THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF HEALTH, COMMUNITY DEVELOPMENT,
GENDER, ELDERLY AND CHILDREN

GENDER-BASED VIOLENCE AND
VIOLENCE AGAINST CHILDREN

TRAINING OF TRAINERS MANUAL
FOR HEALTH CARE PROVIDERS AND SOCIAL WELFARE OFFICERS
MAY 2017
GENDER-BASED VIOLENCE AND VIOLENCE AGAINST CHILDREN

TRAINING OF TRAINERS MANUAL

FOR HEALTH CARE PROVIDERS AND SOCIAL WELFARE OFFICERS

MAY 2017

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Gender-based violence (GBV) has gained international recognition as a grave social and human rights concern. In Tanzania, GBV and violence against children (VAC) have become major problems due to negative cultural beliefs and practices, existing gender norms, and economic, social, and gender inequalities. Victims of GBV and VAC can be any age and sex, including women, men, girls, and boys. GBV includes but is not restricted to sexual acts. GBV and VAC are related to socially defined norms of gender and sexual identity and can be carried out by intimate partners, family members, community members, people of authority, and others. These acts can take place at home, in public, or in health care settings.

The World Health Organization’s 2005 Multi-Country Study (WHO 2005) and the 2010 Tanzania Demographic and Health Survey (TDHS) (NBS 2011a) provided evidence for the need to engage the health sector in GBV prevention and response services. The TDHS found that over 20 percent of Tanzanian women aged 15–49 years reported having experienced sexual violence in their lifetime; nearly 40 percent reported having experienced physical violence. The survey also indicates that 44 percent of ever-married women had experienced physical or sexual violence from an intimate partner in their lifetime. A nationally representative survey of violence against children (UNICEF 2011) also found that 75 percent of girls and boys had experienced physical violence (from a relative, authority figure, or intimate partner) by the age of 18 years and nearly 3 in 10 girls had experienced sexual violence before reaching adulthood (NBS 2011b).

The Tanzania Ministry of Health, Community Development, Gender, Elderly and Children (MOHCDGEC) revised this Training of Trainers Manual to provide updated guidance to trainers of health care providers and social welfare officers on the provision of effective and comprehensive services to GBV and VAC survivors. The revision was based on the GBV and VAC Competency-Based Education and Training, which was also revised in 2016. The rationale for the revision was to align the Training Package with newly documented evidence (WHO/ILO 2009; WHO 2014) and several advancements made on provision of quality GBV and VAC services since 2011 when the original Tanzania GBV and VAC Training Package was produced. The entire GBV and VAC training package has been updated in line with the newly documented evidence, which includes the HIV post-exposure prophylaxis (PEP) regimen (WHO 2014), World Health Organization Clinical and Policy Guidelines (WHO 2013), and guidance on responding to intimate partner violence and sexual violence against women (WHO 2013), as well as the National New PEP Guidelines (NACP 2015).

Much progress has been made in Tanzania in GBV and VAC prevention and response. Advances include, among others, development and implementation of national policy, management, and clinical guidelines; increased number of health facilities that provide post GBV and VAC services to survivors; increased number of survivors who are accessing health, social welfare, and legal services; and reduced incidences of GBV and VAC in some areas of
the country. These guidelines have provided the framework and guidance for integrating GBV services into health services, linking health facilities and local communities, developing social and legal protection systems, improving medical management, referral for psychosocial care, development of monitoring and evaluation (M&E) indicators and tools, as well as guidelines for multisectoral coordination (health, social welfare, police, legal, and community) of GBV and VAC prevention and response efforts.

Despite these achievements, challenges remain, including the lack of, or limited access to, health, psychosocial, and legal services; shortage of trained medical professionals; shortage of shelters for survivors; limited clinical mentorship; limited onsite sensitization on integrating GBV and VAC in health service provision; and limited number of health care providers and social welfare officers knowledgeable about comprehensive GBV and VAC services. The MOHCDGEC is taking the necessary measures to address these challenges because effective and comprehensive medical and psychosocial care for survivors require health care providers and social welfare officers to have appropriate competencies and skills in preventing acts of violence and providing the needed care to GBV and VAC survivors.

It is my hope that the use of this Training of Trainers Manual will provide guidance, effective facilitation and learning modalities, knowledge, and skills required for GBV and VAC service trainers. The ultimate goal of this guide is to facilitate the creation of a pool of qualified health care providers and social welfare officers with competencies in providing quality comprehensive services to GBV and VAC survivors.

Prof. Muhammad Bakari Kambi
Chief Medical Officer
The revision of this *Training of Trainers Manual* was made possible through the cooperation and expertise of many government institutions, nongovernmental organizations, development partners, civil society organizations, and individuals, as well as by the generous support of the American people through the U.S. President’s Emergency Plan for AIDS Relief (PEPFAR) with the U.S. Agency for International Development (USAID).

The MOHCDGEC expresses appreciation to the Government of the United States of America through the USAID/Tanzania and AIDSFree Project for their technical and financial support in reviewing and updating this *Training of Trainers Manual* and all the related materials.

The ministry extends its appreciation to Dr. Grace Mallya, Coordinator for Gender Reproductive Health Program, and Dr. Beati Mboya, Chief of Party of AIDSFree Tanzania, for their overall leadership, guidance, and coordination in the entire process.

Special gratitude goes to all members of the task force listed below whose work and commitment produced this revised version of the *Training of Trainers Manual*.

Last but not least, the ministry extends its special appreciation to Dr. Mangi J. Ezekiel, AIDSFree Technical Specialist, and Ms. Zuki Mihyo, AIDSFree GBV and HIV Specialist for facilitating the review and updates of this *Training of Trainers Manual*.

**Dr. Neema Rusibamayila**
Director of Preventive Services
## GBV and VAC Task Force Members

<table>
<thead>
<tr>
<th>NAME</th>
<th>DESIGNATION/TITLE</th>
<th>PLACE OF WORK</th>
</tr>
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<tbody>
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<td>Women in Law and Development in Africa</td>
</tr>
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<td>Tanzania Commission for AIDS</td>
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<td>Freelance Consultant</td>
<td>Dar es Salaam</td>
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<td>Ilala Municipal Council, Dar es Salaam</td>
</tr>
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<td>Doctor Prison Officer</td>
<td>Segerea Prison</td>
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<tr>
<td>Stella D. Mdawa</td>
<td>State Attorney</td>
<td>Director of Public Prosecution, Dar es Salaam</td>
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<td>Police Medical Unit, Morogoro</td>
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<tr>
<td>Mariam M. Mohamed</td>
<td>Regional Reproductive Child Coordinator</td>
<td>University of Iringa</td>
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<td>Ilala District, Dar es Salaam</td>
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<tr>
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<td>GBV and VAC Trainer</td>
<td>Department of Social Welfare</td>
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<td>Regional Administrative Secretary, Morogoro</td>
</tr>
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<td>Senior Social Welfare Officer</td>
<td>Office of Regional Administrative Secretary, Iringa</td>
</tr>
<tr>
<td>Katanta Simwanza</td>
<td>Senior Technical Advisor—Gender</td>
<td>Sauti za Watanzania</td>
</tr>
<tr>
<td>Lutengano William</td>
<td>Chemist</td>
<td>Tanzania Police Headquarters, Dar es Salaam</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>---------</td>
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<tr>
<td>AIDS</td>
<td>acquired immunodeficiency syndrome</td>
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<tr>
<td>CTC</td>
<td>care and treatment clinic</td>
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<tr>
<td>GBV</td>
<td>gender-based violence</td>
<td></td>
</tr>
<tr>
<td>HIV</td>
<td>human immunodeficiency virus</td>
<td></td>
</tr>
<tr>
<td>ILO</td>
<td>International Labor Organization</td>
<td></td>
</tr>
<tr>
<td>LCD</td>
<td>liquid crystal display</td>
<td></td>
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<td>M&amp;E</td>
<td>monitoring and evaluation</td>
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<td>MOHCDGEC</td>
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<td>NBS</td>
<td>National Bureau of Statistics</td>
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<td>PEP</td>
<td>post-exposure prophylaxis</td>
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<td>TDHS</td>
<td>Tanzania Demographic and Health Survey</td>
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<tr>
<td>TOT</td>
<td>training of trainers</td>
<td></td>
</tr>
<tr>
<td>VAC</td>
<td>violence against children</td>
<td></td>
</tr>
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<td>WHO</td>
<td>World Health Organization</td>
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INTRODUCTION TO TEACHING AND LEARNING FOR GBV AND VAC TRAINERS

This manual will orient trainers to the gender-based violence (GBV) and violence against children (VAC) required competencies for organizing, coordinating, and delivering the GBV and VAC training package to health care providers and social welfare officers. The sessions of this Training of Trainers Manual are taught to the trainer as an addition to the comprehensive GBV and VAC training package.

The manual is divided into six sessions, as follows:

**Session 1:** Concepts and Principles of Learning and Teaching

**Session 2:** Training Facilitation Methods

**Session 3:** Facilitating a Role-Play

**Session 4:** Conducting a Teaching Demonstration

**Session 5:** Conducting Practicum Teaching and Teach-Back Methodology

**Session 6:** Training Organization and Coordination
## 3-Day TOT Agenda for GBV and VAC Trainers

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td><strong>8.30 – 8.45</strong></td>
<td>Official opening</td>
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<tr>
<td>08.45 – 09.00</td>
<td>Logistics, housekeeping issues, and introductions</td>
<td>Facilitator</td>
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<tr>
<td>09.00 – 10.00</td>
<td>Session 1</td>
<td>Concepts and Principles of Learning and Teaching</td>
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<tr>
<td>10.00 – 10.30</td>
<td></td>
<td>Mid-morning tea</td>
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<td>10.30 – 11.30</td>
<td>Session 1</td>
<td>Concepts and Principles of Learning and Teaching</td>
<td>Facilitator</td>
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<tr>
<td>11.30 – 01.00</td>
<td>Session 2</td>
<td>Methods of Training Facilitation</td>
<td>Facilitator</td>
</tr>
<tr>
<td>01.10 – 02.10</td>
<td></td>
<td>Lunch</td>
<td></td>
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<tr>
<td>02.10 – 02.50</td>
<td>Session 2</td>
<td>Methods of Training Facilitation</td>
<td>Facilitator</td>
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<tr>
<td>02.50 – 04.30</td>
<td>Session 3</td>
<td>Facilitating a Role-Play</td>
<td>All/ facilitator</td>
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<tr>
<td>04.30 – 04.50</td>
<td></td>
<td>Evaluation</td>
<td>All</td>
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<tr>
<td>04.50 – 05.00</td>
<td></td>
<td>End of day</td>
<td></td>
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<tr>
<td><strong>DAY 2</strong></td>
<td><strong>8.30 – 8.40</strong></td>
<td>Recap</td>
<td>All/facilitator</td>
</tr>
<tr>
<td>08.40 – 10.00</td>
<td>Session 4</td>
<td>Conducting a Teaching Demonstration</td>
<td>All/facilitator</td>
</tr>
<tr>
<td>10.00 – 10.30</td>
<td></td>
<td>Tea</td>
<td></td>
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<tr>
<td>10.30 – 11.10</td>
<td>Session 4</td>
<td>Conducting a Teaching Demonstration</td>
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<td>11.10 – 12.10</td>
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<td>All/facilitator</td>
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<tr>
<td>12.10 – 01.30</td>
<td>Session 5</td>
<td>Conducting Practicum Teaching and Teach-Back Methodology</td>
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<tr>
<td>01.30 – 02.30</td>
<td></td>
<td>Lunch</td>
<td></td>
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<tr>
<td>02.30 – 03.20</td>
<td>Session 5</td>
<td>Conducting Practicum Teaching and Teach-Back Methodology</td>
<td>Facilitator</td>
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<tr>
<td>03.20 – 04.30</td>
<td></td>
<td>Preparations for teach-back</td>
<td>Participants</td>
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<tr>
<td>04.30 – 04.50</td>
<td></td>
<td>Evaluation</td>
<td>Participants</td>
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<td>04.50 – 05.00</td>
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<td>End of day</td>
<td>All</td>
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<td>TIME</td>
<td>SESSION</td>
<td>ACTIVITY</td>
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<tr>
<td>08.30 – 08.40</td>
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<td>Recap</td>
<td>All/facilitator</td>
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<td>Session 5</td>
<td>Teach-back and feedback</td>
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<td>Tea</td>
<td>All</td>
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<tr>
<td>10.30 – 01.30</td>
<td></td>
<td>Teach-back and feedback</td>
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<td>Lunch</td>
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<td>02.30 – 03.50</td>
<td>Session 6</td>
<td>Training Organization and Coordination</td>
<td>Facilitator</td>
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<tr>
<td>03.50 – 04.10</td>
<td></td>
<td>End of training/evaluation</td>
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<tr>
<td>04.10 – 04.30</td>
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<td>End of Training of Trainers (TOT)</td>
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SESSION 1: CONCEPTS AND PRINCIPLES OF LEARNING AND TEACHING

Total session time: 120 min.

Learning Tasks

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

- Define the terms facilitation, teaching, and learning
- Explain basic learning principles and theories
- Discuss the domains of learning and their relationship in developing of learning tasks
- Identify the qualities of an effective facilitator

Resources Needed

Liquid crystal display projector (LCD) and laptop computer, flipchart, marker pen

SESSION OVERVIEW

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<tr>
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<tr>
<td>1</td>
<td>5 min.</td>
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<td>2</td>
<td>10 min.</td>
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<tr>
<td>3</td>
<td>30 min.</td>
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<tr>
<td>4</td>
<td>20 min.</td>
<td>Brainstorming Presentation</td>
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<tr>
<td>5</td>
<td>40 min.</td>
<td>Presentation Small group discussions</td>
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<td>6</td>
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<td>Presentation</td>
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<td>7</td>
<td>5 min.</td>
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<tr>
<td>8</td>
<td>5 min.</td>
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</table>
SESSION CONTENT

STEP 1: Presentation of the Title and Learning Tasks (5 min.)

**INTRODUCE** the session, including the title and duration.

**READ** or **ASK** participants to read the learning tasks.

**CLARIFY** each learning task.

STEP 2: Definition of Terminology (10 min.)

**Facilitation**
- Is helping others learn what is expected from the information given
- Involves motivating learners to adopt the new information
- Involves share new information with the learner

**Teaching**
- Is delivering materials to an individual expected to have limited or no prior information on what is being taught
- Involves imparting new knowledge/information from the teacher
- Is an activity that requires *rigorous planning* on the part of the teacher with the aim of *enabling* a learner to achieve the learning outcomes.

**Learning**
- Is acquisition of information or knowledge, skills, and attitudes
- Is the change of behavior that results from practice of what has been taught or facilitated (in this context, behaviors in GBV service provision practices)
- Is a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one’s knowledge, skills, values, and world views (Illeris 2004; Ormrod 1995)
- Is an interaction between teacher and student under the teacher’s responsibility with the purpose of bringing about expected changes in the student’s behavior.

STEP 3: Principles and Theories in Learning (30 min.)

**Principles**
- Learning occurs at different paces for different individuals
- Learning must be rewarded or reinforced
- People learn by selective perception
- Active participation promotes learning
- Practice and repetition are essential
- Content and skills are learned better if they are presented in a sequence from simple to complex, or known to unknown
- Objectives are essential for effective learning
• Feedback on performance improves learning process and capacity.

**How Facilitators Can Promote Learning**

• Establish a good relationship with participants, acknowledging their abilities and capacities from the beginning
• Consider participants as individuals with different challenges, as adults who are away from their usual home environment
• Reinforce learning by giving feedback in all learning activities performed by participants
• Motivate participants—for example, by providing a conducive physical and social environment during the training
• Guide participants to find relevant materials to support the material in the manual.
• Organize learning content and skills
• Use a variety of interactive facilitation methods/skills.

**Theories of Learning**

**Definition of Learning in the Context of Theories**

• Learning is commonly defined as a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one’s knowledge, skills, values, and world views. It is also thought of as the way in which information is absorbed, processed, and retained.
• Learning can also be defined as a change in behavior:
  » Learning is approached as an outcome—that is, the end product of a process.
  » It can be recognized when people put into practice what they learn or have learned.
  » A change in behavior is a crucial aspect of learning. (Burns 1995).

**What Learning Theories Do**

• Learning theories in the fields of psychology and education are attempts to describe how people learn, thereby helping us understand the inherently complex process of learning.
• Learning theories provide a model of psychology that explains human responses through the concept of learning.

**Importance of Learning Theories**

• They help in identifying individual differences among learners.
• They help facilitators work toward including activities that have variety and interest for all the learners in an educational program.
• Learning theories have two chief values:
  » They provide us with a conceptual framework for interpreting learning processes.
  » They suggest where to look for solutions to practical problems.
Types of Adult Learning Theories

1. Behaviorist orientation to learning
2. Cognitive orientation to learning
3. Humanistic orientation to learning
4. Social/situational orientation to learning
5. Constructivism
6. Andragogy

1. Behaviorist Orientation

- Behaviorism focuses on observable behaviors
- Three main assumptions explain the behaviorism orientation to learning:
  » The focus is on observable behavior rather than on internal cognitive processes
  » The environment is the shaper of learning and behavior, not individual characteristics
  » Principles of contiguity (how close in time two events must be for behavior bond/attachment to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process.

2. Cognitive Orientation

- Cognitive theorists believe that learning is purely a mental/neurological process
- They describe cognitivism using two key assumptions:
  » That the memory system is an active, organized processor of information
  » That prior knowledge plays an important role in learning
- Cognitive theories look beyond behavior to explain brain-based learning.

3. Humanist Orientation

- Under the humanist orientation, emotions and affect are believed to play a role in learning
- Learning is believed to bring about self-actualization
- From Maslow’s perspective, the drive to learn is intrinsic
- Learning contributes to psychological health by:
  » Discovery of one’s vocation or destiny
  » Knowledge of values
  » Realization of life experiences: self-actualization or experiential learning
- Humanist theory emphasizes the potential individual growth in the learner not only in cognitive terms but as an affective function of the human attitude/thinking
- People are active agents in their own learning and lives, not helpless respondents to forces that act upon them
- Motivation, choice, and responsibility are influences of learning
- Life experiences are the central focus for learning.
4. Social Learning Orientation
- The social learning orientations holds that humans learn best in group activities
- The focus of social learning theories is on interactions between people as the primary mechanism of learning
- People learn by observing the behaviors of others and the outcomes of those behaviors:
  » Learning is based on observation of others in a social settings
  » People learn from one another and not only in isolation from others.

5. Constructivism Orientation
- Constructivism holds that learning is a search for meaning
- Constructivism has several basic principles:
  » Because learning is a search for meaning, it must be based on issues that require personal interpretation
  » The construction of meaning requires an understanding of the “whole” (the bigger picture) as well as parts, and parts must be understood in the context of the whole
  » Emphasis is placed on the application of knowledge as opposed to a mere acquisition of facts
  » Social aspects of learning form a crucial part of the constructivist view of learning.

6. Adult Learning Theory (Andragogy)
- Adult learning theory focuses on adult learning as self-directive, problem-solving, and experience-based
- Andragogy is therefore student-centered, experience-based, problem-oriented, and collaborative, very much in the spirit of the humanist approach to learning and teaching theories
- The whole educational activity turns on the student.

**STEP 4: Domains of Learning (20 min.)**

**ACTIVITY:**

**BRAINSTORMING** *(5 min.)*

**ASK** participants to brainstorm on the following question:

*What are the domains of learning?*

**CHOOSE** a few to give responses, one after another.

**CLARIFY** the definition using the description below.
Definition of Domains of Learning

The domains of learning are categories where learning takes place in humans.

- Categories of behavior change in humans as a result of learning.
- In humans, learning is categorized into:
  - **Cognitive domain (knowledge)**
  - **Affective domain (skills)**
  - **Psychomotor domain (attitudes and feelings)**

Cognitive Domain

- The cognitive domain involves knowledge and the development of intellectual skills.
- It has six levels:
  - **Knowledge**: Recall, the ability to remember information.
  - **Comprehension**: Understanding, the ability to interpret and explain.
  - **Application**: The ability to use information to solve problems and create new approaches.
  - **Analysis**: The ability to break down information, to categorize and recognize patterns.
  - **Synthesis**: The ability to bring together sets of information to create or invent solutions to problems.
  - **Evaluation**: The ability to make a judgment based upon evidence.

Psychomotor Domain

- The psychomotor domain (Simpson 1972) includes physical movement, coordination, and use of the motor-skill areas.
- Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.
- The psychomotor domain consists of seven levels:
  - **Perception**: Observation of behaviors involved in completing a task.
  - **Set**: Becoming mentally prepared to perform the task.
  - **Guided response**: Performing a task with assistance.
  - **Mechanism**: Acting without assistance.
  - **Complex overt responses**: Performing automatically with facility, and habitually.
  - **Adaptation**: Skills well developed, individual can modify movement patterns to fit special requirements.
  - **Origination**: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.
Affective Domain

- The affective domain (Krathwohl, Bloom, and Masia 1973) includes the manner in which a person deals with things emotionally, such as through feelings, values, appreciation, enthusiasm, motivations, and attitudes.
- The affective domain has several levels of learning, as follows:
  - **Receiving:** Being open and attending to new information.
  - **Responding:** The active pursuit of an interest.
  - **Valuing:** The ability to demonstrate commitment.
  - **Organization:** The ability to prioritize and organize values.
  - **Characterization:** The ability to act consistently and predictably according to a value system or consistent philosophy.

STEP 5: Developing Learning Tasks (40 min.)

- Developing learning tasks entails determining what you want the participants to learn/to be able to do at the end of the lesson.
- Setting the learning tasks is the first step a trainer completes when planning a lesson.
- Learning tasks (synonymous to learning objectives) for a lesson are sometimes called behavioral objectives; hence, **behavioral learning tasks**.

Stating Behavioral Learning Tasks

- A learning task has three important components:
  - **Performance/action verb:** Specifies behavior
  - **Criterion/standard:** Specifies how well the student must perform the behavior.
  - **Conditions:** Describes the conditions under which the behavior is to be performed (for example: “by the end of this session, participants will be able to describe GBV ethical standards as described in the *National Management Guidelines to Prevention and Response to GBV* [2011a]).
- Learning tasks have to also be **SMART:** specific, measurable, action-oriented, realistic, and time-bound.
**SMALL GROUP ACTIVITY (35 min.)**

**DIVIDE** participants into four groups.

**ASK** each participant to choose any topic from their daily work they want the others to learn in a presentation format.

**ASK** them to share the selected topic among their groups.

**TELL** each group to select one topic the group would like to present in a plenary session.

**ASK** them to spend 10 minutes writing the SMART learning tasks for the presentation topic they have selected in a flipchart.

**INFORM** each group to present the title and the SMART learning tasks for 5 minutes in a plenary session.

**CLARIFY** their responses after their group presentations using the points below.

**REFER PARTICIPANTS** to *Handout 6.1.2: Writing SMART Learning Tasks for an Interactive Presentation*.

---

**STEP 6: Qualities of an Effective Facilitator (5 min.)**

An effective teacher/facilitator should:

- Have a command of theoretical knowledge and skills about learning and human behavior
- Display an attitude that fosters learning and genuine human relationships
- Have a command of knowledge in the subject matter under discussion
- Control the technical facilitation skills
- Demonstrate personal attributes that do not distract the learner’s concentration and performance—for example, the facilitator’s outlook and mannerisms.

**STEP 7: Key Points (5 min.)**

- A pleasant environment is more conducive to learning.
- Facilitators should motivate participants through good communication and reinforcement.
- Understanding adult learning theories helps solve participants’ practical learning problems.
- SMART learning tasks are the backbone of any learning session.

**STEP 8: Evaluation (5 min.)**

- Define the terms *teaching* and *learning*.
- Mention the importance of adult learning theories.
- Explain why a facilitator should be knowledgeable and skilled in teaching.
Handout 6.1.2: Writing SMART Learning Tasks for an Interactive Presentation

**S = Specific:** Describes knowledge, attitudes, or skills that a learner should be able to demonstrate following exposure to a teaching activity or learning activity.

**M = Measurable:** Means that achievement of learning task can be measured by test items, observation, problem-solving exercises, or other evaluation methods during or after a session.

**A = Action-oriented:** Means that the learning task includes an action verb that demonstrates change or acquisition of knowledge, attitudes, or behaviors.

**R = Realistic:** Means that the learning task reflects executable/realistic expectations—that is, the behaviors expected to be learned (knowledge, attitude, or skill), given the conditions for instruction (e.g., time and size of group, scope of training), are achievable.

**T = Time-bound:** Means that the learning tasks specifies a time frame in which learners are expected to achieve the learning task—usually by the end of the session.

When developing learning tasks:

- Choose two or three (at the most, four) learning tasks for a 90-minute presentation that will inform your participants about what they will learn.
- Make sure that your learning tasks begin with the phrase: "After attending this session, the training participants will be able to..."

Now, begin with a verb...

Not just any verb, but rather a verb that you can measure. For example, “understand” is not a good verb for a learning task, because you cannot measure whether the participant does or does not understand the material that you present.

“Appreciate” is not a good verb choice for the same reason: How can you measure if the participants appreciate the session? “Explain” is not a great choice either; you can select a much stronger verb that will better indicate what the participant will do in the learning process—for example, “discuss” or “list” or “identify” or “use the counseling tool.”

**APPROPRIATE MEASURABLE VERBS**

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS</th>
<th>SYNTHESIS</th>
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EFFECTIVE VERBS FOR FORMULATING LEARNING TASKS

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**Comprehension Verbs**
- Associate
- Classify

**Application Verbs**
- Apply
- Calculate
- Complete
- Demonstrate

**Analysis Verbs**
- Analyze
- Appraise
- Contract

**Synthesis Verbs**
- Arrange
- Assemble
- Collect
- Compose

**Verbs That Convey Attitudes**
- Acquire
- Exemplify
- Realize
- Reflect

**Evaluation Verbs**
- Estimate
- Measure
- Revise

**Verbs That Diagnose**
- Empathize
- Hold
- Integrate

**Verbs That Impart Skills**
- Measure
- Percuss
- Palpate
- Project
- Pass
- Visualize

**Verbs to Avoid**
- Appreciate
- Learn
- Believe
- Know
- Have faith in
- Understand

*Note: These verbs are used often, but they are open to many interpretations, so they should be avoided.*
SESSION 2: TRAINING FACILITATION METHODS

Total session time: 140 min.

Learning Tasks

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

- Explain the common teaching and learning resources/aids
- Analyze different types of effective teaching and learning methods.

Resources Needed

- LCD projector and laptop computer, flipchart, and marker pen.

SESSION OVERVIEW

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<th>ACTIVITY/METHOD</th>
<th>CONTENT</th>
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<td>5 min.</td>
<td>Presentation</td>
<td>Introduction, learning tasks</td>
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<tr>
<td>2</td>
<td>10 min.</td>
<td>Presentation</td>
<td>Teaching and learning resources/aids</td>
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<tr>
<td>3</td>
<td>10 min.</td>
<td>Buzzing Presentation</td>
<td>Introduction to teaching and learning methods</td>
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<td>4</td>
<td>45 min.</td>
<td>Small group activity Presentation</td>
<td>Lecture/discussion as a method of teaching and learning</td>
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<td>Brainstorming</td>
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<td>5</td>
<td>25 min.</td>
<td>Brainstorming Presentation</td>
<td>Group discussion as a method of teaching and learning</td>
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<tr>
<td>6</td>
<td>35 min.</td>
<td>Buzzing Presentation Small group</td>
<td>Use of small group activities in teaching and learning</td>
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<td>Presentation</td>
<td>Key points</td>
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<td>8</td>
<td>5 min.</td>
<td>Presentation</td>
<td>Evaluation</td>
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SESSION CONTENT

STEP 1: Introduction and Learning Tasks (5 min.)

ENSURE that participants have a room to take part in a session.

UNDERSTAND the learning styles and need for varieties during the process.

INTRODUCE the session, including the title and duration.

READ or ASK participants to read the learning tasks.

CLARIFY each learning task.

STEP 2: Teaching and Learning Aids/Resources (10 min.)

Teaching and Learning Aids or Resources

- These are materials facilitators use to guide the process of conducting the sessions.
- They also help learners understand what they are being taught.
- There are many different types of teaching aids, for example:
  » Chalkboard/whiteboard
  » Flipcharts and pens
  » Posters and anatomical charts
  » Overhead projector and slide projector
  » Laptop computers and connection cables
- Effective teaching and learning aids should be:
  » Accurate and relevant
  » Appropriate for a particular age group
  » Attractive so that they can attract learners’ attention
  » Brief, clear, and simple
- Categories of learning and teaching aids include:
  » Visual aids
  » Audio aids
  » Audiovisual aids
- Teaching and learning aids are helpful to:
  » Arouse learners’ curiosity and motivation and at the same time sustain attention throughout the lesson
  » Help the facilitator to clarify points
  » Reinforce memory
  » Help learners acquire listening and observational skills
STEP 3: Introduction to Teaching and Learning Methods (10 min.)

**ACTIVITY: BUZZING (5 min.)**

**ASK** participants to pair up.

**ASK** them to buzz on the following question:
- *What are teaching and learning methods?*
- *What are examples of teaching and learning methods?*

**ALLOW** 2 minutes for the pairs to buzz.

**INVITE** participants to provide answers.

**WRITE** their answers on the flipchart or whiteboard.

**SUMMARIZE** the answers by using the below contents.

- Teaching and learning methods can be described as the way to achieve learning outcomes.
- Trainers need to support learners to achieve their goals by developing approaches to teaching that influence, motivate, and inspire learners to learn.
- Selection of teaching and learning methods is dependent on the learners and the characteristics of the learning situation.
- The chosen teaching methods should best support the attainment of learning outcomes.
- Examples of teaching and learning methods include:
  - Lecture
  - Lecture/discussion
  - Seminar
  - Symposium
  - Panel discussion
  - Group discussion
  - Tutorial
  - Role-play
  - Conference

STEP 4: Lecture/Discussion as a Method of Teaching and Learning (45 min.)

- A lecture/discussion is a teaching/learning method where a facilitator and participants share views, ideas, and information about a topic or problem.
- The discussion is goal-oriented and focused to understand particular subject matter.
- The facilitator has the role of guiding participants and uses a number of questions related to the topic to control the direction of the discussion.
- This method allows the facilitator to give room for the participants to contribute to the sessions by providing their opinions and also provides participants with new information/knowledge and updates on existing knowledge.
Conducting a Lecture/Discussion

<table>
<thead>
<tr>
<th>ACTIVITY: SMALL GROUP DISCUSSION (15 min.)</th>
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<tbody>
<tr>
<td>DIVIDE participants into small, manageable groups.</td>
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<tr>
<td>ASK participants in small groups to discuss the following question:</td>
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<tr>
<td>What skills are necessary in order to facilitate a lecture/discussion in training?</td>
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<tr>
<td>LET participants discuss this question for 5 minutes</td>
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<tr>
<td>ALLOW time for groups to respond in plenary.</td>
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<tr>
<td>WRITE down their answers on a flipchart.</td>
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<tr>
<td>USE discussion to guide participants into correct answers from their discussion points.</td>
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</tbody>
</table>

- Before facilitating a lecture/discussion, ask yourself the following questions:
  - Who is the audience?
  - What do you want them to learn?
  - Do you know the content well?
  - Are you prepared to answer questions about the content?
  - What visual aids will you use?
  - What examples can you use to illustrate the information?

**Necessary Skills for Facilitating a Lecture/Discussion**

- Be prepared:
  - Practice the presentation: does the content flow logically, building on itself?
  - Know the material and how it is structured.
- Master the content.
- Demonstrate effective communication skills—teach by example! Use the skills you are trying to teach.
- Know your audience.
- Be neutral/nonjudgmental.
- Be respectful of your audience.
- Encourage participation from all participants.
- Encourage participants to share their own experiences.
- Be culturally sensitive.
**ACTIVITY: EXAMPLE OF A LECTURE/DISCUSSION (15 min.)**

REFER PARTICIPANTS to Session 1 of this manual.

ASK them to discuss learning theories and ask them to give some examples.

GUIDE the discussion by letting participants discuss the subject in sequential order from the definition of learning theory, identification of theories, to theorist arguments with examples.

CHOOSE participants from the class to contribute to the discussion.

LET ONE PARTICIPANT discuss a small portion of the topic and LET OTHERS add or correct before you steer discussion to another part of the topic.

CORRECT/CLARIFY whenever participants are going off the points.

CONCLUDE the discussion and GIVE the key points.

**Trainer’s Communication Tools**

- Use a loud voice.
  - Ask participants in the back of the room whether they can hear you.
- Use variation in tone to emphasize points and ideas.
- Make eye contact with all participants.
  - Try to look at all participants and avoid looking at the back wall of the room.
- An enthusiastic trainer makes participants enthusiastic, too.
- Use appropriate facial expressions.
  - Keep them nonjudgmental.
- Move around the room to engage participants.
  - Set up the room so that participants can see each other and so you can easily walk around.
- Use names when addressing participants.
  - Have participants write their names on a piece of paper and put it in front of them.
- Encourage participation from all participants.
- Use questions effectively.
  - Pick questions that build on the main points.
- Listen to participants.
  - Try not to interrupt participants unless they are talking for too long or do not stay on task.
- Present ideas that build on each other.
  - Keep flow of presentation building sequentially, from simple to complex.
- Relate the content to the experiences of the participants.
Encouraging Participation

**ACTIVITY:** BRAINSTORMING (5 min.)

**SHARE** this scenario with participants:

You started your lecture a half hour ago and the participants are still very quiet. No one responds when you ask a question.

How will you stimulate discussion in this scenario?

**LET** participants give answers to the question.

**CLARIFY** the answer by using the below points.

**Asking and Answering Questions**

- We ask questions in order to:
  - See if participants understood us  
  - See if we are on the right track  
  - Check that we are clear
  - Generate discussion  
  - Review the session

- We are not trying to put the participants on the spot or judge them because they might not know the answers.

- In adult learning, we don’t give oral tests and then embarrass people because they don’t know the answer.

- Questions also provide for:
  - Interchange between participants and trainers, and among participants

- Questions can be used to:
  - Focus attention on key points
  - Actively involve participants in learning process during a lecture
  - Provoke thought
  - Clarify ideas
  - Determine what participants know

**Guidelines for Asking Questions**

- **Clarity:** Ask questions that are easy to understand, using plain language.
- **Brevity:** Phrase questions succinctly and precisely; avoid multi-part questions.
- **Purpose:** Don’t use questions to test participants or highlight deficits in knowledge.
- **Direction:** In general, direct questions to the class as a whole; ask a specific participant if you know s/he has a particular body of knowledge or experience to answer the question.
Guidelines for Answering Questions

**ASK PARTICIPANTS**

*What do you do or say when a participant asks a question and you don’t know the answer?*

**GUIDE the discussion to the answers.**

- First, encourage participants to ask questions:
  - On the first day, invite them to ask questions throughout the course.
  - After a particular topic, ask, "What are your questions about...?"
- Repeat back the question so the whole class can hear it.
- Don’t always respond directly to a question; redirect the question back to a participant or to the group when appropriate.
- All participants’ questions should be treated with respect; do not pass judgment verbally or nonverbally.
- Respond in some way even to questions that seem off-topic or irrelevant.
- Look for nonverbal signs of a question (e.g., curious or confused look on participant’s face).
- What to say when you don’t know the answer:
  - "I’m not sure about the answer to that question. Can someone help us out with an answer?"
  - "Let’s take a look in the national ART guidelines and see what they advise.”
  - "Good question. Let me check on that and get back with you tomorrow.” (Be sure to get back to them!)

**Conclusion**

- When concluding your presentation, plan to:
  - Summarize the main points
  - Invite or encourage people to act—to put what they have learned into practice
  - Suggest some next steps they can take to learn more about the topic; ask participants for ideas about how they can learn more
  - Write a strong final line that alerts people that you are finished and ends your presentation on a positive note of hope
  - End on time

**STEP 5: Group Discussion as a Method of Teaching and Learning (25 min.)**

**ACTIVITY: BRAINSTORMING** (5 min.)

**ASK** participants:

*What is group discussion?*

**ALLOW** time for them to respond.

**RECORD** their answers on flipchart paper.

**CLARIFY** using the following content.
• Group discussion is a directed, focused conversation about a topic in which a facilitator asks key questions to elicit responses from participants and where all learning takes place through interaction. It includes:
  » Questions and answers
  » Lectures that often include questions and answers
  » Small or large group discussions
• It is a good way to break up lectures and keep participants interested in the content.
• It allows participants to provide information and contribute and the trainer to draw on the experience of the participants as part of the learning process.

Benefits of Group Discussion
• Helps participants learn from each other
• Gives participants a greater sense of responsibility and control in the learning process
• Promotes teamwork
• Clarifies personal values
• Encourages participation
• Allows for reinforcement and clarification of lesson through discussion

Steps in Group Discussion
• Begin discussion with one clearly and simply stated question:
  » Example: Why are patients nonadherent?
• Allow time for several initial responses; write on flipchart, if desired:
  » Example: Because they lack adequate support at home.
• Ask follow-up questions to “drill down” on important points:
  » Example: Why is support from home so crucial to achieve 100 percent adherence?
• Summarize key points before moving on.

STEP 6: Use of Small Group Activities in Teaching and Learning (35 min.)

ACTIVITY: BUZZING (5 min.)
ASK participants to buzz in pairs on the following questions:
What are small group activities?
Why do we use small group activities?
ALLOW time for participants in pairs to respond.
CLARIFY the answers, using the below contents.

• Small group activities allow learners to share their experiences and ideas or to solve a problem.
• We use small group activities because we want to:
  » Allow shy people to participate
  » Break up the didactic work and make it more interesting
  » Promote teamwork
  » Help participants learn from each other
Facilitating small group activities requires:
  » Being comfortable with materials
  » Being able to explain the exercise with confidence

Small Group Activity Process

• Arrange the learners in groups of three to seven.
• Introduce the task.
• Ask each group to designate:
  » A leader
  » A recorder
  » A reporter: Person to present the groups’ findings to the larger group
• Check to make sure the groups understand the task.
• Give groups time to discuss (this should not require the trainer’s involvement unless the learners have questions for the trainer).
• Explain the instructions for the task to the groups very clearly.
• Make sure that the groups are aware of time limits for the discussion.
• Participants should be able to listen to each other, even if they don’t agree.
• Group discussion should not be dominated by any one or two people.
• Questions should help guide the discussion.
• Everyone should be encouraged to participate.

Debriefing Small Group Activities

EXPLAIN that debriefing small group activities is the most important part of the activity; it is the part of the process in which the results of the activity are shared and discussed. When debriefing, the facilitator should:

• Ask each group to share their responses (this could be a solution to a problem, answers to a question, or a summary of ideas)
• Thank each group for their answers and when necessary, comment on responses to:
  » Help clarify a point
  » Contribute to the group’s responses
  » Summarize a group’s responses
• Encourage other groups to ask questions and make comments
• Ask learners what they have learned from the experience
• Ask them how they might use what they have learned
• Summarize all responses by focusing on key points brought out by all group responses
• Keep in mind the key issues and ideas that participants should walk away with.
ACTIVITY: SMALL GROUP DISCUSSION (20 min.)

EXPLAIN to participants that they are going to conduct a small group discussion.
EXPLAIN that the goal of the activity is to discuss and prioritize three characteristics of an effective group facilitator.
DIVIDE participants into groups of four or five.
TELL each group to identify a facilitator, recorder, and a presenter in each group.
ASSIGN them their roles:
The facilitator will help guide the discussion, keep the group on task, and ensure participation by everyone in the group.
The recorder will record the group’s discussions and agreements.
The presenter will be tasked with presenting or summarizing the group’s findings to the larger group at the end of the activity.
EXPLAIN that the groups will have 10 minutes for the discussion and that you will tell them when they have 5 minutes and 1 minute left.
EXPLAIN that each group is to discuss what they think are the three most important characteristics of an effective discussion facilitator.
At the end of 10 minutes, LET each group’s presenter share that group’s responses with the larger group.
Note: To save time, ask the groups following the first group to report only how they agreed or differed from the first group’s answers.
SUMMARIZE the group’s responses by focusing on key points brought out by all group responses. Highlight the similar responses presented by each group and emphasize the importance of good communication skills.
THANK the groups for their participation.

STEP 7: Key Points (5 min.)

• There are tools that a trainer can use to engage participants in a more meaningful lecture/discussion.
• Delivery of a presentation is very important to the success of a training.
• Trainers must also know content well before delivering a presentation.
• Asking and answering questions and group discussion are important parts of effective facilitation.
• Small group activities encourage participants to solve problems, practice skills, and learn from each other.

STEP 8: Evaluation (5 min.)

• What are the methods of teaching?
• How can the trainer ensure that all types of participants in the class have the opportunity to learn?
SESSION 3: FACILITATING A ROLE-PLAY

Total session time: 90 min.

Learning Tasks

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

- Explain the benefits of role-play as a training method
- Identify steps in conducting a role-play
- Participate in a role-play modeled by a trainer
- Give feedback on a role-play

Resources Needed

- LCD and laptop computer, flipchart, marker pen

SESSION OVERVIEW

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SESSION CONTENT

STEP 1: Introduction and Learning Tasks (5 min.)

ENSURE that participants have room to take part in a session.
UNDERSTAND the learning styles and need for varieties of styles during the learning process.
INTRODUCE the session including the title and duration of the session.
READ or ASK participants to read the learning tasks.
CLARIFY each learning task.

STEP 2: Definition and Importance of Role-Play (10 min.)

ACTIVITY: BUZZING (5 min.)
ASK participants to pair up and buzz on the definition of role-play.
ALLOW 2 minutes for pairs to come up with answers and LET them share with the larger group.
CLARIFY the definition using the below points.

Definition of a Role-Play

• Role-play is a training method in which participants and sometimes the facilitator assume or act out a particular role in order to learn or practice new skills and gain new perspectives.

Benefits of Role-Play

• Practicing new skills and receiving immediate feedback
• Experimenting with different ways of responding to challenging situations in a safe environment
• Meeting the needs of participants with different learning styles
• Helping learners stay engaged
• Enhancing retention and recall
• Helping learner develop empathy for GBV survivors

STEP 3: Conducting a Role-Play (30 min.)

Attributes of Role-Play

• Asks participants to try out a particular professional role (e.g., counselor) and use effective techniques to enact the role
• Can include a pre-prepared script, be spontaneously improvised by participants, or a combination of both
• Invites participants to do something creative and fun; but can be anxiety-producing for some participants
• Especially effective for teaching skills and providing practice to participants
Preparing for the Role-Play

- Choose a problem situation or develop a scenario that is:
  - Related to your objectives.
  - Interesting to your participants.
  - Suitable for acting.
- Focus on a typical professional situation.
- Collect all the props or equipment needed.
- Plan some questions you can ask after the role-play.
- Choose two or more participants to act as the characters in the role-play.

Steps for Facilitating a Role-Play

Before the Role-Play Begins

- Set up the environment.
- Introduce the session and objectives.
- Introduce the scenario.
- Introduce the role players.
- Remind the participants (observers) what to look for and focus on as they watch.

After the Role-Play

- Debrief the patient and health care worker.
- Pose questions to the audience and encourage participation.
- Give feedback to the role-players.
- De-role and thank the role-players.
- Summarize the session.

Role of the Facilitator

- Recognize participants' concerns or reluctance about doing the role-play.
- Always ask participants if they are comfortable taking on a particular role—don’t assume.
- Explain that the participants are representing roles, not necessarily their own attitudes.
- Encourage the people who are acting to let themselves feel and act like the characters.
- Make sure that all can see and hear well enough to follow the role-play.

During the Role-Play

- Watch to see if the actors are raising issues that are appropriate to the main problem.
- Watch to see if the participants stay engaged.

Debriefing the Role-Play

- Debrief participants: Always discuss each role-play by focusing on the most important points brought out.
- Debrief role-players: Ask how they thought it went. For example: How did it feel taking on the role of a nurse counseling a nonadherent client?
- Debrief observers/audience: Ask questions such as: What did the nurse do that helped the client to be more adherent? What other strategies could the nurse have used?
“De-Role” the Actors

- Remove the roles participants have played.
- Example: “You are now back as participants in this TOT training and are no longer role-playing a GBV survivor.”

Summarizing the Role-Play

- Highlight key points or messages related to the learning tasks of the session.
- Example: “In this role-play, we saw how to give crisis counseling to a GBV survivor. We learned the importance of open-ended questions, active listening, and nonverbal techniques that the counselor used to connect to the client’s situation.”

STEP 4: Forms of Role-Play (30 min.)

Large Group Role-Plays

- The trainer acts in the role-play, modeling the correct skills in front of the class OR
- Two volunteer participants act, with the trainer facilitating action and feedback.
- **Advantage:** The trainer can control skills being shown.
- **Disadvantage:** Not many participants can practice.
Small Group Role-Plays

- This type of role-play involves participants who can be divided into groups of three: health care worker, client, and observer—with each participant taking turns acting in each role.
- This requires large group debriefing after the role-play.
- **Advantage:** More participants get the chance to practice the skills.
- **Disadvantage:** It requires close monitoring and facilitation by the trainer.

**ACTIVITY: ROLE-PLAY DEMONSTRATION (20 min.)**

**TELL** participants that you are going to demonstrate with one of the participants how to conduct a role-play.

**TELL** them that your role will be as a service provider who will receive the GBV survivor and take his/her history, and the other player’s role will be to act as a GBV survivor. Other participants will be observers.

**PREPARE** the environment for the role-play.

**INVITE** the participant who volunteers to act the role of a GBV survivor.

**PLAY** the role for 10 minutes and then truncate the role-play.

**ASK** the observers to comment on what they learned from the role-play.

**ASK** the GBV survivor to comment on the feelings and experiences when she was acting the role.

**“DE-ROLE”** the participant and yourself and thank the participant.

**DEBRIEF** to the large group on the important steps you went through when role-playing, and the important skills you wanted participants to learn.

**STEP 5: Key Points (5 min.)**

- Role-play is a powerful training method that allows participants to practice new skills and receive immediate feedback.
- Role-play allows participants with different learning styles to gain knowledge and skills in the most appropriate way for their individual ways of thinking.
- As the training activity in which participants feel most vulnerable, role-play should be introduced only after a safe learning environment has been established.

**STEP 6: Evaluation (5 min.)**

- What are the benefits of role-play as a training method?
- What are the steps in conducting a role-play?
- How does role play help a role-player learn?
SESSION 4: CONDUCTING A TEACHING DEMONSTRATION

Total session time: 120 min.

Learning Tasks

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

- Define “demonstration” as a method of training/teaching
- Identify advantages and disadvantages of using demonstration as a training method
- Identify the important steps for planning and conducting a demonstration
- Participate in a demonstration modeled by a trainer
- Practice facilitating a demonstration

Resources Needed

- LCD and laptop computer, flipchart, marker pen, and tape.
- Supplies for a head-to-toe assessment, including a tray with a flashlight/movable light, patella harmer, stethoscope, swabs, disposable gloves in a variety sizes, sphygmomanometer, thermometer, and tourniquet.

SESSION OVERVIEW

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<tbody>
<tr>
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<td>5 min.</td>
<td>Presentation</td>
<td>Introduction, learning tasks</td>
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<td>5 min.</td>
<td>Brainstorming Presentation</td>
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<td>Advantages and disadvantages of using demonstration</td>
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<td>Preparing for a demonstration</td>
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<td>6</td>
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<td>Presentation</td>
<td>Return demonstration</td>
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<td>Presentation</td>
<td>Concluding</td>
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<td>8</td>
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<td>Demonstration</td>
<td>Demonstration/practice</td>
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<tr>
<td>9</td>
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<td>Presentation</td>
<td>Key points</td>
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</table>
SESSION CONTENT

STEP 1: Presentation of the Session Title and Learning Tasks (5 min.)

**INTRODUCE** the session, including the title and duration of the session.

**READ** or **ASK** participants to read the learning tasks.

**CLARIFY** each learning task.

STEP 2: Introduction to Demonstration (5 min.)

<table>
<thead>
<tr>
<th>ACTIVITY: BRAINSTORMING (5 min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASK</strong> participants to brainstorm on the definition of “demonstration.”</td>
</tr>
<tr>
<td><strong>ALLOW</strong> time for them to respond.</td>
</tr>
<tr>
<td><strong>WRITE</strong> their answers on the flipchart or whiteboard.</td>
</tr>
<tr>
<td><strong>CLARIFY</strong> the definition using the below content.</td>
</tr>
</tbody>
</table>

- Demonstration is a facilitation method whereby the facilitator performs an instructional activity in the presence of participants to direct the steps toward a certain skill.
- Demonstration means any planned performance of an occupation skill, scientific principle, or experiment.
- The teacher acts as a role model by demonstrating skills and processes and then as a coach/guide in helping participants/learners develop and apply these skills and knowledge.

STEP 3: Advantages and Disadvantages of Demonstration as a Training Method (10 min.)

**Advantages of Demonstration**

- This method of teaching serves as a model of practical skills instruction.
- It familiarizes participants with the nature and use of equipment.
- Tasks requiring special skill will simply be shown by the trainer. In this method no time is wasted.
- The trainer’s time is properly utilized in watching the participants doing practices.
- This method proves more useful if the participants are told beforehand that they are going to do a practicum in the skills laboratory.

**Disadvantages of Demonstration**

- There is a danger of participants being dishonest when the trainer has to play the main role in the discussion and demonstration of the topic.
- Trainers may be tempted to lecture rather than to teach skills.
- Too many demonstrations can be confusing; the number should be limited.
- The practicum as required may not go hand in hand with demonstration work.
Points to Consider in Preparing a Demonstration

- Decide the skill you want to teach.
- Gather information and study about the practice.
- Write down all the major/key steps.
- Prepare materials and test equipment.
- Practice the steps until is easy for you.

Steps in Conducting a Demonstration

1. Prepare.
2. Conduct demonstration.
3. Return or feedback on the demonstration.

STEP 4: Preparing for a Demonstration (10 min.)

- Set your objectives:
  » What do you expect the participants to be able to do after the demonstration?
- Analyze the task to determine the sequence of steps.
- Identify equipment and ensure that all of it is working.
- Rehearse and get feedback:
  » Practice the demonstration with a friend or colleague before conducting it in front of the class.
  » This can help prevent confusion or challenges with the equipment during the actual demonstration.
- Make sure there is adequate space for all participants to see properly.

Additional Issues to Consider When Preparing

- Plan your preparation time.
- Make a checklist of all materials/equipment needed for the demonstration:
  » This will help the facilitator not to forget items needed.
  » Collect the materials and test equipment ahead of time and rehearse with them.
  » Use actual equipment/patients if possible, or models if necessary.
- Verify whether an electric supply or extension cord is needed.
- Be flexible, go prepared for a variety of settings.
- Be able to answer questions or refer to other sources.
- Rehearse until you can deliver the demonstration smoothly, but do not memorize it.
- Wear proper clothing if needed (e.g., gloves if safety requires hands to be protected).
- Verify the need to set up work stations for the return demonstration.
STEP 5: Conducting a Demonstration (15 min.)

- Ensure that the theory part had been taught first.
- Arrange the equipment as it will be used (left to right).
- Observe asepsis and the infection prevention control protocol as required.
  » The infection prevention control protocol includes handwashing, wearing gloves, properly disposing of sharps, etc.
- Ensure that participants are sitting or standing comfortably and that all can see.
- Demonstrate slowly with running comments:
  » Running comments are descriptions and explanations that the facilitator provides at the same time s/he is conducting the demonstration.
- Ensure eye contact and behave appropriately:
  » For example, during demonstration of the positioning a GBV survivor for genitalia examination, it is important that the facilitator does not joke or make the participants feel uncomfortable.
- Allow for questions.
- Use the learners’ experiences as a way to answer their questions.
  » Facilitator should not answer all the questions for the participants. When there are questions, return the question to the other participants before answering it.
- Be organized:
  » Have everything you need ready within easy reach.
- Involve your participants:
  » Ask for a volunteer to assist with preparations and the demonstration.
- Help your participants to see what you are doing:
  » Face your audience.
- Provide a manual to support what you say:
  » Provide typed copies of the procedure steps, with pictures, if possible.
- Use good communication skills:
  » Speak clearly and distinctly.
  » Show interest and enthusiasm in the subject of your demonstration.
- Follow Model Standard Precautions**:
  » Use sterile equipment if the procedure needs that standard.
  » Use gloves when dealing with procedures that involve blood.
  » Teaching applicable safety precautions is especially important just before reaching the point in your demonstration where they apply.
  » State the reason for the precaution so that the students will understand the need for compliance—for example, if you are giving a demonstration for HIV rapid testing.

** These are Standard Infection Control Precautions (SICP) aimed at preventing cross-transmission from blood and other body fluid secretions or excretions and equipment in the health care environment that is likely to become contaminated. These guidelines are important to ensure patients and health care staff are safe, as well as visitors who come to the health care facility.
STEP 6: Return Demonstration (5 min.)

- Refer participants to necessary checklists/manuals.
- Divide participants into small groups or pairs.
- Ask one person from each group or pair to collect necessary supplies.
- Specify the time for the activity.
- Use co-facilitators to circulate among the small groups or pairs.
- Provide clear information/instructions:
  » The facilitators will need to correct any wrong practice, provide guidance, and answer questions as needed to the small groups/pairs as they are working.
  » By immediately correcting the trainees’ mistakes and reinforcing proper procedures, facilitators can help them learn the task more quickly.
- Hands-on practice is very important to reinforcing the learning process.

STEP 7: Concluding (5 min.)

- Ask participants what they learned from the activity.
- Summarize responses and review the steps of the demonstration:
- The facilitator can ask a participant to review the steps of the demonstration.
- Thank the participants; make them feel comfortable.
- Clear up, clean, and store the materials used.
  » This should be done with an allowance for extra practice if some participants still do not feel comfortable with the skill or want to practice it again.
### STEP 8: Demonstration (50 min.)

**ACTIVITY: DEMONSTRATION** (50 min.)

**INFORM** participants that they are going to learn how to conduct a demonstration.

**TELL** them that they are going to observe first, and then they will conduct feedback demonstrations on head-to-toe examination in class.

**DIVIDE** participants into two groups.

**TELL** participants to observe the steps for head-to-toe examination of an adult GBV survivor as you perform the demonstration.

**CONDUCT** the demonstration with running commentary throughout.

**PREPARE** an adult mannequin and an examination bed. *(If the mannequin is not available, ask one participant to volunteer.)*

**PREPARE** required basic instruments for physical examination (a tray with a flashlight/movable light, patella harmer, stethoscope, swabs, disposable gloves of variety sizes, sphygmomanometer, thermometer, tourniquet, etc.)

**EXAMINE** the survivor head-to-toe systematically while explaining what you are doing, while participants observe.

**ASK** participants to interject any time they have a question.

**GIVE** participants examples that specifically describe the abnormal findings such as bruises, swellings, and any other markings that may indicate evidence of GBV.

**ALLOW** participants to ask questions, if any, when you finish the demonstration.

**ALLOW** participants in small groups do a feedback demonstration in turns while rotating roles (one being examiner/trainer, one volunteering to be a client, and others being observers/learners).

*NOTE: Multiple groups can be doing feedback demonstration at the same time if there are enough examination tables. The trainer roams around to observe and troubleshoot while participants are practicing the demonstration.*

**RESPOND** to steps missed.

**REPEAT** all the steps for the next group.

**CLARIFY** the performance for the observers.

**ASK** participants to return to a big group in class.
STEP 9: Key Points (5 min.)

- Demonstration is an important training method that is effective for teaching skills.
- The well-prepared trainer is a key factor in enabling participants to learn the skills intended.
- These four important steps must be followed to effectively conduct a demonstration:
  » Prepare
  » Conduct demonstration
  » Return or feedback demonstration
  » Conclude
SESSION 5: CONDUCTING PRACTICUM 
TEACHING AND TEACH-BACK 
METHODOLOGY

Total session time: 120 min. + 4 hours of teach-back

Learning Tasks

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

- Explain the protocol for the practicum.
- Recognize how a practicum works.
- Identify the goals, advantages, and disadvantages of the teach-back method.
- Explain the steps involved in teach-back.
- Take part in a teach-back to practice teaching the GBV and VAC materials.

Resources Needed

- LCD and laptop computer, flipchart, and marker pen
- Handout 5.1: Teach-Back Feedback Form
- Handout 5.2: Teach-Back Instructions for Participants
- Handout 5.3: Facilitating a Teach-Back Session

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<td>Evaluation</td>
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SESSION CONTENT

STEP 1: Presentation of the Title and Learning Tasks (5 min.)

**INTRODUCE** the session including the title and duration.

**READ** or **ASK** participants to read the learning tasks.

**CLARIFY** each learning task.

STEP 2: Definition and Purposes of a Practicum (10 min.)

- GBV and VAC practicum provides an opportunity for participants and trainers to come together in a real setting so that participants can practice newly learned skills under the supervision and support of an instructor or trainer.
- The practicum involves:
  - Practical application of previously studied information.
  - Integration of theoretical and practical knowledge.

**Purpose of the Practicum**

- To improve the quality of services to GBV and VAC survivors and potential survivors in real time and situations
- To facilitate the transfer of knowledge and skills from the classroom to the community setting
- To provide a hands-on, supportive dimension to the educational process
- To provide an opportunity for participants to:
  - Understand the functioning of GBV and VAC services
  - Apply information learned throughout the course to actual clients

STEP 3: Protocol for a Practicum (15 min.)

- By the end of the practicum, participants should be able to:
  - Demonstrate sensitivity and responsiveness to clients by applying good communication skills
  - Integrate available information into clear, comprehensive, concise client-management plans

**Relationship between Trainer and Participant during Practicum**

- The trainer and participant relationship is important and should be based on mutual respect and an understanding of their roles:
  - The trainer evaluates learner performance.
  - The trainer shares findings with participants.
  - The participant has the opportunity to seek guidance from and provide feedback to the trainer.
Evaluation of Competencies in a Practicum

- Participants will be evaluated on:
  - Technical skills
  - Provider reasoning
  - GBV and VAC supportive behavior
  - Direct correlation between topics addressed in training and situation(s) confronted in the community setting, including:
    - Medical/social/physical assessment
    - Development of a care plan and follow-up
    - Interpersonal skills

Evaluation of the Trainer

Participants will also give feedback to trainers about these elements of the training:

- How the trainer introduced the practicum to the participant
- Communication
- Knowledge about GBV and VAC in the clinical setting
- Encouragement of participants
- The ability to answer questions
- The trainer’s skills

Practicum Logistics

- The practicum occurs on day 5 of the training.
- It requires area-specific preparation on the first day of training and one day before clinical training.
- Participants will be divided into practicum groups based on areas.
- It will depend on sites available to your group.
- The practicum requires advance preparation!

Setting Up the Practicum

- Select appropriate sites by considering the following factors:
  - Days and hours of operation of the care and treatment clinic (CTC) and other sites
  - Adequate staffing
  - Size of the site versus the number of participants
- Review objectives of the visit with clinic staff
- Ensure adequate equipment
- Contact the site for permission.
- Arrange transport.

STEP 4: Practicum Process (20 min.)

- Participants will be divided into small groups and rotate through various sites so that participants can gain a wider degree of experiences.
- If there are too many participants, some groups will work on case studies and other activities and rotate in shifts to training sites.
• Trainers will be assigned four or five trainees.
• Clients should be informed and their consent obtained before the trainees are invited by survivors.

Rotation Procedure
• The entire practicum is two days.
• Each trainer will remain at one assigned site, working with each group as they rotate through.
• Participants should:
  » Do no harm.
  » Observe privacy and confidentiality.
  » Ensure safety of the clients.

On the Day of the Practicum
• On the morning of the practicum, participants gather at their specific practicum site for that day.
• The trainer re-explains the plan for the day: how long they will be there, and what time they are expected back at the training center for debriefing.
• The trainer clarifies the assignment and reviews objectives, activities, and discussion questions for that day.
• Participants can meet as a group or one-on-one with the trainer to discuss case findings/questions/concerns.
• Everyone will meet back at the training center in the afternoon for debriefing and evaluation.

Materials Participants Should Bring to the Practicum
• National GBV and VAC guidelines (management and policy [2011a; 2011b] and other job aids
• Pen and paper
• Name tag
• Appropriate dress for the setting
• Appropriate forms for the practicum

Practicum Debrief
• Use the Debrief Discussion Guide to discuss the practicum experience with participants.
• Clarify any outstanding questions participants may have and go over preparations for the next day.
• Inform participants about objective structured clinical examination/objective structured practical examination preparations for a practicum examination.
STEP 5: Introduction to Teach-Back/Micro-Teaching Methodology (20 min.)

**ACTIVITY: BRAINSTORMING** (5 min.)

**ASK** participants to brainstorm on the following question:

*What is teach-back methodology?*

**INVITE** participants to provide answers.

**RECORD** their answers on the flipchart or whiteboard.

**CLARIFY** their answers using the below contents.

**Definition of Teach-Back/Micro-Teaching**

- An integrated approach to training that blends learning training skills with learning course content.
- Participants play two roles: as a participant learning the content of the course, and as a trainer teaching the content to other course participants.

**Goals of the Teach-Back Method**

- Provide participants with the opportunity to:
  - Develop new training skills and content.
  - Practice training skills in a safe and supportive environment.
  - Receive feedback on their training skills.
  - Observe and learn from other people’s training styles.

**Advantages of the Teach-Back Method— for the Trainer**

- Immediate application of participants’ knowledge, skills, and attitudes
- Ability to observe participants’ performance and provide feedback
- Ability to create a participatory learning environment
- Use of adult learning principles
- Opportunity to learn from participants and improve the trainer’s own training skills

**Advantages of Teach-Back Method— for Participants**

- Integration of training theory and course content
- Ability to practice training others in a safe environment
- Opportunity to receive feedback on performing skills.
- Opportunity to learn from peers.
- Opportunity to learn multiple styles of performing a skill.
- Ability to develop confidence in training others.
- Opportunity to prepare to train others in an actual course.

**Training Styles**

- Everyone has his/her own training style, so capitalize on what works for you!
- But also experiment with other styles; no one training style is the absolute best.
- Different styles work in different settings and for different people.
Previous Training Experience

- Course participants have different levels of knowledge, skills, and experience.
- Less experienced participants are not expected to perform at the same level as those that have a lot of experience.
- Let participants know that this is an opportunity to learn from others—
  » Who have more or different experience.
  » Who have a different style than you.

STEP 6: Process of Conducting Teach-Back/Micro-Teaching (20 min.)

Teach-Back Methodology Steps

- **Step 1:** A trainer teaches a new skill and/or new content to participants.
- **Step 2:** The participants teach the skill or content back to the trainer.
- **Step 3:** The trainer validates each participant’s performance through feedback.

Trainees’ Preparations for Teach-Back

- Teach-back sessions are important for trainees to orient themselves to facilitation techniques.
- Each learner should select a session from those taught during the training.
- Each learner should plan and conduct a 30-minute training.
- The role of the facilitator is to observe each participant and write comments on items each learner needs to improve.
- The trainer provides feedback of the teach-back sessions to each learner.

Teach-Back Methods to Be Used During This Workshop

- As trainees facilitate during teach-backs, they are expected to use any one or combination of any of the following methods:
  » Lecture
  » Group discussion
  » Small group activity
  » Videos
  » Role-plays

Skills Assessed During Teach-Back

- Preparation
- Lecture and facilitation skills
- Use of participatory methods
- Applying principles of adult learning
- Effective communication
- Accurate presentation of the material

REFER PARTICIPANTS to *Handout 5.1: TOT Feedback Form* to reinforce what will be assessed during their teach-back sessions.
STEP 7: Teach-Back Activity
(20 min. for discussion + 60 min. for each participant)

**ACTIVITY: TEACH-BACK**

**LIST** the sessions from the *Facilitator’s Guide* that you expect to be taught by participants during teach-back.

Ensure that the sessions selected contain a variety of teaching methods; for example, lecture/discussion + brainstorming; or buzzing + small group activity or role-play or demonstration but should be short.

The sessions should be adequate enough for every participant to demonstrate their skills and knowledge of what they learned.

**DIVIDE** the class into small groups according to the number of facilitators and the rooms available for teach-back.

**ASSIGN** one session to each participant.

**REFER PARTICIPANTS** to *Handout 5.2: Teach-Back Instructions for Participants*.

**GIVE** time (at least two hours) for participants to prepare and practice before actual teach-back activity.

*This is best done in the evening if the teach-back sessions are to be conducted the next day.*

*This will allow participants adequate time for preparation overnight.*

After preparations:

**ASSEMBLE** small groups to the respective classes with their facilitators.

**LET** participants teach-back their sessions in the presence of their facilitators in each class.

**USE** *Handout 5.3: Facilitating Teach-Back* to facilitate the teach-back sessions.

**USE** *Handout 5.1: TOT Feedback Form* to give feedback to every participant after s/he teaches a session.

STEP 8: Key Points (5 min.)

- The practicum is meant to provide participants with hands-on, real-life situations through which they can practice the skills that learned during the training.
- The teach-back method enhances the participant’s ability to apply new knowledge and skills during the training.
- Teach-back creates a participatory learning environment and the opportunity to learn from each other.

STEP 9: Evaluation (5 min.)

- What is the importance of a practicum session?
- What are the steps in a teach-back session?
## Handout 5.1: TOT Feedback Form

**Trainer:** ___________________________________________

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>CONSTRUCTIVE FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated being prepared to facilitate (i.e., knew materials being discussed, was able to explain exercise/case study)</td>
<td></td>
</tr>
<tr>
<td>Demonstrated effective communication skills (i.e., used open-ended questions, acknowledged contributions of group members, did not dominate the discussion)</td>
<td></td>
</tr>
<tr>
<td>Applied the principles of adult learning (i.e., respected contributions and experiences of all participants)</td>
<td></td>
</tr>
<tr>
<td>Used effective group management skills (kept group on task, balanced participation of members, created an environment where group members felt invited to speak)</td>
<td></td>
</tr>
<tr>
<td>Used media effectively (i.e., used equipment effectively, used visual aids to support and enhance presentation)</td>
<td></td>
</tr>
<tr>
<td>Presented curriculum information accurately (addressed content misunderstandings, focused on the essential information from the curriculum)</td>
<td></td>
</tr>
</tbody>
</table>

### Comments

**I liked:**

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

**I wish:**

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

**I disliked:**

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Handout 5.2: Teach-Back Instructions for Participants

You have been assigned training session number _____ from module number _____ of the Facilitator’s Guide.

Module Title__________________________________________________________

Session Title ________________________________________________________

Preparations

- Review the slides, the Facilitator’s Guide, and the handouts for your session at the time given.
- Understand the session content, methodology for teaching the session, and the activities and be prepared.
  » If you encounter challenges, please consult the facilitator.
  » The facilitator is available to assist you in your planning and preparation.
- Review the advanced preparation section (if any) in your session to determine the advance preparation needs.
- Review the resources needed section to determine the resources for your session and preparations.
- Prepare the resources.
  » Consult the facilitators/organizers if there are any special needs other than the available resources for this training.
- Prepare yourself psychologically to teach the session.

During Teach-Back

- Present the session and activities to the other participants in a plenary session.
- Sessions will be about 60 minutes each, including:
  » 5 minutes for set-up
  » 45 minutes for teaching
  » 10 minutes for feedback
- Assume your audience is a group of health care workers and social welfare officers who are learning about GBV and VAC for the first time.
Handout 5.3: Facilitating a Teach-Back Session

Setting Up the Teach-Back

- In teach-back, participants teach the content of the course and apply the training skills that have been modeled by the facilitators.
- To set up the teach-back small groups, organize participants according to their experience and expertise, ensuring that a participant is assigned a session in which s/he has expertise and that each group has a combination of more experienced and less experienced trainers.
- To do this, you can carry out a small survey before breaking into small groups.
- Then organize the participants into small groups based on the available number of rooms and the number of facilitators.
- Make sure that each participant is assigned a different session, from any module that meets the criteria indicated in the session above, and will be responsible for teaching the session to the larger group.
- Encourage participants to work in teams as they prepare for teach-backs.
  » Working in teams is helpful to alleviate the pressure or anxiety that participants may have when they perform in front of other participants.
  » Even though participants work in groups, it is critical that ALL participants teach-back each of the specific skills being taught.

Assigning Teams to Course Topics

- The sessions to be given to participants for teach-back must be full sessions that can be taught for approximately one hour.
- Ensure that the sessions selected contain a variety of teaching methods—for example, lecture/discussion + brainstorming, or buzzing + small group activity, or role-play, or demonstration.
- This should be organized prior to the training.

Providing Materials

- Trainers must provide the necessary materials to participants for teaching their portion of the training, including:
  » Course materials: Facilitator’s Guide, slides (paper format), and supplemental information.
  » Remind participants that the Facilitator’s Guide provides basic information on training and step-by-step instructions for how to teach the content and to lead exercises.
  » This guide is used by participants during the preparation time and also when they teach their content.
- Providing the materials enables the participants to focus on training skills and rather than having to develop training methods or course content.
Sometimes participants want to adapt their portion of the training to fit their style. This is fine, as long as they cover the content and teach the appropriate skills. Remind participants that this is not about the content, but about the methods. Trainers must allow adequate time for participants to prepare before they present their materials to the participants.

**Preparation for Practicing Teaching Methods**
- Once participants have formed groups and received materials, they can work together to prepare for their lectures.
- Remind participants again that the teaching manner is more important than the content right now and encourage them to focus on integrating the skills that were discussed and modeled earlier.

**Facilitating Teach-Backs**
- Allow time for trainers of teach-back (participants of training) to set up. This should not take more than 5–7 minutes.
- While trainers are setting up, assure that all participants have enough feedback forms (one for each trainer) (see **Handout 5.1**).
- Complete each form with the trainer’s name.
- As necessary, review how to fill out the forms and what clear feedback is.
- When trainers are ready, time the session. Give 10-minute and 5-minute warnings, and call time when the session is supposed to end.

**Providing Feedback to Participants**
- Trainers provide both written and oral feedback immediately after the participant (trainer of teach-back) has performed a skill (see **Handout 5.1: TOT Feedback Form**).
- Feedback from trainers usually takes about 15 minutes. Participants provide verbal feedback.
- All feedback is given in front of the other participants.
- Feedback is provided in the form of:
  - **Self-assessment**: Allow each participant to self-assess before providing any feedback. Ask the participant how s/he felt about the session s/he just did:
    - What did he/she feel good about, like about the training?
    - What would s/he like to have been different?
  - **Trainer provides feedback**: Present your feedback first. Because the feedback is heard by all participants, everyone can learn from what is being said. This is your opportunity to model how to give feedback appropriately. The most helpful thing you can do is be very, very clear with your feedback:
    - Give a positive comment.
    - Give constructive criticism.
    - End on a positive note.
  - **Other participants provide feedback**: Facilitate the rest of the feedback. Move around the group, with everyone giving feedback without lots of discussion (just the
positive, constructive criticism). Remind participants to use the skills learned from the feedback discussion. As necessary, intervene with comments if anyone’s criticism is too harsh. Your role is to guide this process to make sure it keeps moving.

» **Now return to the trainer for his/her final thoughts.** Ask him/her how they felt about the feedback received. This is his/her opportunity to provide feedback back:
  - Was it helpful?
  - Is there something about his/her training that s/he plans to work on?
  - The goal of these two minutes is to give him/her an opportunity to process the experience and make sure that the trainers do not end their training session upset about something.

» **Written feedback on the feedback form:** Using the form (Handout 5.1) to keep the feedback focused on specific skills and provides a method for rating all participants specifically. This form is filled out during the participant’s presentation and then given to the participant at the end of the feedback session so they can review it at a later time.

- **Close the teach-back** by thanking the trainers and the feedback participants. Allow time for the next trainers to set up (may be a good time to have participants stretch), and start again. Continue with each teach-back in the same manner.

**Teach-Back Overall Observations**

- When teach-backs are complete, it is helpful to provide a summary of overall observations.
- This is particularly important if there have been concurrent teach-back sessions occurring in separate rooms.
- First, ask participants what they learned from the process, and then share your own observations.
SESSION 6: TRAINING ORGANIZATION AND COORDINATION

Total session time: 70 min.

Learning Tasks

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

- Point out the importance of logistical organization for trainings.
- Identify training coordination phases.
- Describe the tasks to be accomplished by the training organizer/coordinator during different phases of the training.
- List the materials and equipment needed for the training.

Resources Needed

- LCD and laptop computer, flipchart, marker pen, and tape.

SESSION OVERVIEW

<table>
<thead>
<tr>
<th>STEP</th>
<th>TIME</th>
<th>ACTIVITY/METHOD</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 min.</td>
<td>Presentation</td>
<td>Introduction, learning tasks</td>
</tr>
<tr>
<td>2</td>
<td>10 min.</td>
<td>Buzzing</td>
<td>Training logistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>20 min.</td>
<td>Presentation</td>
<td>Training coordination during preparation for training</td>
</tr>
<tr>
<td>4</td>
<td>15 min.</td>
<td>Presentation</td>
<td>Training coordination during training</td>
</tr>
<tr>
<td>5</td>
<td>10 min.</td>
<td>Presentation</td>
<td>Training coordination after the training</td>
</tr>
<tr>
<td>6</td>
<td>5 min.</td>
<td>Presentation</td>
<td>Session evaluation</td>
</tr>
<tr>
<td>7</td>
<td>5 min.</td>
<td>Presentation</td>
<td>Key points</td>
</tr>
</tbody>
</table>

SESSION CONTENT

STEP 1: Presentation of the Session Title and Learning Tasks (5 min.)

INTRODUCE the session including the title and duration.

READ or ASK participants to read the learning tasks.

CLARIFY each learning task.
STEP 2: Training Logistics (10 min.)

**ACTIVITY: BUZZING (5 min.)**

**LET** participants pair up.

**ASK** them to buzz on the following question:

*What are the logistic aspects involved during preparation for training?*

**ALLOW** two minutes for participants to discuss in pairs.

**LET** the participants in pairs provide answers.

**RECORD** participants’ points on the flipchart or whiteboard.

**CLARIFY** the responses using the following contents:

- Logistics are the backbone to the success of any training.
- Training cannot succeed without well-organized and coordinated logistics.
- All trainings require advance preparation.
- A training coordinator/organizer should consider these planning and organizational factors:
  - Logistics during preparation for the training
  - Logistics during the training
  - Logistics after the training
- A training logistics checklist is an important tool that will assist the training coordinator to ensure every item of the training is taken care of during planning and preparation.

STEP 3: Training Coordination During Preparation for Training (20 min.)

**Preparations 4 Weeks Prior to Training**

- Obtain venue quotations, complete and confirm reservations, and secure accommodations for facilitators and participants, if necessary.
- Contact caterers and get quotations, and complete and confirm the service vendor after agreeing on prices.
- Prepare the list of participants and facilitators and send out invitations.

**Preparations 2 Weeks Prior to Training**

- Confirm participation of the facilitators and assign sessions.
- Print out *Facilitator's Guide*, job aids, and assessment toolkit and send to each facilitator.
- Prepare the course agenda and send it to the facilitators.
- If an official opening is needed, identify and contact the guest of honor.
- Request finances for participant per diem and transport (check for institutional policy on requests for training finances).
Preparations 1 Week Prior to Training

- Confirm participant attendance.
- Reconfirm venue, catering, and accommodations.
- Purchase stationery: notebooks, marker pens, flipcharts, pens, name tags, thumb tacks, and colored sticky notes.
- Print out participant manuals and all other documents in the participant package (curriculum, assessment toolkit, pre- and post-test, job aids).
- Reserve all resources needed for training (LCD projector, laptops, flipchart stands, projection screen, demonstration equipment [e.g., mannequin models], lab materials [e.g., gloves, medical vacationer tubes], and examination equipment [e.g., thermometers, stethoscopes, sphygmomanometer, pen flashlight]).

REFER PARTICIPANTS to Handout 6.1: Resources Needed for Training.

- Confirm the guest of honor and send speaking notes.
- Once again, confirm facilitator attendance.

Preparations 1 Day Prior to Training

- Pack all materials and take them to the training venue.
- Check all equipment to ensure it is working properly.
- Check with the catering services and share the refreshment timeslots.
- Hold facilitators’ meeting (led by the training coordinator/organizer) to:
  » Confirm/finalize the training agenda.
  » Go over any questions on content and methods.
  » Discuss expectations and the importance of teamwork.

Room Set-Up

- At the end of the facilitators’ meeting, go as a team and prepare the venue for the training:
  » Set up room in a U shape.
  » Ensure that there are enough desks for every participant and the facilitator.
  » Set up a facilitators’ table and a table for manuals and supplies.
  » Depending on the security of the venue, distribute materials for participants to the desks beforehand. Place the following in front of each participant’s chair:
    - Participant handbooks
    - Participant registration form
    - Course schedule
    - Folder
    - Pen
    - Notebook
  » Set up the projection screen and test the LCD projector to see that it is working and that what is being projected is visible from angles to all participants.
STEP 4: Training Coordination During Training (15 min.)

Participant Registration

- As participants arrive, have them sign in and give them name tags.
- Ask participants to fill out the registration form.
- Collect the registration forms; count the forms to match the number of participants.
  - Track down all missing forms.
  - Make sure that all information is complete on the registration forms.
  - If information is incomplete, get clarity from the participant before the course is over.

Course Introduction

- During the course introduction, write the participants’ expectations on a piece of flipchart paper and post it on the wall.
- Solicit ground rules/norms from the participants, write them on the flipchart, and post them on the wall.
- If desired, establish course leadership—chairperson, secretariat, and timekeeper.

Other Tasks of Training Coordinator/Organizer and Training Team

- Discuss housekeeping issues, such as mealtimes, per diems, bathrooms, and so forth.
- Work out any issues regarding room assignment at the venue.
- Distribute daily evaluations and training evaluation.
- Facilitate the debriefing meeting and prepare for the next day.
- Introduce facilitators and facilitate transitions.
- Load slides for each facilitator.
- Solve problems related to supplies, such as manuals and handouts needed.
- Work with venue management on special needs of the participants (such as special meals for those with diabetes) and the facilitators (such as a microphone and extra electric extensions).
- Keep things running on time! Alert people when to come back from breaks, and round them up if necessary. Keep presentations on time by using the laminated time cards.
- Make note of any questions that cannot be answered during discussion, and prepare the answers with facilitators for the following day.
- Make note of any changes that will need to be made for subsequent trainings.

Daily Facilitators’ Meeting

- Organize the daily facilitators’ meeting to review the day’s successes and challenges.
- Review the daily evaluations and plan for the next day’s review session.
- Address problems in content and/or logistics.
- Make any final preparations for the next day.
STEP 5: Training Coordination after the Training (10 min.)

Reassembling Equipment and Training Materials

- Work with the training assistant/secretary to ensure that all the equipment is collected and returned to the office and borrowed items are returned to the owners.

Evaluations

- Review the course evaluations and compile the quantitative and qualitative data to enter into the training report.
- Incorporate the suggestions into the curriculum as well as future trainings.

Training Data

- Prepare a table of training participants for the training report, using both the registration forms and the sign-in sheet.
- Enter the participant data into the training database using the registration forms.

Certificates

- If certificates are to be issued and not handed out during the course, prepare and mail the certificates to the participants. *(For GBV and VAC trainings, the agreement of the MOHGDEC is needed.)*

Training Report

- Compile the training report and share it with relevant stakeholders (you may decide to have a template of what to include in the report as an appendix).

Other Follow-Up Items

- Send letters of appreciation to facilitators and guests of honor.
- Develop and implement a simple plan to follow up with participants after the training.

STEP 6: Key Points (5 min.)

- Any training success is backed up by well-coordinated logistics.
- Training coordinators/organizers should be conversant with coordination and organizational skills to enable effective and non-stringent trainings.
- Well-prepared trainings need good resource preparations and organizational setting.

STEP 7: Evaluation (5 min.)

- What are the important issues to consider in coordinating training?
Handout 6.1 Resources Needed for Training

Physical Space
- One large training room enough for the number of participants in one room, set up with U-shaped seating (*the number depends on the type of training*)
- 3–4 break-out rooms for participants to be able to prepare for their teach-back sessions

Materials Needed for Each Participant
- Registration forms
- Daily evaluations
- Summary course evaluation
- Training schedule
- For TOTs add the following:
  » Facilitator packets for teach-backs of sessions (for TOTs)
  » Role-play assignment packets
  » TOT feedback forms
  » Role-play feedback forms

Materials Needed for Trainers
- Trainer registration form
- Training workshop sign (at the door)
- Signs: Time’s up, 1 minute, 5 minutes, 10 minutes

Other Materials for Participants and Facilitators
- Stationery: notebook, pen, book bags, folder/bag
- Facilities for demonstration, such as examination forms, mannequins, condoms, post-exposure prophylaxis (PEP) kits, and so forth

Equipment Needed
- Flipchart stands with flipchart paper for every room to be used
- 3–4 boxes of marker pens
- 4 electric extension cords; appropriate adapter plugs
- 1 mannequin model and pelvic model for demonstrations
- Extra blank paper
- 1 training toolbox: see following page for list of toolbox supplies
- Laptops and LCDs
Training Toolbox

Below is a list of items that should be available at every training event:

- Carrying case for training toolkit materials
- Ballpoint pens
- Bandages
- Binder clips
- 2 small clocks for timekeeping
- Felt-tip pens for overhead projector
- Highlighters
- Hole punch
- Name tags
- Prestik
- Paper clips
- Pencils
- Permanent markers for flipcharts
- Post-it notes
- Rubber bands
- Ruler
- Scissors
- Tape
- Stapler and staples
APPENDIX I: PREPARATION FOR A PRACTICUM

Learning Tasks

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

- Define practicum learning
- Explain the purpose of practicum learning
- Identify the protocol for the practicum exposure
- Explain the roles of participants during practicum exposure
- Use the job aids for providing services
- Identify practicum working groups

Practicum Learning

**Definition**: A practicum method is learning that involves practical application of previously studied information to integrate theoretical knowledge and practical knowledge.

The purposes of the practicum method include:

- To learn from real situations
- To facilitate the transfer of knowledge and skills from the classroom to the clinical setting
- To apply information learned throughout the course to actual clients.

Practicum Exposure Protocol

- GBV and VAC practicum training takes place over two days.
- Participants will be divided into three groups.
- Each group will have a team leader.
- Participants should observe and/or complete the roles as they meet clients.
- Participants should demonstrate good GBV and VAC client support practice.

Roles of the Team Leader

- Lead the team in paying a courtesy call to the health facility management.
- Explain to the facility management the purpose and duration of the exercise at the facility.
- Organize the team to form activity groups (as may be required) for better implementation.
- Lead the team in debriefing the facility management at the end of the exercise.
- Lead the team in preparing the practicum report for presentation.
Roles of the Participants

Attend all clients at your reach in the practical setting assigned under supervision of the HCP.

- Apply the correct skills for active listening:
  - Provide relevant and correct information.
  - Identify GBV and VAC issues that may require intervention/change or improvement.
  - Use job aids to provide care/detect GBV and VAC survivors.
- Apply these skills:
  - Comprehensive assessments of GBV and VAC survivors.
  - History and physical examination for children and adolescent survivors.
  - Post-trauma medical treatment to GBV and VAC survivors.
- Guide and counsel survivors on GBV and VAC.
- Assess survivors’ safety.
- Assist survivors with developing safety plans.
- Assist GBV and VAC survivors with managing their stress.
- Apply necessary skills in the treatment of sexually transmitted infections, HIV, and hepatitis B for GBV and VAC survivors:
  - Apply skills in naming, forensic evidence collection, storage, and handling for medico-legal processes
  - Apply correct skills in collection of laboratory specimens for medico-legal processes.
- Teach life skills principles to youths and adolescents in prevention of GBV and VAC at different settings/clinics.
- Collect relevant quality data from GBV and VAC services.
- Adopt useful experiences in GBV and VAC services from other sources.
- Prepare a report for GBV and VAC services at the practicum site.
- Present GBV and VAC service reports to relevant people.
- Share useful experiences with other GBV and VAC stakeholders.

Materials Needed for Practicum Exposure

- GBV and VAC Guidelines
- Job aids
- Uniform/identification
- Pen and paper/notebook
- Appropriate dress for the setting
- Appropriate forms for practicum

Facilities for Practicum

Depending on the number of participants, Lead Facilitators in collaboration with the Regional/District Reproductive and Child Health coordinator should identify health facilities where practicums should be conducted. These sites should be informed by official letter before the training starts. Identify health facilities that are in close proximity with the training venue to avoid unnecessary long movements during practicum days.
GROUPINGS

Use the example below to set participants in groups of visiting the facilities. Each group should have a group leader.

<table>
<thead>
<tr>
<th>SITE</th>
<th>MEMBERS</th>
<th>GROUP NO. GROUP LEADER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sirari Health Centre</td>
<td>David Sawi, Ally Salum</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Agnes Warioba, Phales Buluma</td>
<td></td>
</tr>
<tr>
<td>Sachita Health Centre</td>
<td>Elizabeth Burure, Denice Rugakingira</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elias Rukondo, Gladys Anyango</td>
<td></td>
</tr>
<tr>
<td>Tarime District Hospital</td>
<td>Josephat Magabe, Esther Manyama</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Asteria Nyafuru, Esther Ngatunga</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joymeta Kahatano, Grace Adebe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saul Rocko, Leoncia David</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholastica Nyangwe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beritha Reuben, Asteria Magere</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Neema Mwijarubi</td>
<td></td>
</tr>
</tbody>
</table>

**Tarime District Hospital**

- Pediatric Ward – 2
- Outpatient Department – 2
- RCH – 2
- CTC – 2
- Laboratory – 2
- Female Ward – 2

**REPORT WRITING GUIDE**

<table>
<thead>
<tr>
<th>SN</th>
<th>ITEM</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Title and area of practicum (address)</td>
<td>Is the front page with the title of the report, place and name of reporter’s address and date</td>
</tr>
<tr>
<td>2</td>
<td>Introduction</td>
<td>Present the background and activities conducted by the group members for 2 days</td>
</tr>
<tr>
<td>3</td>
<td>Methodology/approach followed in the practicum</td>
<td>Explain the plan, approach, and all resources used during the practicum</td>
</tr>
<tr>
<td>4</td>
<td>Key issues observed for 2 days</td>
<td>Provide information on the gaps regarding GBV and VAC services learned and improvement needs</td>
</tr>
<tr>
<td>5</td>
<td>Lessons Learned</td>
<td>Highlight the value and achievements of the GBV and VAC practicum exposure</td>
</tr>
<tr>
<td>6</td>
<td>Conclusion</td>
<td>Briefly provide your overall opinion and recommendations for the practicum exposure</td>
</tr>
</tbody>
</table>
# APPENDIX II: TRAINING EVALUATION

Please complete this form to give us your evaluation of this training. We will ask for your feedback on the content of the sessions and the methods used to present.

## 1. Sequence: The topics were presented in logical order.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Comments: 
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

## 2. Length: The sessions and overall training lasted the right amount of time.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Comments: 
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

## 3. Level: The sessions were taught at an appropriate level for me.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Comments: 
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
4. **Content relevance: The content of the training was relevant to my work.**
   
   _____Agree       _____Disagree
   
   Comments: ________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. **Methodology: The training methods were useful.**
   
   _____Agree       _____Disagree
   
   Comments: ________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
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**Other comments: Please tell us what you think would have made the training more useful, clear, or relevant to your work.** ________________________________________________________________
   __________________________________________________________________________
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APPENDIX III: DO’S AND DON’TS FOR TRAINERS
**DO’s**

- Do maintain good eye contact.
- Do prepare in advance.
- Do involve participants.
- Do use visual aids.
- Do speak clearly.
- Do speak loud enough.
- Do encourage questions.
- Do recap at the end of each session.
- Do bridge one topic to the next.
- Do encourage participation.
- Do write clearly, simply, and boldly.
- Do summarize.
- Do use logical sequencing of topics.
- Do use good time management.
- Do K.I.S. (keep it simple).
- Do give feedback.
- Do position visuals so everyone can see them.
- Do avoid distracting mannerisms and distractions in the room.
- Do be aware of the participants’ body language.
- Do keep the group focused on the task.
- Do provide clear instructions.
- Do check to see if your instructions are understood.
- Do evaluate as you go.
- Do be patient.

**DON’Ts**

- Don’t talk to the flipchart.
- Don’t block the visual aids.
- Don’t stand in one spot—move around the room.
- Don’t ignore participants’ comments and feedback (both verbal and nonverbal).
- Don’t read directly from the trainer’s guide while presenting the session.
- Don’t shout at the participants.
- Don’t assume everyone can read and understand at the same level.
REFERENCES


