Behaviour Change Communication and Facilitation Skills

for Community Health and Nutrition Volunteers

TRAINING GUIDE

CONTENTS

ABOUT

All over the world, there are thousands of community workers and volunteers who promote behaviours that protect people's health and well-being, such as those related to breastfeeding, diverse diets, and good hygiene. While many of them share the same commitment to helping their community members, their ability to do so effectively varies. Some workers and volunteers are great at motivating people and helping them overcome barriers to adopting the promoted behaviours. Others lack the required skills and often resort to lecturing people on why they should practice such behaviours. However, effective behaviour change work is not about telling people what they should be doing; it is about understanding their situation and perspective and then, using such insights, motivating and supporting them to adopt the desired behaviours. Using such an approach requires having specific communication and facilitation skills. Therefore, instead of just training community workers and volunteers on what messages they should communicate, we also need to help them gain or improve the necessary 'soft' skills, and that is exactly what this training guide is about.

The guide aims to **increase the effectiveness of interpersonal behaviour change activities**, such as home visits and group sessions, by ensuring that people who promote the desired behaviours:

- Understand the importance of effective communication;
- Know what helps adults to learn;
- Are able to use the key communication and facilitation techniques well;
- Are able to effectively conduct home visits / individual counselling and facilitate group sessions; and
- Know how to use any communication materials effectively.

This training guide is meant to be used by competent trainers who are responsible for improving the quality of community workers and volunteers' behaviour change work. While the guide was originally designed for ADRA Yemen's health and nutrition interventions, it can also be easily used by other non-governmental or governmental actors in different countries.

Keep in mind that **one-off training often is not enough** to ensure that people gain and use the desired skills. Always complement this training with follow-up support, such as **observing** the participants' behaviour change work and providing them with constructive feedback. Consider also organizing a **refresher training** focused on how the participants can address the key weaknesses in their skills.

This training guide was extensively tested and then finalized by ADRA Yemen in February 2024 as part of the YEMLI II project funded by the USAID Bureau for Humanitarian Assistance. It was prepared by social and behaviour change consultant, Petr Schmied, and tested under the supervision of Ragheb Fadhl, SBC Coordinator for ADRA Yemen. The guide is intentionally provided in a Word document so that you can adjust it easily to your contexts. If you have any ideas on how this guide can be improved or have any other feedback, please share it with the author at petrschmied07@gmail.com.

ACKNOWLEDGEMENTS

This training guide was developed based on:

- *The author's experience* in supporting the communication and facilitation skills of people who promote behaviours related to health, hygiene, and nutrition.
- A *training module* on strengthening the behaviour change skills of agricultural extension workers that was developed for GIZ Zambia by the same author in 2022.
- The 2015 and 2020 versions of the *Make Me a Change Agent* *guidance*.
- *An earlier version of this training module* which was prepared for ADRA Yemen by the same author. It shortened and simplified the excellent but long Make Me a Change Agent training guidance so that it is easier for people to train community volunteers on improving their behaviour change skills.

Several chapters and handouts use the content of these resources. They should, therefore, be seen as the "co-authors" of this training guide, and their contribution is sincerely appreciated. Additionally, this guide benefited from the feedback provided by Mary DeCoster, Sharon Tobing, and Princess Cervantes.

PROPOSED SCHEDULE

The training is designed as a three-day participatory learning event. Its first part focuses on facilitation and communication skills that are essential for effective behaviour change work. As the training progresses, there is less and less new information and more space for participants to practice what they have learnt. Many sessions are interlinked – for example, the use of the Negotiated Behaviour Change approach is practiced during the session on Home Visits, effective use of communication materials during Group Sessions, and verifying people's understanding during a session called Giving a Talk.

The schedule presented below outlines the sequence of the learning sessions, including the allocated time. The duration of each session was repeatedly tested and is feasible as long as the facilitator remains focused on the key learning points. The schedule was designed with the understanding that people get tired when attending multi-day training sessions and therefore the second and third days are shorter.

Day 1	
9:00 – 10:00	1.1 Introduction to the training
10:00 – 10:55	1.2 How adults learn the best
10:55 – 10:15	Break
10:15 – 11:50	1.3 Respecting and being respected
11:50 – 1:00	1.4 Using effective questions
1:00 – 2:00	Lunch break
2:00 – 2:30	1.5 Active listening
2:30 – 4:20	1.6 Facilitating a discussion
4:20 – 4:30	1.7 Wrap up

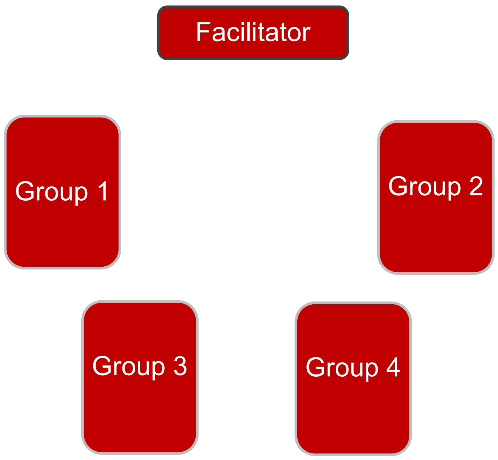
Day 2	
9:00 – 9:30	2.1 Review of first day
9:30 – 9:50	2.2 Verifying people's understanding
9:50 – 11:10	2.3 Giving a talk
11:10 – 11:30	Break
11:30 – 1:00	2.4 Negotiated behaviour change
1:00 – 2:00	Lunch break
2:00 – 3:50	2.5 Conducting home visits
3:50 – 4:00	2.6 Wrap-up

Day 3	
9:00 – 10:00	3.1 Effective use of communication materials
10:00 – 11:00	3.2 Conducting group sessions
11:00 – 11:20	Break
11:20 – 1:15	3.2 Conducting group sessions (continued)
1:15 – 2:15	Lunch break
2:15 – 3:30	3.3 Next steps

REQUIRED MATERIALS

Implementing this training requires the following **facilities and materials**:

- A training room allowing participants to sit around tables in groups of four to five while facing the front of the room (see illustration below)



- This training guide printed for the training facilitator
- One roll of blank flipcharts and a flipchart stand
- The flipcharts with the headings or other content specified in the guidance
- Bin for used flipcharts
- Handouts specified in the guide (one per participant, including the facilitator)
- Samples of behaviour change communication materials (see Session 3.1)
- Markers (one per table and a few markers of different colours for the facilitator)
- Adhesive tape allowing people to attach flipcharts to the wall
- 60 sticky notes
- Notepad and pen for each participant
- Certificates for participants who complete the training (not mandatory)
- Pre / post-tests – see chapter Annexes
- Air conditioning or several fans, if needed
- Refreshments for breaks and lunch (be eco-friendly and avoid single use plastic)

RECOMMENDATIONS FOR ORGANIZERS AND FACILITATORS

Take advantage of the following tips to make sure that the training flows smoothly and is effective:

- To ensure that each participant has enough time to practice what they learnt and receive feedback, make sure that each training has 1) **no more than 20 participants** and 2) **two training facilitators**, each providing support to up to 10 participants. If you do not have two experienced facilitators, you can have one facilitator who leads the sessions and an assistant who helps with less demanding tasks, such as recording answers on flipcharts, providing handouts, and helping with group work.
- This document gives you detailed guidance on how to facilitate the entire training. To use it well, you need to be familiar with it. **Allocate at least three full working days for preparation** – reading the guidance, highlighting key points, thinking through the delivery of each session, preparing flipcharts, arranging the training room, etc.
- Ensure that you **prepare all the training materials well in advance**. All instances when you need to distribute a document or use a new flipchart are highlighted **<u>in bold and underlined</u>**.
- While this guide is prepared in English, it is likely that the training will be conducted in other languages. Therefore, **allocate enough time for translating the handouts**.
- The stated duration of each part of the training was tested and is feasible as long as you **manage the time available well**. To do so, you can:
    - Pay attention to the time available for each task and session;
    - Keep each session focused on the key learning points;
    - Avoid lengthy discussions;
    - When using group work, ask each group to appoint a timekeeper;
    - Ask participants to arrive at the training venue at least 15 minutes in advance to increase the chances of the training starting punctually; and
    - Ask the participants to return from breaks 5 minutes before the next session starts.
- **Remember what your role is**: You are not expected to teach the participants everything this training covers. Your task is to bring out the existing knowledge that the different participants already have so that they can learn from each other, provide participants an opportunity to learn by doing, and provide additional information and insights as needed.
- **To facilitate better learning**, ensure that each table has a mix of more and less experienced participants.
- Often, a single training is not enough to ensure that people gain and use the desired skills. Complement this training with **follow-up support**, such as conducting **observations** of the participants' behaviour change work (see the Quality Monitoring Checklists in the annex) and providing them with constructive feedback on what they manage well and what they can improve on. Within 4-6 months from the initial training, it is also recommended to organize a **refresher training** focused on the key weaknesses in participants' skills and giving them an opportunity to discuss any challenges they face.
- During the training, **if you sense that attention is fading**, use some of the following tips:
    - *Check yourself:* Are you talking too much? Have you left enough space for the participants?
    - *Check the room:* Is some fresh air or more light needed?
    - *Use an energizer:* Use culturally appropriate energizers that you are familiar with. If you do not know of any, you can try the physical exercise energizer: Ask the participants to stand up and move for a few minutes – stretch their body in all directions, walk a bit, etc. Alternatively, prepare a quick and fun review game that energizes people and reinforces what they are learning.

DAY 1

1.1 Introduction

Time Required: 60 minutes

Materials to Prepare:

- Flipchart #1 with the heading 'Which behaviours have we tried to adopt and failed?'
- Training schedule (one per participant)
- Comfort Table on a flipchart + markers (see below)
- Pre-test (only if you decide to use it)
- Flipchart #2 with a parking sign "P" (for the 'parking lot' function)
- Flipchart #3 with the heading 'What can we do to make this training great?'

Guidance:

(20 min) **Greet** participants; **thank** them for coming to the training.

Introduce yourself.

Ask the participants to find one person in the room that they do not know well and sit together. Explain: Your task is to introduce yourself to the person who will then introduce you to others. When introducing yourself, say:

- your **name**
- your **expectations** from the training (what do you hope to learn)
- which **behaviour** you tried to adopt / change in your life but have not succeeded (e.g., exercise regularly; eat fewer sweets; spend less time on the phone; wear seatbelts; etc.)

Ask participants to **present** their new 'colleague'. If any of their expectations are not realistic, **clarify** it. **Record** the behaviours they mention on **flipchart #1**.

(5 min) When the introductions are over, ask people whether they can know what the **main benefits of the behaviour** they tried to adopt are (e.g., being fit, losing weight, learning new things, etc.). Do not ask them to list the benefits – just assess whether they are aware of them or not. Most likely, all participants are aware of the benefits.

Ask: *"How is it possible that we are perfectly aware of the benefits of practicing these behaviours but haven't adopted them yet?"* Let people share their thoughts.

Explain to the participants that **awareness of why a given behaviour should be practiced usually is not enough**. Often, people know perfectly well what they should be doing but they still do not do it. This is because there are other factors that prevent them from adopting the behaviour.

Highlight that if we want to be effective in helping people adopt various behaviours, raising their awareness usually is not enough.

Explain that this training was organized to **help participants learn new communication and facilitation skills** that will help them promote the various behaviours in a more effective manner.

(25 min) Explain the key **knowledge / skills that the participants can expect to gain** from this training (see the list in the table below).

Explain that you want to **understand how confident participants feel** about their existing level of communication and facilitation knowledge and skills. Ask them to use a marker to indicate on the Comfort Table (see below) how comfortable / experienced they feel with each of the following types of knowledge and skills. Explain that 1 means that they don't have much knowledge / experience and 5 means they can easily advise others.

Comfort Table

KNOWLEDGE / SKILLS AREA	**1 - no experience**	**2**	**3**	**4**	**5 - expert**
I understand the main principles of effective communication.					
I know how to use open-ended questions.					
I am able to use different styles of active listening.					
I know the 8 steps of Negotiated Behaviour Change.					
I know how to conduct home visits in an effective manner.					
I know how to facilitate group sessions effectively.					
I know how to overcome the difficulties I face in my work.					

If you are using the **pre-test**, provide it now (allocate 12 minutes).

(10 min) Distribute and introduce the **training schedule**. Encourage everyone to arrive on time every day, and to return promptly from breaks so that participants have time to practice what they have learnt.

Show the **parking lot flipchart (#2)** and explain that whenever the participants have a question that cannot be answered at the given moment, you will write it (= park it) at the parking lot and address it later.

Ask participants how many of them have already participated in a training that they really liked. Then ask how many of them have participated in a training that was not good. **Reflect on how many good as well as bad experiences there are** in the room and explain that it would be great if we take advantage of it.

Explain that all of us want this training to be really good and useful. To do so, let's use our experience and list together what we (both the trainer and the participants) should and should not be doing to make this training as great as possible. Ask participants to brainstorm **DOs and DON'Ts**, focusing primarily on what they liked and did not like in their previous trainings. Record the key points on **flipchart #3.** Ensure that muting and not using phones during the training is included among the points.

1.2 How Adults Learn the Best

Objective: Participants understand how adults learn the best and how they can use such insights in the work they are doing.

Time Required: 50 minutes

Materials to Prepare:

- Flipchart #1 with the heading 'What Helps Adults to Learn?'
- Flipchart #2 with the following points:
    1) Motivation to learn
    2) Building on people's existing knowledge and experience
    3) Active participation and engagement
    4) Practicing what people learnt
    5) Safe learning environment
- 3 flipcharts (all #3) with the heading 'How to Use Principles of Adult Learning'

Guidance:

(15 min) **Introduce** the session: *"The promotion of health, hygiene, and nutrition practices extension is a lot about learning. Not only about people learning from you but also about you learning from the unique knowledge and experience that people have. It is about creating a mutual learning partnership where together you come up with the best solutions to the issues that people are experiencing."* Explain that since learning is such an important part of the community volunteers' work, it is worth **looking into what helps adults learn** and what, on the other hand, hinders learning.

Ask: *"Let's have a look at our own experience. Please take 5 minutes to discuss with the person sitting next to you when you learn the best. What helps you the most to learn new things? Record the key points in your notepad."*

Once the time is up, **ask participants to share their experiences**. To make sure that the points are specific enough, encourage the participants to always say who is doing what, e.g., "*I learn well when the trainer shows some examples"* or *"I learn best when I can practice what I learnt."*

Record participants' answers on **flipchart #1** - 'What Helps Adults to Learn?'

Reflect on what the participants said. Explain that the experiences they just shared gives good examples of what we should do if we want adults to learn well.

(10 min) **Explain** that many people have studied how adults learn the best. They managed to identify several principles that help adults learn. Show these on **flipchart #2** and explain them:

1) **Motivation to learn**: People need to be motivated to learn. This happens when they see that the learning content can help them address what they want and need – i.e., they feel that they can benefit from the learning process. This can be achieved by getting a good understanding of what they want to learn the most, using examples from real life situations, and teaching people practical things they can apply soon after the learning event.
2) **Building on people's existing knowledge and experience**: By asking people about what they already know, we are harnessing the unique knowledge and experience they have. We are also showing that we value what they know and intend to draw from it. This makes them feel more respected.

3) **Active participation and engagement**: Most adults do not want to sit and listen to someone talking for a long period of time. They want to share their opinions, ask questions about what interests them, put into practice the things they have learnt, work on finding solutions to issues they are facing, and do other activities where they can actively participate.
4) **Practicing what was learnt**: People learn the best by doing, and less by hearing or seeing. Practicing helps them understand how things should be done. It also makes it easier for them to remember. And it makes people feel that they are capable of doing what they just learnt, which is a good motivator. That is why it is important that new knowledge or skills are promoted at a time when people can use them.
5) **Safe learning environment**: It is important that we manage to create an environment in which people feel safe expressing their opinions and experiences. This can be done by treating people with respect, encouraging them to speak, showing appreciation for the things they do well, saying that it is okay if they make a mistake, avoiding criticism, and other supportive actions. It is essential to always consider how gender, age, ethnicity, and social status influence how safe or unsafe people feel in a given environment.

Ask: *"Which of the points that I just explained would you like me to clarify?"*

(20 min) **Explain** that the participants will now have a look at how the principles of adult learning can be applied in their work.

Divide participants into groups of 4-5 each.

Ask them to brainstorm as a group what they are already doing or could start doing in their work in order to follow each of these principles. Each group should record their suggestions on their own **flipchart (#3)**. Allocate 10 minutes for group work.

Ask the groups to **stick their flipcharts on a wall** so that everyone can see them.

Ask the first group to present. Reflect on what they say. The remaining groups should present only those points that were not mentioned by the previous group(s).

If any of the following points were not mentioned, explain them to the participants:

- See yourself as a facilitator, not as a teacher. A good facilitator works with what people already know and do instead of just "educating" them.
- Before you prepare a learning event, first talk to some of the participants about what they want to learn the most. You must understand and then address their needs.
- When you start to tell people something, explain how it relates to their situation (e.g., by using an example) and how it can help them.
- Before talking about a topic, ask about people's experience with it / opinions about it.
- Encourage discussion at all times.
- As much as possible, instead of just talking about something, demonstrate it to people.
- Whenever possible, let people practice the promoted skills.
- Acknowledge any good points that people make and avoid criticising them for 'incorrect' responses.

Emphasise: *"The more you use such good practices, the more likely it is that your work will be effective and appreciated by people."*

(5 min) **Ask**: *"What questions or comments do you have regarding how adults learn?"*

20 MINUTES BREAK

1.3 Respecting and Being Respected

Objective: Participants are motivated and capable of communicating in a respectful manner. They also know what they can do to make it more likely that people respect them.

Time Required: 35 minutes

Materials to Prepare:

- Flipchart #1 with the heading 'How Can We Show Respect?'
- Flipchart #2 with the following questions:
  - *Why is it that some people sometimes do not respect community volunteers?*
  - *What can community volunteers do to make it more likely that people respect them?*

Guidance:

(10 min) **Introduce** this session by explaining that it focuses on how to show respect to people and how to increase the likelihood that people respect us. Start with reflecting on the participants' personal experience. **Ask** them: "*How do you feel when you sense that someone does not respect you? What do you think about the person?*" Reflect on their answers – **highlight the importance of showing respect** to the people we work with.

Ask the participants: *"What can you do to show respect to the people you work with?"* Reflect on their suggestions and record the answers on **flipchart #1**. If any of the following points were not mentioned, explain them to the participants:

- Being on time.
- Asking people about their opinions and listening to them carefully.
- Trying to understand, appreciate, and use what people already know and do.
- Learning what people need the most and responding to these needs.
- Being polite and patient.
- Giving attention to the opinions, questions, and needs of different types of people (older and younger, poorer and better-off) – encouraging and showing appreciation for their participation.
- Respecting cultural norms.
- Acknowledging when you do not have an answer (and saying that you will find the required information if possible, and then fulfilling the promise).
- Being clear about what support you can and cannot provide and avoiding any false promises.

Ask the participants: *"What happens when we show respect to people in these ways? How does it influence our work?"* Discuss their answers and say that when people feel respected, they are more comfortable with sharing their ideas and learning new things. This makes our work more effective.

(20 min) **Explain** that the topic of respect is not just about the participants respecting people but also about people respecting them. If people do not respect them much, they might not be open to learning from them. Therefore, we will now look into the **topic of people respecting or not respecting community volunteers**. Ask some of the participants to swap places with participants sitting at other tables so that the composition of the groups changes. Show and explain the two questions written on **flipchart #2.** Ask half of the tables to discuss their answers to the first question and the remaining ones to discuss their answers to the second question.

When the time is up, **ask a group to present** their answers to the first question. The remaining groups should add any missing points. Then ask a group to present their answers to the second question. Again, the other groups should add any missing points.

Reflect on what the participants say. If any of the following points relating to the second question on how to be respected weren't mentioned, explain them to the participants:

- Community volunteers should treat people respectfully, using the 'good practices' that were discussed today – if they respect people, it is more likely that people will respect them.
- They should acknowledge that when it comes to some topics, some people are more experienced than volunteers are. They should show appreciation for and use the experience of these people.
- When a community volunteer does not know something or is not sure, s/he should be honest about it. It is not their role to know everything. They can find the lacking knowledge from peers / colleagues / Internet, etc., and then discuss it with people.
- If s/he has good knowledge and skills but is not respected due to age or gender, s/he can continue to be respectful and patient, and will gradually earn trust and respect.
- Community volunteers should act as role models in terms of how they behave, as their behaviour influences how respected they are by people.

(5 min) To **conclude**, ask participants whether there were any points from what was discussed that resonated with them and that they would like to use in their work. Thank people who share their 'plans'.

Ask participants whether they have any questions or comments.

1.4 Using Effective Questions

Time Required: 70 minutes

Objective: Participants understand the advantages of open-ended questions and know how to use them.

Materials to Prepare:

- flipchart #1 with the heading 'Questions We Commonly Ask'
- handout: 'Different Ways of Asking a Question' (if possible, **adjust the dialogue to your context!**) for each participant
- flipchart #2 with the following examples of closed-ended questions:
  - *Does your baby receive only breastmilk?*
  - *Are you using soap to wash hands?*
  - *Have you used oral rehydration salts (ORS) to treat your child's diarrhoea?*
- handout: 'Changing Closed-Ended Questions to Open-Ended Questions'
- flipchart #3 with the following behaviours written on it:
  - *Mothers of young children wash hands with soap at the five critical times.*
  - *Mothers of young children administer ORS after their child has 3 episodes of diarrhoea over a 24-hour period.*
  - *Pregnant women eat an extra meal each day during pregnancy.*
  - *Mothers of children aged 0-5 months feed their child only breastmilk.*
  - *Children aged 6-23 months eat foods from at least four of the seven food groups each day.*

Guidance:

(Before the introduction, ***DO NOT tell the participants*** *that this session will be about open-ended and closed-ended questions.)*

(5 min) **Introduce:** In the previous session, we agreed that if we want to communicate well, we need to be able to understand people's perceptions of and experiences with the behaviours we promote. This means that we need to ask them about these behaviours.

Ask: *"How would you feel if someone wants you to adopt a new behaviour (e.g. change your diet or do more sport) but the person does not ask you about your perceptions and experiences? What would you think about the person?"* **Answers** might include:

- I would feel that the person thinks that s/he knows everything / is arrogant
- I would think that s/he is not really interested in what I think or what my life is like
- I would not feel respected and I would not be very open to follow what the person proposes

Summarize by saying that asking questions and listening to what people say can make our work much more effective, because we understand people better and they are more open to what we say.

Ask participants to tell you which questions they commonly ask the community members. Record these questions on **flipchart #1** with the heading 'Questions We Commonly Ask' and explain that you will come back to them later.

(15 min) **Explain**: Asking questions might seem easy. However, I would like to show you how some types of questions can give us much more information than others.

Distribute Handout: 'Different Ways of Asking a Question'. **Ask participants** to read it individually and try to identify the difference between the questions in Dialogue A and Dialogue B.

Ask the participants: *"What is the main difference you see between the questions in Dialogues A and B?"*

- The questions in Dialogue A are called "**closed-ended questions"** (starting with *'Do you…'* or *'Are you…'*) where the 'natural' answer is usually only 'yes' or 'no' or another short answer. Furthermore, sometimes they lead the respondent to a certain answer – such questions are called 'leading questions'.
- The questions in Dialogue B are primarily called **"open-ended questions"** (starting with *'What …', 'How …'*) that usually result in receiving a more detailed answer.

Ask: *"Which question type would you prefer to use if you needed to understand people's opinions and experiences?"* Once someone has answered, **ask her/him why s/he thinks so.** If none of the participants answer, explain why open-ended questions are most suitable for such situations.

Show <u>flipchart #2</u> with examples of closed-ended questions and **ask participants how they would change them** to open-ended questions. If someone does not provide a correct answer, ask others whether they would suggest another way of asking the question in an open-ended manner.

As the next step, point to **flipchart #1 'Questions We Commonly Ask'** and ask which of the questions should be rephrased to become open-ended questions and how. Provide feedback.

(15 min) Tell participants that now they are going to do **further practice creating open-ended and closed-ended questions**:

- **Distribute the <u>handout</u>** 'Changing Closed-Ended Questions to Open-Ended Questions'. Before you provide the handout, **fold over the last column** so that the recommended ways of rephrasing closed-ended questions are not immediately visible.
- Ask participants to **work individually** on rephrasing closed-ended questions to become open-ended.
- When they finish, they can unfold the last column to **compare** their ways of rephrasing closed-ended questions with what the handout recommends.

(35 minutes) At this point, the participants should have a good understanding of how to create a good open-ended question that does not lead people to any particular answer. Therefore, ask the participants to **work in groups of 4-5 people** on the following task. Ask them to:

- Select any of the five behaviours written on **<u>flipchart #3.</u>**
- Prepare a dialogue (role-play) for these behaviours that uses at least five different open-ended questions (allocate 15 minutes for this).
- Ask each group to present their dialogue in front of all the participants.
- Ask other participants for feedback on this dialogue.
- If any important feedback was not provided, tell this to the participants who presented the dialogue.

Ask participants about what they would like to clarify or ask regarding the use of open-ended questions.

<u>LUNCH BREAK (1 HOUR)</u>

1.5 Active Listening

Objective: Participants understand the importance of active listening and know what techniques they can use when listening and responding to what people have said.

Time Required: 30 minutes

Materials to Prepare:

- Flipchart #1 with the following question: '*How do people feel when they sense that you have not listened to them very well?'*
- Flipchart #2 with the following question: '*What do you think you could do in order to listen well?'*

Guidance:

(15 min) **When** starting the session, DO NOT say that it focuses on people's listening skills. Instead, tell participants that they will now do a quick speaking exercise and explain the following steps:

1) Ask people to divide into groups of four and decide on roles – one person will be the 'speaker', the others will be 'listeners', and will listen quietly without interrupting the speaker.
2) Ask the 'speaker' to tell the 'listeners' about an interest or skill you have that the other participants may not already know about you (avoid any controversial topic). The talk should last 3 minutes.
3) Give the 'speakers' a few minutes to prepare their talk and then start timing the 3 minutes.
4) Once the time is up, randomly select one 'listener' in each group. Ask them to repeat to the group members as accurately as possible the main ideas / information that the 'speaker' shared.
5) Then, ask everyone to come back together and ask the 'speakers':
   - *"Which of the ideas that are important to you did the listener repeat well?"*
   - *"Which of the ideas that are important to you did the listener not repeat correctly?"*
6) It is likely that some 'speakers' will say that the 'listener' did not manage to accurately capture what they shared. In such a case, facilitate a discussion using the following questions:
   - *"Why do you think the listener did not manage to accurately capture what you said?"*
   - *"What are other reasons for why people sometimes do not listen well?"*

Conclude the exercise by saying that as we could see, listening carefully is not easy. It requires paying attention to what the person is saying and trying to understand it. At the same time, active listening is important for the work that we are doing. Tell participants that we can all continually improve our active listening skills by practicing. Even if we are already good listeners, we can continue to improve and become even better.

(15 min) Point to **flipchart #1** and ask the participants: *"How do people feel when they sense that you have not listened to them carefully?"* Reflect on what the participants say. If any of the following points were not mentioned, explain them:

- They might feel that the person does not understand them.
- They might feel that the person is not interested in what they are saying.
- They might feel frustrated.
- They might not feel respected.
- They might be less willing to share any additional information.

Point to **flipchart #2** and ask the participants: "*Let's now have a look at how we can listen effectively. In your opinion, what should we do to listen properly?"*

- Pay attention to what the other person is saying.
- Avoid doing other things or thinking about other things.
- Avoid thinking so much about what your response will be that you do not really hear what the other person is saying.

Explain that it is important not only that we listen actively but also that the person who is talking knows that we are listening. Ask: *"How can we show that we are listening to what a person is saying?"*

- Making eye contact and nodding the head (if culturally appropriate – not always the case).
- Assuming an open posture (i.e., positioning the body with the torso leaning towards the speaker).
- Giving brief verbal responses ("uh huh", "yes", "hmm").
- Discuss additional examples from the local culture of how you can show that you are listening carefully even without words.

Ask: *"What can we do when we are not sure whether we understood correctly?"*

- We can ask clarifying questions, such as: *"What did you mean by …?"*
- We can also restate in our own words what the speaker said, using statements such as: *"What I hear you saying is…,"* or *"So if I understand you correctly..."* – this method can also encourage the speaker to go into greater detail.

Conclude: *"The main benefit of listening actively is not only that we can better understand what people say but we can also show them that we are able to see things from their point of view. And if we want to make sure that people are listening to us, one of the best ways is to use the good practices promoted during this training, such as responding to what people actually need, showing them respect, facilitating good discussion, or speaking well.*

Ask: "*What would you like to comment on or ask about?"*

1.6 Facilitating a Discussion

Objective: Participants explore ways to facilitate a discussion effectively.

Time Required: 110 minutes (Note: This tends to be a lively session but if you sense that participants are getting tired, include a short break.)

Materials to Prepare:

- Flipchart #1 with the heading DO, flipchart #2 with the heading DON'T
- Flipchart #3 with the following instructions:
  - *1 person acts as a community volunteer; others act as 'mothers / fathers.'*
  - *Act out a 10-min role play using a provided scenario.*
  - *Community volunteer reflects on his/her performance, 'mothers / fathers' provide feedback.*
  - *Scenario: Some mothers provide breastmilk exclusively for the first six months of a child's life but many mothers also provide water and other fluids or foods. You want to understand what the main 'barriers' and 'enablers' to exclusive breastfeeding are.*

    (Note: Feel free to change the situation so that it is more relevant to the local context.)

Guidance:

(30 min) **Introduce** this session by explaining that it focuses on learning how to facilitate a good discussion with a group of people.

Explain that there is often a misunderstanding about what a discussion is. Many so-called discussions are not really discussions, but rather occasions when someone gives a talk and then asks or answers questions. A good discussion should be a process of talking about something where:

- The person facilitating the discussion does not dominate the process.
- Every participant feels free to share their views, irrespective of who they are (e.g., woman / man).
- Anyone may ask or answer questions.
- There is a clear purpose to the discussion (e.g., to clarify a topic or exchange ideas).

Say: *"Discussion is often a very effective method for understanding a given issue, exploring what people think about possible solutions, and agreeing with them on trying one or more solutions. That is why it is important that you are able to facilitate a discussion. We will now do an exercise that will give you some practical tips on how to do it well."*

Divide people into two groups and then give the following **instructions**:

- *Imagine that each of you is supposed to facilitate a group discussion on the topic of exclusive breastfeeding – this means women feeding their newborns only breastmilk for the first six months.*
- *The task of the first group is to brainstorm what you SHOULD be doing to facilitate the discussion well. The task of the second group is to brainstorm what you SHOULD NOT be doing.*
- *Write the main DOs / DON'Ts on a flipchart.*
- *You have 15 minutes.*

Ask: *"What would you like me to clarify before you start?"*

Answer any questions and then give **flipchart #1** to the first group and **flipchart #2** to the second group.

Go around the groups and observe their work. If you see that they have misunderstood the task, provide clarifications. If you see that they are talking about a different topic or are spending too much time discussing a certain point, encourage them to focus on brainstorming additional tips.

After 15 minutes, ask each group to present their main tips. Reflect on what they say and ask the other group members whether they would include any additional tips.

If any of the following tips were not provided by the participants, explain them.

DO	DON'T
▪ Consider agreeing on ground rules of discussion. ▪ Treat everyone politely and with respect. ▪ Explain the purpose of the discussion. ▪ If people go off topic, remind them of the objective and/or steer the focus of the discussion. ▪ Ask open-ended questions to stimulate discussion. ▪ Encourage the quieter participants to share their opinion. ▪ Actively listen to what everyone says. ▪ Ask what others think about an important opinion expressed by another person. ▪ Acknowledge and thank respondents after they share. ▪ Divide women and men into separate groups if it enables women to speak more, and more openly (the same for other groups – e.g., younger and older people). ▪ If a respondent's opinion is not very clear, ask her/him to clarify it (provide help only if needed). ▪ Highlight any important points and conclusions. ▪ Be conscious of the available time.	▪ Do not talk too much – focus instead on facilitating the discussion. ▪ Do not push a certain opinion – stay neutral (except when concluding the discussion and highlighting the most important points). ▪ Do not allow the more dominant / vocal participants to take over the conversation. ▪ Do not interrupt people, and ensure that no one else interrupts others. ▪ Do not let the discussion stray off-topic.

Attach the two flipcharts to the wall, so that everyone can see the DOs and DON'Ts. They will be useful in Session 3.4 Practicing Facilitating Change.

(25 min) **Explain** that some DOs and DON'Ts are easy to list but difficult to practice. Therefore, the remaining part of this session will focus on talking about them in greater detail and then practicing their use.

Explain that the first topic you would like to talk about is **how to start a discussion**. Ask: *"Imagine that you organize a group meeting with mothers and you would like to have a discussion with them about a specific topic, such as* [provide relevant example]. *What is the best way to proceed?* Reflect on what the participants say and appreciate any good suggestions.

If it was not said by one of the participants, explain that using open-ended questions is a great way to open a discussion. Ask: *"Can you please give me examples of such questions?"* Appreciate any good examples and if needed, add the following ones:

- *"What is your experience with …?"*
- *"What would you do if …?"*
- *"What happens when …?"*

Explain that sometimes when we start a discussion, people may not respond as much. Ask: *"What can you do to* ***encourage discussion****?"* Reflect on what the participants say. If any of the following points weren't mentioned, explain them:

- When people do not respond, it might be because they have not understood the question, so they are not sure what they should say. Consider rephrasing your question to ask it differently.

- People might also need to collect their thoughts first. Give them some time to reflect individually.
- Sometimes the participants just need someone to get the conversation started. Once a few people start talking, it often motivates others to say what they think. Discussion can be encouraged by:
    - Using different types of open-ended questions, such as:
        - *"What have you heard about …?"*
        - *"What do others think?"*
        - *"What is your experience with …?"*
        - *"Why do you think so?"*
        - *"Can you say more about that?"*
    - Explain that another way is to present two conflicting statements related to the discussed topic and ask them which one they agree with more. For example: *"Some people think that … Other people say that … Which opinion do you agree with more?"* Once people have expressed their preference, ask them to explain why. This simple exercise can stimulate further discussion. Say: *"Let's now practice this method."* Take the following steps:
        - Ask the participants to suggest a light, non-controversial topic that people often have a different opinion about. Avoid political or religious topics. For example: *"Some people think that tea is a better drink. Others prefer coffee. What do you think? Why?"*
        - Ask for one or two volunteers who would like to facilitate the discussion using the good practices written on flipchart #1 ("DO").
        - Allocate three minutes for the discussion.
        - Then ask participants: *"What do you think about this method?"* Respond to what they say.

Explain that the next topic you would like to talk about is **how to engage *everyone***. Some people don't speak much because they are shy or because they just want to listen to what others say. For others, it is for cultural reasons. Similarly, young people might be reluctant to disagree publicly with the opinions of older people.

Ask: *"How can you ensure that everyone is engaged in a discussion, even women and people who are young or shy? What can you do?"* Reflect on what the participants say. If any of the following points weren't mentioned, explain them:

- Setting the ground rules for the discussion – saying that people can say whatever comes to their mind. They do not need to worry whether their opinion is right or wrong.
- Organising learning events, such as training, in informal settings (e.g., in a community) rather than in an official training venue where some participants might feel more inhibited.
- Encouraging less-vocal people to speak, e.g., by saying*: "We would like to hear from everyone. For those who haven't had a turn yet, can you please share your thoughts about this?"* Avoid picking specific people, as it might make them feel uncomfortable.
- Allowing people to discuss the topic in smaller groups with people that they feel comfortable with (e.g., groups of women or groups of young people) and then let a representative of each group present what they discussed. Another very effective option is to discuss the topic in pairs.
- Have people reflect on their own opinions quietly first. Some participants need a moment to collect their thoughts in order to feel comfortable sharing with others.

Explain that the next topic you would like to talk about is **how facilitators can help when some participants are very talkative.** Ask: *"What can you do when there are one or more people who are doing most of the talking and there isn't much opportunity for other participants to contribute to the discussion?"* Reflect on what the participants say. If any of the following points weren't raised, explain them:

- Show appreciation for what the talkative person said, then turn to the other people and ask them a question like, *"What do others think?" or "Let's hear from someone who hasn't shared yet".*

- Encourage the other participants to participate more, using the tips provided earlier.
- Divide people into smaller groups, as explained earlier.

Explain that the next topic you would like to talk about is **what to do when people go off topic**. Ask: *"What can you do when people start talking about something that does not relate to the objective of the discussion?"* Reflect on the answers. If any of the following points were not mentioned, explain them:

- Directing people back to the main objective of the discussion, e.g., by saying: *"What you are saying is important. Today we are focusing on a different topic, which is* [specify the topic / objective]. *Let's now return to it."*
- Or, asking participants to take a step back and summarize what has been discussed regarding the main objective. Then proceeding with the discussion that relates to the objective.

If the time allows, ask the participants to **summarize** the key practices that they should follow.

(50 min) **Say**: *"Let's now put everything that we just learnt into practice. We will practice facilitating a discussion using role play."*

Divide participants into groups of 6-7 people each. Point to **flipchart #3** and explain the following instructions:

- Each group will need one volunteer who is willing to act as a facilitator. The facilitator should use the key DOs discussed during the session for facilitating discussion.
- The remaining participants will act as mothers / fathers. Encourage them to act as mothers / fathers usually do, without making it too easy or too difficult for the facilitator.
- Each group will be working on this situation – point to **flipchart #3** again and explain the instructions.
- Take 5 minutes to prepare for your role play, then start the discussion. The discussion should last about 10 minutes.
- Once you finish, the mothers / fathers provide feedback – what went well and what could be improved. The feedback should focus primarily on the good practices explained in this lesson.
- Once the first discussion is over, another person should volunteer to facilitate the second discussion, using the same steps. The topic of the discussion can be the same or you can choose something else that you deal with in your work.
- Ask: *"What would you like me to clarify?"*

Observe the role plays. If you notice the participants going off track, help them to re-focus on the given task.

When all groups have finished two discussions, ask the participants to come back together and discuss their experience using the following questions:

- *"How did it go? What went well? What was difficult?"*
- *"Next time, how can you manage the things that were difficult?"*

Reflect on what the participants say. When needed, provide required advice.

(5 min) **Ask**: *"What would you like to ask about or comment on before we conclude this topic?"*

Explain that tomorrow the participants will have another opportunity to practice facilitating a discussion.

1.7 Wrap-Up

Time Required: 10 minutes

Materials to Prepare:

- Flipchart #1 with the following points written on it (leave space for sticky notes below each point)
  - *What skills will you use?*
  - *What did you like about the training?*
  - *How could the training be improved?*
- 60 sticky notes

Guidance:

Wrap up the day by **asking participants to share their feedback** with you. Ask someone to distribute sticky notes, providing three for each person. Point to flipchart #1 and explain that you would like the participants to write individually:

- On the first sticky note, write which of the skills / good practices that they learnt today they would want to use during their community work.
- On the second sticky note, write what they like about the training.
- On the last sticky note, write how could the training be improved.

Ask the participants to paste the sticky notes below the relevant questions on the flipchart. Once the participants leave, review them and use the feedback to prepare for the next days.

At the same time, **ask participants to make a note** in their notebooks to remind themselves of the skills they want to practice right away after this training.

Explain the program for the next day and ask everyone to be on time.

DAY 2

2.1 Review of First Day

Time Required: 20 minutes

Objective: Remind participants of the key lessons from yesterday and energize them to learn new things.

Materials to Prepare:

- List of Questions for the Game (see in the annex)
- Flipchart #1 with the heading 'How to Provide Feedback', including the following instructions:
  - *How did it go?*
  - *I liked …*
  - *What if …?* or *How about …?*
  - *Thank you.*

Guidance:

(25 min) **Welcome** participants.

Tell the participants that today they will be learning new things and also practicing what they learnt yesterday.

Explain that you will play a simple game reminding people of what they learnt so that they can use it again today.

Ask participants to stand in a large circle, so that there is at least half a meter between them.

Explain that their task is to pass a "clap" round the circle as quickly as possible. Identify who starts the clapping and the direction of the first clap. Explain that each person can *clap once* and pass the clap in the same direction or *clap twice* and change the direction of the clap. Encourage participants to clap faster and faster. When someone gets it wrong (e.g., claps when s/he was not supposed to or if s/he forgets to clap), **the person will be asked a question** (see the list of questions in the annex). If the person does not know the answer, ask others for advice. If s/he provides an incorrect answer, ask others for their opinion on a correct answer. The game then continues until all questions are completed (alternatively, you can change to a different game – see below).

Alternative game: Participants should remain standing in the circle. One person starts by saying *"I am going to the market to buy fish."* The next person says, *"I am going to the market to buy fish and rice."* Each person repeats the list, and then **adds any item**. Encourage people to **add any funny or unusual items to the list**. The aim is to be able to remember all of the items that all of the people before you have listed. The first person who does not manage to repeat the entire list correctly will be asked a question (see the list of questions in the annex). If the person does not know the answer, ask others for advice. If s/he provides an incorrect answer, ask others for their opinion on a correct answer.

At the end of the game, when participants return to their chairs, **ask them** what they would like to clarify regarding the topics you covered yesterday. Together with the participants, clarify whatever is not clear.

(5 min) **Explain** that today the participants will practice a lot of what they have learnt. A part of it is observing other participants and then providing them with constructive feedback. Explain that sometimes telling people how well they do their work is sensitive. Therefore, it is important that we are able to do it well. Show **flipchart #1** and explain that providing good feedback involves the following four steps:

1) Ask the person whom you observed **what s/he thinks** about how well s/he did during the activity, e.g., using the questions *"How did it go?", "What went well?",* and, if needed, *"Can you tell me more?"* Such a step makes the person reflect on her/his performance, allowing her to point out possible weaknesses (instead of you telling them).
2) Say **what you liked** about her/his performance, starting by saying *"I liked that …"*.
3) Only then should you focus on any weaknesses that you observed. To make sure that they are presented sensitively and to help the person improve, you should present the weaknesses as **positive suggestions** of what the person can improve on and how. Start by saying *"What if you …"* or *"How about …"*. Hearing such suggestions for improvement can give the person receiving feedback clear advice on how to improve her/his performance.
4) The person receiving the feedback should just respond with a polite **thanks**.

Explain that in the following sessions, participants will practice giving feedback. Stick the flipchart on the wall so that participants can look at it in the following sessions.

2.2 Verifying People's Understanding

Objective: Participants know how to verify whether people understand what was shared with them.

Time Required: 20 minutes

Materials to Prepare:

- Flipchart #1 with the heading 'How to Verify People's Understanding'

Guidance:

(5 min) **Introduce** this session by explaining that today the participants will continue learning how to communicate with people in a way that is clear and attractive. At the same time, explain that communicating well is not enough – we also need to know how to check how well people have understood what was shared with them.

Ask: "*How many of you have experienced a situation where you were saying something to mothers or fathers and you later realised that some of them had not fully understood what you told them?"* (Most likely, they've all had this sort of experience.)

Say: *"It often happens that some people do not fully understand what we have explained to them. Why do you think they don't understand?"* Reflect on what the participants say. Acknowledge that while it is possible that people did not listen to us properly, it is equally possible that the "mistake" is on our side. Perhaps we did not speak clearly or what we said was not very useful to the people.

Explain: *"Whenever we – or someone else – share something important with people, it is important that we verify how well they have understood it. Otherwise, we might assume that everything is clear even when it was not correctly understood."*

(10 min) **Say**: *"Let's now discuss how we can verify whether people understood what we shared with them."* Ask participants to **work in groups** with people sitting at the same table and give them the following task: *"Imagine that you talked to people about something, and you want to know whether they have understood you correctly. Please discuss and write down how you can do it."* Allocate 5 minutes. Once the time is over, ask the groups to share their suggestions and record them on **flipchart #1**. If any of the following points were not mentioned, write them on the flipchart and explain them to the participants:

- Asking people to summarize what you told them, as you want to know whether you explained it clearly – *"Could someone summarize what I said?"*
- Asking people for their opinion – *"What do you think about what I just said?"*
- Giving people the opportunity to practice immediately what they learnt and observing them.
- Asking people to tell you what was not clear – *"What would you like me to clarify?"*

Ask: "*Do you think that the question 'Do you understand me?' is a good question or not?"* Reflect on what participants say. If needed, explain that the participants should not use such a question because:

- People might not be willing to admit that they did not understand you.
- People might think that they understood you when in fact they did not understand you correctly.

Important: Explain that it is equally important that we verify whether *we* understood people correctly. This can be done by summarizing what they said (e.g., *"If I understood you correctly, you mean that …"*) and asking them whether you understood it correctly.

Ask: *"What questions or comments do you have regarding this topic?"* Respond to any questions and explain that in the following session, the participants will practice using this skill.

2.3 Giving a Talk

Objective: Participants practice how to give a short talk about a health / nutrition / WASH topic in a way that people find interesting and motivating.

Time Required: 70 minutes

Materials to Prepare:

- Flipchart #1 with heading 'How to Give a Great Talk'
- Handout 'Tips for Giving a Talk'
- Flipchart #2 with the following instructions:
  - *Give a 2-minute talk about any health / nutrition / WASH topic.*
  - *Speaker verifies participants' understanding.*
  - *Others provide feedback.*
- Five tablets or smartphones capable of recording video. (Recommended but not mandatory; if used, identify in advance participants who are able and willing to record and then play the videos.)

Guidance:

(20 min) **Introduce** this session by explaining that it focuses on something that the participants have lots of experience with – giving a talk about a health / nutrition / WASH topic.

Ask: *Who amongst you has experienced a person giving a really good talk, on any topic? Can you please raise your hand?"* Reflect on how many participants had a positive experience.

Ask: *"Who amongst you has experienced someone who talked quite poorly? Can you please raise your hand?"*

Say: *"As we can see, you have lots of both positive and negative experiences with people giving a talk. And this is something that I would like to build on during this session."*

Say that you have a quick task for the participants. Explain the following instructions: *"Individually, think about what a person should be doing in order to give a really great talk. Write down the key points in your notepad."*

Once the participants have recorded the 'good practices' they experienced, ask them to share them with others. Record the key 'good practices' on **flipchart #1** 'How to Give a Great Talk'.

Distribute the **handout** 'Tips for Giving a Talk' and ask the participants to read it and try to identify whether it includes any 'good practices' that were not mentioned yet. If so, record them on the flipchart.

Emphasize that one of the most common mistakes is that people talk for too long, and the others then lose attention. Behaviour change is primarily about discussions, not about delivering long speeches. When we give a talk, it should not be longer than 5-10 minutes. Then we should again engage people (e.g., by starting a discussion or getting them to practice what you talked about).

(45 min) **Explain** that while it is relatively easy to make such a list of 'good practices', it is much more difficult to make sure that we use them, even when we are aware of them. Therefore, the remaining part of this session will focus on practicing these skills.

Divide the participants into groups of 3 (if possible, put together people who do not know each other well as giving a talk in front of them is likely to be a more useful learning experience). Point to **flipchart #2** and explain the following instructions:

- Each group member will have the task of giving a 2-minute talk about any health / nutrition / WASH topic. Another group member will monitor the time.
- The presenter should do his/her best to follow the 'good practices' that we just discussed (point to **flipchart #1**).
- The remaining participants will observe the extent to which these 'good practices' are used – i.e., focus on HOW the talk is delivered, NOT on whether the presented information is technically correct, etc.
- Once the talk is finished:
    - The speaker will verify how well people understood what s/he said using the practices recommended in Session 2.2.
    - The remaining participants will provide feedback using the method we learnt today. Point to the **flipchart** from Session 2.1 explaining how to give feedback and summarize the four steps.
- This will be repeated until everyone has given a talk.
- Ask whether anything should be clarified.

Optional Activity: Using Video Recordings

One way in which people can see what they are or are not doing well when they give a talk is when they can watch a video recording of their performance. If you managed to get tablets or smartphones that are capable of making brief video recordings, explain to the participants the idea behind recording their performance. Agree on how the videos will be used, such as:

- One group member records the participant giving the 2-minute talk.
- When the role play is over, all the group members watch the recording (on a tablet / smartphone), trying to identify the main strengths and opportunities for improvement.
- Once they finish watching, the group members provide feedback on what went well, what could be improved on, and how.
- To ensure privacy, make sure that the videos are deleted from the devices once feedback is given.

People participating in learning events usually find using video recordings a useful and enjoyable experience. At the same time, if you cannot secure the required devices, it is understandable and it is not a major problem if you are consequently unable to do this exercise.

Ask participants to begin the exercise. They should first decide individually which topic they will talk about and remind themselves of the 'good practices' written on the flipchart. Assuming that there are 3 members in each group and each member needs up to 10 minutes to give a talk, verify understanding, watch the video, and receive feedback, the entire exercise should take about 35 minutes.

Go around the groups, observe the talks, and especially the provided feedback. Once everyone has finished the task, ask them whether anyone would like to give a talk in front of all the participants. As it is a more challenging task, it can be a useful learning opportunity. Others should then provide their feedback.

Once everyone has given at least one talk, ask the participants to sit together again. Ask them about their experience: "*What went well? What was difficult?"*

(5 min) **Ask**: *"What would you like to comment on or ask about?"*

<u>20 MINUTES BREAK</u>

2.4 Negotiated Behaviour Change

Time Required: 70 minutes

Objective: Participants are familiar with the main steps of the process Negotiated Behaviour Change and are able to use them in their work.

Materials to Prepare:

- Flipchart #1 with the heading 'Promoted Behaviours'
- Flipchart #2 with the heading 'Advantages of Negotiated Behaviour Change'
- Handout: 'Role-Play Dialogues' with options A and B
- One set of cards from the handout Illustrated Steps in the Process of Negotiated Behaviour Change per group of participants (it is up to you whether you choose the cards with pictures of men or women)
- Handout: 'Steps in the Process of Negotiated Behaviour Change' for each participant

Guidance:

(10 min) **Explain** that today you will keep talking about how we can promote behaviours in an effective manner.

Ask participants to share some of the desired behaviours that they promote in their work. Write them on **flipchart #1** with the heading 'Promoted Behaviours'.

Ask participants if it is always possible or easy for people to practice the ideal behaviour. The participants will likely answer "no". If they answer "yes", ask them to think of a time when they tried to change their own behaviour and if they faced any barriers.

Ask for some reasons why community members might not adopt some of the behaviours we promote. Answers may include:

- Lack of money, time, or energy;
- Difficulties with getting the materials or inputs they need;
- Fear of what others will think of them when they practice the promoted behaviour;
- Cultural taboos or religious views;
- Difficulty remembering how/when to do the behaviour;
- Fear of negative consequences of doing the behaviour;
- Thinking that the problem the behaviour addresses/prevents is not likely to happen to them; or
- Thinking that the problem is not serious.

Ask: *"When community members, such as mothers, fathers, farmers, or youth, have trouble changing their behaviour, **what is the role of people like you**?"* Answers should include:

- We need to **understand** why people are having difficulties with adopting the promoted behaviour – i.e., what the **'barriers'** are (lack of awareness of the behaviour and its benefits is usually NOT the main barrier);
- We need to understand what could **motivate** people to adopt the behaviour; and
- Then we need to **support them in overcoming the barriers and appreciating the motivators.**

Explain that one way to help people overcome barriers is called **negotiated behaviour change**.

(35 min) **Ask the participants**: *"What do you think the phrase '<u>negotiated</u> behaviour change' might mean?'*

Explain: Negotiated behaviour change (or 'NBC') means that you discuss with a person her/his current situation, current practices, and the things that could take her/him closer to practicing the desired behaviour. You do not force the person to do something. You listen respectfully to what the other person is saying and, in the end, **you agree on one or more small steps** that will bring her/him closer to practicing the behaviour (e.g., you agree with a mother that to diversify a child's diet, she will be adding an egg to the child's meal).

Ask participants to **imagine two different scenarios** from their own lives:

1) First, someone comes to them and tells them what they should be doing and why. For example, why they should exercise for half an hour every day.
2) Second, someone comes to them, discusses with them how they are doing these days, how they feel about exercising, what they see as its advantages, what makes it difficult to exercise … and s/he agrees with them on what small steps they could do to exercise a bit more.

Ask: *"Which approach will be more effective? Why do you think so?"*

Discuss the answers and **record the key reasons** for why the second situation is likely to be more effective on **<u>flipchart #2</u>** 'Advantages of Negotiated Behaviour Change'.

Once you list the key advantages, **say**: *"Now, please watch a role-play that demonstrates the different steps in the Negotiated Behaviour Change process very carefully. Try to identify what the main steps are."*

Together with two volunteers, **demonstrate Option A** from the **<u>handout</u>** 'Role-Play Dialogues'. Agree on it with the volunteers in advance and ensure that they read the text before the role-play takes place (if possible, practice the role-play in advance).

After the role-play, **ask participants to tell you what the different parts of the dialogue were**, including: *"What happened first? Then what happened next?"* Whenever they mention one of the main steps, highlight it.

Ask the participants to sit in groups of 4-5 people. Explain that the dialogue **consisted of eight main steps** and that they will **play a quick game** to understand what the eight steps are and what the sequence is.

Distribute eight cards to each group from **<u>Handout</u>**: 'Illustrated Steps in the Process of NBC'. Explain that each card represents one step in the NBC process. Ask the participants to **put these steps in the correct order** as they heard them in the role-play.

Once participants are done, **distribute a copy of the <u>Handout</u>**: 'Steps in the Process of NBC' to each participant. Ask each participant to 1) **read the text** first and then to 2) **compare the order** they have with that in the handout. Ask participants for questions and clarify any misunderstandings.

Explain that now you will **distribute a <u>handout</u> with Options A and B** and ask the participants to each read Option B, paying attention to the different stages of the process of NBC.

When participants finish reading, ask them:

- *What do you think about the approach?*
- *How is this methodology different from the behaviour change activities you do in the communities?*
- *What do you like about the approach?*
- *What are you not sure about?*

(20 min) Highlight the following points about NBC by asking questions and explaining the points in detail.

- **Engagement of influencers**:

  Questions: *"Among whom should you promote the desired behaviour? Is it enough to only involve the person who is supposed to practice it? Why do you think so?"*

  Explanation: Often, **a person needs the support or at least the approval of other people** to be able to practice a behaviour (e.g., when mothers-in-law take care of babies, when husbands decide about expenditures, when you promote behaviours that go against social norms - e.g., men helping with domestic tasks, etc.). That is why it is important that we also engage these 'influencers'.

- **The importance of agreeing on smaller steps that lead to behaviour change:**

  Question: *"In the case of the first role-play, the promoted behaviour was 'bringing children to a health facility in the first 24 hours when they get diarrhoea'. However, during the home visit, the health worker did not tell the mother 'You must bring your child to a health facility in the first 24 hours when s/he gets diarrhoea.' Why she did not say it so directly?"*

  Explanation: People need to know what the 'ideal' behaviour is. In the case of the scenario, the ideal behaviour was already explained in the previous group session. At the same time, when we ask people to do something new, they might reject it because they feel that it is too difficult or because they face some difficulties. Therefore, it is also important to agree with people on taking **smaller steps that are feasible and lead towards the behaviours**. For example:

  - Instead of just telling a mother to cook meals using different ingredients, we also agree that she starts by adding locally available dark green vegetables or an egg to a porridge that she normally prepares.
  - Instead of asking people to start using a new method of growing food (e.g., intercropping), we can agree that they will visit someone who already uses it. As the next step, we can agree to pilot it on a smaller plot of land.
  - Instead of just telling a woman to use soap for washing hands before cooking, we also agree that she talks to her husband who does most of the shopping and decides how money will be used.

  If you **break the big goal of adopting a given behaviour into smaller steps**, you are likely to be more effective because it is easier for people to take smaller steps.

  Emphasize that **agreeing on a clear action is crucial** for ensuring that something positive happens as a result of the meeting. Agreeing on a specific action also makes it easier for people to act upon what they learnt. **Explain** to the participants that the action does not need to be proposed by them – instead they can ask people: *"What is one action that you can take before I see you again?"*

- **Longer-term approach**:

  Questions: *"When using such an approach, do you think that one visit is enough or that you have to visit the person more times? Why do you think so?"*

  Explanation: People often have to take **more than one step before they manage to adopt the promoted behaviour**. During the follow-up visits, you should follow the same eight steps, only this time you ask about the agreed-upon behaviour / small step first and then go on from there.

- **Used both for home visits and group sessions:**

  Questions: *"Do you think that such an approach can be used only for home visits or group sessions, or both? Why do you think so?"*

  Explanation: We saw the approach being used in the context of a home visit. However, when you think about the eight main steps, you can see that they are also relevant for group sessions. **Ask**: *"In your opinion, what differences exist when using the approach for a home visit compared to a group session?"* Discuss differences.

(5 min) **Ask for questions**.

LUNCH BREAK (1 HOUR)

2.5 Conducting Home Visits

Time Required: 110 minutes

Objective: To help participants understand and practice how to conduct home visits effectively.

Materials to Prepare:

- Flipchart #1 with the heading 'Best Tips for Doing Home Visits'
- Flipchart #2 with the heading 'The Main Difficulties We Face'
- Handout: 'Quality Monitoring Checklist: Home Visits / Negotiated Behaviour Change'
- Handout: 'Role-Play Scenarios'

Guidance:

(35 min) Explain that in the remaining part of the training you will be **practicing doing home visits** using the Negotiated Behaviour Change approach.

Ask participants about how many visits they have conducted as a part of their behaviour change efforts. Reflect on how much experience there is in the room.

Ask: *"What do you think is the main purpose of conducting a home visit?"* Let participants brainstorm their ideas. Emphasize then that the main purpose of home visits is to **help people overcome the barriers** to practicing the promoted behaviours and to **motivate them** to adopt the behaviours. If someone mentions that the main purpose is to 'educate people' or to 'raise people's awareness', explain why education / awareness raising is not enough.

Explain that home visits also help with establishing or strengthening a connection with the visited person and her/his family, learning about her/his life, gaining their trust, and understanding which behaviours they do and do not practice and why.

Ask participants to **divide into groups of 4-5 people**. Ensure that in each group there are a similar number of participants experienced in conducting home visits.

Show **flipcharts #1 and #2** and explain the questions:

1) *"What are your best tips for how to make home visits effective? What 'good practices' can you recommend to other volunteers who conduct home visits?"*
2) *"What are the main difficulties you face when doing home visits?"*

Explain which group will discuss which questions (1 question per group) and record their answers on a piece of paper. Allocate 15 minutes.

Ask each group to **count how many 'best practice' tips they have**. Ask the group with the highest number of tips to present their answers to both types of questions. **Record them** on the two flipcharts. Then ask the other groups to **add additional points** that were not mentioned yet.

As the next step, **for each listed difficulty, discuss with the participants how they would suggest addressing them**. Which of the tips listed in the other flipchart could they use? Which of the practices they learnt could they use? (i.e., together try to come up with a solution for addressing each of the experienced difficulties). If participants do not mention some of the important skills / practices shared during the training, mention them and show how they can help with addressing the given problem.

(15 min) **Explain** that you understand that for many volunteers it is not easy to remember to use all these good practices and to use them well. **Therefore, ADRA staff will help them by observing** how they conduct some of the household visits they plan for the coming months and by providing them with feedback for their further work.

Explain that to make this easier, ADRA will be using checklists focusing on the most important practices. **Distribute <u>Handout</u>: '**Quality Monitoring Checklist: Home Visits / Negotiated Behaviour Change' and explain that this is the checklist that ADRA will be using. Explain also that the participants should try using it today so that they 1) see what the checklists focus on and 2) can see how useful they are.

Explain how the checklist should be used (e.g., quietly observing, not interfering, etc. - see guidance in the checklist) and then go through the 15 points the checklist monitors. Most were already covered in the previous part of the training. Ask people about any parts of the checklist that are not clear.

(45 min) **Divide the participants into small groups of four people** (it is okay if one group has 3 people only). Give each group the **<u>Handout</u>**: 'Role-Play Scenarios'. Explain that each group should choose a scenario, discuss it, and then **develop a short (3-5 minutes) role-play** based on the scenario **using the Negotiated Behaviour Change approach**. One person will play the role of a community volunteer, another will play the role of a community member, another person will act as supervisor (using the provided checklist), and the last person (if available) will play the role of an influencer.

Explain that when the role-play is over, the person who **'supervised' the role-play** using the checklist should provide feedback in the way we learnt in the morning. Point to the **<u>flipchart</u>** 'How to Provide Feedback?' from Session 2.1 and ask participants to summarize the key steps.

Explain that the role-plays and the feedback should continue until everyone has played the role of a volunteer.

Now the role-plays can start.

(15 min) When the role-plays are over, **discuss with the participants about their experience**. Ask them:
- *What went well?*
- *What was difficult? How would they suggest overcoming the difficulties?*
- *What did they think about using the checklist?*
- *What would they like to ask about?*

2.6 Wrap-Up

<u>Time Required</u>: 10 minutes

<u>Guidance</u>:

Wrap up the day by asking participants to **discuss with the person sitting next to them** which of the skills / good practices they learnt today they want to start using right away in their community work. Allocate five minutes, and then ask whether anyone would like to share their plans (not mandatory).

Tell the participants that tomorrow is the last day of the training. Present the program planned for tomorrow and explain that you would like the rest of the training to be as useful as possible. Therefore, ask them to **write down their suggestions on**:

1) What is still unclear or confusing to them;
2) What can be done to make the training even more useful.

Ask them to write it on a page from their notepad and show them where they can leave the feedback.

DAY 3

3.1 Effective Use of Communication Materials

Time Required: 60 minutes

Objective: To ensure that the participants are able to use available behaviour change communication materials in an effective manner.

Materials to Prepare:

- Sets of the types of communication materials that the participants are supposed to use during their community work displayed in the training room (there should be one set per table of participants).
- Flipchart #1 with the question: *'How do you ensure that communication materials are used effectively? What works well? What other good practices do you use?'*
- Flipchart #2 with the question: *'What difficulties do you face when using communication materials?'*

Guidance:

(25 min) **Ask the participants to have a look at the communication materials** displayed on their table (e.g., flipbooks, posters, stickers, materials for demonstrating certain behaviours, etc.). After a few minutes, ask them: *"What are these materials good for? What is their purpose?"* Reflect on what they say.

Clarify that different materials have different purposes and therefore they have to be used differently. This helps us ensure that the materials are used effectively and are likely to contribute to the desired change in people's behaviours.

Gradually, go through each type of material (e.g., flipbook, sticker, poster, etc.), **asking participants what they should and should not be doing** when using this type of communication material. Whenever participants do not mention an important point, explain it to them.

For example:

Flipbooks

- Flipbooks are usually A3 size pages bound together, where on one side there is a **picture** illustrating the topic and on the other side there is written **guidance** for the volunteer who is explaining the topic.
- Flipbooks are used when we need to **illustrate the topics we talk about** (e.g., in order to attract people's attention) while having a reminder of what to say.
- When we use a flipbook, we need to make sure that **everyone can see its content** (i.e., people are not sitting too far or at an angle where they cannot see it).
- If there are too many people and it is important that they see the details of a picture on the flipbook, allow the flipbook to be **passed from one person to another.**
- It is important that you **keep looking at and talking to the people** – avoid just looking at the flipbook.
- Be participatory – instead of just telling people what is included in a picture, **ask them what they see** and what they think about it (this will also help you check their understanding of the content).
- Similar tips should be used when using **posters** and **leaflets** (in the case of leaflets that are given to people, if possible, discuss the content of the leaflet with them – do not just distribute them).

Stickers

- Stickers are usually used to **remind people** to practice the behaviours (e.g., to wash hands with soap or to switch a water tap off when brushing teeth).
- In order for stickers to be effective, people have to 1) actually use the stickers and 2) see them at a time when they are supposed to practice the behaviour – therefore, instead of just distributing the stickers, **discuss and agree with people**:
  - Whether they sometimes forget to practice the behaviour;
  - If so, whether a nice sticker placed in their home (or elsewhere) would help them remember;
  - If so, where would they place the sticker so to remind them to practice the behaviour at the right moment.

Materials for Demonstrating Behaviours

- Use demonstrations whenever you promote a **behaviour that can be shown** – it is much more effective than, for example, telling people about it or giving them a leaflet (e.g., about how to wash hands).
- Whenever possible, it is important that you do not only demonstrate something (e.g., preparing Oral Rehydration Solution or using MUAC tape) but **let people practice it** – everyone should have an opportunity to practice the promoted skill or behaviour at least once.
- Recognize that some people already know how to correctly practice the promoted behaviours – consider **engaging them in demonstrating** the good practice / skill to others. They can also share their tips for remembering (how) to practice the behaviour.
- During / after demonstrating and practicing the behaviour, **discuss with people how it is going and what they think** about it; questions might include the following:
  - *How do you feel about* [specify the skill / behaviour]*?*
  - *How easy or difficult would it be to do it at your home?*
  - *What would make it easier for you to* [specify the skill / behaviour]*?*

Discuss with the volunteers which materials for demonstrating the promoted behaviours they use now and which other currently missing materials would help them in their behaviour change work (e.g., breast models, videos that they can be shown on a smartphone, etc.). Explain to what extent **your organization can provide such missing materials**. If it can, make a clear action plan to make sure that it takes place.

(10 min) To take advantage of participants' positive experiences, **ask them to share any additional tips / good practices regarding the use of communication materials** by asking the following questions written on **flipchart #1**: *"How do you ensure that communication materials are used effectively? What works well? What other good practices do you use?"*

(20 min) As the next step, divide the **participants into 3 groups and ask them to discuss** the following topic written on **flipchart #2**: *"What difficulties do you face when using various communication materials?"* Allocate 10 minutes. Then discuss the answers with all the participants and **together come up with possible solutions**.

(5 min) Explain to the participants that despite best efforts, communication materials or messages might **not always be effective**. People might misunderstand them or see them as not relevant to their lives. Emphasize that in such a case, the **participants need to share such feedback with the organization's staff**, so that these ineffective messages / materials can be improved.

As the concluding step, **ask participants** what they would like to add or ask about.

Explain that **in the following sessions, the participants will practice** the use of communication materials. Explain also that through the observations of either home or field visits and the group sessions they conduct, ADRA staff will help them make sure that they are using all materials effectively.

3.2 Facilitating Group Sessions

Time Required: approx. 3 hours

Objective: To help participants understand and practice how to conduct group sessions effectively.

Materials to Prepare:

- Flipchart #1 with the heading 'The Key Steps During Group Sessions'
- Handout: 'Steps for Group Sessions' for each participant
- Handout: 'Quality Monitoring Checklists for Group Sessions' for each participant
- Flipchart #2 with the following questions:
  - *What are such checklists good for?*
  - *How should the checklists be used?*
  - *How should feedback be provided?*
- Sets of behaviour change communication materials from the previous session (one set per table)
- Flipchart with phrases for providing constructive feedback (from Session 2.1)

Guidance:

Note: *If the participants were already trained in conducting group sessions using a certain methodology, such as Care Groups, Mother-to-Mother Support Groups, or Farmer Field Schools, consider whether the content of this session fits well with the methodology, otherwise it might be confusing. If required, change this session accordingly.*

(30 min) **Ask participants** who amongst them has already promoted various behaviours to a group of people; which will most likely be all of them, unless some are newly trained volunteers. Reflect on how much experience there is in the room.

Explain to the participants that each **group session consists of many steps**, starting with greeting people and finishing with saying goodbye to everyone.

Ask the participants to **divide into groups of 4-5 people**. Explain that each group will be **responsible for making a list of all the steps that should be taken during a group session** that promotes the organization's priority behaviours, irrespective of the sector. As a small hint, encourage them to think of what they learnt during the session on home visits, especially related to the eight steps of the **Negotiated Behaviour Change process**.

Allocate 10-15 minutes for participants to come up with their list of the key steps. To ensure that they understand what they are supposed to be doing, ask them for a few examples of the steps before they start.

When the groups finish their lists, **ask them what the first step should be**. Record the correct answer on **flipchart #1**. Keep asking about and recording the subsequent steps, making sure that they are recorded in a meaningful order.

(30 min) **Provide participants with the handout 'Steps for Group Sessions'**. Explain that these steps are based on the Negotiated Behaviour Change approach, which they practiced yesterday. Go through the key steps with the participants, explaining their meaning and importance. Reflect also on which steps the participants have already mentioned and recorded on the flipchart and which ones are new. **Among the main steps are**:

- Greet everyone.
- Introduce yourself. If you do not know the participants or if they do not know each other, ask them to introduce themselves as well.

- If the session is a follow-up of a previous meeting, then:
  - Ask people about any conclusions / agreements made during the previous meeting (e.g., asking how things went, whether they faced any difficulties, etc.).
  - Listen to what people say.
  - Show appreciation for any progress made.
  - Discuss how they can overcome any difficulties they faced.
- Explain why you are meeting together today. Mention a benefit that people will find attractive (e.g., *"What can we do to make sure that newborn babies have a healthy and happy start to their lives?"*)
- Use open-ended questions to ask people about their current knowledge and practices related to the promoted topic / behaviour.
- Listen and reflect on what people are saying.
- Appreciate good practices, highlight the *'motivators'* (i.e., things that motivate people to practice the behaviour).
- Jointly prioritize people's most important *'barriers'* that prevent them from practicing the desired behaviour or make it very difficult to practice.
- Discuss with people how they can address the barriers they are facing while providing your inputs (e.g., advice, experience, stories, etc.) – inputs that help them address some of these barriers, especially those related to beliefs, misconceptions, lacking knowledge, negative social norms, etc.
- Verify to what extent people understand the main points / messages you shared.
- Agree or negotiate with people on a doable action(s) they will take that would bring them closer to practicing the promoted behaviour before the next meeting.
- Make an appointment for a follow-up meeting.

When you finish reviewing the key steps, **ask participants for feedback on the list**. *To what extent do they feel that they can follow these steps? Which steps are not clear?* Clarify whatever is required. Encourage participants to use the handout **'Steps for Group Sessions'** for planning their group sessions with the community members.

20 MINUTES BREAK

(20 min) **Explain that group sessions are not only about what we do but also about how we do it**. During the previous two days, we learnt what we can do to communicate and facilitate meetings in an effective way. Ask participants to brainstorm a few examples.

Explain that since it is **not easy to remember** all the good practices, ADRA is using Quality Monitoring Checklists to support volunteers' behaviour change work. Explain that the checklist is very similar to the checklist that was used when practicing Home Visits (see Session 2.5).

Ask participants to summarize 1) what such checklists are good for, focusing especially on what benefits their use brings to volunteers; 2) **how the checklists should be used**; and 3) **how feedback should be provided**. If anything important was not mentioned, explain it to the participants. If needed, as a reminder, show them the **flipchart** with the key phrases for providing constructive feedback from Session 2.1.

Distribute the Quality Monitoring Checklists that ADRA uses for monitoring community volunteers' group sessions.

Together, go through the main practices described in the checklist, explaining their importance, and verifying whether participants understand them well. Note that many of them were already discussed and practiced during the previous sessions. Explain that all **volunteers are expected to follow these practices** and therefore it is important that they learn them well.

(75 min) Explain that now it is time to practice what they learnt today as well as in the previous days. Ask the participants to **divide into three groups of 6-7 participants each**. In each group, participants divide the following roles:

- 2 community volunteers who will facilitate a group session
- 1 supervisor who will be using the checklist
- 3-4 community members

Once participants have divided up the roles, ask them to take 15-20 minutes during which:

- **The two community volunteers** select any behaviour that is covered by the available communication materials without letting the other participants know what they chose, and then:
    1) Tell the 'community members' whom they should play (e.g., young women? or women of all ages? or a mix of women and men?) so that their role is relevant to the selected behaviour.
    2) Discuss how to facilitate the group's session which should not last more than 20 minutes.
    3) Agree on which communication materials they will use and how.
- **The supervisor** carefully reviews the Quality Monitoring Checklist and reminds herself/himself how s/he should provide feedback.
- **The participants,** who play the community members, prepare for their role, trying to "put themselves in the community members' shoes."

When everyone is ready, ask them to **start the role-play. Observe** all role-plays and take note of what is going / not going well. Focus on how the communication materials are used. Advise only if participants ask for support.

When a group finishes their role-play, **first ask the supervisor to provide feedback to the community volunteers**. This must be done using the guidance explained in Session 2.1 and remind them again before the role-plays. Again, show the flipchart with phrases for providing feedback.

When the supervisor provides her/his feedback, **ask the 'community members' to share their feedback** on:

- The extent to which the volunteers followed the good practices taught during this training (e.g., principles of effective communication / facilitation, effective use of materials, steps of group sessions, etc.).
- The extent to which the supervisor provided feedback to the volunteers in the recommended manner.

All feedback must be provided using the same system that the supervisor used.

Continue the role-plays of group sessions until each participant acts once as a community volunteer. This means that at least three rounds of group sessions will be needed.

(20 min) As the last step, **discuss with all the training participants about their experience**. Ask them:

- *What went well?*
- *What was difficult? How would they suggest overcoming the difficulties?*
- *How helpful did they find the checklist?*
- *What would they like to ask about?*

3.3 Next Steps

Time Required: 75 minutes

Objective: To help participants clarify for themselves how they will use what they learnt in their work.

Materials to Prepare:

- Flipchart #1 with an image of a happy face ☺ on the top, neutral face 😐 below, and unhappy face ☹ at the bottom of the flipchart
- Flipchart #2 with the heading 'Required Support'
- Comfort Table on a flipchart (see Chapter 1.1)
- Post-test (only if you decide to use it)

Guidance:

(35 min) Hang up **flipchart #1** with the three different faces. Explain that as they near the end of the training, participants should think about how they will continue to apply these skills after the training. **Explain that the faces represent a plan** for themselves following the training:

- *What they want to continue doing, start doing, or **do more** of (happy face)*
- *What they want to **do less** of (neutral face)*
- *What participants want to completely **stop doing** in their behaviour change activities (unhappy face)*

Ask each participant to draw such happy / neutral / unhappy faces on a blank page in their notepad.

Once they draw the faces, **ask them to write down** next to the relevant face what they want to do more of, do less of, or stop doing after the training. Emphasize that everything should be related to the way they communicate / facilitate during their behaviour change work and not other topics. **Allow 10 minutes** for participants to prepare their plans.

When they finish, **ask whether anyone would like to share their plans** in front of everyone. The others who do not want to share their plans publicly can share them with the person sitting next to them only.

(10 min) When everyone says what they would like to change about the way they communicate / facilitate during their behaviour change work, **ask participants whether they can do these changes on their own or whether they need any support**. If they request support, ask them what exact support would help them the most to make these changes.

Record their answers on flipchart #2 'Required Support'. If participants ask for too many types of support, prioritize the most helpful ones with them.

If you know which of the requested (and also any other) support ADRA will provide, **explain this to the participants**. If they request support that you are not sure ADRA can provide, inform participants that you will discuss their suggestion(s) with your colleagues.

(30 min) **Wish the participants all the best** in their upcoming work. Encourage them to use what they learnt. Ask the volunteers to join a **WhatsApp group** where they can share their experience, if it is available.

Ask participants to **indicate on the Comfort Table** how comfortable / equipped they feel about the knowledge / skills listed in the Comfort Table (see Chapter 1.1). If you are using a **post-test**, provide it now.

Ask participants to write their **feedback on the entire training**, including how helpful it was for their work.

ANNEXES

The following file includes all the handouts and other annexes. It can be opened by double-clicking on the icon. If you face difficulties with opening the annex, contact the author at petrschmied07@gmail.com.

All Annexes in a Zip File

All Annexes.zip