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Strengthening Partnerships, Results,
and Innovations in Nutrition Globally

India Maternal, Infant, and Young Child Community Nutrition and Nutrition-Sensitive Agriculture Trainings

Facilitator Training Tips



September 2017

India Maternal, Infant, and Young Child
Community Nutrition and Nutrition
Sensitive Agriculture Trainings
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ABOUT SPRING

The Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) project is a six-year USAID-funded cooperative agreement to strengthen global and country efforts to scale up high-impact nutrition practices and policies and improve maternal and child nutrition outcomes. The project is managed by JSI Research & Training Institute, Inc., with partners Helen Keller International, The Manoff Group, Save the Children, and the International Food Policy Research Institute.

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DISCLAIMER

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SPRING

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Contents

Acknowledgments.....	v
1: Seven Steps in Planning a Training/Learning Event	1
2: Roles and Responsibilities Before, During, and After Training.....	3
3: Checklist for Training Preparation.....	5
4: Principles of Adult Learning.....	7
5: Training Methodologies: Advantages, Limitations, and Tips for Improvement	9
6: Group and Team Building Exercises, Energizers, and Evaluations	15
7: Daily Evaluation Faces	17

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The *Facilitator Training Tips* may also be used with the Nutrition-Sensitive Agriculture Training package. Any part of this package may be printed, copied, or adapted for related projects to meet local needs, with the express written permission of SPRING. Please direct any requests to reproduce or adapt these materials to info@spring-nutrition.org, with the understanding that the source of the materials will be fully acknowledged and the materials will be distributed at no cost.

1: Seven Steps in Planning a Training/Learning Event

The facilitator should be prepared to explain/answer the following points:

Who: The participants (think about their skills, needs, and resources) and the facilitator(s)/trainer(s).

Why: Overall purpose of the training and why it is needed.

When: The time frame should include a precise estimate of the number of learning hours and breaks, starting and finishing times each day, and time for practicum sessions.

Where: The location, including details of available resources, equipment, how the venue will be arranged, and the practicum sites.

What: The skills, knowledge, and attitudes that participants are expected to learn—the content of the learning event (remember the length of the training when deciding on the amount of content).

What for: The achievement-based objectives—what participants will be able to do after completing the training.

How: The learning tasks or activities that will enable participants to accomplish the “what for.”

Note:

- Prepare all the handouts, training aids, or other materials; ahead of time to be ready to start the morning of each day of the training.
- To facilitate the hands-on practical nature of the field site visits, ideally, no more than five to seven participants should accompany each facilitator in any one field practical session.
- Provide enough time for transport to and from the field sites.
- Schedule programme time for debriefing and discussion of the site visits.
- Be aware of the schedules at the sites you are visiting.

2: Roles and Responsibilities Before, During, and After Training

Personnel	Before Training	During Training	After Training
Management*	<ul style="list-style-type: none"> Identify the results wanted Assess the needs and priorities (know the problem) Develop a strategy to achieve the results, including refresher trainings and follow up Collaborate with other organizations and partners Establish and institutionalize an on-going system of supportive supervision or mentoring Commit resources Manage administration and logistics. 	<ul style="list-style-type: none"> Support the activity Keep in touch Receive feedback Continuously monitor and improve quality Motivate Management presence shows involvement (invest own time, effort). 	<ul style="list-style-type: none"> Mentor the participants Reinforce behaviours Plan practice activities Expect improvement Encourage networking among participants Be realistic Utilize resources Provide supportive on-going supervision and mentoring Motivate Continuously monitor and improve quality.
Facilitator	<ul style="list-style-type: none"> Know audience (profile and number of participants) Design course content (limit content to ONLY what is ESSENTIAL to perform) Design course content that applies to work of participants Develop pre- and post-assessments, guides, and checklists Select practice activities, blend learning approaches and materials Prepare training agenda Learn training notes. 	<ul style="list-style-type: none"> Know profile of participants Specify the jobs and tasks to be learned Foster trust and respect Use many examples Use adult learning methods Create practice sessions identical to work situations Monitor daily progress Use problem-centered training Work in a team with other facilitators Adapt to needs. 	<ul style="list-style-type: none"> Provide follow-up refresher or problem-solving sessions

*Management includes stakeholders, ministries, organizations, and supervisors/mentors.

Personnel	Before Training	During Training	After Training
Learner	<ul style="list-style-type: none"> • Know purpose of training and roles and responsibilities after training (clear job expectations) • Expect that training will help performance • Ask community volunteers to “self-select” • Bring relevant materials to share. 	<ul style="list-style-type: none"> • Create an action plan • Provide examples to help make the training relevant to your situation (or bring examples to the training to help develop real solutions and include findings from formative research conducted in your area to identify relevant examples). 	<ul style="list-style-type: none"> • Know what to expect and how to maintain improved skills • Be realistic • Practice to convert new skills into habits • Be accountable for using skills.
Management and facilitator	<ul style="list-style-type: none"> • Establish selection criteria • Establish evaluation criteria • Establish criteria for adequate workspace, supplies, equipment, job aids • Specify the jobs and tasks to be learned. 	<ul style="list-style-type: none"> • Provide feedback. 	<ul style="list-style-type: none"> • Provide feedback • Monitor performance.
Management and learner	<ul style="list-style-type: none"> • Conduct situational analysis of training needs. 	<ul style="list-style-type: none"> • Provide feedback. 	<ul style="list-style-type: none"> • Provide feedback • Monitor performance.
Management and facilitator and learner	<ul style="list-style-type: none"> • Conduct needs assessment • Establish goals • Establish objectives • Identify days, times, location (WHEN, WHERE) • Establish and commit to system of on-going supervision or mentoring. 	<ul style="list-style-type: none"> • Provide feedback. 	<ul style="list-style-type: none"> • Provide feedback • Monitor performance • Commit to system of on-going supervision or mentoring.
Facilitator and learner	<ul style="list-style-type: none"> • Needs assessment feedback. 	<ul style="list-style-type: none"> • Provide feedback. 	<ul style="list-style-type: none"> • Provide feedback • Evaluate.

3: Checklist for Training Preparation

Venue Requirements and Training Room Set Up:

- Facilitators and participants seated in circle on mats, on floor (without tables)
- Comfortable space for 30 people, with ventilation and natural light
- Local mats to cover the floor
- One table in front of room for training aids
- Wall space for hanging flipchart material
- Two–four easels or flip chart stands
- Generator/power backup, if possible and necessary
- Drinking water for facilitators and participants
- Washroom facilities.

Arrangements:

- Lunch for participants and trainers for each day
- Tea/biscuits twice a day (approx. 11:00 am and 3:00 pm)
- Travel and/or accommodations (as needed)

4: Principles of Adult Learning

Dialogue: Adult learning¹ is best achieved through dialogue. Adults have enough life experience to talk with and to a facilitator/trainer about any subject; they will learn new attitudes or skills best when they relate to that life experience. Dialogue needs to be encouraged and used in formal training, informal talks, one-on-one counselling sessions, or any situation where adults learn.

Safety in environment and process: Ensure the participants feel comfortable if they make a mistake. Adults are more receptive to learning when they are both **physically and psychologically comfortable**.

- Physical surroundings—uncomfortable temperature, ventilation, and light, and overcrowding—can affect learning.
- Learning is best when there are no distractions.

Respect: Appreciate the participants' contributions and life experience. Adults learn best when their experience is acknowledged and new information builds on their past knowledge and experience.

Affirmation: Learners need to receive praise for even small attempts.

- People need to be sure they are correctly recalling or using information they have learned.

Sequence and reinforcement: Start with the easiest ideas or skills and build on them. Introduce the most important ones first. Reinforce key ideas and skills repeatedly. People learn faster when information or skills are presented in a structured way.

Practice: Practice first in a safe place and then in a real setting.

Ideas, feelings, actions: Learning takes place by thinking, feeling, and doing; it is most effective when it occurs across all three.

20/40/80 rule: Learners remember more when visuals are used to support the verbal presentation and best when they can practise the new skill. We remember 20 percent of what we hear, 40 percent of what we hear and see, and 80 percent of what we hear, see, and do.

Relevance to previous experience: People learn faster when new information or skills are related to what they already know or can do.

¹ Adapted from J. Vella. 1994. *Learning to Listen, Learning to Teach: The Power of Dialog in Educating Adults*. San Francisco: Jossey-Bass, 2nd Edition.

- **Immediate relevance:** Learners should see immediately how to use and apply what they have learned in their job or life.
- **Future relevance:** People usually learn faster when they realise that what they are learning will be useful in the future.

Teamwork: Help people learn from each other and solve problems together. This makes learning easier to apply to real life.

Engagement: Involve participants' emotions and intellect. Adults prefer to be **active participants** in learning rather than passive recipients of knowledge. People learn faster when they can actively process information, solve problems, or practice skills.

Accountability: Ensure that participants understand and know how to put into practice what they have learned.

Motivation: Wanting to learn.

- People learn faster and more thoroughly when they want to learn. The trainer's challenge is to create conditions in which people want to learn.
- Learning is natural, as basic a function for human beings as eating or sleeping.
- Some people are more eager to learn than others, just as some are hungrier than others. Even in one individual, there are different levels of motivation.
- All the principles outlined will help the learner become motivated.

Clarity:

- Messages should be clear.
- Words and sentence structures should be familiar. Technical words should be explained and their understanding checked.
- Messages should be VISUAL.

Feedback: Feedback informs the participant in what areas they are strong or weak.

5: Training Methodologies: Advantages, Limitations, and Tips for Improvement

Training Method	Advantages	Limitations	Tips for Use
<p>Small group discussion with no more than 7 participants who discuss and summarise a given subject or theme. The group selects a chairperson, a recorder, and/or someone to report to plenary.</p>	<ul style="list-style-type: none"> • Can be done anytime and anywhere • Allows two-way communication • Allows group members to learn each other's views and sometimes makes consensus easier • Enables group members to take on different roles (e.g., leader, recorder) to practice facilitation techniques • Involves active participation • Let participants ask and learn about unclear aspects • Often lets people who feel inhibited share • Can produce a strong sense of sharing or camaraderie • Challenges participants to think, learn, and solve problems. 	<ul style="list-style-type: none"> • Strong personalities can dominate the group • Some group members can divert the group from its goals • Some participants may try to pursue their own agendas • Conflicts can arise and be left unresolved • Ideas can be limited by participants' experience and prejudices. 	<ul style="list-style-type: none"> • Outline the purpose of the discussion and write questions and tasks clearly for focus and structure • At the beginning, establish ground rules (e.g., courtesy, speak in turn, ensure everyone agrees with conclusions) • Allow enough time for all groups to finish the task and give feedback • Announce remaining time at regular intervals • Ensure that participants share or rotate roles • Be aware of possible conflicts and anticipate their effect on the group's contribution in plenary • Reach conclusions, but avoid repeating points already presented in plenary.

Training Method	Advantages	Limitations	Tips for Use
<p>Buzz group (2–3 participants) Can allow participants to discuss their immediate reactions to information presented, give definitions, and share examples and experiences.</p>	<ul style="list-style-type: none"> • Gives everyone a chance and time to participate • Makes it easier to share opinions, experiences, and information • Often creates a relaxed atmosphere that develops trust and helps participants express opinions freely • Can raise energy level by getting participants to talk after listening to information • Does not waste time moving participants. 	<ul style="list-style-type: none"> • Discussion is limited • Opinions and ideas are limited by participants' experience • Participants may be intimidated by more educated participants or hesitate to challenge views. 	<ul style="list-style-type: none"> • Clearly state the topic or question to be discussed with the objectives • Encourage exchange of information and beliefs among different levels of participants.
<p>Brainstorming: A spontaneous process when group members' ideas and opinions on a subject are voiced and written for selection, discussion, and agreement; all opinions and ideas are valid.</p>	<ul style="list-style-type: none"> • Allows many ideas to be expressed quickly • Encourages open-mindedness (every idea should be acceptable, and there should be no judgement) • Everyone has an opportunity to contribute • Helps stimulate creativity and imagination • Can help make connections not previously seen • Is a good basis for further reflection • Helps build individual and group confidence by finding solutions within the group. 	<ul style="list-style-type: none"> • The ideas may be limited by participants' experiences and prejudices • People may feel embarrassed if they have nothing to contribute • Some group members may dominate, and others may withdraw. 	<ul style="list-style-type: none"> • State clearly the brainstorming rule: no wrong or bad idea • Ensure a threat-free, non-judgemental atmosphere so that everyone can contribute • Ask for a volunteer to record brainstorming ideas • Record ideas in the speaker's own words • State that the whole group owns the brainstorming ideas • Give participants who haven't spoken a chance to contribute.

Training Method	Advantages	Limitations	Tips for Use
<p>Plenary or whole group discussion: The entire group comes together to share ideas.</p>	<ul style="list-style-type: none"> • People can contribute to the whole group • Participants can respond and react to contributions • Facilitators can assess group needs • People can see what other group members think about an issue • Individuals or groups can summarise contents. 	<ul style="list-style-type: none"> • Can be time consuming • Doesn't give each participant a chance to contribute • Some individuals may dominate the discussion • Consensus can be difficult if decisions are required • Some group members may lose interest and become bored • Contributions from a limited number of participants can give a false picture of what the majority understands about an issue. 	<ul style="list-style-type: none"> • Appoint someone to record the main points of the discussion • Appoint a timekeeper • Pose a few questions for group discussion • Use buzz groups to explore a topic in depth • Ask for contributions from participants who haven't shared their views.
<p>Role play: Imitating a specific life situation; participants are given details about the "person" they are asked to play.</p>	<ul style="list-style-type: none"> • Helps start a discussion • Is lively and participatory, breaks down barriers and encourages interaction • Can help participants improve skills, attitudes, and perceptions in real situations • Is informal and flexible and requires few resources • Is creative • Can be used with all kinds of groups, regardless of their education levels. 	<ul style="list-style-type: none"> • Possibility of misinterpretation • Reliance on goodwill and trust among group members • Tendency to oversimplify or complicate situations. 	<ul style="list-style-type: none"> • Structure the role play carefully, keep it brief and clear in focus • Give participants clear and concise instructions • Carefully facilitate to deal with emotions that arise in the follow-up discussion • Ensure participation is voluntary.

Training Method	Advantages	Limitations	Tips for Use
<p>Drama: Unlike role play, the actors are briefed in advance on what to say and do and can rehearse; therefore, the outcome is more predictable—often used to illustrate a point.</p>	<ul style="list-style-type: none"> • Commands attention and interest • Clearly shows actions and relationships and makes them easy to understand • Is suitable for people who cannot read or write • Involves the audience by letting them empathise with actors’ feelings and emotions • Does not require many resources • Can bring people together almost anywhere. 	<ul style="list-style-type: none"> • Audience cannot stop the drama in the middle to question what is going on • Can be drawn out and time consuming • Tends to simplify or complicate situations. 	<ul style="list-style-type: none"> • Encourage actors to include the audience in the drama • Follow the drama with discussion and analysis to make it an effective learning tool • Keep it short, clear, and simple.
<p>Case study: Pairs or small groups are given orally, or in writing, a specific situation, event, or incident; then asked to analyse and solve it.</p>	<ul style="list-style-type: none"> • Allows rapid evaluation of trainees’ knowledge and skills • Provides immediate feedback • Increases analytical and thinking skills • Is the best realistic alternative to field practice. 	<ul style="list-style-type: none"> • Sometimes not all trainees participate. 	<ul style="list-style-type: none"> • Make the situation, event or incident real and focused on the topic • Initiate with simple case studies and gradually add more complex situations • Speak or write simply.
<p>Demonstration with return demonstration: A resource person performs a specific operation or job, showing others how to do it; the participants then practice the same task.</p>	<ul style="list-style-type: none"> • Provides step-by-step process to participants • Allows immediate practice and feedback • Checklist can be developed to observe participants’ progress in acquiring the skill. 		<ul style="list-style-type: none"> • Explain different steps of the procedure • Resource person demonstrates an inappropriate skill, then an appropriate skill, and discusses the differences • Participants practice the appropriate skill and provide feedback to each other • Practice.

Training Method	Advantages	Limitations	Tips for Use
<p>Game: A person or group performs a structured competition activity, allowing people to practice specific skills or recall knowledge.</p>	<ul style="list-style-type: none"> Entertains Competition stimulates interest and alertness Is a good energizer Helps recall information and skills. 	<ul style="list-style-type: none"> Some participants think that playing games has no solid scientific or knowledge base Facilitators should participate in the game. 	<ul style="list-style-type: none"> Be prepared for “on the spot” questions because there is no script Give clear directions and follows the allotted time.
<p>Field visit: Participants and facilitators visit a health facility or community setting to observe a task or procedure and practice.</p>	<ul style="list-style-type: none"> Puts training participants in real-life work situations Allows participants to reflect on real-life work situations without work pressures Best format to use knowledge and practice skills. 	<ul style="list-style-type: none"> Time consuming Needs more than usual resources. 	<ul style="list-style-type: none"> Before the visit, coordinate with site, give clear directions before arrival, divide participants into small groups with a designated facilitator Provide reliable transportation Meet with those responsible on arrival Provide opportunity to share experiences and give and receive feedback.
<p>Visualization in participatory programming (VIPP): Coloured cards in various shapes and sizes let participants quickly classify problems to find solutions.</p>	<ul style="list-style-type: none"> Allows simple visualisation of problems, ideas, and concerns Allows everyone to participate Gives quieter participants equal time with participants who tend to dominate a discussion. 	<ul style="list-style-type: none"> Used more by members of the same organization to evaluate progress and revise objectives and strategies Time consuming Needs more than usual resources. 	<ul style="list-style-type: none"> Apply modified version of VIPP if problems arise in training that can be dealt with quickly.
<p>Action plan preparation: Participants can synthesise knowledge, skills, attitudes, and beliefs into a doable plan; bridges classroom activities with practical application at work site.</p>	<ul style="list-style-type: none"> Team building for participants from the same site, district, or region Two-way commitment between trainers and institutions Basis for follow up, action, and supervision. 	<ul style="list-style-type: none"> Time consuming Requires work on action plan after hours to support action plan development. 	
<p>Talk or presentation:</p>	<ul style="list-style-type: none"> Is time efficient for addressing a subject 	<ul style="list-style-type: none"> Lack of active participation 	<p>Build interest</p> <ul style="list-style-type: none"> Use a lead-off story or interesting

Training Method	Advantages	Limitations	Tips for Use
<p>Provides information through the spoken word, sometimes supplemented with audio or visual aids.</p>	<p>and giving a large amount of information quickly</p> <ul style="list-style-type: none"> • Facilitates structuring the presentation of ideas and information • Allows the facilitator to control the classroom by directing timing of questions • Is ideal for factual topics (e.g., steps on conducting HIV testing) • Stimulates ideas for informed group discussion. 	<ul style="list-style-type: none"> • Facilitation and curriculum centred, essentially one-way learning • Cannot use experience of group members • May be limited by facilitators' perception or experience • May cause frustration, discontent, and alienation within the group, especially when participants cannot share their own experience. 	<p>visual that captures audience's attention</p> <ul style="list-style-type: none"> • Present an initial case problem to structure the lecture • Ask participants to test questions, even if they have little prior knowledge to motivate them to listen to the lecture for the answer. <p>Maximise understanding and retention</p> <ul style="list-style-type: none"> • Reduce the major points in the lecture to headlines that are verbal subheadings or memory aids and arrange in logical order • Give examples and analogies; use real-life illustrations of the ideas in the lecture and, if possible, compare the material and the participants' knowledge and experience • Use visual backup (flipcharts, transparencies, brief handouts, and demonstrations) so participants can see, as well as hear, what you say. • Set a time limit. <p>Involve participants during the lecture</p> <ul style="list-style-type: none"> • Interrupt the lecture occasionally to challenge participants to give examples of the concepts presented or answer spot quiz questions • Illustrate activities throughout the presentation to focus on the points you are making. <p>Reinforce the lecture</p> <ul style="list-style-type: none"> • Allow time for feedback, comments, and questions • Apply the problem by posing a problem or question for participants to solve, based on the information in the lecture • Ask participants to review the contents of the lecture together or give them a self-scoring test • Avoid distracting gestures or mannerisms, such as playing with the chalk, ruler, or watch; or adjusting clothing.

6: Group and Team Building Exercises, Energizers, and Evaluations

Training exercises

Forming small groups

- Depending on the number of participants (for example, 20), and the number of groups to be formed (for example, 5) ask participants to count off from 1 to 4. Begin to count in a clockwise direction. At another time, count counter-clockwise.
- Depending on the number of participants (for example, 16), and the number of groups to be formed (for example, 4), collect 16 bottle caps in 4 different colours: 4 red, 4 green, 4 orange, and 4 black. Ask participants to select a bottle cap and form groups, depending on the colour selected.
- Sinking ship: Ask participants to walk around as if they were on a ship. Announce that the ship is sinking and life boats are being lowered. The life boats will only hold a certain number of participants. Call out the number of people the life boats will hold and ask participants to group themselves in the number called out. Repeat several times and finish with the number of participants you wish each group to contain (for example, to divide 15 participants into groups of 3, the last life boat called will be the number 5).

Review energizers

The following are descriptions of several **review energizers** that facilitators can select from at the end of each session to reinforce knowledge and skills acquired.

- Participants and facilitators form a circle. One facilitator has a ball that he or she throws to one participant. The participant catches the ball, then the facilitator asks a question. The participant responds. When the participant who caught the ball has answered correctly to the satisfaction of the group, that participant throws the ball to another participant, then asks him/her a question. The participant who throws the ball asks the question. The participant who catches the ball answers the question.
- Form two rows with the participants facing each other. Each row represents a team. A participant from one team/row asks a question to the participant opposite her/him in the facing team/row. That participant can ask for help from her/his team in responding to the question. When the question is answered correctly, the responding team earns a point and then asks the other team a question. If the question is answered incorrectly, the team that asked the question responds and earns the point. Questions and answers go back and forth from team to team.
- Form two teams. Each person receives a counselling card or a visual image. These visual aids are answers to questions that the facilitator will ask. When a question is asked, the participant who thinks they have the correct answer will show their counselling card or visual image. If correct, they score a point for their team. The team with the most correct answers wins the game.

- A participant selects a counselling card or visual image from a basket and is asked to share the practices/messages; participants give feedback. The process is repeated for the other participants.
- Form two circles. On a mat in the middle of the circle a set of counselling card is placed face down. A participant is asked to choose a counselling card and tell the other participants in what situations an infant and child feeding counsellor can share the practices/messages represented by the counselling card. One facilitator in each circle helps in responding.

Daily Evaluations

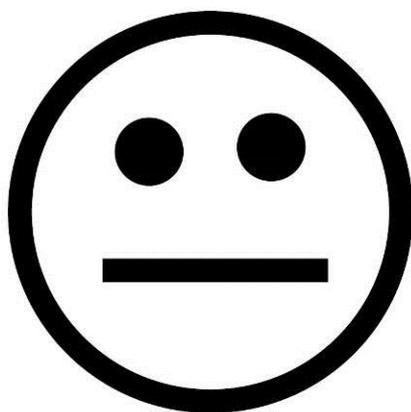
The following examples are descriptions of several evaluations that facilitators can select at the end of each day (or session) to assess the knowledge and skills acquired and/or to obtain feedback from participants.

- Form buzz groups of three participants and ask them to answer one, two, or all the following questions in their group:*
 - What did you learn today that will be useful in your work?
 - What was something that you liked?
 - Offer a suggestion to improve today's sessions.

**Ask a participant from each buzz group to respond to the whole group.*

- Place "Faces" measuring participants' moods (smiling, neutral, frowning) on a bench or the floor; ask participants (at the end of each day or session) to place a stone or bottle cap on the "face" that best represents their level of satisfaction (satisfied, mildly satisfied, and unsatisfied).

7: Daily Evaluation Faces



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