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**Management of nutrition programmes:
Flexible modules for training**

Introduction



WORLD HEALTH ORGANIZATION
Regional Office for the Eastern Mediterranean

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1998

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Management of nutrition programmes : Flexible modules for training

Introduction

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Foreword

Why was this manual developed?

The Member States of the World Health Organization's Eastern Mediterranean Region widely differ socioeconomically, but are similar culturally and spiritually. Some of the Member States are classified by the United Nations as "least developed countries" while others have undergone very rapid development in a relatively short period.

This wide disparity in socioeconomic conditions and the many emergencies such as droughts, wars and earthquakes that often occur in the Region are reflected in the type and magnitude of nutritional problems observed. Many Member States suffer simultaneously from undernutrition and overnutrition and from several micro-nutrient deficiencies, albeit in different segments of the population.

Nutrition has become a serious health concern in the Region, and nutrition programmes have been implemented in most Member States. Trained nutritionists, however, are scarce in number, and often the only qualified people available to manage nutrition programmes or projects are health professionals with little background in nutrition.

More nutritionists are needed. Training them outside the Region is one solution, but there are a number of drawbacks. Such courses are expensive and unaffordable without foreign assistance for many countries, which face immense financial difficulties anyway. The courses, which have limited capacity, cannot fully meet training demands. In addition, training effectiveness is sometimes hindered by difficulties of language and the need for cultural adjustment. WHO provides fellowships to attend established training courses outside the Region, but a better alternative is training within the Eastern Mediterranean Region itself.

Although there are numerous training efforts in this Region, most training focuses on one of two extremes: at one end, there are many short training activities within the context of primary health care for midlevel and grassroots workers; at the other, there are a number of institutions offering undergraduate and postgraduate training. The problem with the first type of training is that the trainers themselves often lack technical nutrition knowledge. The problem with the second is that the institutions do not provide relatively short advanced training courses for professionals who are already in the field in different capacities.

In view of the above, WHO's Regional Office for the Eastern Mediterranean decided to establish a regional nutrition training course to meet these needs and to produce a training manual which could be feasibly used by institutions in Member States.

A management board, of which WHO's Regional Office was a member, was established to oversee the development of the regional nutrition training course. The course was developed by WHO staff and consultants together with the staff of the Nutrition Institute in Cairo, a WHO collaborating centre for research and training in nutrition. It was held in 1993 as the Regional Course on Management of Food and Nutrition Programmes. Evaluation of the course subsequently led to the development of a training manual. The Government of the Netherlands provided the financial support for both.

Why is the content of this manual different from that in other training manuals in the Eastern Mediterranean Region?

First, most nutrition-related training in the Region relies heavily on imparting technical information from textbooks and not enough on showing trainees how to deal with practical problems of nutrition. This training course includes field work in which practical skills are applied. Other sections include problem-solving exercises that the trainees are required to perform in different capacities.

Secondly, most training in this Region is based mainly on lectures, during which the trainees remain passive listeners. There is little exchange of ideas between the

trainers and the trainees. In this training manual, all the learning methods suggested (except lecturing) are based on the principles of active learner participation. These methods aim to encourage trainees to develop a constructive attitude towards finding valid solutions for problems.

Thirdly, there is a lack of training schemes designed specifically to train nutrition personnel on knowledge and skills that may not seem to be directly related to the technical aspects of nutrition. Essential skills, such as those pertaining to management and computer operation, can help nutrition personnel to work more effectively and efficiently. Organizing effective training programmes and mastering training methodologies are also important for nutrition personnel. Possession of such skills will enhance the ability of nutrition programmes to establish sound management practices and develop good training capacity, which are crucial for the success of these programmes. This training manual contains sections that will enable trainees to be educated at a multidisciplinary level.

Fourthly, several other aspects of this manual are also unique. The subjects in the manual pertain to the prevalent nutrition problems in the Region. They are also geared towards training the trainees to respond to increasingly decentralized health systems. Trainees are also encouraged to consider sociocultural factors as they learn. In addition, the manual consists of a series of modules, divided into sections, that can form flexible training curricula for short-term and medium-term training. Modules can be used independently of each other to meet different training needs.

Finally, this training manual advocates that the trainers take on a facilitating role instead of a lecturing role. The lecturing approach can be ineffective with adults, particularly if the goals of the training programmes are problem-solving and skills application. A facilitator behaves differently from a lecturer in two ways. First, a facilitator asks questions and poses problems for the trainees to analyse. A facilitator gives a personal opinion about a topic and listens with respect to the opinion of others. Secondly, a facilitator guides the trainees from discussion to action by helping them to decide what they want to do about a certain issue or problem.

For whom?

This manual is designed for programme managers, nutrition service/programme personnel, supervisors of community nutrition workers, nutritionists and health personnel who assume leadership and management positions in nutrition services. The participants must have at least three years of experience in nutrition-related work.

Although this manual was developed for the WHO Eastern Mediterranean Regional Course on Management of Food and Nutrition Programmes, it can also be used effectively for in-country training and in areas outside the Eastern Mediterranean Region. It can be translated into local languages and adapted for different groups of trainees by changing the degree of sophistication of the facilitators' presentations, topic emphasis and some of the learning methods.

The manual can be used in training programmes for:

- ◆ programme managers at the provincial level
- ◆ programme managers at the district level
- ◆ trainers of provincial/district trainers
- ◆ nutrition personnel who are interested in specific skills training.

This manual is designed for courses that have no more than 20 participants. It is advisable to select those who have a similar level of knowledge/skills, who are in a position to work together after training and who are most likely to benefit from the course.

Participants must bring with them brief information in written form about their country (for international training courses) or about their departments/organizations (for in-country training), and a copy of relevant documents such as programme plans, project outlines and work objectives for Module One and Module Six.

What is in the manual?

The manual's content is based on two themes—management and training. These are areas of need where intervention could yield substantive results in improving nutrition work in the Region and elsewhere. Thus, two modules in the manual are devoted to these themes. At the same time, a great effort has been made to choose active learning methods which will ensure the acquisition of practical skills in the two selected areas.

Module organization

This manual is designed to achieve the most practical, immediate and direct training results. It is organized into six skills-oriented training units called modules. Each module is independent of the others and can be used on its own. At the start of each module is a short justification for its inclusion, titled **Rationale for studying the module**.

Each module contains one or more short units called sections. The skills and knowledge imparted by the sections are related to each other in nutrition work. Sections that are linked in either content or methodology are grouped together in one module. This arrangement should also improve trainees' learning processes in that it will allow them to understand related topics in a wider context.

Module One, the introductory module, consists of two sections. Section One is entitled **Food, nutrition and development**, and Section Two is titled **Essentials of nutrition**. Section One presents an overview of the relationship between food and nutrition within the context of development. The second section is a refresher course on nutrition science.

Since community nutrition skills cannot be learned through demonstrations and lectures alone, Module Two, **Nutrition in the community**, aims to teach knowledge and also practical skills in various aspects of community work. **Community nutrition** is the first section in the module, in which major community nutrition

problems, methods of assessments, and the relevant interventions are addressed. Section Two, **Field assessment of nutrition status**, is included so that the participants can practise their skills in a real community setting.

Communication, extension and training is the title of Module Three. The first section, **Communication and extension**, focuses on the acquisition of personal and group communication skills and how to organize extension activities for better nutrition. The overall objective of the second section, **Training knowledge**, is to train the participants to design, implement, evaluate and manage a nutrition training programme successfully.

Throughout the entire manual, the management perspective is given important consideration. However, in Module Four, **Management of nutrition programmes and projects**, the subject of management is considered explicitly. The two sections in this module share a common purpose. Section One, **Administration and management**, teaches general knowledge and skills related to those two topics while Section Two, **Planning a community nutrition project**, guides the participants in the application of planning knowledge and skills in a rural community setting.

The next module, **Supportive disciplines**, covers selected skills and knowledge in three information related areas—statistics, epidemiology and computers. These supportive disciplines are provided in Section One, **Introduction to biostatistics**; Section Two, **Introduction to epidemiology**; and Section Three, **Introduction to the computer**.

The last module, entitled **Participant individual project**, provides an opportunity for participants to apply all the knowledge they have learnt in the previous five modules. The ultimate goal of the section **Project proposal formulation** is the development of a project proposal whereby each participant attempts to solve an important problem in their field of work at home. Each proposal must address a high management or training priority and it must be feasible and technically sound.

See Table A for a summary of the modules and sections.

Table A Structure and estimated duration of course modules

Module	Section	Estimated duration
1. Essentials of nutrition and development	1. Food, nutrition and development	17 days
	2. Essentials of nutrition	
2. Nutrition in the community	1. Community nutrition	22 days
	2. Field assessment of nutrition status	
3. Communication, extension and training	1. Communication and extension	24 days
	2. Training knowledge	
4. Management of nutrition programmes and projects	1. Administration and management	25 days
	2. Planning a community nutrition project	
5. Supportive disciplines	1. Introduction to biostatistics	15 days
	2. Introduction to epidemiology	
	3. Introduction to the computer	
6. Participant individual project	1. Project proposal formulation	16 days
Estimated total length of course: six months		

Section format

Each section deals with one topic, and the objectives associated with it are described under learning objectives. Each learning objective describes a particular skill or a specific piece of knowledge.

Under each learning objective, the parameters for the knowledge/skill areas are described under the section called **Content**. Training methods for the learning objective are found in the **Learning method** section. The **Duration** section gives the estimated time required to achieve the learning objective. This section is further broken down into small time slots. Each time slot is the estimated time required to complete a training activity. A list of relevant readings including books, WHO publications and journals are found in the **References and learning materials** section. These selected texts are meant to support participants' learning.

The content and duration serve as a general guide as to the emphasis placed by the manual. The content in certain learning objectives such as Learning Objective 8 in Module Three, Section Two, may seem heavy compared to the amount of time suggested. This is so because the content is not meant to be dealt with in detail. Learning objectives with comparatively smaller content and longer duration are for more in-depth training. The ultimate decision on the appropriate level of detail depends on the participants' needs and the training focus.

Participant's and Facilitator's Guides

The **Facilitator's Guide** and the **Participant's Guide** are found after the **Rationale, objectives and content** section of each module. The Facilitator's Guide and the Participant's Guide can be distinguished by their different coloured margins.

The active learner participatory approach may be new to some trainers and trainees. The participant's guides and the facilitator's guides are designed to support them in the use of this approach. Both guides consist of analytical questions for discussion sessions, written case studies, written exercises, directions for group

exercises and guidelines for field visits/practicals. The contents of the guides may be freely photocopied or otherwise reproduced for training courses. It should be noted that the contents of both guides are only examples. Facilitators are advised to devise, as necessary, their own questions, case studies and exercises to suit the participants and their circumstances.

Participant evaluation

There is an evaluation system for each module. Participants are assessed at the end of each module on the basis of written papers, a skill test or other appropriate measure. They are also assessed continuously by their attendance at and degree of participation in class. Such continuous evaluation will enable the facilitators to keep a continuous check on the participants' learning and their own performance. Evaluation of the participants' achievements in the module should be the last item in each module: suggested methods of evaluation are presented at the end of each module's **Rationale, objectives and content** section, before the references.

How to use the manual?

Modules and sections

The modules and their sections can be adapted to suit many training needs. They need not necessarily be used in the order in which they are arranged in the manual. They can be used either as a complete training scheme or as a part of other training.

There are several ways to use the manual in order to meet the participants' needs:

- ◆ One way is to follow the six modules in order. The participants will gain a broad perspective with regard to food and nutrition. This will take about six months (see Table A).
- ◆ A second way to use the manual is to include all the modules but to change their order. For instance, if the participants have an interest in management, Module Four could be used earlier in the training course. However, it is best

not to change the order of the first and last modules, for they provide the initial and final linkage for a training course.

- ◆ A third way to use the manual is to choose only the sections relevant to your training programme. You can use any section alone, or in combination with any others, depending on the specific needs of the participants. For example, if the participants are interested only in gaining a general nutritional perspective within the context of the community, you need only use Section One, **Community nutrition**, in Module Two.
- ◆ If you only want to use Section Two, **Field assessment of nutritional status**, of Module Two, you may have to also include Learning Objectives 2 and 3 from Section One of Module Two.
- ◆ If you only want to use Section Two of Module Four, **Planning a community nutrition project**, you may have to also include an overview of all the learning objectives in Section One of Module Four.
- ◆ A fourth way to use the manual is to pick and choose the learning objectives as you like. You can use any learning objective alone or any combination of learning objectives depending on the specific needs of the participants in your programme. However, you must ensure that the chosen learning objectives and the order in which you use them allow your objectives to be met in full.

However you choose to use the manual, the course can be given over a continuous period or broken down into discrete sessions, each comprising one module, with participants returning to their normal duties in between. This also gives the opportunity of practising what has been learnt and/or of carrying out field assignments.

In all cases, you must ensure that each section and each learning objective complement each other and are not a series of unconnected units. The participants' experience should be one of growth and development.

Methodology

The training methods for each learning objective are only suggestions. Other methods may be used if they are found to be more suitable for the participants in a particular setting.

Each short session contains at least one practical activity, such as discussion, case study, written exercise, group practical exercise or role-play. The purpose of the activities is to enable participants to gain hands-on experience of the skills they are learning and to put their experience/knowledge to practical use. The intention of this manual is to actively involve participants in the learning process.

Who will coordinate or lead training based on the manual?

Due to the practical aspect of the training methodology, a course coordinator with leadership and organizational skills is essential for any training based on this manual. The course coordinator, who is responsible for all the arrangements for the training course, should be from the organizing institution/agency. A course coordinator can easily take care of a course with 15 trainees. Assistant course coordinators will be needed if there are more trainees.

All the coordinators should be at the training facility at least two days before the start of the course to ensure clear delegation of responsibility, effective coordination and resolution of any problems arising. Since many of the training methods are based on group work, the coordinators must also decide on criteria for group selection such as age, experience, sex, work discipline and language proficiency. Decisions on how to divide the participants into working groups must also be made. Time-keeping is the responsibility of the course coordinators and facilitators.

It is not essential to have only one or two facilitators for each module or section. By having different facilitators tutors take responsibility for the sessions they feel most comfortable with, the participants will gain an appreciation of different training

techniques and skills. If there is inadequate in-house expertise in the organizing institution/agency, external trainers should be engaged.

The core training team must be identified well in advance of any training so that there is plenty of time for preparation. Because of the participatory approach suggested in the manual, it will be advantageous to provide opportunities for team-building and facilitator development.

The team of facilitators should meet before the training starts in order to work through the proposed schedule, familiarize themselves with the manual's contents and with one another as colleagues. Collective decision-making should be encouraged in both training and administrative matters.

Facilitators should always meet at least once a day during the training period to share experiences and feedback on their work with different trainee groups so that problems can be resolved, support given and the programme revised if necessary. Meetings should be held at times that suit all the facilitators—not when they are very tired or in the evening, if any of them have to travel far.

Glossary

This is a list of terminology that facilitators and participants should be familiar with to avoid confusion and misinterpretation.

Activities

A group of tasks.

Assessment

Measuring progress or results, for example, of a programme of activities or of a trainee's performance.

Checklist

A listing of issues, items or actions to ensure total inclusion.

Community-based training

A way of training through a combination of classroom learning and organized opportunities to practise what you have learned in a real community setting.

Evaluation

A judgement of the value of an activity or programme based on measurement or assessment of the results of the activity or programme.

Guidelines

Suggestions to show how to proceed with an activity or a plan.

Learning objectives

What learners should be able to do at the end of a period of training that they could not do before.

Learning

Knowledge and skills that have been acquired by learners through training activities.

Participatory learning

A process of learning in which the participants are actively involved in helping themselves to learn.

Problem-solving

A step-by-step way of finding a solution to a problem and carrying it out.

Project (nutrition)

A temporary intensive effort to set up and put into operation a new or revised service (or programme) that will, it is believed, result in the reduction of specific nutrition and nutrition-related problems. This intensive effort takes the form of a coordinated set of activities with defined objectives and target dates for their achievement. Once the project objectives have been achieved—once the service or programme is set up—the project team disbands, leaving the service to operate on its own.

Proposal

A document summarizing the problems to be reduced through a project, the various objectives to be achieved, the proposed nutrition strategies to be implemented by the project, and their costs and benefits.

Principles of active learner participation

Training.

Acknowledgement

These modules are the result of a long process of consultation and testing. This manual was originally developed during an international workshop held at the Nutrition Institute in Cairo, a WHO collaborating centre, in 1993.

The modules were revised by Dr Ibrahim Abdel Rahim and Dr Salwa Al Saied Hassany, on the basis of the evaluation carried out by a WHO team.

The facilitator's and participant's guides were prepared by Ms Chong Sheau-Ching, WHO Short-term Consultant, who also finalized the modules into a usable set.

To facilitators

Selecting training methodology

Most tutors choose methods that they are familiar with. Whichever training method you choose, you will need to plan your training sessions carefully to ensure that the participants have time to take and learn in the information you give them. The method(s) chosen should be geared towards learning priorities, and you should not include too many different methods.

Here are some guidelines to encourage you to try out different ways of tutoring and choosing the most appropriate methods to meet the training needs and your own objectives. For more detail on the methods, see Module Four, Section Two, on **Training methodologies**: Learning Objective 8.

The training methods suggested are summarized below.

Lecture or information session

This is the most common method used in training to deliver information. The presentations should encourage the participants to react favourably. By varying the presentation of lectures with visual aids and demonstrations, one can make interesting lectures for sessions such as those in Module One, Section Two, and Module Five. Try to avoid using the lecture method as your main teaching method (remember that participatory training methods work best). This method should also be avoided after lunch or late in the evening when the participants are tired.

Discussion

This is used to help the participants think through a subject or problem that they have some knowledge, experience or opinions about. It is not a method to transmit

new knowledge to them. With respect to this training manual, it is an especially useful method considering the varying country and programme experience that the participants bring with them. The tutor should be a facilitator and should try to encourage all the participants to participate. The tutor must ensure that the discussions stay on time and on the topic. Summaries should be introduced at certain points in the discussion to indicate progress, and presentation of a final written summary of the main points discussed can be useful.

Discussions may take place in many forms: in pairs before being extended to the entire group; in small groups of between three and five; or among the whole group of participants.

Brainstorming

Brainstorming means listing ideas very quickly, with no discussion. It is a quick way to find out how much participants actually know and their views before introducing a topic or an issue. You must ensure that there is no criticism or judgement until all have given their ideas. Unusual ideas should be encouraged. When using this method, it is more effective if you write down all the ideas as they are given for everyone to see (on a blackboard or flip chart, for example).

Learning by doing

Learning by personal experience from specific activities, written exercises and group exercises is learning that is rarely forgotten. This method can help illustrate points or issues and provide an opportunity for participants to try new skills. It is especially useful when a new skill needs to be practised right after a lecture. If you choose this method, you become a facilitator. All you need to do is to provide the relevant information and guidance initially, and monitor the progress.

Case study

The use of real life incidents or illustrations can be very useful in drawing out the participants' abilities to deal with similar problems. This method involves the presentation of a case history either verbally, on paper or visually (for example, film, video or cartoon), together with questions that will enable participants to discover general principles (and those aspects unique to the case in question) from real-life examples.

You should choose appropriate case materials and plan questions that will help participants to analyse. The case can be analysed by individual participants or in groups. The questions should be written or asked orally during the discussion phase with the learning objectives in mind. You must remember to discuss the conclusions and consolidate the learning results derived from the case study.

Role-play

A role-playing exercise is a learning technique that allows participants to get as close to a real-life situation as possible. It is usually a personalized replay of an incident, in which participants play certain characters. This is a good method for learning about attitudes and behaviour.

Suggestions for course organization

Planning

- ◆ Ensure that adequate planning time is given to the course in advance of the training date.
- ◆ Take advantage of expertise from both inside and outside your agency.
- ◆ If using other agency tutors, give them relevant information about the course, the participants and what sections they will be teaching plenty of time in advance.

Materials and presentation

- ◆ Avoid wasting time on details that are of little significance to the learning objectives. This is especially true for Module One, Section Two. List the subskills/knowledge topics associated with each skill/knowledge topic under two categories: “must learn” and “useful to learn”. Less time should be spent on the second category.
- ◆ Ensure that there are enough handouts. Check copyrights when photocopying materials (this manual may, however, be freely photocopied).
- ◆ Keep materials updated.
- ◆ Present materials in manageable quantities every session so that the participants can remember them.
- ◆ Ensure that the level of presentation is neither too simple or too complicated for the participants so that they see the materials as useful and do not lose interest.
- ◆ Ensure that training is placed within the context of regional culture and national development strategies and circumstances.
- ◆ Mention cultural and country realities and the importance of tolerance. Emphasize that learning about each other’s work/country experience is all part of the training.
- ◆ Use participants’ knowledge and experience as much as possible.

Learning methods

- ◆ Ensure the following before implementation: introduction of purpose, provision of clear instructions, clarification of concepts and design by using analogy and visual aids, creation of a supportive atmosphere for learning activities.
- ◆ Ensure an adequate setting (such as proper seating arrangements, a cohesive group atmosphere, etc.) before you introduce a training activity.
- ◆ Make sure each session has proper closure (such as summary of observations, reflection time for participants to connect what they have learned with other training activities, etc.) at the end.

- ◆ Encourage the participants to participate actively to promote greater self-learning.
- ◆ Diffuse participants' anxiety by explaining that sometimes there is more than one "right" answer or no "right" answer.
- ◆ Give directions sequentially before the participants begin.
- ◆ Play a low-key role during individual/group work. Intervene on request or on procedural issues and try not to get involved in the content, reserving content comments for the feedback/summary session at the end.

Audiovisual aids

- ◆ Use audiovisual aids as much as possible to reduce the boredom of being lectured to.
- ◆ Plan and prepare audiovisual aids in advance.
- ◆ Ensure proper set-up, organization and presentation.
- ◆ Preview videos/slides and listen to audio aids in advance.
- ◆ Ensure that equipment is handled by trained operators.
- ◆ Make sure that all the participants can see all the visual aids. The visual aids should be colourful and readable by all. Simpler is better.

Programme

Take into account the following when designing training sessions based on the manual:

- ◆ The participants should be able to see the links between different learning activities.
- ◆ The participants should be able to link practice with theory.
- ◆ The training must focus on the participants' needs and be based on the acquisition and development of problem-solving skills.
- ◆ Allow for flexibility in the programme and be responsive to participants' needs and problems.

- ◆ Allocate a short session at the beginning of the first working session each day to brief or remind the participants of the day's activities and review the highlights of the previous day.
- ◆ Allocate a short session after each day's activities to preview the following day's activities, remind participants to read or complete certain assignments, explain changes or prepare for the next day's activities.
- ◆ Emphasize that participants should actively participate in training sessions and stress group methods of working.

Timekeeping

- ◆ Start each session on time. Emphasize punctuality to facilitators and participants.
- ◆ Ensure that small working groups keep approximately the same pace of work by having the same number of people in each group, and spread those participants with language or other difficulties that may slow group work evenly across all the groups.
- ◆ Keep exercises and group work on time by periodically reminding participants of the time remaining.
- ◆ Revise the timetable if necessary to accommodate unforeseen changes.

Assessment

- ◆ Include regular learning reviews if possible. This can be a useful device to help the participants to put what they have learned into perspective, and for you to assess their progress. Assessment can be done at the beginning of the day, at the end of the day, every two or three days, or after every major topic. The participants can be put into groups to present a brief recapitulation of the previous day's work. It is also a means to ensure that problems and queries that arise are aired and dealt with.
- ◆ Encourage regular evaluation of the course by the participants and group feedback on the implementation of the training. This will help to determine if there are barriers to the participants' learning, such as whether the learning

methods are appropriate, and will enable the participants to propose changes to improve the training.

Forging a better learning atmosphere

- ◆ Use “ice-breaking” exercises at the beginning of the training programme to help participants to get used to each other as early as possible. This is important because they must feel comfortable with each other if they are to go through the training methods that are based mostly on group work and group interaction.
- ◆ Create a friendly and supportive training atmosphere.
- ◆ Arrange seats in a circle to encourage more discussion and interaction.
- ◆ Ensure that quiet and shy participants are not overshadowed by those who are more vocal and confident.
- ◆ Invite comments on your presentations.
- ◆ Encourage two-way communication. You want the course to have more impact than just acquisition of knowledge, and the flow of questions and answers generated by the issue under discussion will both reinforce what the participants have learned and explore issues outside the immediate context of the coursework.
- ◆ Highlight important points. Show how they fit in with the overall objectives of the course and other learning objectives during “wrap-up sessions” at the end of each learning objective.

Reinforcing participant learning

- ◆ Summarize periodically what has been learnt.
- ◆ Review what was learnt in the most recent session at the beginning of each new session.
- ◆ Bring in outsiders with special expertise or experience to reinforce certain learning issues.

- ◆ Provide personal tutors to participants if possible, to follow up on their training and offer assistance in any problems that arise. This is especially essential for Module Two, Section Two, Module Four, Section Two, and Module Six.

Adapting the sessions

- ◆ Organize a working group of tutors to carry out the adaptation.
- ◆ Review the sessions by considering the following training issues:
 - How important are the skills and knowledge to the participants?
 - What is the needs assessment in relation to skills and knowledge?
 - Are the suggested topics adequate?
 - Are the suggested materials in the facilitator's guide appropriate (socially, culturally and with respect to content)?
 - Are there other ways to use these materials for more effective learning?
 - Are the learning methods appropriate for all the participants considering problems with language, reading ability, personality, team work?
- ◆ Collect suggestions and discuss with the group. Seek outside opinions.
- ◆ Appoint one person or a small group to write the drafts for the adaptation.
- ◆ Review the draft with the group.
- ◆ Arrange for pre-testing and translation after draft approval.



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