

Course Director's Guide

Complementary Feeding Counselling a training course



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INTRODUCTION

1.1 Why this course is needed

Appropriate feeding practices are of fundamental importance for the survival, growth, development, health and nutrition of infants and children everywhere. Great efforts have been made in recent years to promote breastfeeding by all mothers and exclusive breastfeeding is the ideal start to a child's life. However, after six months, when other foods are added to complement breastfeeding (thus complementary feeding), many young children do not receive adequate feeding.

This can result in malnutrition of young children, which is an increasing problem in many countries. More than one-third of under-five children are malnourished – whether stunted, wasted, or deficient in vitamin A, iron or other micronutrients – and malnutrition contributes to more than half of the 10.5 million deaths each year among young children in developing countries.

Malnutrition increases the severity of and the risk of dying from common childhood diseases. Malnutrition causes delayed motor development, impairs cognitive functions and lowers school performance. Overweight is a problem in many regions and can contribute to ill-health.

Information on how to feed young children comes from family beliefs, community practices and information from health workers. Advertising and commercial promotion by food manufacturers is sometimes the source of information for many people, both families and health workers. It often has been difficult for health workers to discuss with families how best to feed their young children due to the confusing and often conflicting information available. Inadequate knowledge about how to continue breastfeeding, the appropriate complementary foods to give and good feeding practices are often a greater determinant of malnutrition than the availability of food.

Hence, there is a need to train health workers who are in contact with caregivers¹ of young children, in all countries, in the skills to support adequate feeding. This course sets out to improve feeding practices of children from 6 to 24 months old by ensuring sound and culture-specific nutrition counselling is available to health workers. These health workers are then able to provide caregivers of young children with accurate information and counselling to enable the caregivers to decide what is best in their own situation.

Complementary feeding should be timely, adequate, safe and responsively fed. The information provided in this course focuses on when to introduce foods in addition to breast milk, how to enhance home-prepared foods, the use of low-cost processed complementary foods and education to enhance feeding behaviours.

¹ Caregiver is a term used to include mothers, fathers, other family members, institutional care workers and others with responsibility for the feeding and care of the young child.

Nutrition is a key universally recognized component of the child's right to health as defined in the Convention on the Rights of the Child (UN Commission for Human Rights, 1989, Art. 24). This course is a step in the process based on the conclusions and recommendations of the expert consultations (WHO, Geneva 28 to 30 March 2001 and December 2001) that completed the systematic review of the optimum duration of exclusive breastfeeding.

This resulted in the global public health recommendation to protect, promote and support exclusive breastfeeding for six months and to provide safe and appropriate complementary foods with continued breastfeeding for up to two years of age or beyond.

The Global Strategy for Infant and Young Child Feeding² aims to improve through optimal feeding, the nutritional status, growth, psycho-social development, and health and thus the survival of infants and young children on a world-wide basis.

This course can build on local/national efforts and reinforce existing programmes for nutrition, child health and poverty reduction. The term "complementary feeding" is used to emphasize that these foods complement breast milk rather than replace it. Effective complementary feeding programmes include continued breastfeeding, not just the addition of foods.

1.2 The aims of this course are:

To provide the knowledge and skills for health workers who work with caregivers of young children from 6 to 24 months of age to enable those health workers to:

- have up-to-date knowledge on the nutrition of young children and suitable feeding techniques for this age group;
- counsel caregivers of young children about appropriate and effective complementary feeding practices;
- contribute to the consistency of young child feeding messages and sustainability of activities in their health facility.

The concept of 'counselling' can be difficult to translate. Some languages use the same word as advising. However counselling means more than simple advising. Often when you advise a person, you tell them what you think they should do. When you counsel, you listen to the person and help the person decide what is best for them from various options or suggestions, and you help them to have the confidence to carry out their decision. This course aims to give health workers basic counselling skills so they can help caregivers more effectively.

² Global Strategy for Infant and Young Child Feeding. WHA55/202/REC/1, Annex 2.

This course can be used to either to complement existing courses such as Integrated Management of Childhood Illness (IMCI), Breastfeeding Counselling, HIV and Infant Feeding Counselling, or locally available courses or can stand alone as a course. This course could also be used as part of the pre-service training of health workers.

This course does NOT prepare people to have responsibility for the nutritional care of young children with severe malnutrition or nutrition-related diseases such as diabetes or with metabolic problems. Participants are encouraged to refer young children for further services and care as necessary.

1.3 Target group

The course is for health workers working in primary health care services in the community or attached to hospital health services where one of their activities is the provision of general nutrition information and counselling to caregivers of young children. These health workers may include community health nurses, paediatric nurses, health care assistants, community workers and doctors.

These health workers are assumed to have completed at least a secondary level of education, have some health care training, but little or no specific training/experience in nutrition or counselling skills. This course can also be used for mother-to-mother support workers, trained breastfeeding counsellors and other community support workers who do not have formal health care training. In this situation, the course may need to extend over more days to allow more time for discussion of new information.

In some situations, nutritionists, paediatricians, health educators, and staff of programmes such as Integrated Management of Childhood Illness (IMCI), immunization, nutrition, and family planning might find the course useful, and it will help them to understand how they can support complementary feeding in their programmes.

One trainer will be needed for each group of four participants. Trainers are unlikely to be able to conduct a full 3-day course on their own. It may be decided to train 2 to 3 trainers from an area who will work together as a team. For further information on selecting trainers and participants, see Section 3.

Before you hold this course:

Course trainers and participants are expected already to have a basic knowledge of breastfeeding counselling, as in the *Breastfeeding Counselling: A Training Course (BFC)* or an equivalent level of knowledge and skills. Those who are not familiar with counselling and skills in the support of early initiation and exclusivity of breastfeeding in the first six months will need to acquire this knowledge first. Trainers for the *Complementary Feeding Counselling (CFC): a training course* need to do the complete BFC course, if possible as a trainer, to familiarize themselves with the basics of breastfeeding and of counselling skills.

1.4 Course structure

The Complementary Feeding Counselling Course (CFC) training is for 16 to 24 participants, and 4 to 6 trainers, in groups of four participants each with one trainer plus a course director. The course takes about 21 hours, not including meal breaks.

It can be conducted intensively over three days or it can be spread out less intensively over a longer period, for example one day a week for three weeks, or half of every day for one week. If trainers or participants come from outside the area, it is usually necessary to hold an intensive course. If trainers and participants all come from within the same district or institution, it may be easier to hold a part-time course over a longer period.

There are 15 sessions which use a variety of teaching methods, including lectures, demonstrations, and work in smaller groups of four participants with one trainer, with discussion, reading, role-play, practical work and exercises. The sessions are structured around two 2-hour field practice sessions, during which participants practise interpersonal skills with caregivers and young children.

1.5 Where to hold a course - overview

In order to hold a successful course, you need to arrange:

- classroom space for the course and classroom space for training the trainers;
- lodgings and meals for the trainers and participants; and
- field practice sites.

Ideally, a course should be residential, with the classroom and accommodation at the same site. If the course is not residential, allow adequate time for travel between the accommodation and the classroom.

It is essential that a course takes place near one or several facilities where participants can observe caregivers and young children. Child health centres and outpatient services should be within easy reach of the classroom.

Detailed information on arranging where to hold a course is in Section 2.

1.6 Course materials

In Section 4 you will find a series of checklists of the materials and equipment you will need to conduct the course. The course materials described below are normally provided by WHO, though some local photocopying may be required. Items of equipment, stationery, and items for the demonstrations, are normally available locally. Ensure you order the required materials in sufficient time for the course.

Director's Guide

This Director's Guide contains all the information that the Course Director needs to plan and prepare for a course, and to select trainers and participants, starting several months before the actual training. It contains lists of the materials and equipment needed, examples of timetables, and copies of the forms that need to be photocopied before a course. It also describes the Director's role during the course itself.

The Trainer's Guide

The Trainer's Guide contains what the trainer needs in order to lead participants through the course. The guide contains the information needed, detailed instructions on how to conduct each session, the exercises that participants will do, together with answers, and the summary sheets, forms, checklists and stories used during the practical sessions of the course. This is the most essential tool for a trainer on the course.

Overhead transparencies

Overhead transparencies are provided for many sessions. The figures for the overhead transparencies are also available in the form of a flipchart, which the trainer can use to show to participants if an overhead projector is not available. The key overhead transparencies are printed in the Participants' Manual.

Participants' Manual

A copy is provided for each participant. This contains:

- summaries of information and overhead transparencies;
- copies of Worksheets and Checklists from the practical sessions;
- texts for the Demonstrations that participants help with³
- exercises that participants will do during the course (without answers)

The manual can be used for reference after the course, so it is not essential for participants to take detailed notes.

Key Messages

There are *key messages* and skills introduced throughout the course. These are displayed to participants and used as the base for discussions with caregivers. In the Appendix, there is a list of Key Messages and skills that need to be written on flip chart pages.

³ In the Appendix, there is a list of demonstrations where you can fill in the names of the participants you have asked to assist.

Training aids

You will need a flipchart, and blackboard and chalk, or white board and suitable markers, for most sessions, and a means of fixing flipchart pages to the wall or notice board – such as masking tape.

1.7 Resource Materials

For trainers, you may wish to obtain the following reference materials to answer questions and provide additional information:

These can be downloaded from WHO web sites: www.who.int/child-adolescent-health/publications or www.who.int/nut/publications

Also available from Marketing and Distribution of Information, WHO, Avenue Appia, 1211 Geneva 27, Switzerland, Fax: 41-22-791-4857; bookorders@who.int or your local WHO Publication Stockists.

Global Strategy for Infant and Young Child Feeding WHA55/2002/REC/1, Annex 2.
Complementary Feeding – family foods for breastfed children. WHO/NHD/00.1
Guiding Principles for Complementary Feeding of the Breastfed Child. 2003, PAHO/WHO, Division of Health Promotion and Protection/Food and Nutrition Program, Washington, DC, USA.

Complementary Feeding of Young Children in Developing Countries: a review of current scientific knowledge. WHO/NUT/98.1

The optimal duration of exclusive breastfeeding: a systematic review. WHO/NHD/01.08

Breastfeeding Counselling: A training course. WHO/CDR/ 93.4; UNICEF/NUT/93.2

HIV and Infant Feeding Counselling: a training course WHO/FCH/CAH/00.3

A critical link-interventions for physical growth and psychological development, a review. WHO/CHS/CAH/99.3

Available from WHO, Department of Food Safety (FOS) fos@who.int

Basic principal for the preparation of safe food for infants and young children

WHO/FNU/FOS/96.6 www.who.int/fsf/Documents/brochure/basic.pdf

Adams M, & Motarjemi, Y. *Basic Food Safety for Health Workers.*

WHO/SDE/PHE/FOS/99.1

Available from WHO Regional Office for Europe, Copenhagen, Denmark

Fleischer Michaelsen K, Weaver L, Branca F, Robertson A, *Feeding and nutrition of infants and young children – guidelines for the WHO European Region.* WHO Regional Publication, European Series, No 87, 2000

Available from UNICEF, Nutrition Section, 3 United Nations Plaza, New York NY

10017, USA: w demos@unicef.org

Engle P. *The Care Initiative: assessment, analysis and action to improve care for nutrition.* New York: UNICEF Nutrition Section, 1997.

Available from Teaching Aids At Low Cost, PO Box 49, St Albans, Herts AL1 5TX, UK, Fax: +44-1727-846852 www.talcuk.org
Savage-King, F & Burgess, A, *Nutrition for Developing Countries*, ELBS, Oxford University Press, 1995

1.8 Clerical and logistical support

Make sure that clerical and support staff will be available at the site to make photocopies and to prepare for example the evaluation questionnaires and certificates, and to make transport arrangements. They should be able and willing to help with anything that requires their attention.

1.9 Funds required

Make sure that enough funds are available to cover the following:

- Participants' travel and per diem.
- Trainers' travel and per diem and special compensation if required.
- Payment for clerical support staff.
- Travel to and from the health facility if necessary.
- Stationery, equipment, and items for demonstrations (including food items).
- Refreshments.
- Accommodation and meals (if not covered by per diem).

If trainers and/or participants need to arrive the day before the course starts or remain until the day after the course finishes in order to be present for the whole course, ensure there are sufficient funds to cover accommodation and meals for these nights.

1.10 Opening and closing ceremonies

You may wish to have an opening and closing ceremony for the participants. There may be an invited speaker to open the course and to close the course and present certificates to the participants and any new trainers. It is important to involve representatives from the government and key institutions, so they are aware of the training and to acknowledge or obtain their support for infant and young child feeding activities.

Decide whom to invite in good time. Send an invitation with a short description of the course and the participants. Make it clear whether or not you want those whom you invite to make a speech. If you do wish them to speak, stress the exact time that will be available. Send them relevant information that would be appropriate for them to mention, for example, about local feeding data, the reasons for the course, and global initiatives to promote optimal infant and young child feeding. Offer to provide additional information if required.

If possible, before the course, try to contact personally the persons who accept the invitation and try to ensure that they fully understand the context in which they make their speech.

Prepare the course timetable to include the time needed for opening and closing ceremonies. This time has not been included in the course session times. It is important that your course schedule does not get distributed by lengthy speeches, particularly on the first day.

1.11 Role of the Course Director

The Course Director has overall responsibility for the planning and preparation of the course and ensuring the course runs smoothly. This includes:

- ensuring the pre-planning is carried out;
- preparing the trainers, coordinating and assisting trainers during the course;
- ensuring the course runs according to the planned timetable;
- introducing the course and conducting the closing session;
- conducting the course evaluation; and
- discussing follow-up activities.

These activities are discussed further in Sections 5 and 6.

The Course Director generally should have experience of participating in the CFC course as a trainer and have good planning skills. The Course Director will need to allocate some time to the pre-course planning and working with a local organizer in the months preceding the course. If not based in the area, the Course Director would arrive at the course site 1 to 2 days before the course to ensure arrangements are in place and is present through the entire course.

At times, the Course Director may not be based in the area where the course will take place. In this case, a local organizer or contact person may arrange the facilities, gathering of local information for adaptations and other local activities. The Course Director is responsible for ensuring the local organizer understands what needs to be done and for confirming that it is done. Checklists and other relevant pages of this guide may be copied for the local organizer.

The Course Director does not normally conduct sessions. However, in sessions that involve a lot of group work, the Course Director can assist the trainer assigned to the session with their group of four participants or with parts of that session so the trainer can assist the group. The Course Director should not have sole responsibility for a group of participants.

1.12 Course follow-up activities

It is important to plan some follow-up activities to find out whether participants apply the skills that they learned in the course and if they need a further assistance. The follow-up method that is appropriate and the person to carry it out vary from course to course and place to place. You need to develop a plan, perhaps with the assistance of the trainers, which will be most appropriate for the participants from this course.

A follow-up plan can contain at least these two steps:

- Ask each participant towards the end of the training to write a plan or list of actions that he or she will undertake to apply the skills learned.
- Visit each participant in his or her workplace several months later. Observe their work and discuss which actions of the plan she/he has been able to put in place.

You may be expected to write a report and evaluation of the course. Plan how this will be done before the course starts

2. Arranging where to hold a course

In order to hold a successful course, you need to arrange:

- classroom space for the course and classroom space for training the trainers;
- lodgings and meals for the trainers and participants; and
- field practice sites.

2.1 Classroom facilities

You will need one large classroom to accommodate the whole class including trainers and visitors. The classroom should have space for each group of four plus their trainer to sit at a table during the sessions.

You will need additional table space to lay out the materials used during the course.

The classrooms should be in a place where the participants are not disturbed by too much background noise.

During the training of trainers, one classroom is needed for 6 to 8 people to work in.

Ideally, the large classroom should have two flipchart stands, or one flipchart stand and a large blackboard or whiteboard. If sufficient flipchart stands are not available, make sure that it is possible to post up sheets from the flipcharts on the wall.

2.2 Accommodation and meals

For a residential course, it is necessary to arrange for suitable accommodation near the classroom and the health facility. Unsatisfactory accommodation can hinder participants' learning. Suitable transportation needs to be available if needed, from the accommodation to the classroom and to the field practice facility. If participants are travelling long distances, ensure the budget will cover the accommodation for the night before and the last night of the course.

Arrangements also need to be made for meals. This should include midday meals and refreshments, such as coffee and teas, near the classrooms.

2.3 Field practice sites

Choose a field visit site

To practise their counselling skills, participants need to observe and talk to at least two caregivers and preferably more on each of the two field visits. Accordingly, the course should take place in or near a facility that children aged 6 to 24 months attend.

Usually, these field visits are to health facilities. Participants can talk to caregivers who bring their children for treatment, for growth monitoring, for immunization or who come for family planning advice. It may be possible to use other facilities or settings where caregivers and children are gathered such as education facilities, community or religious events, however this may take more organization. In-patient wards are usually not suitable as the children are likely to be eating differently from their usual diet and may have severe illnesses.

For 20 participants, approximately 50 caregiver-child pairs should be available for each of the two field practice sessions. If there is no single facility in an area large enough to provide for this number of caregivers and children, you may be able to use another nearby facility and send some of the small groups of four participants to each site.

If the facility is not near to the classrooms, you need to make transport arrangements to ensure that the participants can commute between the classrooms and the health facility in the most efficient way, with minimal loss of time. Transport time may need to be included in the timetable for the sessions.

Each field visit takes approximately one hour of talking with the caregivers and one hour for the participants' group discussion afterwards. If the transport time is longer than 15 to 20 minutes, try to arrange that the small groups travel together. Then they can use the travel time to start discussing the field trip, rather than waiting to return to the classroom for the discussion sections.

The course timetable cannot be planned until the field visit times are decided, so their organization is a high priority. The first field visit must be timetabled to occur after Sessions 5 to 7 "Listening and Learning Skills, "Building Confidence Skills" and "Gathering Information on Complementary Feeding Practices" have been completed. The second field visit should occur after Session 10 and 11 "Skills of Giving Information" have been completed. Field visits do not need to occur immediately after the related counselling skills sessions (for example if the field visits are late morning or early afternoon), as long as they do not occur before the related counselling skills sessions.

Visit the health facility

Visit one or more possible health facilities to find out if they are appropriate and to talk to the staff.

- Talk to the health facility director, and explain what the training consists of, what your needs are, and what you want to do.
- Ask if he or she would be willing for the training to take place in the facility. Ask for the director's ideas about using the facility.
- If the director agrees in principle, visit the outpatient department or other services. Check the approximate number of caregivers and child pairs you could expect to see on an average day. For 20 participants, approximately 50 caregiver/child pairs should be available.
- Ask which times of day are most suitable for holding field practice sessions. This depends on when caregivers and children are likely to be available, and convenience for the facility routine.
- Talk to the staff, and try to find out if they are interested in helping with the course. If possible, they should be interested in complementary feeding and be willing to share their experience with members of the course.
- Identify an area or room near to each clinical area where trainers and participants can have discussions away from caregivers' hearing
- If the facility is suitable and the staff are interested and willing to help, arrange to make another visit nearer the time of the course to hold a meeting with the staff, to prepare them.

Prepare the facility staff

It is important to prepare the staff of the health facility, because you will need their help during field practice sessions. If necessary, arrange to give a short training session, so that staff understands the purpose of the course more clearly.

At the meeting, explain:

- about the course generally;
- that you need their help to:
 - prepare caregivers and ask their permission before the participants arrive;
 - introduce participants to caregivers to whom they can talk;
- that participants need to practise their counselling skills with caregivers of child
- between 6 and 24 months in situations both where the child is a normal healthy child and where the child has low weight gain or other situations. However, the child should not have a severe illness;
- that you would like a responsible member of the facility staff to be available when you are there, in case a caregiver needs a specific intervention. Interventions will only take place with the permission and knowledge of facility's staff. This will also enable staff to provide follow-up for the child;

- the times that you would like to bring participants to the facility. Check that these are convenient, and that caregivers are expected to be available at that time.

Leave some copies of reference materials such as *Complementary Feeding – family foods for breastfed children*, WHO/NHD/00.1 – WHO/FCH/CAH/00.6 for staff to read.

Information sheet for field visit site

Complementary Feeding Counselling: a training course

This course aims to provide the knowledge and skills for health workers who work with caregivers of young children from 6 to 24 months of age to enable those health workers to:

- have up-to-date knowledge on the nutrition of young children and suitable feeding techniques for this age group;
- counsel caregivers of young children about appropriate and effective complementary feeding practices;
- contribute to the consistency of young child feeding messages and sustainability of activities in their health facility.

On completion of the course, participants should be able to provide anticipatory feeding guidance plus assist with feeding problems for children from 6 to 24 months of age as a feeding counsellor.

We would like your assistance with field practice sessions of this course. During these field sessions, participants practise counselling skills with caregivers (mother or other person caring for the child) of a child between 6 and 24 months in situations both where the child is a normal healthy child and where the child has low weight gain or other situation.

Your help is needed to prepare caregivers, to ask their permission before the course participants arrive, and introduce participants to caregivers to whom they can talk. If a child/a caregiver needs a specific intervention, this will only take place with the permission and knowledge of health facility's staff. This will also enable staff to provide follow-up for the child.

The visit to your facility would be on : (date) from (time)

Thank you for your assistance.

Course Organizers:⁴

Course Venue:

Course Dates:

Course contact person's name and address:

⁴ e.g. Child Health Service

3. Selecting trainers and participants

The Ministry of Health or another agency may be planning for a series of courses rather than a single course. Given the effort required to set up a course, the need to train facilitators/trainers, and the need for a series of courses to train a sufficient number of health workers, arrangements will often need to take into account longer term training plans. There may be a need to build a training team that can conduct courses on an on-going basis. If so, long-term considerations may affect the choice of trainers and participants for each course.

3.1 Selecting trainers

The success of a course depends on the presence of motivated, enthusiastic trainers. There should be one trainer for each group of four participants. When you select trainers, try to be sure that they will be interested and available to conduct other training courses in the future, and that they will be given support to do so. It is important that the experience gained by teaching a course is not wasted. Trainers are unlikely to be able to conduct a full three-day course on their own. It may be decided to train 2 to 3 trainers from an area who will work together as a team.

Profile of a trainer

Trainers are ideally people who are already involved in the promotion and support of infant and young child feeding and who have some previous training experience. They should:

- be convinced that infant and young child feeding is important;
- be interested in becoming a *Complementary Feeding Counselling* (CFC) trainer;
- have attended the CFC course as a participant;
- have some experience of training;
 - either as trainers for Breastfeeding Counselling: A training course (BFC),
 - or as trainers for HIV and Infant Feeding Counselling: A training course,
 - or experienced trainers who have not undertaken one of the courses above but has knowledge of infant and young child feeding with experience of counselling skills and participatory training methods.
- be willing and able to attend the entire course, including the preparation for trainers;
- be willing and available to conduct other courses in the future.

Inviting trainers

Invite trainers early and confirm their availability, so that you know how many participants you can invite. You will need one trainer for four participants.

Include in the invitation the same information as in the course announcement for participants. Provide additional information on the preparation for trainers. Give the exact dates, and make it clear that you expect them to attend the entire course including the preparation. Explain that the preparation is necessary for the trainers to become familiar with the contents and methods of the course. Give any additional administrative details such as arrangements about finance and accommodation.

If trainers live near to where the course will be held, it might be useful to involve them early in the preparations for the course.

Preparation of trainers takes place before the participants' training and is the responsibility of the Course Director. The preparation takes a minimum of 1 to 3 days as outlined below and includes time for private study and preparation.

This preparatory period is extremely important. The course materials are not self-instructional and participants need the guidance of well-trained and supportive trainers. In addition, it is hoped that trainers will teach on other courses and that some of them will become Course Directors. Building capacity of new trainers is as important as the training of participants.

3.2 Preparation of trainers

The preparation of trainers will depend on the experience the trainers have already. During the preparation, new trainers need time to discuss the course content and structure, and to practise different teaching techniques involved in participatory courses. All trainers need time to review the timetable, visit site facilities and check materials and equipment for their sessions. Plan to send course materials to trainers at least three weeks before the start of a course so they have an opportunity to read them.

Trainers are likely to be of one of three types:

- Experience of working as a trainer in participatory learning style courses related to infant and young child feeding other than *Breastfeeding Counselling Course: a training course (BFC)*, *HIV and Infant Feeding Counselling: a training course (HIVC)* or *Complementary Feeding Counselling: A Training Course (CFCC)* plus experience as a participant in the *CFCC course*. Usually three days preparation is needed for these trainers, covering items in column A, B and C. These trainers also need knowledge of counselling skills.
- Experience of working as a trainer in the *BFC or HIV course* and as a participant in the *CFCC course*. Usually two days of preparation are needed for these trainers, covering items in column B and C.
- Experience of working as a trainer in *Complementary Feeding Counselling: A Training Course*. Usually one day preparation is needed for these trainers covering the topics in column C.

Preparation of Trainers Outline

A	B	C
Introduction	Practise other sessions as needed and time allows	Assign sessions and review timetable
Outline course training methods		Review sessions including local information obtained
Review training materials		Check materials and equipment
Practice Sessions as listed on timetable in Section 5.8 and discuss teaching skills used		Visit teaching and field trip facilities

The example of a three-day timetable for the preparation of trainers is in Section 5.8

Time will also be needed for the trainers to study and prepare sessions on their own.

The Course Director adapts this timetable in the same way as the timetable for participants. Remember these points:

- first arrange the times that are convenient for field trip site visits;
- make sure that you include sessions of each kind, so that new trainers can practise different training methods as needed;
- allow time for the sessions that are most difficult to conduct - 5, 7, 9, 14 and 15.

Be ready to change the timetable during the preparation according to trainers' progress, and to help them with particular difficulties. If the trainers have different levels of experience, you will need to arrange the preparation time to ensure their different preparation needs are met.

3.3 Selecting participants

Try to ensure that appropriate and motivated participants come to the course. This will make the training successful, and may stimulate the interest of others in complementary feeding, so that they will also want to acquire the skills and do the work. Participants should be free of other work during the course so that they may fully participate.

The number of participants who can be invited for a course depends on:

- your budget;
- classroom and residential accommodation;
- the number of trainers available (you need one trainer for each four participants);

- the number of caregiver and young child pairs who can be seen on an average day in the health facility where you will conduct the field practice sessions (you need about eight caregiver-child pairs per practice session per group of four participants).

It is recommended that you do not invite more than 24 participants to a course. If possible, try to include one or more of the staff of the health facility in which the field practice sessions will be conducted.

You may plan to train a number of people from a certain area, or to train all appropriate health workers in a given area or institution with a series of several courses. You may ask health facilities in an area each to select 1 to 3 participants to attend the course.

3.4 Example of Course Announcement

Complementary Feeding Counselling: a training course

Date:

Venue:

Course Organizers:⁵

Aims of the course: to provide the knowledge and skills for health workers who work with caregivers of young children from 6 to 24 months of age to enable those health workers to:

- have up-to-date knowledge on the nutrition of young children and suitable feeding techniques for this age group;
- counsel caregivers of young children about appropriate and effective complementary feeding practices;
- contribute to the consistency of young child feeding messages and sustainability of activities in their health facility.

On completion of the course, participants should be able to provide anticipatory feeding guidance plus assist with feeding problems for children from 6 to 24 months of age as a feeding counsellor.

Who should attend: The course is for health workers working in primary health care services in the community or attached to hospital health services where one of their activities is the provision of general nutrition information and counselling to caregivers of young children. These health workers may include community health nurses, paediatric nurses, health care assistants, community workers and doctors.

⁵ (e.g. Child Health Service)

Course trainers and participants are expected already to have a basic knowledge of breastfeeding counselling, as in the *Breastfeeding Counselling: A Training Course (BFC)* or an equivalent level of knowledge and skills.

Outline of course: The course is full time for three days. There are 15 sessions which use a variety of teaching methods, including lectures, demonstrations, and work in smaller groups of four participants with one trainer, with discussion, reading, role-play, practical work and exercises. The sessions are structured around two 2-hour field practice sessions, during which participants practise interpersonal skills with caregivers and young children.

Accommodation: Accommodation and meals will be available from (evening before course to morning after depending on travel arrangements). Participants should arrive by 8am (on first day of course) and are free to leave after 4.30 pm (on last day of course). Travel costs will be refunded.

Registering for the course: Send the names and contact details of candidates who wish to apply to (name and address) before (date). When participants have been selected, further information will be sent to them and to their health facility.

4. Checklists for Planning

4.1 Overall Planning Checklist

In the following pages, you will find the checklists referred to in the preceding pages. You can tick off each item as it is completed. If the Course Director is coming from a long distance, a local organizer may arrange for most of these actions. The Course Director would normally take responsibility for the items marked with an asterisk*.

Initial planning

1. Decide the course schedule. For example, a three-day course or one-day meeting each week for three weeks. Allocate seven teaching hours per day with meal times in addition.
2. Choose course site. This must include a large classroom and a facility to conduct the field practices. Ideally, these should be at the same site. Make sure that the following are available:
 - Easy access from the classroom to the area for the field exercise.
 - A large room that can seat all participants and trainers for sessions, including space for guests invited to opening and closing ceremonies. There should be space for each group of four participants and their trainer to sit at a table.
 - For training the trainers days before the participants' course, you will need one classroom that can accommodate eight people.

- Adequate lighting and ventilation, and wall space to post up large sheets of paper in each of the rooms.
 - At least one table for each group of four participants and additional table space for materials.
 - Freedom from disturbances such as loud noises or music.
 - Arrangements for providing refreshments.
 - Space for at least one clerical or logistic support staff during participants course.
 - A place where supplies and equipment can be safely stored and locked up if necessary.
 - When you have chosen a suitable site, book it in writing and subsequently confirm the booking some time before the course, and again shortly before the course.
3. Choose lodging for the participants. Ideally, the course should be residential. If lodging is at a different site from the course, make sure that the following are available:
- Reliable transportation to and from the course site.
 - Meal service convenient for the course timetable.
 - When you have identified suitable lodging, book it in writing and subsequently confirm the booking some time before the course, and again shortly before the course.
4. Visit the health facility or other facilities that you will use for field practices.
- Confirm the hours during which it is possible to see caregivers and young children. (if you plan to visit more than one facility at each practice time, it is important to make sure they are available at the same time).
 - Make arrangements for transporting participants and trainers to the health facility.
 - When you have chosen a suitable site, confirm it in writing and subsequently confirm again shortly before the course.
5. Decide exact dates of the course and the preparation of trainers.
- Allow 1 to 3 days for the preparation of trainers, plus 1 to 2 days off before the course itself.
 - Allow three days for the Complementary Feeding Counselling : A Training Course for participants.
 - Course Director available 1 to 2 days before the training of trainers sessions, as well as during all the training of trainers sessions and the course itself.
6. Arrange for responsible authority (for example Ministry of Health, National Nutrition Programme) to send a letter to the district/regional office or to health facilities asking them to identify participants. This letter should:

- Explain that Complementary Feeding Counselling Course will be held, and explain the aims of the course;
 - Give the site and dates of the course;
 - State the total number of places for participants on the course (16 to 24), and suggest the number of places to offer to participants from each facility (this depends on how many facilities are involved);
 - State clearly that nominated participants should be health workers who are responsible for providing assistance on feeding young children of 6 to 24 months;
 - Explain the duration of the course and that individuals should arrive in time to attend the entire course and stay until the end of the course;
 - Give the date by which nominated course participants will be selected and to whom to send the names of nominated participants;
 - Say that a letter of invitation will be sent to participants once they are selected.
7. Select and invite trainers. It is necessary that:
- There is at least one trainer per four participants.
 - Trainers should be experienced (see Section 3.1)
 - Trainers are able and willing to attend the entire course, including the preparatory period (training of trainers) before the course.
 - Trainers receive materials at least three weeks before the start of a course so they have an opportunity to read them.
8. Identify suitable participants, and send them letters of invitation stating: (Section 3.3)
- The objectives of the training and a description of the course
 - The desired times of arrival and departure times for participants
 - That it is essential to arrive in time and to attend the entire course
 - Administrative arrangements, such as accommodation, meals and payment of other costs.
9. Arrange to obtain enough copies of the course materials (see Section 4.2).
10. Arrange to obtain
- necessary supplies and equipment (see Section 4.3).
 - the items needed for demonstrations (see Section 4.4).
 - the necessary background information for the area (see Section 4.5).
11. Arrange to send materials, equipment and supplies to the course site.
12. Arrange to send travel authorisations to trainers, course director and participants.
13. Invite outside speaker for opening and closing ceremonies. (See Section 1.10)

Arrangements at the course site, before the course begins

Someone should arrive at the course site early to ensure that arrangements described below are made. This can be either the Course Director or one of the trainers, if they are involved in the preparations already. Plan to arrive there at least a day or two before the preparatory period for trainers and continue with the organization during the preparatory days. During the course, the course director needs to work with local staff to ensure that arrangements go well and that the trainers' and participants' work is not unduly interrupted.

14. Confirm arrangements for:
 - lodging for all trainers and participants;
 - classroom arrangements;
 - daily transportation of participants from lodgings to classroom and to and from field visit sites;
 - the field practice and that clinic staff are briefed on the visits;
 - meals and refreshments;
 - opening and closing ceremonies with relevant authorities. Check that invited guests are able to come;
 - a course completion certificate (if one will be given) and when a group photograph will be taken in time to be developed before the closing ceremony (optional);
 - arrangements for typing and copying of materials during the course (for example, timetables, lists of addresses of participants and trainers).
15. Arrange to welcome trainers and participants at the hotel, airport or railway/bus station, if necessary.
16. *Prepare timetables for preparation of trainers and for course for participants. Examples are in Sections 4.6 and 4.7.
17. *Adapt the Evaluation Questionnaire, and make enough copies for each trainer and participant. (See Section 6).

Actions during the preparation of trainers:

18. *Provide a timetable for the training of trainers on the first day.
19. *By end of the preparation of trainers, assign pairs of trainers to work together during the course.
20. *By end of preparation, assign sessions to trainers, for them to conduct.

21. Organize course materials, supplies and equipment, and place them in the appropriate rooms at the course site.

Actions during the course

22. After registration, assign groups of four participants to one trainer. Post up the list of names where everyone can see it.
23. Provide all participants and trainers with a Course Directory, which includes names and addresses of all participants, trainers and the Course Director.
24. Arrange for a course photograph, if desired, to be taken.
25. Prepare a course completion certificate for each participant.
26. Make arrangements to reconfirm or change airline, train, or bus reservations for trainers and participants, if necessary.
27. Allocate a time for payment of per diem and for travel/lodging arrangements that does not take time from the course.

Add any other points you need to check:

4. 2 Checklist of course materials

Materials needed for a course with 24 participants and six trainers plus a few spares:

Item	Total Copies	Director and Trainers	Participants
Course Directors' Guides	8	√	-
Trainers' Guides	8	√	-
Overhead Figures (flipchart booklet)	8	√	-
Set of overhead transparencies	1	per course	-
Participants' Manuals	34	√	√
<i>Complementary Feeding – family foods for breastfed children WHO/NHD/001 & WHO/FCH/CAH/00.6</i>	40*	√	√

* Some copies are included for the field visit sites

Items to be photocopied - See Section 6

Item	Total	Director and Trainers	Participants
Trainer's preparation timetable	8	√	-
Course timetable	36	√	√
Evaluation form	30		√
Food Intake Reference Tool *	30	-	√
Consistency pictures *	30	-	√
Counselling Skills Checklist (1)	30	-	√
Counselling Skills Checklist (2)	30	-	√
Food Intake Tool	130	-	5 per participant
Worksheet 3.1 : What is in the bowl?	8	-	1 per group of 4
Session 6 - Set of Counselling Stories 1-4	8	-	1 per group of 4
Session 7 – Set of stories	8	-	1 per group of 4
Worksheet 8.1 Food Intake Tool Summary	8	-	1 per group of 4
Worksheet 9.1: Is It Clean and Safe?	8	-	1 per group of 4
Worksheet 12.1 Food Intake Tool Counselling Summary	8	-	1 per group of 4
Worksheet 14.1 Prepare A Young Child's Meal	8	-	1 per group of 4
Worksheet 15.1 Developing An Action Plan	16	-	2 per group of 4

** If possible, copy the Food Intake Reference Tool with the Consistency Picture on the back. Use card or heavy paper, if available.*

4.4 Checklist of items needed for demonstrations

General:

Five chairs that can be brought to the front of the room for the demonstrations.
A bowl or cup that would be used when feeding a young child – approximately 250 ml.

Day 1

Session 2

Consistency demonstration:

Extra table or tray in case of porridge spills.

Two see-through containers that each holds 200 ml (not more) when filled to the top for the “stomach”. This could be a drinking glass, or a plastic container such as a used soft drink bottle, cut to the right size.

Sharp scissors or knife to cut the soft drink bottles if needed.

Measuring jug to measure 200 ml.

300 ml made-up porridge/gruel from a suitable local staple. Processed baby cereal can be used if convenient.

Divide the cooked porridge into two even portions:

- One portion in a bowl or container that holds at least 500 ml. Later you will stir water into this portion.
- The other portion you will use undiluted. The container size does not matter.

Extra water (about 100 ml) to dilute porridge.

A large eating spoon.

Cleaning materials to tidy-up afterwards, including hand washing facilities.

Session 3

Examples of locally available industrial produced complementary foods (empty packets are suitable). This could include brand name ‘baby foods’ and/or special fortified cereal products made locally or subsidized food programme items.

Session 4

Determine the local measures to use in Box 4.1. Show approximate amounts using common local cup, bowl or other containers.

Session 7

Examples of growth charts used locally (one of each example per course)

Typical child’s bowl as used locally. One for each group of four participants

Day 2 and Day 3 - Field Trips

Sessions 8 and 12

Typical child’s bowl as used locally. One for each two participants.

Day 2**Session 9**

For demonstrations

- Teaspoon, medium size spoon and a very large spoon.
- Feeding bowl with some mashed food in it, (for example, banana).
- Piece of bread or other finger food.
- Cloth to use as a bib.
- Basin, water, soap and towel for hand washing (as part of the demonstration).
- Mat or chairs to sit on while demonstrating how to feed a young child.

Day 3**Session 14**

- A room in which you can bring food. This session can be conducted in the canteen following lunch, if suitable.
- A table for each group to carry out the work.
- Variety of common foods (cooked if needed) that young children would eat, enough to make a child size bowlful for each group, from the kitchen at the course facilities or elsewhere. Include some inappropriate food, if possible. Do not divide the food for the groups. Cover the food until you are ready to use it.
- One small plate, knife, fork and eating spoon for each group.
- A local measure that holds 250 ml as used in Session 4. Do not distribute this until after the plate of food is prepared by the group.
- Facilities for washing hands before and after preparing food.
- Waste container and materials for cleaning up afterwards.

4.5 Checklist of background information needed

- How does this course link to local programmes such as IMCI, breastfeeding, supplemental food programmes and so on?
- What are the follow-up plans for course participants (see Closing Session).
- Are there any locally used materials on feeding infants and young children?
- Are there any locally used materials on food hygiene?
- Are there local growth charts?
- Is the percentage known of young children who are underweight or stunted?
- Is the culture a vegetarian or meat-eating culture?
- Are germinated flours or fermented porridge used in the area?
- Any local or national nutrition supplementation programmes and policies?
- Any local systems for providing food to families living in poverty?
- Are counselling and judging words translated into a local language – from *Breastfeeding Counselling: a training course*. (see Session 5).

4.6 Example - Trainers Preparation Timetable

Day 1	
8.30 – 9.30	Welcome, introductions and overview of course materials and methods
9.30 – 10.30	Individual reading time
10.30 – 10.45	Break
10.45 – 11.30	1. Importance of Complementary Feeding
11.30 – 12.00	2. Foods to Fill Energy Gap
12.00 – 13.00	3. Foods to Fill Iron and Vitamin A Gaps
13.00 – 14.00	Lunch
14.00 – 14.45	4. Quantity, Variety and Frequency of Feeding
14.45 – 15.20	5. Listening and Learning Skills
15.20 – 16.05	6. Building Confidence Skills
Evening	Individual preparation

Day 2	
8.30 – 10.00	7. Gathering Information on Complementary Feeding Practices
10.00 – 10.15	Break
10.15 – 11.15	9. Feeding Techniques and Strategies
11.15 – 12.00	10. Skills of Giving Information (1)
12.00 – 12.45	11. Skills of Giving Information (2)
12.45 – 13.45	Lunch
13.45 – 14.30	13. Feeding During Illness and Recovery
14.30 – 15.15	14. Food Demonstration 45 mins
15.15 – 16.15	15. Introduce Sustainable Practices in Your Health Facility
Evening	Individual preparation

Day 3	
8.30 – 9.00	Assign sessions and review timetable
9.00 – 10.15	Review sessions checking local information, materials and equipment
10.15 – 10.30	Break
10.30 – 11.30	Visit teaching facilities and field trip sites
11.30 – 13.00	Individual preparation of sessions
13.00 – 14.00	Lunch
14.00 – 15.30	Individual preparation of sessions
15.30 – 16.00	Evaluation of training
Evening	Individual preparation

4.7 Example - Course Timetable Participants

Day 1

8.30 – 10.30	30 mins	Opening and introductions
9.00 – 9.45	45 mins	1. Importance of complementary feeding
9.45 – 10.15	30 mins	2. Foods to fill the energy gap
10.15 – 10.45	30 mins	Break
10.45 – 11.45	60 mins	3. Foods to fill the Iron and Vitamin A gaps
11.45 – 12.30	45 mins	4. Quantity, variety and frequency of feeding
12.30 – 13.05	35 mins	5. Listening and learning skills
13.05 – 14.05	60 mins	Break
14.05 – 14.50	45 mins	6. Building confidence skills
14.50 – 16.20	90 mins	7. Gathering information on complementary feeding practices
16.20 – 16.30	10 mins	Questions and Evaluation
16.30 – 17.00	30 mins	Trainers Meeting

Day 2

8.30 – 10.30	120 mins	8. Field trip 1
10.30 – 11.00	30 mins	Extra travel time for field trip (if needed)
11.00 – 11.30	30 mins	Break
11.30 – 12.30	60 mins	9. Feeding techniques and strategies
12.30 – 13.15	45 mins	10. Skills of giving information (1)
13.15 – 14.15	60 mins	Break
14.15 – 15.00	45 mins	11. Skills of giving information (2)
15.00 – 15.45	45 mins	13. Feeding during illness and recovery
15.45 – 16.00	15 mins	Questions and Evaluation
16.00 – 16.30	30 mins	Trainers Meeting

Day 3

8.30 – 10.30	120 mins	12. Field Trip 2
10.30 – 11.00	30 mins	Extra travel time if needed
11.00 – 11.30	30 mins	Break
11.30 – 12.15	45 mins	14. Food demonstration
12.15 – 13.05	50 mins	15. Sustaining Practices start
13.05 – 14.05	60 mins	Break
14.05 – 15.15	70 mins	12. Sustaining Practices finish
15.15 – 15.30	15 mins	Closing Session
		Certificate Presentation
	30 mins	Trainers Meeting

5. Role of the Course Director (Also read Section 1.11, page 8)

As Course Director you have overall responsibility for the planning and preparation of the course and ensuring the course runs smoothly. This includes:

- ensuring the pre-planning is carried out (Section 4);
- preparing the trainers (Section 5);
- coordinating and assisting trainers during the course (Sections 5.6 and 5.7);
- ensuring the course runs to the planned timetable (Sections 4.6 and 4.7 - examples);
- introducing the course (Opening Session in Trainers Guide and Section 1.10 in this guide);
- conducting the closing session (Closing Session in Trainers Guide and Section 1.10 in this guide);
- conducting the course evaluation (Section 6);
- discussing follow-up activities (Section 1.12).

5.1 Preparation of trainers

Preparation of trainers takes place before the participants' training and is the responsibility of the Course Director. The preparation takes a minimum of 1 to 3 days as outlined in Section 3.1 and 3.2 and includes some time for private study and preparation. Additional evening time may be needed for individual preparation.

This preparatory period is extremely important. The course materials are not self-instructional and participants need the guidance of well-trained and supportive trainers. Also, it is hoped that trainers will teach on other courses and that some of them will become Course Directors. Building capacity of new trainers is as important as training participants.

During the preparatory period, trainers review the main course sessions under the supervision of the Course Director and they familiarize themselves with the materials. If they have not conducted the *CFC course* before, they practise teaching sessions (or sections of sessions) following the Trainer's Guide. The Course Director is available during the whole period to explain how to teach the course, and to discuss points that are not clear.

There is no formal opening ceremony during the preparatory days, but it is important for the Course Director to introduce the course to the new trainers.

Introduce the preparation

“On (*dates*), we will be conducting *Complementary Feeding Counselling: a training course* attended by (*number*) (*nurses, doctors and others*). The (*number*) of you have been selected to be trainers to help participants to learn the information and skills covered in the course materials. These days are your time to prepare.”

Introduce yourself and the trainers

Write the name that you wish trainers to call you by in large letters on a blackboard or flipchart. Ask the trainers to introduce themselves, and to write the names they wish to be called by on the list also. They may wish also to give other identifying information.

The following sections apply to new trainers who will have 2 to 3 days of preparation.

5.2 Outline course training methods***Distribute materials***

Give trainers each a copy of the *Trainer's Guide*, the *Participants' Manual*, the *Overhead Figures*, the timetables for the course and for the preparation of trainers, and the reference materials, if these were not distributed previously.

Explain the course structure and timetable

Ask trainers to look at their copy of the timetable for the participants' course. Explain how the course is arranged with lectures, discussions, demonstrations and exercises. Explain how training is conducted partly with the whole class together and partly in small groups of four participants with one trainer.

Explain what will happen during the preparation days

Ask the trainers to look at the timetable for the preparation of trainers, and explain how it is arranged.

Explain that some time will be used on the practical aspects of the course management such as assigning sessions, checking materials and the facilities, and general planning. Tell them that they will go through some of the sessions, partly as 'participants' and partly as 'trainers'.

Explain the objectives of the preparation

The objectives are:

- to learn how to use the course materials, especially the Trainer's Guide;
- to become familiar with the information in the materials, and to discuss any points that are not clear;
- to practise the practical skills and counselling skills that they will teach;
- to learn how to interact with participants;
- to practise the different teaching techniques, and to prepare to teach the different kinds of session;
- to discuss the management of the course.

Explain the principles of the course methods

The teaching methods used in the course are based on these principles:

Instruction should be performance based.

Instruction should teach participants tasks that they will be expected to do on the job. This course is based on experience of what health workers need to be able to do to assist caregivers to make infant and young child feeding decisions and to carry through those decisions.

Active participation increases learning.

Participants learn how to do a task more quickly and efficiently if they actually do it, than if they just read or hear about it. Active participation keeps students more interested and alert. This course involves the participants actively in discussions, exercises, and practical work.

Immediate feedback increases learning

Feedback is information given to a participant about how well she or he is doing. It is most helpful if it is given immediately. If a participant does an exercise correctly, praise her/him. They will be more likely to remember what they have learned. If a participant does not do an exercise correctly, help her/him to clear up any misunderstandings before they become strong beliefs, or before she/he becomes more confused. In this course, trainers give immediate individual feedback on each exercise or practical task.

Motivation is essential for instruction to be effective.

Most participants who come to a course are motivated and they want to learn.

Trainers help to maintain this motivation if they:

- provide immediate feedback;
- make sure that participants understand each exercise;
- encourage them in discussions;
- respect their original ideas and ways of responding;
- praise them for their efforts.

5.3 Discuss teaching various kinds of session

There are several different kinds of sessions, and trainers should be able to conduct each kind.

Presentations

There are presentations in lecture form with overhead transparencies. In the course for participants, each of these is conducted by one of the trainers, for the whole class together.

Group work

Some sessions are conducted in small groups of four participants each with one trainer. These include practising counselling skills, discussion, exercises, reading, role-play and preparation of foods.

Field Trips

These are visits to facilities where participants can practise their skills with caregivers of young children. There are two visits.

5.4 Methods used and training skills required

Three methods are used to demonstrate and practise teaching procedures:

1. The Course Director acts as a trainer. You demonstrate appropriate behaviours when giving a presentation, when leading discussions, facilitating exercises or when conducting a practical session.
2. A trainer practises giving a presentation, leading a discussion, facilitating an exercise, or conducting a practical, while other trainers play the role of participants. The trainer thus both practises and demonstrates the role for other trainers.
3. One trainer acts as a 'participant' doing a written exercise and another acts as a 'trainer' providing individual feedback on her/his answer, while others observe them. Again, the 'trainer' is both practising this teaching procedure and demonstrating for other trainers.

Practise different kinds of sessions

Arrange for each new trainer to practise as many of the different kinds of teaching techniques as possible. To:

- give a presentation with overheads;
- demonstrate counselling skills in a role play;
- conduct group work with four participants;
- lead or assist in a practical session;
- facilitate a discussion in a small group.

Summarize the main training skills required:

- Giving lectures and using visual aids.
Ask them to turn to the inside cover of the Trainer's Guide and find the CHECKLIST OF TRAINING SKILLS. Read through and discuss the points mentioned in the list. Ask the trainers to practise these skills when they conduct their practise sessions. When you give feedback after their practise sessions, refer to this list.
- Giving individual feedback
An important task of trainers is to provide individual feedback, for both the written exercises and the practical sessions. Giving individual feedback is not an easy technique to learn. It is very useful for new trainers to see it being modelled, and then for them to participate in the process so that they understand what is involved.

When giving individual feedback, a trainer identifies the points that the participant has and has not understood about an exercise, and makes sure that the participant understands the main points. For written exercises, the trainer follows the possible answers in the Trainer's Guide, but accepts other answers that are also appropriate.

If the participant's answer is appropriate, the trainer gives praise. If the participant's answer is not appropriate, the trainer discusses the question and helps the participant to think of a better answer. The trainer should not tell the participant the suggested answer too quickly. Use the opportunity to clarify some of the teaching that the exercise is about and to help the participant think of appropriate responses.

To practise the technique, one new trainer plays the part of a participant doing an exercise, while the other trainer gives individual feedback on her answer. They sit in front of the class, positioned as a trainer and participant would be, for others to observe and learn from their performance.

The questions and comments of the 'participant' trainer will probably not be characteristic of actual participants in a course, who may be more shy and less well informed. Ask someone to act as a participant with such characteristics as:

- fear of showing the trainer her/his work;
- confusion over the relationship of a previous exercise to the exercise being discussed; unwillingness to discuss an exercise at all; and
- the tendency to say that she/he understands when she/he clearly does not.

This will give new trainers a more realistic, if exaggerated, idea of the difficulties they may face.

Remind trainers to speak quietly when they give feedback during the course. They should try to avoid disturbing people who are still working; try not to let other participants overhear the answers before they have thought about an exercise themselves; and try to give the participant who is getting the feedback some privacy.

- Preparing and giving a demonstration.
- Study the instructions and collect the equipment.
- Prepare your assistant.
- Practise the demonstration.
- Give the demonstration.

- Conducting discussions.

Some discussions consist of simple questions. Explain that it may help to write the main question and the main points of answers on a flipchart.

Trainers should allow and encourage all members of the group to participate. From time to time they can summarize what has been said and restate the question in another way. They should give participants time to ask their own questions and answer the questions willingly.

- Conducting small group sessions (practising counselling skills).
Participants work in pairs within the group to practise using the counselling skills, using the story cards. One of the pair plays the caregiver and the other plays the health worker; the other two members may form another pair, or may be observers. The trainer follows the story and short comments contained in the Trainer's Guide to guide participants and make sure that they learn what is intended. The trainer helps the 'health worker' to improve her/his skills.
- Helping participants.
In addition, trainers should ensure that participants have the forms and other items when needed, and be available to participants to answer questions between sessions.

Review the Trainer's Guide and the other materials

Ask the trainers to look at the Trainer's Guide and at the Participants' Manual and to compare the two. Make these points:

- The Participant's Manual contains the essential information for Sessions 1-15 that a participant needs to be able to remember or refer to. It contains the exercises and worksheets but without answers. The scripts for the demonstrations that participants assist with and most of the overhead figures are also included.
- The Trainer's Guide contains the same information, plus some further information to help to answer questions, and also detailed guidance on how to conduct each session, and possible answers to the exercises.

Review the structure of a session in the Trainer's Guide.

Look at the beginning of a session, and point out the boxes for *Objectives*, *Outline* and *Before the Session*. Tell the trainers that they should look at these sections before they conduct a session, so that they can make all necessary arrangements. Look at the end of a session, and explain that for most sessions there are summaries.

Read the introduction to the Trainer's Guide

Ask trainers when they prepare for their sessions, to read through the relevant sections of the Introduction to the Trainer's Guide, (pages 1 to 14), to remind them about the teaching methods they will use.

Ask the trainers to look at page 8 in the Trainer's Guide, and to look at the box **WHAT THE SIGNS USED IN THE GUIDE INDICATE**. Explain that these signs are used throughout the guide, and they will soon become familiar.

Find in the guide an example of each sign in turn.

Ask the trainers to look at that example, to see how the sign is used.

WHAT THE SIGNS USED IN THE GUIDE INDICATE

- an instruction to you, the trainer
- what you, the trainer, say to the participants
- that you write on the flip chart or overhead
- Shaded text indicates local adaptation may be needed

Explain that if trainers follow the instructions in the Trainer's Guide carefully they will be able to conduct efficient and interesting sessions.

Explain that the Trainer's Guide is their most essential tool for teaching the course. Suggest that they write their names clearly on their copy, and keep it with them at all time. They can write notes in the Guide that may be useful for training in future.

Show trainers all the other materials, including the booklet of Overhead Figures, Key Messages and Counselling Skills lists, the worksheets, story cards, Food Intake Tool and Consistency pictures. Explain briefly what each is for.

5.5 Practising the sessions

Assign practice sessions to trainers

On the first day of the preparation, assign sessions to trainers for them to practise teaching. Write their names on the training timetable (5.7). Try to ensure that each new trainer practises giving a presentation and facilitating group work during the preparatory days. If necessary, divide sessions between two or three new trainers to make sure they have the necessary practise. For the first few practice sessions, select trainers who are more experienced or those whom you expect to be the best model for the less experienced trainers.

The Course Director may need to take the lead for the practical demonstration in Session 2 on consistency of foods. He or she will need to model the trainer's role for the group of trainers, carefully and obviously following the instructions in the Trainer's Guide.

Conduct the preparation

New trainers conduct their sessions as described in the Trainer's Guide, with other trainers as 'participants'. For all the sessions, it is the Course Director's responsibility to make sure that the necessary materials are available, and to give help as required. However, the trainers must request them, and make sure that they have everything ready.

Discuss the teaching practice

After each practice session trainers discuss and comment on the teaching, referring to the CHECKLIST OF TRAINING SKILLS. Ask the class first to point out and praise what she/he did well, and then to suggest what she/he could do differently.

It is very important for the Course Director to praise a new trainer who has followed the material and conducted a session well. But it is also important to help new trainers to improve their teaching skills. It is helpful to discuss ways to improve with the whole group, because then everybody learns. However, if you feel that some points may embarrass a new trainer, you may need to discuss them privately.

As Course Director, you should also encourage discussion of your own technique after you have demonstrated a session. Show that you welcome suggestions about how to conduct the session better.

Help trainers who have difficulty

Discuss difficulties that the trainers had doing the exercises and discuss how they can help participants if they have similar difficulties.

Sometimes a trainer shows that they find it particularly difficult to teach a session. This might be for example because of lack of confidence, or because they were unable to prepare well enough beforehand. If this happens, discuss their performance with them privately and not with the whole group. It might also be useful to help them to prepare for their next session, so that they can develop more confidence.

5.6 Preparation day for all trainers – new or experienced

Trainers who are not experienced with conducting the CFC course will need the training as described above. Both new trainers and experienced trainers will need a preparation day covering the areas that follow.

Assign course sessions to trainers

Decide which trainer or trainers will be responsible for conducting each session. Try to give them all an equal share, allowing for their different strengths. Give trainers an opportunity to discuss their assignments. They may want to conduct the same ones that they practised during the preparation. Allow them to do this if they feel strongly about it, but encourage them to conduct at least some different sessions.

Decide which trainers should work together, balancing their strengths such as:

- personality (for example, pair a shy with an outgoing trainer);
- language fluency;
- motivation to be a trainer;
- previous experience of training;
- knowledge of infant feeding and counselling.

Review the timetable

Ask trainers to look at the timetable for the participants' course, and read it through. Go through all the sessions, and check who is responsible for conducting each one. Remind trainers that they will all need to actively assist in sessions that include group activities. Make sure that trainers all agree with what you have asked them to do. Give them the information in writing.

Review sessions and include local information

Trainers may be familiar with the course but in another area or at a different time. Review the local information such as prevalence of stunting or malnutrition, and sources of information in the area. A list of the local background information can be obtained in Section 4.5.

Visit teaching facility and field trip sites

Visit the teaching facility and ensure that trainers know where are the classrooms, the practical area, and the arrangements for meals. If possible, visit the field trip sites.

Check that the overhead projector, screen, electrical extension cords if needed, flipchart, and all other equipment is in place or that the trainers know where to obtain it.

Make the following clear

Who is responsible for providing materials, stationery, and equipment. Appoint someone whom trainers can contact if they need something.

Who is responsible for the course evaluation, and how it will be conducted.

That you will be holding daily trainers meetings of about half to one hour, which are very important for the success of the course. Discuss an acceptable time (usually at the end of the day).

Time may be needed in the evenings after the session to prepare and practise the next day's sessions.

Who is responsible for assigning participant groups to trainers. Explain that the list will be prepared on the first morning of the course, after participants register.

Thank them for their efforts

Thank the trainers for their work during the preparation.

Encourage them to continue working hard during the course itself, and promise to help them in any way that they need.

5.7 Supervising trainers during the course

During the course, you should be present at all times, to help where needed. Make sure that trainers know which tasks are assigned to them. Make sure that they have the necessary materials and offer to help them as needed.

Spend time with each of the trainers, observing them as they work. Make sure that they follow the sessions according to the instructions in the Trainer's Guide, and that they cover all the major points described. Encourage them to keep the Trainer's Guide open, in their hands if necessary, so that they can follow the sequence easily.

Make notes on good techniques that you observe trainers using and parts of the training that seem to be successful. Make notes on techniques and parts of training that they could improve. Give feedback later to each trainer about her performance. Remember that your main role is to be supportive, to help trainers develop confidence and skill. Reinforce and praise good performance, and try to suggest improvements in a way that is helpful, gentle and supportive.

As far as possible, give feedback in the trainers' meeting, because other trainers will also learn from what you say. However, if you feel that some comments will embarrass a trainer, you may need to give them privately.

Holding daily trainers' meetings

For the smooth running of a course, it is essential for the Course Director and the trainers to meet every day both during the course, and at the end of the course. The daily meetings are held usually at the end of the day.

During these meetings you discuss:

- the sessions held during the day;
- the progress of groups and individuals;
- trainers' performance;
- how to handle problems;
- plans for the following days.

Ask trainers to report on the sessions held during the day

Ask each trainer to describe their impression of the sessions, and how participants reacted to them.

Give your impression of the sessions.

Ask trainers to report on the progress of groups and individuals

Ask each trainer to describe the progress that their group made with the discussions and exercises.

Ask which questions participants found most difficult, and which seemed most useful.

Ask if any participants are finding the course difficult, or are not enjoying it.

Discuss trainers' performance

Ask trainers to discuss the teaching techniques that they have tried.

Which techniques are useful and which are not useful? Which are difficult?

Ask for any practical ideas that other trainers could use.

Give trainers feedback on their performance:

Praise what they did well.

For example, praise them for conducting a session accurately, as described in the Trainer's Guide; or for giving a presentation in an interesting and lively way; or for helping participants who had difficulty understanding a session; or for interacting well with participants between sessions.

Suggest how they could improve.

For example, it might be better to give participants more time to ask questions.

Perhaps there were some major points that they did not make clear.

Perhaps they should speak more quietly when they give individual feedback.

Perhaps the trainers talked to each other all the time between sessions.

Remember to praise a trainer whose performance has improved following previous feedback.

Discuss how to handle problems

Ask trainers if they have had any problems that they would like help with. Ask other trainers for their ideas about what to do. Give your suggestions, and be prepared to take responsibility for helping.

If a problem arises in a group, which the trainer of that group cannot solve, they should talk to you, the Course Director. If discussions get off the subject or continue too long, suggest that you continue them later, for example during free time, or over meals.

If some participants do not understand the materials, or do not complete the exercises as quickly as others:

avoid doing exercises for them;

praise small successes;

make sure that they understand the concepts, even if they do not complete the exercises;

suggest which sections they should try to complete, and which they can leave out; offer to discuss with them anything that they do not understand afterwards.

Discuss plans for the following day

Look at arrangements for the next day. Check that tasks are assigned, and that all the trainers know what they have to do. Check that they have all the materials and equipment they need.

Look ahead to the day after next, and check the arrangements.

Make any adjustments that seem necessary from experience of the course.

Make any necessary administrative announcements, for example about supplies, room changes, or transport arrangements.

5.8 Training Practice Chart

Most sessions include a variety of teaching methods. Try to ensure trainees have an opportunity to practise different types of teaching methods. Sessions may be divided between trainees.

Kind of Session/Skill		Name of Trainee					
	Director						
Presentation Sessions 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15	7 14						
Practical demonstration Session 2	2						
Facilitating a small group discussion Sessions 3, 8, 9, 12, 13, 14, 15							
Facilitating role play Session 6, 7, 11,							
Facilitating a written exercise Sessions 1, 3, 5	1						
Leading a field trip Sessions 8, 12							

6. Appendix

6.1 Flip chart pages to prepare

Write Key Messages or Counselling Skills on each sheet of flip chart paper as indicated below. Cover the writing in a way that you can uncover the Key Messages or Counselling Skills one by one. One way to do this is to have a sheet of blank flip chart paper with tape and the top corners.

Uncover the Key Messages or Counselling Skills as directed in the text.

Once uncovered, leave Key Messages or Counselling Skills displayed for the rest of the course.

Key Messages

Uncover during Session 1

Breastfeeding for two years of age or longer helps a child to develop and grow strong and healthy.

Starting other foods in addition to breast milk at 6 months helps a child to grow well.

Uncover during Session 2

Foods that are thick enough to stay in the spoon give more energy to the child.

Uncover during Session 3

Animal foods are specially good for children, to help them grow strong and lively.

Peas, beans, lentils, and nuts and seeds, are good for children.

Dark green leaves and orange coloured fruits and vegetables help the child to have healthy eyes and fewer infections.

Uncover during Session 4

A growing child needs three meals plus snacks: give a variety of foods

A growing child needs increasing amounts of food.

Uncover during Session 9

A young child needs to learn to eat: encourage and give help ... with lots of patience.

Uncover during Session 13

Encourage the child to drink and to eat during illness and provide extra food after illness to help them recover quickly.

Counselling Skills

Uncover during Session 5

Listening and Learning Skills

- Use helpful non-verbal communication
- Ask open questions
- Use responses and gestures that show interest
- Reflect back what the caregiver says
- Empathize – show that you understand how she/he feels
- Avoid words that sound judging

Building Confidence and Giving Support Skills

Uncover during Session 6

- Accept what a caregiver thinks and feels
- Recognize and praise what a caregiver and child are doing right

Uncover during Session 10

- Give practical help
- Give a little relevant information
- Use simple language
- Make one or two suggestions, not commands

Uncover during Session 11

- Check understanding
- Arrange for follow-up or referral

Uncover during Session 9

RESPONSIVE FEEDING PRACTICES

- Assist children to eat, being sensitive to their cues or signals
- Feed slowly and patiently, encourage but do not force
- Talk to children during feeding with eye-to-eye contact

Draw Worksheet 8.1 (Session 8) and Worksheet 12.2 (Session 12) on flip chart pages.

6.2 List of Demonstrations*

Throughout the course, there are learning points that are demonstrated by a two or more participants acting out the points. This shows the skills in practice and also provides a different teaching method. It can be a lively break from just listening to presentations.

The demonstrations are listed below. Aim to assign every participant to act in at least one demonstration. Use this central list so individual trainers do not ask the same people all the time. The demonstrations that are very short could be assigned to participants who are very shy or who are less confident in the language used for the course. The demonstrations that are indicated as long should be assigned to participants that are more confident or perhaps a trainer.

Assign the demonstration early so participants have an opportunity to prepare for them and practice with the other person(s) in the demonstration. Indicate where they will find the demonstration in their manual. Check they understand their role, the point they are demonstrating, and that they have any equipment they need. Remind participants that they do not have to learn off the words, they can read from their manual.

* These demonstrations in Session 9 may be amusing. Ensure the participants acting in them are prepared to be laughed at.

Demonstration Number	Roles	Names
5/1 - short	Health worker Caregiver	
5/2 - short	Health worker Caregiver	
5/3 - moderate	Health worker Mother	
6/1 – short	Health worker Caregiver	
6/2 - moderate	Health worker Caregiver	
7/1 – long	Health worker Caregiver	
9/1* – short, no speaking	Caregiver Child	
9/2* – short, no speaking	Caregiver Child	
9/3* – short, minimal speaking	Caregiver Child	
10/1 - moderate	Health worker Caregiver	
10/2 - moderate	Health worker Caregiver	
11/1 - moderate	Health worker Caregiver	
11/2 – moderate	Health worker Caregiver	
14/1 – long	Health worker Caregiver	
15/1 - short	5 health workers	
15/2, 15/3, 15/4 – moderate	3 of the people from 15/1	

6.3 Items to photocopy

The pages that follow contain the items that need to be copied for distribution.

Item	Total	Director and Trainers	Participants
Trainer's preparation timetable #	8	√	-
Course timetable #	36	√	√
Evaluation form	30		√
Food Intake Reference Tool *	30	-	√
Consistency pictures *	30	-	√
Counselling Skills Checklist (1)	30	-	√
Counselling Skills Checklist (2)	30	-	√
Food Intake Tool	130	-	5 per participant
Worksheet 3.1 : What is in the bowl?	8	-	1 per group of 4
Session 6 - Set of Counselling Stories 1-4	8	-	1 per group of 4
Session 7 – Set of stories	8	-	1 per group of 4
Worksheet 8.1: Food Intake Tool Summary	8	-	1 per group of 4
Worksheet 9.1: Is It Clean and Safe?	8	-	1 per group of 4
Worksheet 12.1: Food Intake Tool Counselling Summary	8	-	1 per group of 4
Worksheet 13.1: Suggestions for Feeding During Illness	8	-	1 per group of 4
Worksheet 13.2: Feeding Care for Children Who Are HIV-Infected	8	-	1 per group of 4
Worksheet 14.1: Prepare A Young Child's Meal	8	-	1 per group of 4
Worksheet 15.1: Developing An Action Plan	16	-	2 per group of 4

The timetables are not included in this section as they need to be prepared individually for each course. Examples are in Section 4.6 and 4.7

* If possible, copy the Food Intake Reference Tool with the Consistency Picture on the back. Use card or heavy paper, if available. It can also be laminated or inserted in a plastic sleeve to last longer. Print the pictures in colour or in black and white – not both.

Check if you need to copy the Overhead Transparency Figures on to acetate sheets. There are alternative pictures for some of the overheads. Before printing the overhead, choose the picture most suitable for your area

Evaluation Questionnaire (use back of form if extra space is needed)

To enable us to improve the training for others in the future, please fill out this questionnaire.

1. Briefly describe your responsibilities in relation to caregivers and young children. In what type of setting do you work (e.g. private practice, health centre, hospital)?
2. Did you find any aspect of the training especially difficult?
3. For each activity listed below, tick one box to show whether you thought that the time spent on the activity was too short, adequate, or too long.

Type of activity	Time spent was		
	Too short	Adequate	Too long
Presentation			
Pair practice of counselling skills			
Field trip practice of counselling skills			
Group discussion with 4-5 participants			

4. What additional support, if any, do you think you may need after this training to enable you to improve complementary feeding counselling for caregivers in your own facility?
5. How could the content and/or management of this training course be improved for future participants?

Evaluation Questionnaire

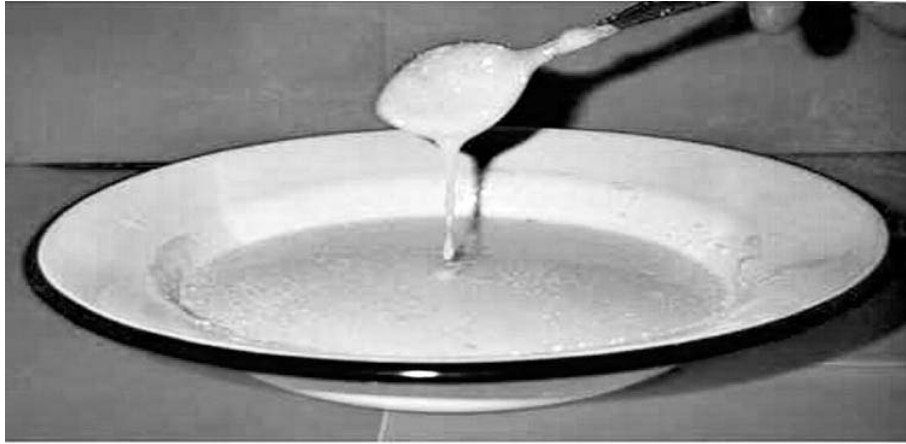
Title of session	Very useful	Useful	Somewhat useful	Not useful	Comments
Session 1 Importance of Complementary Feeding					
Session 2 Foods to Fill the Energy Gap					
Session 3 Foods to Fill the Iron and Vitamin A Gaps					
Session 4 Quantity, Variety and Frequency of Feeding					
Session 5 Listening and Learning Skills					
Session 6 Building Confidence Skills					
Session 7 Gathering Information on Complementary Feeding Practices					
Session 8 Field Trip I					

Evaluation Questionnaire

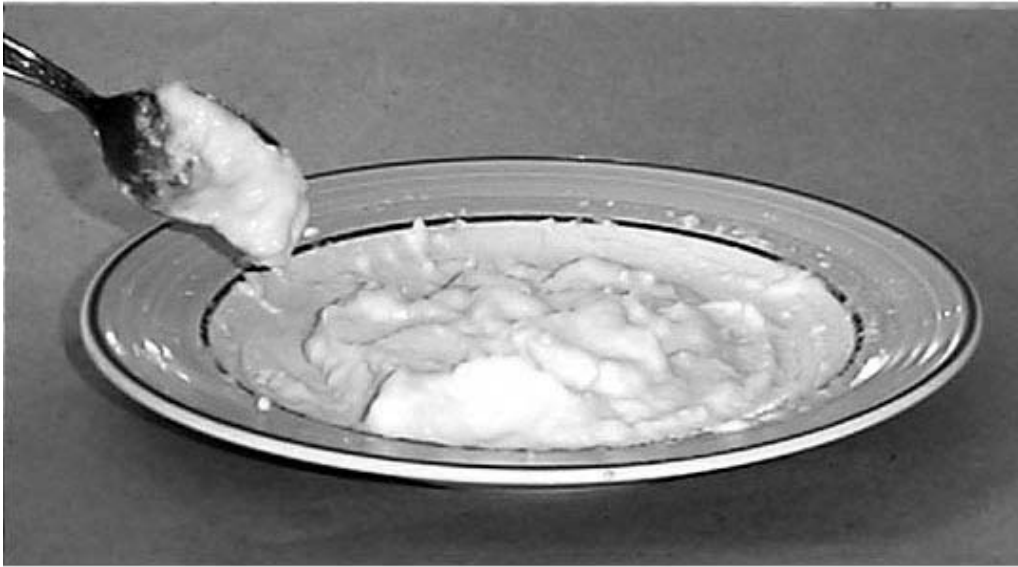
Title of session	Very useful	Useful	Somewhat useful	Not useful	Comments
Session 9 Feeding Techniques and Strategies					
Session 10 Skills of Giving Information (1)					
Session 11 Skills of Giving Information (2)					
Session 12 Field Trip II					
Session 13 Feeding During Illness and Recovery					
Session 14 Food Demonstration					
Session 15 Introduce Sustainable Practices in Your Health Facility					

FOOD INTAKE REFERENCE TOOL

Feeding Practice	Ideal Feeding Practice	Key Messages to help counsel caregivers
Does child receive breast milk?	Yes	Breastfeeding for two years of age or longer helps a child to develop and grow strong and healthy.
Did child eat sufficient meals of thick consistency for his/her age yesterday?	3 meals	Foods that are thick enough to stay in the spoon give more energy to the child.
Did child eat an animal product yesterday? (meat/fish/offal/bird/eggs)?	Animal foods should be eaten daily	Animal foods are specially good for children to help them grow strong and lively.
Did child eat a dairy product yesterday?	Try to give dairy products daily.	Animal products are specially good for children
Did child eat pulses, nuts or seeds yesterday?	If meat is not eaten pulses or nuts should be eaten daily, with an iron enhancer such as a vitamin C rich food	Peas, beans, lentils and nuts and seeds are good for children
Did child eat a dark green or orange vegetable or orange fruit yesterday?	A dark green or orange vegetable or orange fruit should be eaten daily.	Dark green leaves and orange coloured fruits and vegetables help the child to have healthy eyes and fewer infections
Did child eat sufficient number of meals and snacks yesterday, for his/her age?	Child 6 – 8 months: 3 meals Child 9 – 23 months: 3 meals and 1 – 2 snacks	A growing child needs 3 meals plus snacks: give a variety of foods.
Was quantity of food eaten at main meal yesterday appropriate for child's age? (use household measure)	Child 6 – 8 months: gradually increased to approx. 2/3 cup at each meal Child 9 – 11: approx. 3/4 cup at each meal Child 12 – 23 months: approx. a full cup at each meal	A growing child needs increasing amounts of food
Does caregiver assist the child at mealtimes?	Yes, assists with learning to eat.	A young child needs to learn to eat: encourage and give help... with lots of patience
Does child take any vitamin or mineral supplements?	Vitamin and mineral supplements may be needed if child's needs are not met by food intake.	<i>Explain how to use vitamin and mineral supplements if they are needed</i>
Is the child ill or recovering from an illness?	Continue to eat and drink during illness and recovery.	Encourage the child to drink and eat during illness and provide extra food after illness to help them recover quickly.







COUNSELLING SKILLS CHECKLIST 1

Listening and Learning Skills

- Use helpful non-verbal communication
- Ask open questions
- Use responses and gestures that show interest
- Reflect back what the caregiver says
- Empathize – show that you understand how she/he feels
- Avoid words that sound judging

Building Confidence and Giving Support Skills

- Accept what a caregiver thinks and feels
- Recognize and praise what a caregiver and child are doing right

COUNSELLING SKILLS CHECKLIST 1

Listening and Learning Skills

- Use helpful non-verbal communication
- Ask open questions
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- Reflect back what the caregiver says
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Building Confidence and Giving Support Skills

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COUNSELLING SKILLS CHECKLIST 1

Listening and Learning Skills

- Use helpful non-verbal communication
- Ask open questions
- Use responses and gestures that show interest
- Reflect back what the caregiver says
- Empathize – show that you understand how she/he feels
- Avoid words that sound judging

Building Confidence and Giving Support Skills

- Accept what a caregiver thinks and feels
 - Recognize and praise what a caregiver and child are doing right
-

COUNSELLING SKILLS CHECKLIST 2

Listening and Learning Skills

- Use helpful non-verbal communication
- Ask open questions
- Use responses and gestures that show interest
- Reflect back what the caregiver says
- Empathize – show that you understand how she/he feels
- Avoid words that sound judging

Building Confidence and Giving Support Skills

- Accept what a caregiver thinks and feels
 - Recognize and praise what a caregiver and child are doing right
 - Give practical help
 - Give relevant information
 - Use simple language
 - Make one or two suggestions
 - Check understanding
 - Arrange follow-up
-

COUNSELLING SKILLS CHECKLIST 2

Listening and Learning Skills

- Use helpful non-verbal communication
- Ask open questions
- Use responses and gestures that show interest
- Reflect back what the caregiver says
- Empathize – show that you understand how she/he feels
- Avoid words that sound judging

Building Confidence and Giving Support Skills

- Accept what a caregiver thinks and feels
- Recognize and praise what a caregiver and child are doing right
- Give practical help
- Give relevant information
- Use simple language
- Make one or two suggestions
- Check understanding
- Arrange follow-up

WORKSHEET 3.1 - WHAT IS IN THE BOWL?



Choose foods that are available to families in your area to form one meal for a young child aged _____.

What are Key Messages could you give for the foods that you have chosen?

Counselling Story 1

Your baby is six months old and growing well. This is your second baby. You have come to the health facility with a question about feeding your baby.

Some of your friends tell you that your baby should learn to use a bottle so that you can give diluted foods in the bottle and your baby can feed him/herself the bottle.

You are **unsure** if it is a good idea to use the bottle for foods.

Statement you might use:

“I am thinking of giving my baby thin porridge from the bottle, so he/she can feed her/himself.”

✂ -----

Counselling Story 2:

You have come to the health facility because you think your baby is not growing well and is frequently ill. Your baby is eight months old. This is your first baby.

You are very **confused** by all the conflicting information you hear. You do not know who to listen to. You make few decisions for yourself and do what your husband or mother-in-law tell you.

You do not give any meat or mashed vegetables because you think the baby is too young for these foods.

Statement you might use:

“I don’t give the baby mashed vegetables or meat - mother-in-law tells me it is not good to give them to the baby this young.”

Counselling Story 3:

You are at the health centre for a routine weight check. Your baby is 18 months old and is growing very little. You are ***very worried, frightened and upset***. This is your first child.

You offer your baby many different foods (porridge, mashed fruits, vegetables, beans) but he/she only eats a few mouthfuls each time then cries and pulls away. You offer foods frequently during the day. Your baby does breastfeed.

Statements you might use: (upset and crying)

“My baby is not gaining weight – why?”

“I try to feed him/her but he/she doesn’t like it.”

“What am I to do – tell me how to make my baby eat.”



Counselling Story 4:

Your baby is seven months old. This is your first baby. Your friend told you to go to the health facility to talk about complementary feeding. This came as a surprise to you – you thought babies did not need complementary foods until they were a year old.

Your baby is growing well on breastfeeding only. You are ***not concerned, just curious and interested***.

Statement you might use:

“I hadn’t thought about starting foods yet. Babies don’t need food until they are a year old, do they?”

Stories for Food Intake Practice - Session 7

Story 1:

Child is 15 months old. Healthy, growing well and eating normally. Breastfeeds frequently

Early morning: Breastfeed, half bowlful of thick porridge, milk and small spoon of sugar

Mid-morning: Small piece of bread with nothing on it, breastfeed

Mid-day: 3 large spoons of rice, one spoon of mashed beans, pieces of mango, drink of water

Mid-afternoon: Breastfeed, one small biscuit/cookie

Evening: Two large spoons of rice, one large spoon of mashed fish, one large spoon of greens, drink of water

Bedtime: Breastfeed

During night: Breastfeed

✂ -----

Story 2:

Child is nine months old. Not ill at present. Growing slowly. Not difficult to feed. Not breastfeeding.

Early morning: Half cup of cow's milk, half bowl of thin porridge, spoon of sugar

Mid-morning: Half a mashed banana, small drink of fruit drink

Mid-day: Half a bowl of thin soup, one spoon of rice, and one spoon of mashed beans, drink of water

Mid-afternoon: Sweet biscuit, half cup of cow's milk

Evening: One spoon of rice, one spoon of mashed meat and vegetable from family meal, drink of water

Bedtime: Piece of bread with no spread, half cup cow's milk

During the night: drink of water

✂ -----

Story 3:

Child is 18 months old. Not ill at present. Growing slowly. Not difficult to feed. Breastfeeds.

Early morning: Full bowl of porridge with sugar, breastfeed

Mid-morning: Cup of diluted fruit drink

Mid-day: Three spoons of rice, three spoons of mashed beans and vegetables from the family meal, cup of diluted fruit drink

Mid-afternoon: Large piece of bread with jam, breastfeed

Evening: Whole mashed banana, one sweet biscuit, cup of diluted fruit drink

Bedtime: Breastfeed

During the night: Breastfeed

Story 4:

Child is 12 months old. Growing very slowly.

Early morning: Breastfeed. Half a bowl of thin porridge

Mid-morning: Two small spoons of mashed banana, breastfeed

Mid-day: Four spoons of thin soup, one spoon of mashed meat/vegetables/potato from the soup, breastfeed

Mid-afternoon: Breastfeed, two spoons mashed mango

Evening: Two spoons of mashed meat/vegetable/potato from family meal, breastfeed

Bedtime: Breastfeed, sweet biscuit mashed in cow's milk, three spoons

During the night: Breastfeed

✂ -----

Story 5:

Child is 6 months old and healthy. Growing well. Easy to feed.

Early morning: Breastfeeds

Mid-morning : 3 spoons of thin porridge with milk, breastfeeds

Mid-day: breastfeeds

Mid-afternoon : breastfeeds

Evening : 3 spoons of mashed family meal – potato, fish, carrots. Thick consistency

Bedtime: Breastfeed

During night : Breastfeeds

✂ -----

Story 6:

Child is 8 months old and growing slowly. Not ill. Does not show much interest in eating.

Early morning : Breastfeed, 3 spoons thin porridge with milk and sugar

Mid-morning : Breastfeed

Mid-day : One spoon rice, one spoon mashed beans, small piece of egg, one spoon mashed greens, from the family meal. Drink of water.

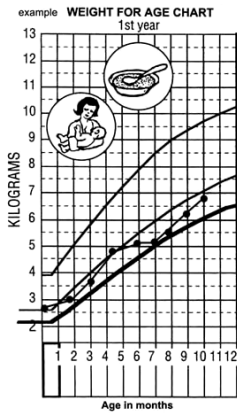
Mid-afternoon: One sweet biscuit, Breastfeed

Evening: One piece of bread with some butter, breastfeed

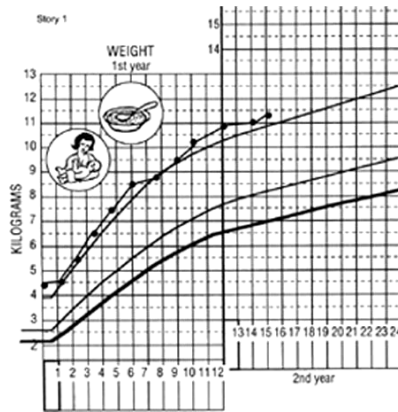
Bedtime: Breastfeed

During the night : Breastfeed

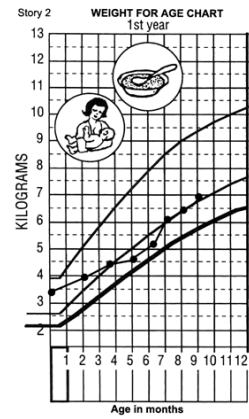
WEIGHT CHARTS FOR SESSION 7



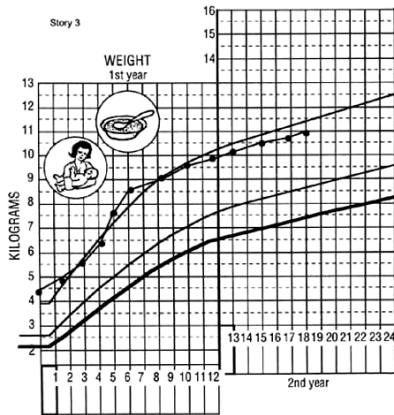
Demonstration 7/1



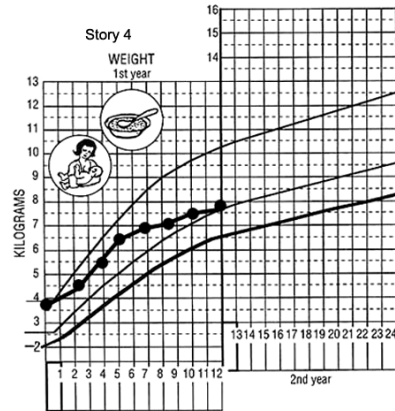
Story 1



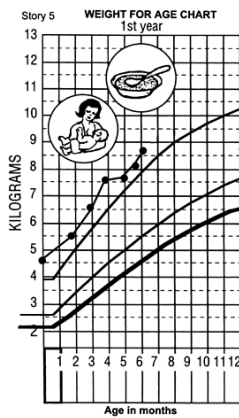
Story 2



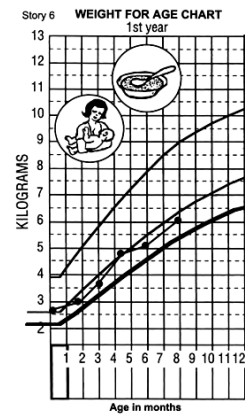
Story 3



Story 4



Story 5



Story 6

WORKSHEET 8.1: Summary of Groups' Food Intake Tools

Caregivers Practices	Yes – practice exists	No – practice does not exist
Growth curve heading upwards?		
Child receives breast milk?		
Child eats three meals of thick consistency yesterday?		
Child ate an animal product yesterday? (meat/fish/offal/bird/eggs)?		
Child ate a dairy product yesterday?		
Child ate pulses or nuts yesterday?		
Child ate a dark green or orange vegetable or orange fruit yesterday?		
Child eats sufficient number of meals and snacks yesterday, for his/her age?		
Quantity of food eaten at main meal yesterday appropriate for child's age?		
Caregiver assists the child at meals times?		
Child takes any vitamin or mineral supplements?		

Total the numbers for each box / practice.

Is it Clean and Safe?



Clean hands

Clean Utensils

Safe water and food

Safe storage

Is it Clean and Safe?



Clean hands

Clean Utensils

Safe water and food

Safe storage

WORKSHEET 12.1 Food Intakes and Counselling for each Group

Caregivers Practices	Practice in place	Informed/ Suggested
Child receives breast milk?		
Child eats three meals of thick consistency yesterday?		
Child ate an animal product yesterday? (meat/fish/offal/bird/eggs)?		
Child ate a dairy product yesterday?		
Child ate pulses or nuts yesterday?		
Child ate a dark green or orange vegetable or orange fruit yesterday?		
Child eats sufficient number of meals and snacks yesterday, for his/her age?		
Quantity of food eaten at main meal yesterday appropriate for child's age?		
Caregiver assists the child at meals times?		
Child takes any vitamin or mineral supplements?		
Child ill and not eating?		

Total the numbers for each box / practice.

Mark the two most frequent recommendations that they found in place and the two recommendations that they gave information and suggestions on most frequently.

WORKSHEET 13.1 SUGGESTIONS FOR FEEDING DURING ILLNESS

Illness/ Condition	Suggestion
Child's mouth or throat is sore	
Child has a stuffy nose	
Child has fever	
Child has chest infection or cough	
Child has diarrhoea	
Child is vomiting	
Child is sleepy	

WORKSHEET 13.2 Feeding Care for Children who are HIV-infected

Aim	Message
improve feeding practices	
build-up body stores of nutrients	
prevent or slow weight loss	
prevent food-borne illness	

Worksheet 14.1 Preparing a Young Child's Meal

Group:		
Task	Achieved	Comments
Mixture of foods:		
Staple		
Animal food		
Bean / pulse <i>plus</i> Vitamin C fruit or vegetable		
Dark green vegetable or orange coloured fruit or vegetable		
Consistency		
Amount		
Prepared in a clean and safe manner		

Key Messages:

1. _____

2. _____

Worksheet 15.1 Developing an Action Plan

Where are we now?	
Where to we want to be?	
How will we get there?	
How will we know we are there?	
How will we sustain it?	

Check:

Is your target realistic and measurable?

Who is responsible for seeing the activities occur?

Do you know what resources are needed?

Are there dates for each action?

Are there an interim evaluation and a completion date?