

# TRAINING SKILLS FOR HEALTH PROFESSIONALS

## Reference manual



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# Abbreviations

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<b>AR</b>	IPPF Africa Region
<b>AWR</b>	IPPF Arab World Region
<b>EN</b>	IPPF European Network
<b>ESEAOR</b>	IPPF East & South East Asia and Oceania Region
<b>HQ</b>	Headquarters
<b>IEC</b>	Information, Education and Communication
<b>IPPF</b>	International Planned Parenthood Federation
<b>QI</b>	Quality Improvement
<b>QOC</b>	Quality of Care
<b>RO</b>	IPPF Regional Office
<b>SA</b>	Self-assessment
<b>SAR</b>	IPPF South Asia Region
<b>SDP</b>	Service Delivery Point
<b>SRH</b>	Sexual and Reproductive Health
<b>TOT</b>	Training of Trainers
<b>WHR</b>	IPPF Western Hemisphere Region

# Introduction

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## Purpose of the manual

This manual is designed to support staff to implement the IPPF *Strengthening the Quality of Reproductive Health Care Programme (QOC)* at the regional and country levels. It describes the key training skills needed to introduce the quality improvement (QI) process using self-assessment at individual Member Associations and their service delivery points (SDPs). The manual is meant for both experienced and new trainers of the QOC programme and is designed to improve their training and facilitative skills. This manual may also be adapted for use by other organizations implementing their own quality improvement efforts.

This manual should be used in coordination with the other materials developed for the first stage of the IPPF QOC training programme. The other resources are:

1. IPPF. *Quality of Care Improvement Process Manual for Service Providers and Managers*. The core programme document providing detailed instructions for the implementation of the QI process. It includes the self-assessment questionnaires, client exit interview questionnaire, and action plan formats.
2. IPPF. *Self-assessment Manual and Facilitation Skills for Quality Improvement: a Trainer of Trainers Guide for Health Professionals. Facilitator's Guide*. The key training guide which describes all the sessions of the five-day training on introducing the QI process using the self-assessment approach.

Both documents are available in hard copy from IPPF or in electronic format from the IPPF website ([www.ippf.org](http://www.ippf.org)).

## How to use the manual

This manual provides information on the use of training methods and exercises, and discusses the theoretical and conceptual challenges facing all trainers and facilitators. The information and suggestions should be used according to your own training needs.

If you are an experienced trainer, you will know that no two training events are alike; each new training activity is unique and can challenge you on a personal and professional level. Moreover, each exercise and training gives you an opportunity to learn something new about managing group dynamics, about the subject matter, or even about yourself.

If you are a new trainer, do not worry about mastering all the elements of conducting an effective training the first, second or even third time. The best way to start is to learn by doing; gain experience by learning from mistakes and by trying out new ideas.

Depending on your needs, you may use this module for different purposes:

- To find information on particular issues
- To improve your training skills
- To use as a training tool

This manual does not pretend to be complete. For more in-depth knowledge on training and training methodologies, you will need to consult additional training tools. The list of references and electronic resources at the end of the manual may be helpful for this purpose.

The manual is divided into several sections:

- **Section 1** reviews the basic steps in planning a training activity.
- **Section 2** discusses the training steps of introducing the quality improvement process using self-assessment tools.
- **Sections 3-5** review specific training skills and competencies, including: training techniques and methodologies, facilitation skills, and working effectively with groups.
- **Section 6** discusses the use of equipment during training activities.
- **Section 7** reviews the role of evaluation in training.

# 1. Planning a training activity

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An effective training activity does not come about by accident but through careful planning and organization. This planning entails thought, time, preparation and often some study on the part of facilitators.

In order to plan effectively, you must know well in advance approximately how many participants will be attending the activity. After determining the number of participants, the availability of the following requirements should be checked:

- adequate space for participants
- learning materials, including whether they will require adaptation
- any supplementary written materials for learning activities (e.g., role play, case studies)
- supplies and requirements (e.g. flipcharts, paper and pencils, overhead projector, video player, etc)

## 1.1. Timeline for planning

TIME PRIOR TO THE TRAINING	ACTIVITY
One month or earlier	<ul style="list-style-type: none"><li>• select and invite participants</li><li>• initiate administrative arrangements</li><li>• confirm training venue and accommodation</li><li>• order learning materials, supplies and equipment</li><li>• review outline and schedule (if possible, send schedule to participants)</li><li>• review content materials and prepare for each session</li><li>• prepare audiovisuals (transparencies, powerpoint presentation)</li></ul>
Two weeks	<ul style="list-style-type: none"><li>• review final list of participants</li><li>• arrange for breaks and meals</li><li>• assemble learning materials</li><li>• finalize administrative arrangements (travel/per diems)</li><li>• reconfirm accommodation arrangements</li></ul>
One to two days	<ul style="list-style-type: none"><li>• meet with all facilitators</li><li>• prepare training facility</li><li>• prepare and check audiovisual equipment and other learning aids</li><li>• check with all the facilitators to be sure there are no other arrangements that need to be made</li></ul>

## 1.2. Practical and organizational issues of training

You can use the following list of issues as a checklist for preparing the training course.

### Practical issues to consider:

- choice of venue and rooms
- seating arrangements
- equipment: check the electricity
- pens, pads etc.
- handouts
- background papers/folder
- name tags
- social programme

## Training issues to consider:

- are the objectives of the training clear?
- are the sessions linked to the time of day? (think of energy dips)
- has there been agreement with co-trainers on the division of roles?
- is information known about the participants? (who they are, where they are from, what they do, etc)
- are a variety of learning methods being used?
- has an evaluation been planned?

## 2. Training process

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This section discusses the training process of introducing the concept of quality improvement using self-assessment tools.

### 2.1. Training staff

Introducing and training staff to implement a quality improvement process using self-assessment tools is about training professionals in specific skills. To effectively motivate and enhance professional skills you have to:

- understand the quality improvement process and self-assessment tools yourself
- have a clear idea of the training purpose and objectives
- be comfortable and credible
- organize the work and materials to provide guidance for an effective introduction of the quality improvement process and the self-assessment tools
- distinguish between what is essential, what is useful, and what is interesting for the learning process

To begin, start by assessing the initial situation: the training environment. Knowing some information about the participants and their organizations will go a long way to help you plan the training effectively. For example, working in a cross-cultural training environment will significantly influence every step of the training. The training outline will also vary depending on the nature and structure of participants' workplaces. At the onset, you should identify:

- the institutional framework of the Member Association you are working with: eg: the role of volunteers and board, the functions that exist within the organization; how the organization is structured, etc
- participants' individual situations
- who the participants are (age, name, gender)
- participants' professional background
- participants' working language
- level of participant familiarity of the concepts of quality of care and quality improvement

### 2.2. Adult learning process

The environment within which learning occurs has a tremendous impact on the quality of the learning experience. Establishing a positive learning climate depends on understanding what participants need and expect. For their part, participants must have a clear understanding of why they are there. In general, adults who attend courses to acquire new knowledge, attitudes and skills:

- require learning to be relevant
- are highly motivated if they believe training is relevant
- desire a variety of learning experiences
- desire positive feedback
- have personal concerns
- need to be recognized as individuals with unique backgrounds, experiences and learning needs
- must maintain their self-esteem
- have high expectations for themselves and their facilitators
- have personal needs that must be taken into consideration

Other factors which influence the adult learning process include: motivation, whether the training is pleasurable, and the degree to which the training links with the participants' experiences. Different learning methods, group dynamics and the role of the facilitator will draw out or emphasize these factors, which may evolve or change during the training period.

These factors are discussed further in this manual.

The relationship between adult learners and the trainer must be based on trust and mutual respect. Training adults involves taking many factors into account and adapting the training accordingly.

Participants' expectations:

- the training should be practical and give useful directions to introduce the self-assessment tool
- the training should support them to guide and monitor the process, and to deal with unexpected situations when they arise
- the training should build on and acknowledge their existing knowledge and experiences with QOC and quality improvement

Participants concerns:

- fear of being judged
- former knowledge is not validated
- lack of self-confidence
- resistance to change: the new, unknown issues with regard to self-assessment and the quality improvement process can lead to feelings of insecurity

Consequences for the trainer:

- always work on practical and concrete applications of the QOC tools
- always make the most use of participants' existing knowledge
- take time to listen to preoccupations, both during and after the training sessions
- provide a stimulating environment
- establish a climate of mutual trust

### How adults learn

- Adults are voluntary learners. They perform best when they have to attend the training for a particular reason. They have the right to know why a topic or session is important to them.
- Adults have usually come with an intention to learn something new. If this motivation is not supported, they will switch off or stop coming.
- Adults have experience and can help each other learn. Encourage the sharing of that experience and your sessions will become more effective.
- Adults learn best in an atmosphere of active involvement and participation.
- Adults learn best when it is clear that the context of the training is close to their own tasks and jobs. Adults are best taught with a real-world approach.

Sources: Robert Smith (1983); Alan Rogers (1986); Jenny Rogers (1989).

Some final reminders about participants in the learning process

Participants are the principle targets of the learning process. The trainer is there to assist them in the development and improvement of their knowledge and skills. This means that it is important to avoid two common teaching misconceptions:

1. The individual is not ignorant; in the professional audience there are always elements of recognition.
2. Know your topic or get assistance from an expert but watch out for the trainer = boss relationship. In a professional audience, you don't impose authority; you get attention because you exchange knowledge.

## 3. Training techniques and methodologies

### 3.1. Training methods

Training methodologies need to be carefully selected. They should be chosen according to the intended goal, objectives and expected result of the training. Facilitators should also select methods that will stimulate interest and should change methods as needed to provide variety.

The most common training methods are described in the table below. For each method there is a definition of the learning area(s) for which the method is appropriate and its main advantages and limitations.

METHOD	DEFINITION	LEARNING AREAS	ADVANTAGES	LIMITATIONS
Case study	Training method using realistic scenarios that focus on a specific issue, topic or problem. Participants typically read, study, and react to the case study in writing or during a discussion.	Primarily knowledge and attitude	<p>Focuses participants' attention on a real situation.</p> <p>Participants may work separately or in small groups.</p> <p>May require use of higher levels of learning.</p>	Requires considerable development time.
Coaching	<p>Approach in which the facilitator explains procedures or routines; demonstrates tasks by modelling the exact performance of the skill or activity; and provides ongoing feedback to participants regarding performance.</p> <p>Facilitators observe and interact with participants to monitor progress and to overcome problems.</p>	Knowledge, skill and attitude	Useful when small groups or one person needs instruction and training.	Requires the coach to be available when the participants need instruction and feedback.

METHOD	DEFINITION	LEARNING AREAS	ADVANTAGES	LIMITATIONS
<b>Demonstration</b>	Presentation by a facilitator of the steps necessary for the completion of a procedural task or activity.	Skill	<p>Provides the participants with a step-by-step procedure for performing a specific skill or activity.</p> <p>Demonstration is an effective method for applying knowledge in an observable situation.</p>	Requires planning, practice and a high degree of skill on the part of facilitator.
<b>Discussion</b>	Interactive process of sharing information and experiences related to achieving a training objective.	Knowledge and attitude	<p>Gives participants an opportunity to share their knowledge and feelings on the topics.</p> <p>Facilitators just guide the discussion and summarize participants' points.</p>	<p>If it is not properly conducted, it may be dominated by a few participants or may move off the topic.</p> <p>Participants need background information about the topic to participate in the discussion.</p>
<b>Games</b>	Learning activity. These usually have a set of rules and are often competitive.	Knowledge and attitude	<p>Highly motivational and stimulating.</p> <p>Usually involves most or all participants.</p>	<p>Requires planning time.</p> <p>May have minimal impact if the game does not relate to the objectives and/or there is no discussion following the game.</p>
<b>Illustrated lecture</b>	Verbal presentation of information by the facilitator; content presentation is supplemented with a variety of questions, interaction, audiovisuals and instructional materials.	Primarily knowledge	<p>Delivers a lot of information in a relatively short period.</p> <p>Effective for both large and small groups.</p> <p>Facilitators maintain primary control of the pace of presentation.</p>	<p>Demands high level of concentration on the part of participants and the facilitators.</p> <p>Participants' interaction may be minimal.</p> <p>Without questioning and interaction, the facilitator may have a difficult time determining whether participants understand the information being presented.</p>

METHOD	DEFINITION	LEARNING AREAS	ADVANTAGES	LIMITATIONS
<b>Role play</b>	Process in which participants play out roles in a simulated situation related to the training objectives.	Primarily knowledge and attitude	Provides a highly motivational climate, as participants actively take part in a realistic situation.	Requires considerable development time in addition to ensuring that participants are prepared to participate in the role-play.
<b>Simulation</b>	A representation of a real or hypothetical situation, process or system.	Knowledge, skill and attitude	Provides a highly motivational climate, as participants actively take part in a realistic situation.  Allows participants to practice a skill.	Requires planning and development time to ensure simulation is realistic and will provide a positive learning experience.
<b>Brainstorm</b>	Brainstorming is a strategy that stimulates thought and creativity and is often used in conjunction with group discussions.	Knowledge and attitude	Very effective when used to introduce a topic or form the basis for a group discussion.	Requires that participants have some background information related to the topic.

The selection of training methods will depend on your training goals, participants' needs and abilities, and the time available for learning. To be most effective, methods should be combined – that is, a variety of training methods should be used. In addition, any method used should include some mechanism – through discussion or writing – for participants to examine the meaning of what has been done. This is essential if skills and the application of knowledge are to be influenced. The simple transfer of facts has rarely proven to be enough to affect people's behavior.

Effective training methods generally:

- arouse interest
- stimulate thinking
- appeal to a variety of senses
- encourage active participation
- provide a degree of autonomy and avoid trainer dominance
- incorporate appropriate training aids
- provide feedback to trainees as well as trainers

Poor training methods are often reflected by:

- trainers' continuous uninterrupted talk
- a great deal of passive listening by trainees
- dominance of one training method, disregarding the use of a variety of methods
- information which is not useful to the trainees
- lack of feedback to and from trainees

## 3.2. What makes a good trainer?

To be a good trainer or facilitator requires time and experience. The best way to learn to become a trainer is by doing it. The most effective trainers have a range of key characteristics:

- a warm personality
- knowledge of the subject
- skills in noticing and resolving participants' problems
- organizing abilities; arranging logistics etc.
- enthusiasm

Some of these characteristics can be attributed to people's personalities. Others can be improved or learned by practice.

Although the emphasis in training should be on participants, as a trainer, you will also need to give a "performance". It is important to give some attention to how you present yourself and to be aware that the messages you communicate contain three components: 1) the words you use; 2) your tone of voice, and 3) your body language. It is useful to remember that less than ten percent of a total message is conveyed in words, and gestures and body language often overwhelm the message. Here are some suggestions to ensure participants hear what you are saying:

- Look at the group. Make eye contact with the group. Don't look above people's heads
- Smile, even if you are nervous.
- Avoid placing barriers between yourself and the participants. A desk is very tempting to hide behind crossed legs or arms are symbolic barriers. Be open in your gestures.
- Avoid distracting body movement. Don't fiddle with keys, pens, and jewelry or flick your hair. The audience will focus on these gestures.

## 4. Facilitation skills and techniques

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Facilitation is a key skill required for both the training on the QOC programme and the introduction of the quality improvement process using self-assessment tools. In both situations you will need to facilitate groups. In training, facilitation is more focused on learning, while facilitation in introducing and working with the self-assessment tools includes problem-solving and decision-making elements.

### 4.1. Why facilitate?

- to involve everyone
- to keep the group on track with the objectives
- to help the group understand its own process to work more effectively
- to provide feedback to group members so they can assess their progress and make adjustments
- to achieve agreements
- to deal with difficult people to help the group communicate effectively
- to create an environment where members enjoy a positive, growing experience while they work to attain group goals
- to foster leadership in others by sharing the responsibility for leading the group
- to teach and empower others

(Source: EngenderHealth, 1990).

### 4.2. Important facilitation skills

- active listening, using appropriate body language such as eye contact
- asking open-ended, probing or encouraging questions that encourage the participants to talk more freely
- ability to use the participants' language
- being knowledgeable about issues concerning the participants
- ability to give full, correct, accurate, honest and clear information, in ways that are relevant to participants
- ability to challenge participants to understand the issues more clearly
- giving participants enough time to express their ideas
- providing ongoing support, during and outside the training/ group work
- not pretending to have skills, knowledge and resources you do not have – knowing when and where to refer participants to other training experts or materials

### 4.3. Facilitating group activities during training

#### a) Facilitating small groups

During training, participants will often be divided into small groups, usually consisting of three to five participants. Examples of small group activities are:

- solving a problem that has been presented by the facilitator
- reacting to a case study that can be presented in writing or orally by the facilitator
- preparing a role play within the small group and presenting it to the group as a whole

Small group activities offer many advantages including:

- providing participants to learn from one another
- involving all participants
- creating a sense of teamwork among members
- providing a variety of viewpoints

When small group activities are conducted, it is important that participants are not in the same group every time. The facilitators can create small groups by:

- assigning participants to groups
- asking participants to count 1, 2, 3 etc. And having all "1s" meeting together, all the "2s" meeting together, etc.
- asking participants to form their own groups
- asking participants to draw a group number/name from a basket
- using sweets with different colors or flavors to divide groups

The room used for small group activities should be large enough to allow several arrangements of tables and chairs so that individual groups can work without disturbing one another. The facilitator should be able to move easily about the room to visit each group. If available, consider using smaller rooms near the primary training room where small groups can go to work on their problem-solving activities, case studies or role-plays.

Activities assigned to small groups should be challenging, interesting and relevant; they should require only a short time to complete; and should be appropriate for participants' backgrounds. Each small group may be given a different problem, case study or role-play. Regardless of the type of activity, a time limit is usually provided. When this is the case, inform groups when there are five minutes left and again when the time is up.

Instructions to small groups may be presented:

- in a handout
- on a flip-chart
- on a transparency
- orally by the facilitator

Instructions for small group activities typically include:

- directions
- time limit
- a situation or problem to discuss, resolve or role play
- participants' roles
- questions for the group discussion

Once groups have completed their tasks, participants should be brought together as a large group to discuss the activity. This discussion may involve:

- reports from each group
- responses to activity questions
- role plays developed and presented by participants in the small groups
- recommendations from each group

It is important that the facilitator provides an effective summary discussion following the small group activities. A summary discussion provides closure and ensures that participants understand the aim of the activity.

## **b) Facilitating case studies**

Case studies can be developed by facilitators or participants. After participants have read the case study, either individually or in small groups, they should be given the opportunity to react to it. Typical reaction exercises include:

1. Analysis of the problem. The participants are asked to analyze the situation presented in the case study and determine the source of the problem.
2. Focused questions. These inquiries ask participants to respond to specific questions.

*Example: "What are three observations suggesting that the client was not counselled properly?"*

3. Open-ended questions. These questions provide participants more flexibility in responding.

*Example: "What are some of the consequences of failing to provide a client with the contraceptive of her choice?"*

4. Problem solutions. The participants are asked to offer suggestions regarding the situation being presented.

*Example: "How could this problem have been avoided?"*

Once participants have reacted to the case study they should be given the opportunity to share their reactions. This sharing might take the form of one or more of the following:

- reports from individuals or small groups
- responses to case study questions
- role plays presented by participants in small groups
- recommendations from individuals or small groups

The facilitator should summarize the results of the case study activity before moving on to the next activity.

### **c) Facilitating role plays**

To conduct a role play, the following elements should be applied:

- decide what participants should learn from the role play (the objectives)
- develop a simple situation
- explain what participants should do and what the audience should observe
- discuss important features of the role play by asking questions of both the players (those in the role play) and observers. Always start with questions to the players. Only after the players have expressed their feelings and have given their feedback, can the other participants join the discussion. As a facilitator, it is important to position yourself near the players and face the other participants with them – this provides symbolic support to the players
- summarize what happened in the session, what was learned, and how it applies to the training course
- ask role play participants to "de-role" from their characters

### **d) Facilitating brainstorming sessions**

The following guidelines will facilitate the use of brainstorming:

1. Establish ground rules.  
*Example: "During this brainstorming session, we will be following two basic rules. All ideas will be accepted; someone will write them on the flip chart. At no time will we discuss or criticize any idea. Later, after we have our list of suggestions, we will go back and discuss each one. Are there any questions? If not..."*
2. Announce the topic or problem.  
*Example: "During the next few minutes we will be brainstorming and will follow our usual rules. Our theme today is "Quality of Care in Sexual and Reproductive Health". I would like each of you to think of at least one way we can improve quality of care in our existing SRH programmes."*
3. Maintain a written record of the ideas and suggestions on a flip chart or writing board. This will prevent repetition and keep participants focused on the topic, and will be useful when it is time to discuss each item.
4. Involve the participants and provide positive feedback in order to encourage more input.
5. Review written ideas and suggestions periodically to stimulate additional ideas.
6. Conclude brainstorming by reviewing all the suggestions.

## e) Facilitating group discussions

Group discussion is useful:

- at the conclusion of a session
- after viewing a videotape
- following a demonstration
- after reviewing a case study
- after a role play
- following a brainstorming session
- at any other time when participants have prior knowledge or experience related to the topic

When participants are familiar with the topic, the discussion is likely to arouse participants' interest, stimulate thinking and encourage active participation. This interaction affords the facilitator an opportunity to:

- provide positive feedback
- emphasize key points
- create a positive learning climate

The following factors should be considered when selecting group discussion as a method:

1. Discussions involving more than 15 to 20 participants may be difficult to lead and may not give all participants an opportunity to participate.
2. Discussion requires more time than a typical presentation because of extensive interaction among the participants.
3. A poorly directed discussion may move away from the subject and never reach the objectives established by the facilitator.
4. If control is not maintained, a few participants may dominate the discussion while others lose interest.

**Follow these key points to ensure successful group discussions:**

1. Arrange the seating to encourage participants' interaction (e.g. tables and chairs set up in a "U" shape, square or circle so that participants face one another).
2. State the topic as part of the introduction.  
*Example:* "To conclude this presentation on quality of care, let's take a few minutes to discuss the importance of the client's perspective in successful SRH programmes. Maria, what do you think about the role of the client's rights in SRH programmes?"
3. Shift the conversation from the facilitator to the participants.  
*Examples:* "Claudia, would you share your thoughts on....?"  
"Mark, what is your opinion?"  
"Sarah, do you agree with my statement that....?"
4. Act as a referee and intercede only when necessary.  
*Example:* "It's obvious that Carlos and Roberto are taking opposite sides in this discussion. Carlos let me see if I can clarify your position. You seem to feel that...."
5. Summarize key points of the discussion periodically.  
*Example:* "Let's stop here for a minute and summarize the main points of our discussion."
6. Ensure that the discussion stays on the subject.  
*Examples:* "Naana, can you explain a little more clearly how that situation relates to our topic?"  
"Meri, would you clarify for us how your point relates to the topic?"  
"Let's stop for a moment and review the purpose of our discussion."

7. Use the contributions of each participant and provide positive reinforcement.  
*Examples: "That is an excellent point Rosminah. Thank you for sharing that with the group."  
 "Alexander has a good argument against the policy. Would anyone like your comment on that?"*
8. Minimize arguments among participants.
9. Encourage all participants to get involved.  
*Example: "Maria, I can see that you have been thinking about these comments. Can you give us your thoughts?"*
10. Ensure that no one participant dominates the discussion.  
*Example: "Christina, you have contributed a great deal to our discussion. Let's see if someone else would like to say..."*
11. Conclude the discussion with a summary of the main ideas. The summary should be related to the objective presented during the introduction.

### Other points to remember:

- Do not write on a flip chart or blackboard and listen or talk at the same time. Give your full attention to listening or talking and then take notes.
- Be aware of possible or known cultural differences between you and your participants and ask for a fuller explanation if you do not understand or need to know more.
- Be aware, respect and learn about the participants' ideas on issues such as quality of care and quality improvement, which may be different from yours. Take these new ideas into account when providing new information.
- Check that you have understood participants by repeating what they have said in your own words (paraphrasing) or summarizing what you heard.  
*Say: "As I understand it, this is what you mean by ..., is that right?"*
- Check that you have understood their feelings by reflecting them back to the participant:  
*Say: "Some of you seem to be feeling very confused about the self-assessment tools at the site, am I right?"*
- Clarify what participants have understood by asking for more information or an example:  
*Say: "I am not sure that I understand - could you explain it further?"  
 "Could you give me an example?"*
- Try answering questions accurately and fully, however difficult they are.

## 4.4. More skills for facilitating groups

### Listening

When we talk to each other, we often do not concentrate on what the other person is saying. We may be busy thinking about what we are going to say next, or sometimes we get excited about the subject of the conversation and have a hard time listening. As a facilitator, you need to listen carefully and creatively, identifying the positive aspects as well as any problems areas, difficulties and tensions.

It is important to show individuals that you are listening and interested in what they are saying. Looking at them while they are speaking, smiling when it is appropriate to do so, and occasionally helping them along by summarizing what you think they said, will all help to show you are listening. Some tips:

- concentrate on hearing
- try to listen with an open mind (we often stop listening when we hear key words which touch our personal biases or preferences)
- try to understand what is being said, be alert to non-verbal messages

- do not predict what the other is trying to say
- do not pretend you have understood when you have not; ask questions
- do not become defensive
- to ensure that you have listened attentively, from time to time restate, repeat and summarize what you think is being said

## Questioning techniques

The primary purpose of questioning is to encourage participants to think about the training topic. Most facilitators agree that participants sometimes claim to have understood the content, but skills and knowledge assessments then prove otherwise. Effective questioning gives participants an opportunity to think through the training content and thus gain a fuller understanding of the concepts being presented.

Involving participants by using questioning will also help to maintain interest. This is especially critical when:

- the topic is complex
- training sessions are lengthy
- the topic is not as exciting as the facilitators or participants hoped

Questions can be used any time to:

- introduce a topic
- increase the effectiveness of the training session
- promote brainstorming
- supplement the discussion process

**Using a variety of questioning techniques will help keep participants interested in the session.**

**For example:**

1. Ask a question of the entire group. The advantage of this technique is that those who wish to volunteer may do so; however, some participants may dominate while others may not participate.  
*Example: "Would someone please tell me why we....?"*
2. Target the question to a specific participant by using that individual's name before asking the question. The participant is aware that a question is coming, can concentrate on the question and respond accordingly. The disadvantage is that once a specific participant is targeted, other participants may not concentrate on the question.  
*Example: "Maria, can you tell me what would happen if we....?"*
3. State the question, pause and then direct the question to a specific participant. All participants must listen to the question in the event that they are asked to respond. The primary disadvantage is that the participant being asked the question may be caught off guard and need to ask the facilitator to repeat the question.  
*Example: "What type of tool are we using today? Mark, can you tell us?"*

The key to asking questions is using a variety of techniques and approaches so as to avoid a predictable pattern. The skilled facilitator uses all the techniques mentioned above to provide variety and maintain participants' attention.

Additional questioning techniques that facilitators can use include:

1. Using participants' names during questioning. This is a powerful motivator and also helps to keep all participants involved.
2. Repeating participants' correct response. This provides positive reinforcement to the participant and allows the rest of the group to hear the response.  
*Example: "Juan is correct. Motivation is a very important element for quality improvement."*
3. Provide positive reinforcement for responses to keep the participants interested in the presentation. Positive

reinforcement may take the form of praise, displaying a participant's work, using a participant as an assistant, or using positive facial expressions, such as nods or other nonverbal actions.

*Example:* "Very good answer, Angela!"

"I like the way you stated that, Claudia."

4. When a participant's response is partially correct, the facilitator should reward the correct portion and then improve the incorrect portion or redirect a related question to that participant or to another participant.

*Example:* "I agree with the first part of your answer; however, can you explain...?"

"You almost have it! Sun, can you give Mohan some help?"

5. When the participant's response is incorrect, the facilitator should make a non-critical response and restate the question to lead the participant to the correct response.

*Example:* "Sorry, Silvia, that's not correct. Let's look at the situation in a different way. Suppose we..."

"That's not quite what I was looking for. Let's go back to our previous session. Now if we..."

## Oral expression

Try to be as clear as possible when you express yourself. Introduce new terms with a clear definition. Try to use local words and use simple vocabulary. Don't be afraid to repeat messages. Train yourself to use the quality of your voice and short sentences.

## Observation

This is the ability to see what is happening; to understand non-verbal clues; and to monitor the group's work effectively.

## Sensitivity / empathy

Pick up messages which are implicit. Try to see QOC gaps from participants' perspectives; try to understand their feelings, ideas and values. Focus on structures and roles rather than personalities or competence.

## Diagnosing

After listening to participants, you should be able to define the QOC gap by synthesizing diverse data and opinions and then supporting participants to choose an intervention or action.

## Openness

Invite dialogue, be able to provide and receive feedback, and be prepared to examine your own attitudes and ideas and change them, if necessary.

## Challenging

Sometimes you have to confront the group with difficult or painful issues to resolve. Similarly, you may need to confront the group when there is disagreement and possibly, stop the discussion. In these scenarios, you need to be firm, but not rude.

## Modelling

As a facilitator you can include yourself as a model for the group, responding spontaneously without being too idealistic or posing as an expert.

## 4.5. Decision-making and problem-solving in groups

When conducting the training and introducing the self-assessment tools, there will be moments when decisions have to be made. For example, when SDP staff complete the self-assessment questionnaire for providers, they will identify QOC gaps that will require solving through decision-making.

Decisions can be made in different ways:

1. A decision is made by one individual and the rest of the group follows, without making any comments. This can happen in groups where one person is overly aggressive.
2. The individual who assumes authority over the others makes a decision.
3. Two individuals joining forces make the decision.
4. A small sub-group makes the decision and the rest accept it.
5. The decision depends on the number of people adhering to it. Voting may be take place by a show of hands.
6. A decision is made by consensus. As a facilitator it is important to differentiate between true and false consensus. For example, at times participants may show support for an initiative even though they do not agree with it.
7. True consensus is achieved. This occurs when everyone contributes to the discussion, all angles have been considered, and everyone is in full agreement. Though desirable, true consensus is not always possible.

The aim of decision-making should be that everyone feels:

- they had the opportunity to express their views and influence the decision
- it was a good and open discussion
- they are prepared to act on the decision taken

The questions below can be used as a checklist for observing the decision-making process:

- Did a participant make a contribution which did not receive recognition or a response? What kind of effect does this have on the member?
- Did a participant make a decision and carry it out without first checking with other group members? (for example a participant decides on a topic to be discussed and starts talking about it immediately) What effect does this have on the other members?
- Who supports other member's suggestions or decisions?
- Is the decision made by consensus?
- Are differences fully explored?
- Is there unanimity or full agreement? Does this support result in the members deciding about the topic or action for the group? How does this affect other group members?
- Are all group members participating in the decision?

### Steps for facilitating decision-making/problem-solving during group meetings

Most discussions go through the following stages:

#### ***Opening:***

The group generates ideas for discussions. During this stage you can use the following facilitation tools:

- make a suggestion
- make a list for possible topics/answers
- brainstorm

### ***Narrowing:***

The group organizes and evaluates information available. During this stage you can use the following facilitation tools:

- eliminate redundancy and duplication
- assign priorities

### ***Closing:***

The group reaches agreement. During this stage you can use the following facilitation tools:

- narrow the choices, eliminate answers from the list made during the opening
- negotiate by building up/eliminating answers. The group then chooses between current alternatives or by adding or eliminating answers
- suggest accepting two alternatives when there is failure to agree

(Source: *EngenderHealth 1990*)

## **4.6. Some final tips and suggestions on facilitation**

1. If you feel lost and confused, call a five minute break.
2. Plan for possible late starts and afternoon energy dips. But do everything you can to start on time.
3. Change participants' perspectives. Periodically change where people sit in the room and with whom they sit.
4. Whatever you do, have a reason for it that makes sense in the light of the training objectives. Be prepared to share this reason with the group.
5. Use your body to direct discussion flows. Standing with your back to a dominant speaker sometimes helps to silence her/him; walking up to or standing behind a shy person sometimes draws them out. When you stand in the middle of the room, the conversation will go through you; while withdrawing or standing on the side will redirect the flow of the discussion to the participants themselves.
6. Provide handouts on all inputs.
7. At the end of each activity or day, reflect on what you have done with the participants.

## 5. Working effectively with groups

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Understanding and working with group dynamics is another important element during the training and introduction of the self-assessment tools. Getting the group to work together effectively and learn about the self-assessment tools requires a shared understanding and ownership of the process. This section provides further details on how groups are formed, how to work with them, and how to overcome common challenges when working with groups.

### 5.1. Understanding group dynamics

A collection of individuals becomes “a group” when:

- they share a common purpose
- the members think of themselves as a group and they share a common experience
- each member’s contributions and questions are valued and respected
- an open and trusting climate develops
- the members pay attention to how they work together

“Group dynamics” refers to the characteristics or forces that are among individuals when they come together to form a group. To understand and manage group dynamics effectively, facilitators must become acutely aware of what is happening within the group.

Facilitators generally move through four stages when monitoring groups. These are observation, increased awareness, discussion with other facilitators, and finally, developing options to support the group and help it achieve its goals.

1. Observe
2. Develop increased awareness
3. Discuss observations with other facilitators
4. Develop options to support the group

When monitoring group development and making choices on how best to guide it, it is important to remember that groups function on several levels: the individual level, the small group level, and the larger group level. The complexity of group dynamics becomes clearer when one considers that each member contributes to the group as an individual, the same participants also interact together in small groups, and all members work within the larger group. In addition, the small group unit (there can be several) can bring its own dynamic to the larger group.

As a facilitator, you will generally find that you are most comfortable observing and understanding the behaviors at one of these levels. It is important to be aware of this and strive to become adept in working at each level in order to manage the overall group dynamics effectively.

#### What the group does (content) and how it does it (process)

When monitoring group development, the facilitator should attend to the content as well as the process in the group.

When the group discusses how adults learn or how to give an effective presentation, their focus is on content. In a training activity, the content is determined before the course begins. It is described in the course objectives and further refined during each session.

When individuals in the training work together as a group, their interaction is known as the group process. The process or interaction in the group is not always readily apparent or easy to understand. It is sometimes difficult for facilitators to observe group interaction until they know what behavior patterns they are seeking.

Managing the group process is as important as managing the training content because it helps ensure three important elements are present in the group: 1) structure; 2) direction, and 3) leadership. Without these three elements, the group may begin to disintegrate and undesirable group behavior may emerge, hindering effective learning. In contrast, with these elements in place, the healthy group described above can develop and move successfully towards achieving its learning goals. Understanding what to look for will help you know when to intervene if the group begins to develop any unhealthy patterns. You can also intervene in the group in order to reinforce positive, healthy group behavior.

## 5.2. Stages in group dynamics

Groups can be powerful and productive when they function well. However, before a group of people can function well together, they must pass through a series of stages. The challenge of a trainer is to help the participants move through the various stages of group formation.

1. Forming
2. Storming
3. Norming
4. Performing
5. Adjourning

In the early **forming stage** - at the beginning of the training or group work - the group is often still a group of individuals, each one with their own agenda and expertise. To help the individuals come together as a group, the following elements should be considered at the beginning of the training:

- climate building
- agenda building
- ground rules/learning conditions

As the individual members become more familiar with one another, they usually enter a **storming phase** where personal values and principles, as well as roles and responsibilities are challenged. As a trainer/facilitator, it is important to be aware that factors such as age, gender, and seniority may influence this process (for example, those with more senior positions may dominate).

- use brainstorming so everyone's voice is heard
- work in small groups, changing the group members
- change the seating of the participants
- if ground rules are broken it is important to address the rules again. The objectives, norms and procedures may need to be revised

The third development stage is marked by a serious concern about completing the task and group performance. In this **norming stage**, group members begin to take greater responsibility for their own group work. In this stage you really start working with the group:

- give them group tasks
- work with case studies

In the fourth stage of a fully functioning group, group members see themselves as a group and each person makes a contribution. The facilitator is also seen as member of the group. In the **performing stage**, the group can work independently without much interference from the facilitator. At this stage you can also use more challenging training methods such as:

- role play
- simulation exercises

If the group work has an end (e.g. the end of a training), it is important to be aware that participants will already

begin to mentally leave the session. In this **adjourning stage**, group members start thinking about other activities, responsibilities and issues. It is important to end the session on a positive note, where the group members say goodbye to each other in a memorable way. It is a good idea to mark the ending of a training or group activity with a closing session.

### 5.3. Dealing with group conflicts

Conflict is an inevitable part of working with groups of people who have different interests, backgrounds and experiences. Conflict doesn't need to be destructive if it is identified and used constructively. Even small conflicts in groups should not be ignored as they may grow out of proportion and affect the entire group. Section 5.4 provides suggestions on how to deal with difficult situations.

### 5.4. Group process: behaviors and interventions

ASPECT OF GROUP PROCESS	DESIRED BEHAVIOUR	EXAMPLES OF UNDESIRABLE BEHAVIOUR	POSSIBLE INTERVENTIONS
Communication	<p>When participants speak, other group members listen and respond appropriately.</p> <p>Participants are aware of how communication is happening in the group.</p>	<p>Participants interrupt one another or the facilitator.</p> <p>Group members do not listen to one another.</p> <p>Participants look at the floor when they talk.</p> <p>Participants carry on side conversations.</p>	<p>The facilitator asks group members what they notice about how they are communicating: "Do you see any patterns or themes in the way people are communicating?"</p> <p>When there are side conversations among participants, the facilitator moves toward those participants, or asks the participant who is trying to speak to the group: "What does it feel like when you are speaking and others are talking at the same time?"</p>
Participation	<p>Discussion is structured so that everyone can participate.</p>	<p>Some participants dominate the discussion.</p> <p>A few participants are uncomfortable talking in a group.</p> <p>The facilitator talks too much.</p>	<p>When dominant members want to contribute, the facilitator says: "Let's hear from some other people."</p> <p>The facilitator is sensitive in drawing out participants.</p> <p>The facilitator monitors the amount of time he/she is speaking: self-awareness is the key.</p>
Group cohesion	<p>Members accept group goals and are willing to work toward them.</p>	<p>There is competition between individuals or subgroups working on a task.</p>	<p>The facilitators call the group's attention to the effect of competition, and explain to them that some degree of competitiveness can be helpful to group interaction, but if it is imbalanced, it can ruin group dynamics.</p>

ASPECT OF GROUP PROCESS	DESIRED BEHAVIOUR	EXAMPLES OF UNDESIRABLE BEHAVIOUR	POSSIBLE INTERVENTIONS
Atmosphere	Group members are friendly with one another and feel free to express themselves and share personal feelings.	Group members are formal in their interactions. Atmosphere is tense.	The facilitator asks the group, "What is the atmosphere in the group right now? " If the group is silent, the facilitator describes the group atmosphere and asks for comments from participants. If the atmosphere is tense, the facilitator starts a discussion about the effect of tension on the group. If tension is the result of unresolved conflict, discuss the issue and try to resolve it.
Group norms	The group has developed consensus about how to work together.	Participants arrive late. Participants talk at the same time. Sessions do not end on time. Feedback is insincere.	The facilitator discusses the ground rules on the first morning and writes them on a flip chart. When rules are not honored, the facilitator must discuss this issue with the group. The facilitator can return the group's attention to the flipchart sheet to ask group members whether they are still committed to following the rules or whether they want to change them.
Leadership	The facilitators respect participants and speak to them as colleagues, and the participants respect the facilitators.	The facilitators speak to the participants in a condescending way. The facilitators are not comfortable in a leadership role. The facilitator discourages discussion that conflicts with their opinion.	The facilitators have to take responsibility for their own behavior. When there are two or more facilitators, they need to give one another feedback.

## 5.5. Dealing with disruptive individuals

1. As soon as you begin to see disruptive behavior, take the opportunity to talk to the person individually. Try to understand what is bothering them. Sometimes disruptive people just want individual attention. Try to diffuse the situation before things get out of hand.
2. Ask another participant with a personal relationship with the individual to discuss the disruptive behavior in a friendly way with the person in question.
3. Give the person a particular responsibility in the training that will focus their energies, such as leading a training activity, being in charge of a sub-group or organizing a social activity.
4. You can encourage participants to develop self-critical awareness about the quality or length of their contributions or discussions.
5. Sometimes it helps to avoid eye contact with a person who is too dominant in the discussions and to pay

greater attention to the more silent members of the group.

6. The ways in which problem situations are handled will give further credibility to the facilitator's leadership. Dealing with problems promptly and effectively will allow more time to concentrate on giving presentations and leading discussions.

Although there is no one way to handle a disruptive participant, there are a few basic strategies that can be helpful:

- never embarrass or "put down" the disruptive participant in front of the others
- handle the situation early, before it becomes a serious matter
- always use tact and diplomacy
- manage personal feelings and remain in control; never show annoyance or loss of temper

Below is a list of common situations that can arise during a training course and the potential solutions that trainers can use to deal with them.

### **Problem: A participant wants to talk all the time**

Possible solutions:

- show that you are actively listening by summarizing the participant's point of view, and then move the discussion forward
- ask other participants for their input
- ask the disruptive participant to hold off until a break

### **Problem: A participant wants to talk about a topic unrelated to the current discussion**

Possible solutions:

- ask the participant to wait until later in the course (if appropriate)
- ask the participant to meet with you during the next break or at the end of the day to discuss the topic

### **Problem: A participant continually talks with another participant**

Possible solutions:

- use non-verbal methods to regain their attention (e.g. make eye contact, move closer)
- ask the participant a question (make sure to say the participant's name first)
- ask these participants if they have a question
- ask them (privately, if possible) to refrain from talking

### **Problem: A participant strongly expresses disagreement with what the trainers say**

Possible solutions:

- summarize the participant's point of view, and ask other participants for their opinion
- agree to disagree
- agree in part and then state how you differ and why

### **Problem: A participant has a distracting habit (e.g., pencil tapping, pen clicking, paper shuffling, etc.)**

Possible solutions:

- use non-verbal methods to get the participant's attention (eye contact, moving closer)
- ignore the behavior if it is not detracting from the session
- privately ask the person to stop

### **Problem: A participant is working on something else during the training session**

Possible solutions:

- use nonverbal methods to get the participant's attention (eye contact, moving closer)

- if a group activity is underway, ask that everyone participates
- each time the participant returns to other work, direct a question to this participant
- privately ask the person to participate actively in the course

**Problem: By arriving late or coming and going at will during the course, a participant does not respect the training schedule**

Possible solutions:

- adhere to the course schedule; do not let everyone suffer because of one participant's lateness
- remind participants of the group schedule
- ask the participant a question about content that was presented when this person was not in class, not to embarrass but to show that important information is being presented
- privately request promptness (as a courtesy to the rest of the group, not just the facilitator)

**Problem: A participant does not participate at all during the discussion**

Possible solutions:

- use nonverbal means (eye contact, smiling), to draw the person into discussion
- direct discussion questions to the participant
- interact with the participant during breaks
- ask the participant to be the leader in a small group activity

**Problem: A participant does not complete assignments**

Possible solutions:

- re-emphasize the purpose of assignments
- be sure always to discuss assignments after they have been completed to show the value of the assignment

## 5.6. Use of warm-ups and energizers

There are many warm-ups and energizers that can be used to enhance learning and group development. They can be used for:

- relaxing the participants
- stimulating the flow of communication between strangers
- bringing private expectations and group reality closer
- encouraging everyone to participate and learn
- rounding off or introducing a session
- developing new skills
- exposing participants to new ways of judging their own actions, particularly in relation to the impact on group work

The enjoyment and fun that games and exercises often generate can act as a basis for group cohesion and openness.

For examples of warm up exercise and energizers, please consult: *IPPF Self-assessment and facilitation skills for quality improvement: a training of trainers guide for health professional / Facilitator's guide*. Available in hard copy or electronic format from IPPF.

## 6. Using equipment / audiovisual materials

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Audiovisual teaching aids include transparencies, powerpoint presentations, flipcharts, worksheets, etc. All of these tools may be used to provide information, stimulate (“trigger”) interest, or focus discussion. The manual; *Self-assessment and Facilitation Skills for Quality Improvement: a training of trainers guide for health professional: Facilitator’s guide* includes powerpoint presentations and worksheets which can be used during the QOC training.

When selecting equipment it is important to consider the following:

- what is available
- costs involved
- your experience in using the equipment
- whether there is a consistent supply of electricity, if needed.

Other issues to consider:

1. Visual aids such as using an overhead projector or powerpoint presentation should be shown in small sections. You can stop the presentation every few minutes to check whether the group has understood what’s been presented.
2. Discuss the information as you go along. A story-telling aid, however, has more impact when people can hear/see the story straight through and then discuss it afterwards.
3. Be sure that you have heard or seen the audiovisual aid before you present it to your group.
4. Prepare topics for discussion and think about questions you are likely to be asked.
5. Provide handouts of the presentation at the end of the session.

### 6.1. Overheads/ transparencies

Overhead transparencies can be used for presentations and for sub-groups to report with. They can either be produced using a copy machine and special acetate sheets, or by writing with markers on clear sheets of plastic or acetate. Important rules for overheads include:

1. Limit the information presented on overheads to the main points. The purpose of overheads is to focus the presentation and not to give all the details of the presentation.
2. A general rule for overheads is that they take a minimum of three minutes each. Plan accordingly.
3. The solution to a lack of time is to simplify the material, not to talk faster.
4. Typeface or lettering used should always be big enough to be seen clearly at the back of the room.
5. Summarize information by using graphics, i.e. tables, charts, diagrams, etc.
6. When speaking, use a pointer and stand to the side of the screen and projected image. Do not stand by the projector itself, as you will be blocking the view of participants. The use of an assistant to change prepared overheads can correct this problem and save time.

### 6.2. Powerpoint

Powerpoint presentations can be very attractive because you can use a variety of formats, colors and styles. You can also import existing documents, graphics, charts and pictures. However, sometimes presentations are developed that are too comprehensive or too fancy. Many of the points mentioned for the use of overheads are similar for using power point. In addition,

- check all the equipment well in advance
- run the slide show before hand to check it

### 6.3. Flip charts

A flip chart can either be:

- a series of information sheets prepared before the training which explain key issues you want to communicate
- a set of blank sheets for writing ideas and information raised throughout the training

If you are going to use a flip chart, it is better to join the series of pieces of paper at the top. Pens, pencils, felt markers, paint, charcoal or colored chalk can all be used to write on your flip chart. Note which kind of colors you use. Red may be a negative color in some countries. People who are color blind cannot make a distinction between green and blue. Once written on, flipchart sheets can be taped to walls to liven up the training room and help remind participants of key discussion points and issues, such as ground rules and participant expectations.

### 6.4. Worksheets

Worksheets can be used to guide individual or group based activities. They are usually prepared in advance and can provide background information for an activity. If a worksheet is used, be sure to discuss it with the group once the exercise has been completed.

## 7. Evaluation

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Evaluation should be an integral part of the quality improvement training. It should be used to determine whether the training has met its goals and whether aspects of the training can be improved. Evaluation can take place at two levels:

- evaluation of participants' performance
  - evaluation of participants' reaction to the course
1. Evaluation of the participants' performance can be achieved by a pre-course and post-course participant self-assessment. The questionnaires should be similar so that participants can observe their progress during the course.
  2. Evaluation of participants' reaction can take place during and at the end of the training. To gather participants' reactions to the course, you can use the following methods:

Daily reactions: You can use a reaction sheet or ask participants to write two or three of the most important concepts and ideas they learned during the day and to give suggestions for improving the training. You can also place a positive and negative box in the room and ask participants to submit feedback for each one. All methods should be anonymous. The daily reactions should be shared with the group the following day so that the group knows that their opinions matter and are taken seriously. This feedback can be provided by the facilitator or by participants.

End of course written questionnaires: End of course training questionnaires should include questions on:

- the extent to which the training met the participants' expectations
- aspects of the training that were most and least helpful
- relevance of the training to participants' work
- appropriateness of the training methodology
- organizational aspects of the course
- performance skills of the trainer(s)

It is best to include a mix of questioning methods, such as questions with rating scales and open-ended questions. Participants should not be asked to complete the questionnaire when they are already tired and preparing to depart. They should be given sufficient time to complete the questionnaire.

End of course informal reactions: It is important to seek informal reactions after the written evaluation is completed, otherwise the informal discussion will influence the results in the written evaluation. One method of enabling participants to give their informal reactions is by placing a "positive" and "negative" chair in the middle of the room and asking participants to sit in a chair to share their feelings with the group.

If there is more than one trainer facilitating the training, it is important that trainers meet briefly each day to discuss participants' daily reactions and their own assessments of the training day.

# Glossary

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Audiovisuals:	materials used to supplement learning activities that highlight key steps or information, reinforcing the learning process. They include, writing boards, flip charts, transparencies/overheads and PowerPoint presentations.
Facilitation:	interactive method of communication, whereby participants are enabled to contribute to the process e.g. training, group work, decision making.
Participant:	Individual receiving training; also known as student, learner or trainee.
Participatory learning:	Method of training, which actively involves participants in the learning process.
Self-assessment tools:	A set of tools, including questionnaires for service providers and managers, a client exit interview questionnaire, and action plan form, which are used during the IPPF Quality of Care self assessment process.
Self-assessment (SA):	Process whereby services providers assess their own services with the help of self-assessment tools in order to improve the quality of care of their services.
Service delivery guidelines:	Set of norms and instructions that guide the delivery of services.
Service delivery point (SDP):	Any facility that serves clients directly; a place where customers receive supplies.
Service providers:	All people involved in the provision of clinical and non-clinical services. These include receptionists, educators, counsellors, healthcare professionals and community-based workers.
Training:	Learning which deals primarily with obtaining knowledge and skills needed to carry out a specific activity. Training should be based on the assumption that there will be an immediate application of physical or mental skills learned.
Training manual:	Document that outlines the framework for conducting a training course and provides additional information and instructions for the trainer. It includes a trainers'/facilitators' guide with all the exercises, presentation handouts and evaluation and references.

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# Information on the Internet

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Engender Health

<http://www.engenderhealth.org>

Family Health International

<http://www.fhi.org>

International Planned Parenthood Federation (IPPF)

<http://www.ippf.org>

JHPIEGO

<http://www.jhpiego.org/>

PATH

<http://www.path.org/>

Population Council: Reproductive health

<http://www.popcouncil.org/rhfp/qos.html>

Reproductive Health Reproline

<http://www.reproline.jhu.edu/>

Reproductive Health Outlook

<http://www.rho.org>

# International Planned Parenthood Federation (IPPF)

## Who we are

The International Planned Parenthood Federation (IPPF) is the strongest global voice safeguarding sexual and reproductive health and rights for people everywhere. Today, as these important choices and freedoms are seriously threatened, we are needed now more than ever.

## What we do

IPPF is both a service provider and an advocate of sexual and reproductive health and rights. We are a worldwide network of 150 Member Associations and are active in 182 countries.

## What we believe

We see a world where women, men and young people everywhere have control over their own bodies, and therefore their destinies. A world where they are free to choose parenthood or not; free to decide how many children they'll have and when; free to pursue healthy sexual lives without fear of unwanted pregnancies and sexually transmitted infections, including HIV. A world where gender or sexuality are no longer a source of inequality or stigma. We will not retreat from doing everything we can to safeguard these important choices and rights for current and future generations.

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