivery
- infection
- maternal mortality,
- death of baby after seven months of pregnancy or within the first week after delivery
- low birth weight

6. How would you treat severe anemia (severe palmar pallor) in a pregnant women?

Answer

- If under 36 weeks of pregnancy give Iron/folate x 1 tablet twice per day (morning and evening) for 3 months
- If pregnant women is over 36 weeks with severe palmar pallor she should be referred to the nearest hospital for treatment

7. How many iron/folate tablets will you give a pregnant woman on the first contact and on the second contact ?

Answer

- | | |
|---------------|----------------|
| First contact | Second contact |
| • 60 | • 30 |

8. Name 3 side effects of iron/folate tablets and the advice you would give to the women about side effects

Answers:

- black stool – advise this is normal and not harmful. Important to continue the iron
- nausea – advise take iron tablet with evening meal
- epigastric discomfort – advise take iron tablet with evening meal
- constipation – advise take iron tablet with evening meal. Drink plenty of water and eat lots of fruit and vegetables

9. At what time during her pregnancy should a pregnant women receive Mebendazole and what is the dose?

Answers:

- After she has completed the first three months of her pregnancy she should receive 500mgs (1 tablet) only once.

10. Why is iodine important during pregnancy?

Answer:

- Iodine is important during pregnancy because it helps to keep both the mother and developing baby healthy

11. How can a pregnant woman ensure that she gets enough iodine during pregnancy?

Answer:

- Pregnant women should use iodized salt for cooking and eat sea foods such as squid, shrimp, crab and sea fish if available

12. What three messages would you give a pregnant woman about breast feeding?

Answer:

- Breast feed immediately after birth within the first hour
- Colostrum (first milk) is very nutritious and provides protection against common childhood illnesses
- Breast feed exclusively for the first six months.
- Do not give prelacteal feeds, not even water. Breast milk contains all the nutrients and water the baby needs for the first six months
- Skin to skin contact between mother and baby immediately after delivery promoted early breast feeding and bonding.

13. Name 3 benefits of ante-natal care

Answer:

- check the mother and baby are healthy
- provide health education and information about how to stay healthy during pregnancy
- receive iron tablets to prevent anemia
- receive mebendazole after the first three months of pregnancy
- detect any problems early and refer as necessary
- help the mother to make a birth plan for labor and delivery

14. List 3 important nutrition actions you should conduct at delivery and the first few hours after delivery?

Answers:

1. Help the mother put the baby to the breast within the first hour of delivery so that the baby can receive the benefits of colostrum
2. Dry the baby and put on the mother's chest to provide skin to skin and promote early breast feeding
3. Give the mother vitamin A, iron and folate and mebendazole soon after delivery and explain what you are giving and why they are important

15. All post partum women should receive vitamin A, IFA and Mebendazole Complete the table below with the dose/ amount/ number of doses, time frame and place to record for post partum vitamin A, Iron Folate (IFA) and Mebendazole.

Drug	Dose	How many capsules/ tablets	When to give	Where to record
Vitamin A				
Iron folate				
Mebendazole				

Answer:

Drug	Dose	How many capsules/ tablets	When to give	Where to record
Vitamin A	200,000 IU	1 capsule	Within the first six weeks after delivery	
Iron folate	60 mgs iron	42 tablets	1 per day for 42 days after delivery	
Mebendazole	500mgs	1 tablet	Once within the first six weeks after delivery	

16. Write three messages you would give to parents/ caregivers of young infants about complementary feeding

Answer:

- All infants need to receive complementary foods when they are 6 months old. Before that age breast milk contains all the nutrients an infant needs.
- At 6 months breast milk is not enough to meet the nutritional and development needs of the infant, and the infant should be given complementary foods. Breast milk should be continued as long as possible, until the infant is 24 months or longer
- Start giving complementary food at six months. Start with babor or mashed banana's, sweet potato or pumpkin. Start with small amounts (2 -3 tablespoons at a time) and slowly increase amount and variety of foods
- Give babor kroeng (babor with a variety of foods such as fish, minced meat, eggs, green vegetables and iodized salt)

17. All children 6- 59 months should receive vitamin A supplement twice per year in May and November.

Please fill out the chart below. Also fill out the chart on Mebendazole

Target group	Dose of VAC	Dose of Mebendazole	Where to record
Children 6 - 11 months			
Children 12 - 59 months		12-23 months 24- 59 months	

Answer:

Target group	Dose of VAC	Dose of Mebendazole	Where to record
Children 6 - 11 months	100,000 IU 1 capsule	NO Mebendazole	Child Health Card Tally sheet VHSG register
Children 12 - 59 months	200,000 IU 1 capsule	12-23 months ½ tablet (250mgs) 24- 59 months 1 tablet (500mgs)	Child Health Card Tally sheet VHSG register

18. List 3 causes of malnutrition in a young child

Answer:

- Not exclusively breastfed until six months
- Not enough food/ amount of food at each meal
- Not fed frequently enough
- Not enough variation in foods
- Food is not rich enough in nutrients
- Illness

19. What 4 key messages would you give parents/caregivers about Infant and Young Child Feeding?

Answer:

- Breast feed within the first hour after delivery
- Exclusively breast feed for six months
- Don't give any prenatal feeds in the first 6 months
- Start complementary feeding at six months, give a variety of nutritious foods
- Practice good hygiene when preparing and giving complementary feeds
- Continue breast feeding until the child is at least 24 months or longer
- Bring your child for immunizations as advised by health staff
- Bring your child for vitamin A supplementation 6-59 months in May and November
- Use iodized salt in all family foods

20. What advice would you give for the problem below?

Reaksemey is 12 months old. She has stopped breast feeding and her mother feeds her twice a day with rice porridge from the market. Her mother also buys Reaksmey packaged snacks from the village shop.

Answer:

Reaksemey needs to eat 3 times per day. Three full bowls of 'babor kroueng' or family foods that is mashed or cut as necessary plus 2 healthy snacks per day such as pieces of fruit or bread. Encourage her to eat with the family. Avoid package snacks as they are expensive and may not be nutritious.

21. Tida delivered her first baby one week ago. She is very worried as her baby is frequently crying. Tida thinks it's because her baby is hungry and says she doesn't have enough breast milk.

Please describe how would you manage this problem?

Answer:

Sit with Tida to observe her baby feeding. Reassure Tida that she is doing well.

Check that her baby is correctly attached to the breast by observing :

- Baby's mouth is wide open
- Baby's lower lip is turned outwards
- More areola above baby's mouth than below
- Baby's chin touching mothers breast
- Baby's body close to mother, whole body facing breast
- Baby's cheeks round
- Baby making slow deep sucks with pauses
- Can see or hear baby swallowing
- Babys body well supported

If attachment is not good, support mother to obtain good attachment. Advise Tida to breast feed frequently day and night

Extra energizers

Who is the leader

Participants sit in a circle. One person volunteers to leave the room. After he or she left, the rest of the group chooses a "leader". The leader must perform a series of actions, such as clapping, tapping a foot, etc., that are copied by the whole group. The volunteer is invited back into the room, stands in the middle and tries to guess who is leading the actions that are copied by the others. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, he or she points him or her. The leader now becomes the next person to leave the room. The previous volunteer joins the circle and the game is repeated.

Who are you?

Ask for a volunteer to leave the room. While the volunteer is away, the rest of the participants decide on an occupation for him/her, such as a motodop driver, a fisherman or a pang-pang seller. When the volunteer returns, all the other participants mime activities that reflect the chosen occupation of the volunteer. The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed.

The sun shines on...

Participants stand in a tight circle with one person in the middle. The person in the middle shouts: "The sun shines on..." and names a colour or articles of clothing that some in the group possess. For example: "The sun shines on all those wearing blue" or "The sun shines on all those wearing socks". All the participants who have the attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person shouts: "The sun shines on..." and names a different colour or type of clothing.

Being a statue

Ask the participants to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, shout out a word. The participants must form themselves into statues reflecting the word that was shouted, like "motodop driver" or "lying on the beach" or "tree". All the participants have to instantly form a statue, without talking. Repeat the exercise several times with different words.

Tide's in tide's out

Draw a line on the floor that represents the seashore. Ask participants to stand behind the line. When the facilitator shouts "Tide's Out", everyone jumps forwards over the line. When the facilitator shouts "Tide's In", everyone jumps backwards over the line. The facilitator can shout "Tide's In" twice in a row. Anyone jumping forward on the second shout, has to drop out of the game.

Bring me

Participants are divided in groups of 5. They stand as far from the facilitator as possible. The facilitator then calls out "Bring me..." and names an object. For example: "Bring me a man's or woman's shoes". The teams race to bring what has been requested. It should be things the group can deliver without having to leave the room. Ask for different things. The team that brought the most the fastest is the winner.

Pass the energy

Participants stand in a circle, holding each others' hands and silently concentrate. The facilitator sends a series of "pulses" both ways round the group by discreetly squeezing the hands of those next to her or him. Participants pass these pulses round the circle, as in an electric current, by squeezing the hand of the person next to them.

Dragon's tails

Requires two scarves

Ask the group to divide in two. The two groups form dragons by holding on to one another's waists in a long line. The last person in the line has a brightly coloured scarf tucked into his or her trousers or skirt, to form the dragon's tail. The other group has to catch the tail of the other dragon, without losing their own tail in the process.

Countdown

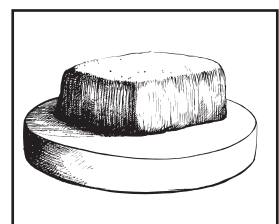
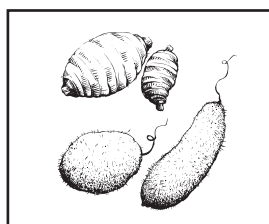
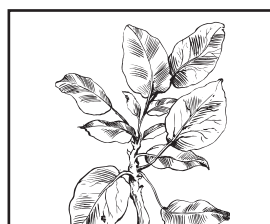
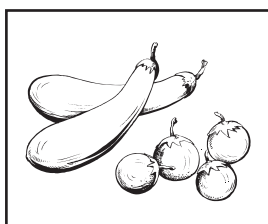
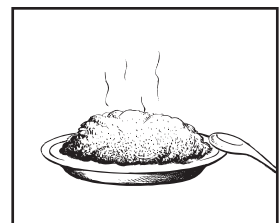
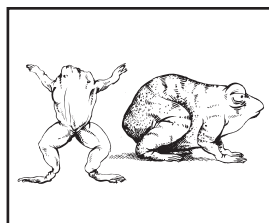
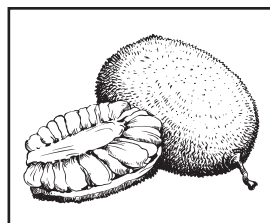
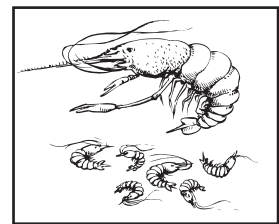
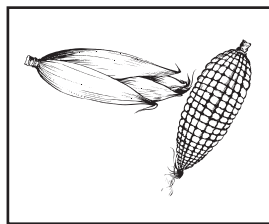
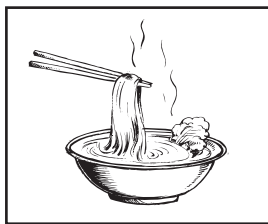
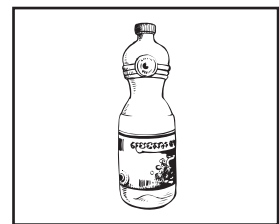
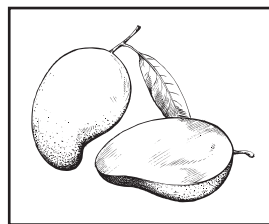
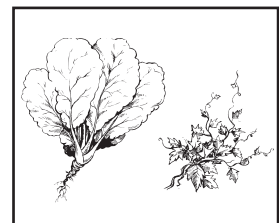
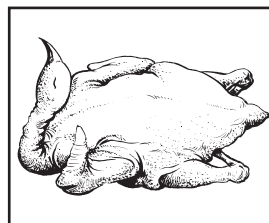
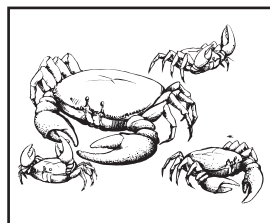
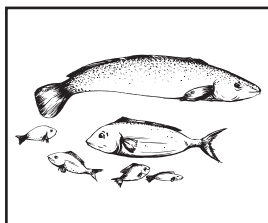
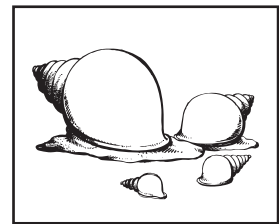
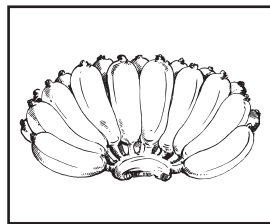
Ask participants to stand in a circle. Explain that the group needs to count together from 1 to 50, one by one. There are a few rules: the participants are not allowed to say "seven" or any number which is a multiple of seven. Instead, they have to clap their hands. If someone says seven or a multiple of seven, they have to leave the circle.

O Kabita!

Ask participants to stand in a circle. Everyone in turn has to say "O Kabita!" in as many different ways as possible. For example: with rear, anger, laughter and so on. Each participant can say "O Kabita" only one time each time. After the first round, ask participants to do this really fast.

Training Aid – 1.13 Put a meal together – Group assignment

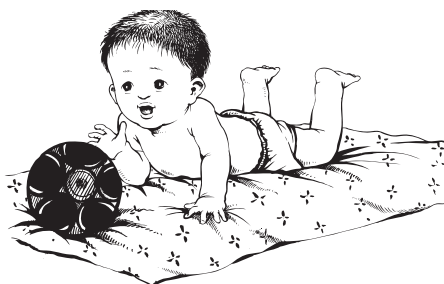
The following set of pictures should be provided to each group of participants. Copy a sheet of pictures for each group. Cut each sheet of pictures into 24 separate pictures. Give each group 1 set of pictures



Training Aid – 3.3 IYCF – Group Assignment

Copy the pictures and texts below and cut them in small cards. Provide each group with a set of cards. Enlarge the pictures when copying.

**0 – 6
MONTHS**



**6 – 11
MONTHS**

**> 12
MONTHS**



Training aid – 3.4 – Practising the IYCF messages

Copy the role-play cards below and cut them into set of cards for each group.

Role-Play 1:

You are a health centre midwife. Thavy has just delivered her first baby at the health centre. Thavy's baby daughter is small. When you weigh her she is 2.2 kg. You plot the weight on the Child Health Card.

Conduct a role-play. One person will play Thavy and the other person the health centre midwife. How will you manage this problem?

Role-Play 2

Chavy brings her 7-month old son Borath to the health centre as he has a cold. You are a health centre staff member. When you weigh Borath he is 7 kg and plot his weight on the Child Health Card.

Conduct a role-play. One person will play Chavy and the other person will play the Health Centre staff. How will you manage this problem?

Role-Play 3

Saroeun's daughter is 12 months old. She brings her daughter to the health centre as she has had diarrhoea for two days. When you weigh her daughter her weight is the same as it was four months before. Her weight is about 8 kg. Plot her weight on the Child Health Card

Conduct a role-play. One person will play Saroeun and the other person will play the health centre staff. How will you manage this problem?

Role-Play 4

Sophy is breastfeeding her 4 month old son. She comes to the health centre to receive her son's next immunizations. When you weigh her son he is 5kgs and gaining weight.

Conduct a role-play. One person will play Sophy and the other person will play the health centre staff. What information will you provide to Sophy about her child's health and feeding?

Role-Play 5

Tida's son is 9 months old. Tida brings him to the health centre, as he has a cough and poor appetite for the last few days. When you weigh Tida's son he is 9kgs.

Conduct a role-play. One person will play Tida and the other person will play the health centre staff. How will you manage this problem?

Role -Play 6

Chantha brings her nine-month old daughter to the health centre to receive the measles vaccine. When you weigh her daughter, her weight is 6.5kgs. Plot her weight on the child health card.

Conduct a role-play. One person will play Chantha and the other person will play the health centre staff. What information will you provide to Chantha about her child's health and feeding?

Role-Play 7

Sina brings her 7-month old son to the health centre, as she is worried that he is becoming thin. When you weigh Sina's son his weight is 6.5 kgs. Plot the weight on the child health card.

Conduct a role-play. One person will play Sina and the other person will play the health centre staff. How will you manage this problem?

Role-Play 8

Bopha's daughter is 7 months old. Bopha brings her daughter to the health centre for immunizations. When you weigh Bopha's daughter she is 6.5 kgs. Plot her weight on the child health card.

Conduct a role-play. One person will play Bopha and the other person will play the health centre staff. How will you manage this problem?

Training aid – 6.5 – The immunizations – Group Assignment

BCG – 1 dose

HBO – 1 dose

**OPV, DPT
or
DPT-HB**

**1st dose
6 weeks after birth**

**2nd dose at least
4 weeks after 1st dose**

**3rd dose at least
4 weeks after 2nd dose**

Measles

**At least 9 months
after birth – 1 dose**

**BCG can be provided
up until one year after birth**

**HBO should be provided
24 hours after birth, but may be
given under 7 days**

**Do not miss any
immunization dates**

**Immunizations
will not work if missed**

**Do not give DPT or DPT-HB
when hyper-sensitivity
is known**

**Record immunizations
on Child Health Card and
in HC records**

**Check if mother had
previous TT immunizations**

**Decide which
dose should be given**

**If all doses have
been given in the past,
do not provide again**

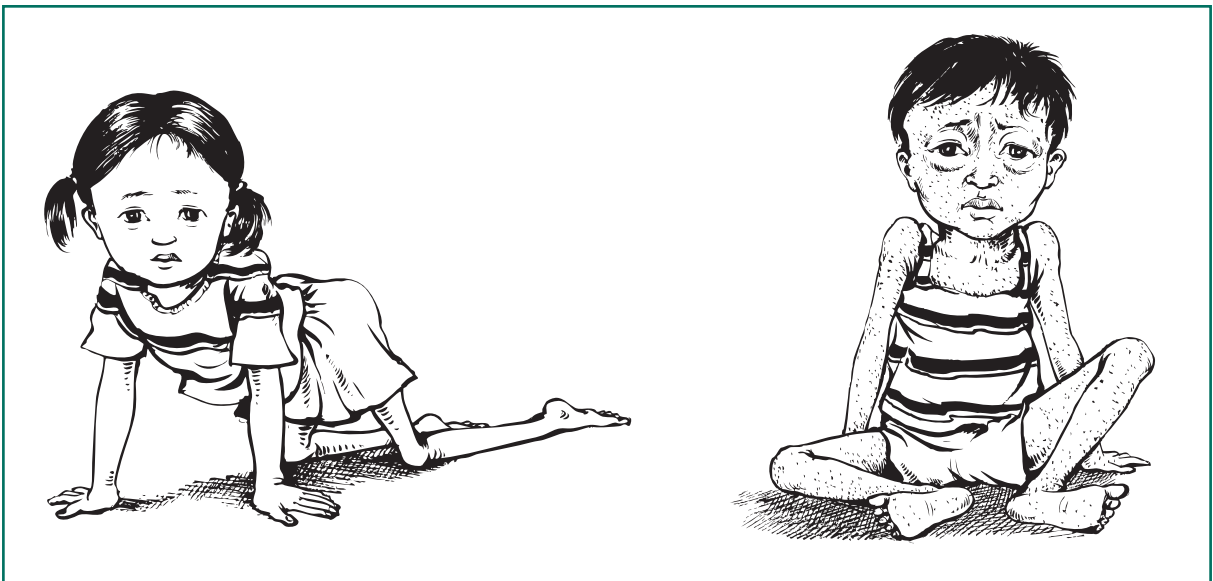
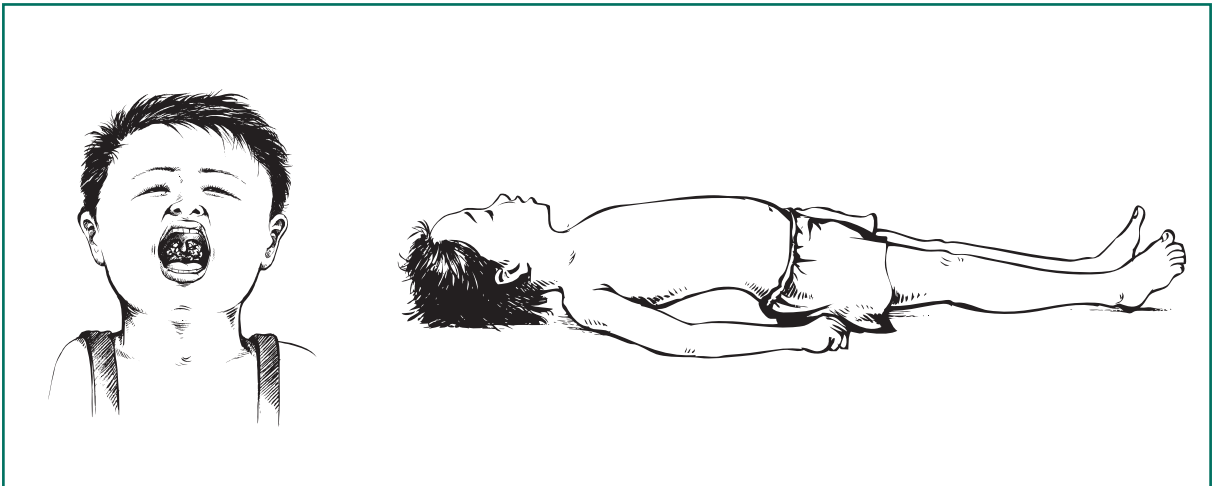
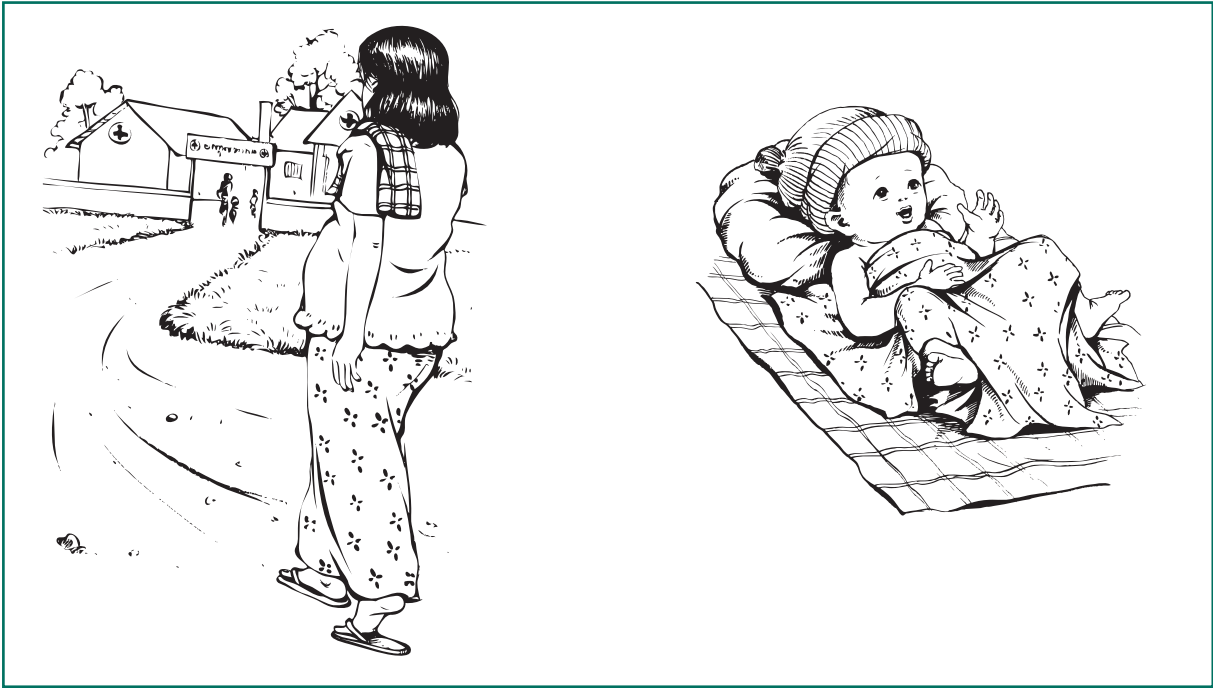
1st dose during 1st contact

**2nd dose
at least 1 month after 1st**

**3rd dose
at least 6 months after 2nd**

**4th dose
at least 1 year after 3rd**

**5th dose
at least 1 year after 4th**



Facilitation checklist

MPA module 10

Presenting / Lecturing

Did the facilitator...	Yes	No	comments
...Use well prepared slides or flipcharts?			
...Use pictures in the slides or flipcharts?			
...Bullet pointed the slides or flipcharts?			
...Choose a good position in front of the group?			
...Lecture within the scheduled time?			
...Verified if participants understood content?			
...Know the content well?			
...Used the right level for addressing the participants (not too simple or too difficult?)			

Facilitating individual or group assignments



Did the facilitator...	Yes	No	comments
...Introduce and explain the activity?			
...Follow up on individual/group progress?			
...Give feedback in a positive way?			
...Allow participants to learn from their mistakes in a non-confronting way?			
...Wrap up the activity, ensuring full comprehension by the participants?			
...Keep to the scheduled time?			

Facilitators behaviour (indicate on the line how well: ___x___)

How well did the facilitator create a safe environment?	Very well _____ not at all
How attentive was the facilitator?	Very well _____ not at all
How helpful was the facilitator?	Very well _____ not at all
How friendly was the facilitator?	Very well _____ not at all

Organisation of the session / activity

Organisation of the session / activity	Yes	No	comments
Was the session well prepared?			
Was the session started on time?			
Did the session ended on time?			
Did the facilitator evaluate the session?			
Did the facilitator join the daily facilitators' meeting?			

CHECKLIST FOR NUTRITION COUNSELLING				
		Good	Not good	Comments
A. Communication skills The staff member...				
1	Is friendly			
2	Listens			
3	Shows helpful non verbal communication			
4	Asks open questions			
5	Shows interest			
6	Uses simple language			
7	Explains what she / he is doing			
8	Does not judge			
9	Is open to the mothers thinking and feelings			
10	Praises what the mother and child do right			
B. Nutrition skills The staff member provides adequate information on...				
1	Vitamin A			
2	Iron			
3	Iodine			
4	Breast feeding			
5	Immediate and exclusive breast feeding			
6	Complementary feeding			
7	Records on Cards and Record Book			
8	Return visit			
C. Integration and use of Job Aids The staff member adequately...				
1	Integrates nutrition messages in the action			
2	Uses the nutrition job aid			
3	Uses the flipchart job aid			
4	Uses another job aid			
5	Provides woman with IEC to bring home			
D. Diagnosis and treatment The staff member adequately...				
1	Diagnoses the patient			
2	Prescribes treatment			
3	Explains the condition to the client			
4	Explains the treatment to the patient			

PEER FOLLOW UP TOOL

Challenge	what should be done	who should do this	What else can I do?
We don't have enough materials (example)	Health center staff should request OD to provide 10 more packages	OD, on our request	Make some material ourselves

Short Term Training Evaluation Form

Topic:

Date:

Department:

Position:

Name (optional):

Directions: Listed below are questions about the training you just followed. Please answer the questions as honestly as possible. The information gathered with this form will be used to improve the content and design of future training.

About the organization of the training / workshop

Please choose the best answer, matching your opinion. Tick the box using 'X'.

	Item	Excellent	Good	Fair	Poor
1	How was the training organized?				
2	How was the time for training used?				
3	How was the location of the training?				
4	How useful was the training for your job?				
5	How were the refreshments?				
6	How was the use of different media during the training? (use of flip charts, overhead projector, LCD)				
7	How comfortable were the chairs?				
8	How was the translation during the training? (if applicable)				

About the content of the training / workshop

Please choose the best answer, yes or no, and give the reason in the last column.

	Item	Yes	No	If yes/no, please give reason
9	Did the training content match with the course objectives?			
10	Did the training match to your needs?			
11	Was the training relevant for you?			
12	Was the topic important to you?			
13	Were there topics you did not understand?			
14	Did you get new knowledge from this training?			
15	Did you get new skills from this training?			
16	Did you practice new skills during this training?			
17	Did the trainers follow the schedule?			
18	Did the trainers communicate well with the participants?			
19	Did the trainers provide clear explanations?			
20	Did the trainers summarize at the end of each topic?			
21	Did the trainers use the materials effectively?			

Please answer the following open questions

22. What topic would you like to learn more about?

23. How could the training be improved?

24. You learned new knowledge and skills during this training. What knowledge and skills are you going to use most often in your daily work?

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