



TRAINING GUIDE  
FOR  
TRAINING THE TRAINERS  
OF  
COMMUNITY-BASED CHILD GROWTH  
PROMOTERS  
(TOT GUIDE)

**December 2005**

Acknowledgements:

This set of training materials (the training of trainer's guide and the training curriculum for the growth promoters) is the product of many people's work. The set has been field tested, used in program training and modified to its current content. The Ministry of Health, USAID's BASICS II and UPHOLD Projects and The Manoff Group have been the principal developers and authors of the materials and the program focused on helping families and communities keep their young children growing and healthy.

The team that has written the training materials thanks the many health workers, consultants and trainers who provided comments and helped refine the materials to make them easier to use and more effective.

It is expected the materials will contribute to the set of tools needed to move forward the implementation of the MOH's *Village Health Team* concept

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# TABLE OF CONTENTS

<b>OVERVIEW .....</b>	<b>5</b>
<b>ICE-BREAKER .....</b>	<b>7</b>
<b>EXERCISE 1: INTRODUCTION TO COMMUNITY GROWTH PROMOTION .....</b>	<b>8</b>
<b>EXERCISE 2: WHAT IS GROWTH PROMOTION? .....</b>	<b>11</b>
<b>EXERCISE 3: CHARACTERISTICS OF COMMUNITY-BASED GROWTH PROMOTION .....</b>	<b>15</b>
<b>EXERCISE 4: TRAINING ADULT LEARNERS .....</b>	<b>18</b>
<b>EXERCISE 5: ESTABLISHING A LEARNING CLIMATE .....</b>	<b>21</b>
<b>EXERCISE 6: USING APPROPRIATE VOCABULARY .....</b>	<b>25</b>
<b>EXERCISE 7: ORGANIZING EACH TRAINING ACTIVITY .....</b>	<b>27</b>
<b>EXERCISE 8: USING THE COUNSELING CARDS .....</b>	<b>30</b>
<b>EXERCISE 9: DOING A DEMONSTRATION .....</b>	<b>45</b>
<b>EXERCISE 10: LEADING AN EXERCISE .....</b>	<b>48</b>
<b>EXERCISE 11: ESTABLISHING A COMMUNITY-BASED GROWTH PROMOTION PROGRAM ...</b>	<b>52</b>
<b>EXERCISE 12: SUPERVISING THE PROMOTERS .....</b>	<b>55</b>

## OVERVIEW

### Design of the Workshop

The design of this workshop has been based on the principles of the adult learning theory. The theory holds that adults learn most effectively when the training they receive both acknowledges and respects what they already know, and when they see how they can use their new knowledge and skills right away. The exercises have been structured to take advantage of participants' prior knowledge and experience and to help them identify how the new material they will master in this workshop is immediately applicable to their work.

### Workshop Materials

All participants should have the following materials for the Training of Trainers (TOT) workshop:

- *Training Guide for Training Community-based Growth Promoters*
- *Handbook for Community Growth Promoters*
- Complete set of Growth Promotion Counseling Cards
- *Promoting Adequate Growth in Ugandan Children: Guidelines for Developing an Effective Growth Promotion Program (referred to as "Guidelines" in this Training Guide)*.

### Workshop Objectives

The following are the *learning objectives* that describe what the participants should be able to do as a result of participating in the workshop activities.

At the end of the TOT, participants will be able to:

1. Explain what growth promotion is
2. State the main responsibilities of the growth promoters
3. Name two characteristics of adult learners
4. Train growth promoters to carry out community-based growth promotion activities:
  - Establish a learning climate
  - Use appropriate vocabulary
  - Do a demonstration
  - Lead an exercise
  - Develop a training activity
5. Describe the training and supervision plan for the growth promoters

### General Guidelines

The following are general guidelines that will assist you in ensuring maximum training effectiveness:

- Keep in mind that you should apply all guidelines present in this guide in a group environment using discussion as a learning tool.
- Avoid giving long speeches with too much theory and too few learning activities.
- Discuss the training content with your fellow trainers before implementing the Training of Trainers. This practice of previous consultation will allow you to make better decisions.
- Differences of opinion that arise during the training should be taken as an opportunity to dig further into the issue and not as a way to create differences among participants. In the discussion process, the questions that are put forward may allow everyone to see the situation under review from new angles.

- Answers to the questions raised can stimulate fresh discussion and lead to new conclusions. You as facilitator can raise other questions to dig deeper into the subject.

The Guide includes exercises for the development of each topic, which are generally structured as follows:

- ✓ Subject
- ✓ Objectives
- ✓ Duration
- ✓ Methodology
- ✓ Materials
- ✓ Content

# ICE-BREAKER

## 1. Preparation

**GATHER:** as many common or household objects as there are participants and trainers.

**PLACE:** all of the objects in a bag, box, or other container.

## 2. Duration 30 minutes

## 3. Activity

**EXPLAIN:** to the participants that there are several common objects in the bag/box/container and that each participant should reach in and take one of those objects without seeing it.

**CIRCULATE:** around the room, holding the bag/box/container while each participant takes an object without seeing it. After everyone has received an object, you should also take one.

**EXPLAIN:** that each person should now show the object and explain to everyone else in the room how his or her work is like the object.

For example, a trainer who has chosen a pair of scissors may explain that the work of training is like a pair of scissors because the tasks that make up a job or an activity must be “cut up” into smaller parts that can be learned more easily.

A mother who chooses a candle may explain that her work is to light the way for her children and family so that they clearly can see their way and prosper.

**STATE:** how your work is like the object you have selected, as an example for the participants.

**ENSURE:** that all participants have a chance to explain how what they do is like the object selected.

**THANK:** all participants and facilitators for their active participation.

# EXERCISE 1: INTRODUCTION TO COMMUNITY GROWTH PROMOTION

<b>Objectives:</b>	At the end of the Introduction, the participants will be able to: Distinguish between child growth patterns that indicate current adequate growth and those that show current inadequate growth.
<b>Duration:</b>	30 minutes
<b>Methodology:</b>	Group discussion
<b>Materials:</b>	Two large size growth charts Masking tape Flipchart
<b>Prepare in advance:</b>	Two large size child growth charts each of a child of 7 months old. One chart should show the growth curve of a child who is small for his age but is growing well; the other should show the growth curve of a child who is large (close to the top reference curve) but exhibits growth faltering in his 7th and 8th months. See examples at end of this exercise.  If laminated posters of the growth charts are available, use non-permanent markers to draw the growth curves as described above so that it can be erased and the posters used again during future exercises.  The following question written on a flipchart: <i>Which child is growing well and which child is not?</i>
<b>Content:</b>	<ol style="list-style-type: none"><li>1. Introduction</li><li>2. Small Group Work</li><li>3. Discussion</li><li>4. Summary</li></ol>

## 1. Introduction

**PLACE:** the two growth charts on the wall.

**EXPLAIN:** that you will divide the participants into groups of four and ask each group to examine the two growth charts that appear here. Add that you would like each group to prepare to answer the question: *Which child is growing well and which child is not growing well?* and be able to explain why.

## 2. Small Group Work

**DIVIDE:** participants into groups of four, tell them they have 5 minutes to work, and ask them to begin.

### 3. Discussion

**ASK:** all groups to come together after 5 minutes, and ask each group to answer the question, *Which child is growing well, and which child is not growing well?*

**NOTE:** Encourage the participants to explore for themselves which child is growing well. Ensure that all those who wish to speak have an opportunity to do so, but do not allow any one participant to dominate the discussion.

**ENSURE:** that the following explanation (or one very similar) is given, either by one of the groups of participants or by one of the trainers:

*The small child whose growth curve shows a steady upward trend is growing well. If someone were to weigh this child only one time and see that the child was small for her age, that person could conclude that there was a problem with the child's growth. However, a view of the child's growth tendency over several months shows that even though this child is small, she is growing well because her weight gain is steady and strong.*

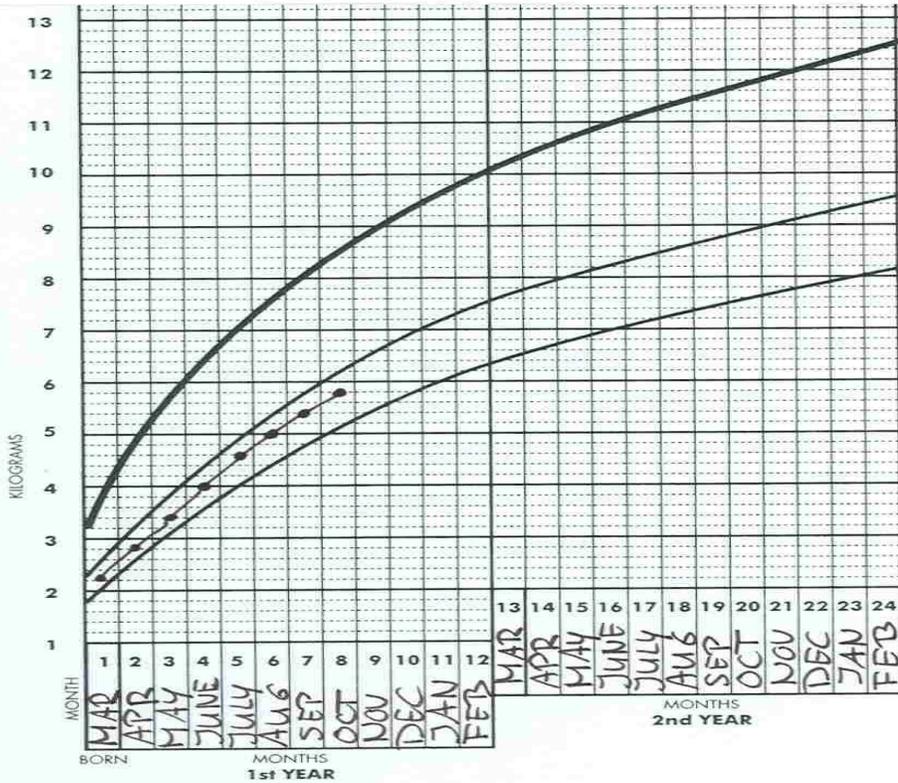
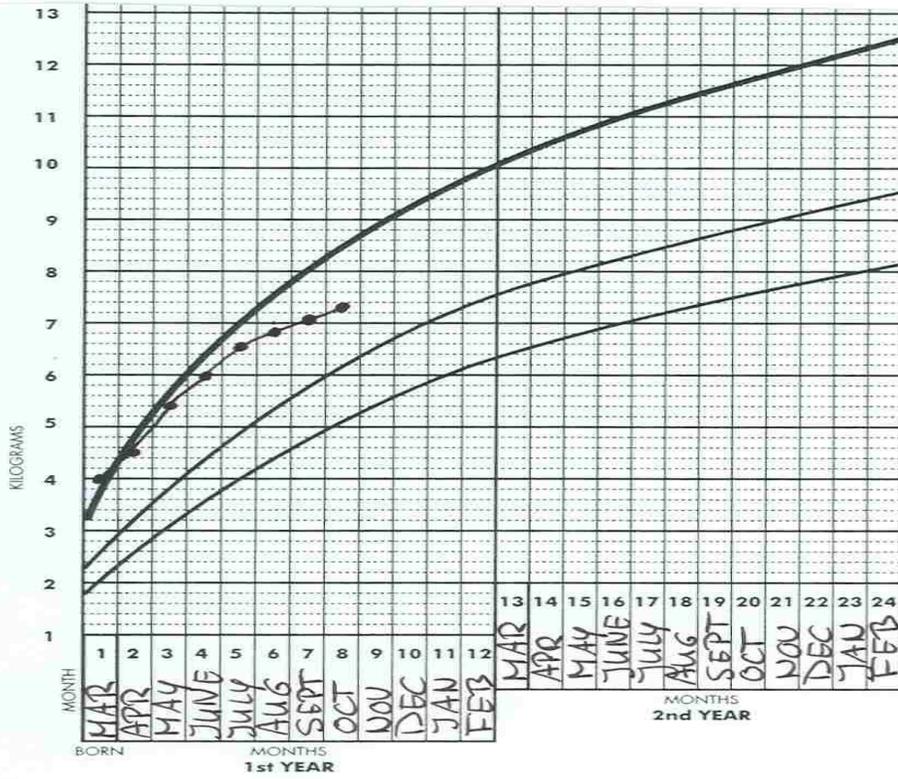
**ASK:** participants to comment upon how well the other child is growing, based on the growth pattern shown in the growth chart.

**ENSURE:** that the following explanation (or one very similar) is given, either by the participants or by one of the trainers):

*The growth of the large child, however, has slowed down in his 8th month, which indicates that a problem is developing. It is important to reveal that problem (or those problems) and try to solve it before the child's growth and development suffer serious damage.*

### 4. Summary

**EXPLAIN:** that during the course of this TOT, participants will have several opportunities to explore the measurement of a young child's growth tendency over time as a sensitive and accurate way of detecting problems with the child's growth and signaling the need to attend to those problems.



## EXERCISE 2: WHAT IS GROWTH PROMOTION?

<b>Objectives:</b>	At the end of this exercise, the participants will be able to: <ol style="list-style-type: none"><li>1. Explain what growth promotion is</li><li>2. State the responsibilities of the community growth promoters</li><li>3. State the responsibilities of the health workers/trainers/supervisors</li></ol>
<b>Duration:</b>	1 hour
<b>Methodology:</b>	Brainstorming, reading, group discussion
<b>Materials:</b>	<i>Promoting Adequate Growth in Ugandan Children: Guidelines for Developing an Effective Growth Promotion Program</i> (referred to as <b>Guidelines</b> ) Drawing or photo of a pregnant woman <i>Handbook for Community Growth promoters</i> Masking tape or putty Markers Flipchart
<b>Prepare in advance:</b>	Write each of the following questions on a separate piece of flipchart paper: <ol style="list-style-type: none"><li>1. What is community-based growth promotion?</li><li>2. Who are the persons who participate in growth promotion in the community?</li><li>3. What responsibilities will the Promoters have?</li><li>4. What responsibilities will the health workers have?</li></ol>
<b>Content:</b>	<ol style="list-style-type: none"><li>1. Introduction</li><li>2. Reflection</li><li>3. Reading</li><li>4. Small Group Work</li><li>5. Discussion</li><li>6. Summary</li></ol>

### 1. Introduction

**EXPLAIN:** that the purpose of this activity is to explore the topic of community child growth promotion.  
*To explore this issue, we ask you to think about experiences that you have had with growth monitoring, who has been doing it, and how well you think it has been done.*

### 2. Reflection

**SHOW:** the drawing of a pregnant woman.

**ASK:** What do you think this mother expects from her pregnancy?

**LISTEN:** to all opinions.

- ASK:** What should she do to achieve the desirable outcome?
- LISTEN:** to all opinions
- ASK:** is there a role for others to help her achieve the best for her child?
- SUMMARIZE:** what participants have said. The following statement may be helpful:  
*This mother hopes that her baby will be born healthy and will grow and develop healthy and strong. To help ensure that this happens, the mother will need to take certain actions from the time of conception – and even before - through childhood. Growth Promotion is related to all actions that have to be taken to ensure adequate growth and health of a child.*

### 3. Reading

- ASK:** participants to open their *Guidelines* to page 6 and read from “The Need for Child Growth Promotion Activities” through “Components of Growth Promotion Package”, bottom of page 7. In addition, they should read in Chapter 1 of the *Promoter's Handbook* “Growth Promotion” (pages 1-3). Ask them to look up when they have finished.
- WRITE:** the page numbers to be read on large paper on the wall.

### 4. Small Group Work

- PLACE:** on the wall the four flipchart pages that you prepared ahead of time.
- DIVIDE:** participants into groups of three or four.
- ASK:** that the participants work in their small groups to answer each of the following questions written on the flipchart pages:
1. What is community growth promotion?
  2. Who are the persons who participate in growth promotion in the community?
  3. What responsibilities will the growth promoters have?
  4. What responsibilities will the health workers/supervisors have?
- Tell them they have 15 minutes to work
- CIRCULATE:** among all groups to support each group and its members as they answer the questions, providing individual assistance as needed.

### 5. Discussion

- ASK:** one of the groups to read their answer to the first question and to write it down on the correct flipchart page.
- ASK:** whether the other groups had different ideas from those that have been mentioned. If so, have them write them down also.
- ENSURE:** that the following points are made:
- Community-based growth promotion is a new way of taking care of the

children in their community and of helping to prevent them from becoming ill and dying.

- The Promoters, families, and the organized community are all involved in this care. For example:
  - ✓ They will work together to measure a child's growth and will take actions to ensure that growth is adequate.
  - ✓ They will care for a child who shows any illness, and they will not allow a problem to worsen and become a serious illness.
  - ✓ If referral is necessary, they will ensure that the referral is carried out.

**ASK:** another group to answer the second question and write down the answers on the appropriate flipchart page.

**LISTEN:** actively and encourage everyone's participation.

**ENSURE:** that the following point is made:

- The family, the Promoters, health workers, stakeholders, personnel from other sectors, and the local authorities are involved in community-based growth promotion.

**ASK:** another group to answer the third question and write down the answers on the flipchart page corresponding to this question.

**ASK:** whether the other groups had any different ideas from those that have been mentioned. If so, write them down.

**ENSURE:** that the following responsibilities are named:

The Promoter will:

- Be familiar with the community.
- Hold the growth promotion monthly meeting.
- Follow up on the commitments made by a mother to ensure that she is complying with them.
- Refer sick children to trained drug distributors or to nearby health workers.
- Report to the community on the health situation of community children and work with the community to solve them.
- Coordinate all activities with the Health Center/supervisors.
- Participate in all training activities.

**ASK:** another group to answer the fourth question and write down the answers on the appropriate flipchart page.

**LISTEN:** actively and encourage everyone's participation.

**ASK:** whether the other groups had any different ideas from those that have been mentioned. If so, write them down.

**ENSURE:** that the following point is made:

Health workers will assist in planning, sensitization of the community, training, logistics mobilization, supportive supervision, monitoring and evaluation. They will also receive referrals and give feedback to the promoters about the children who are referred.

**ASK:** one person to name a responsibility to be carried out by the health

workers/supervisors

**ASK:** another person to repeat the responsibility mentioned by the first speaker and to add another.

**ASK:** a third person to repeat what the first and second persons previously mentioned and to add another responsibility.

**CONTINUE:** as above until all responsibilities have been named.

**ASK:** one person to stand up and repeat all the responsibilities that have been named as if giving a public speech.

## 6. Summary

**ASK:** that participants divide into pairs (groups of two). The members of each pair should take turns stating the responsibilities of the health workers/trainers and defining growth promotion for each other.

**CIRCULATE:** among all pairs to support each group and its members as they answer the questions, providing individual assistance as needed.

## EXERCISE 3: CHARACTERISTICS OF COMMUNITY-BASED GROWTH PROMOTION

<b>Objectives:</b>	At the end of this exercise, the participants will be able to:  State two ways in which community-based growth promotion is different from the usual approach to child growth monitoring programs.
<b>Duration:</b>	1 hour 15 minutes
<b>Methodology:</b>	Group discussion
<b>Materials:</b>	<i>Guidelines..</i> Comparison chart of community-based growth promotion and the usual approach to growth monitoring (sample at the end of this exercise)
<b>Prepare in advance:</b>	on a flipchart a large comparison table with two columns; label the left column <i>Usual Approach</i> and the right column <i>Key Concepts</i> (see sample). Fill in the characteristics of the usual approach in the left column, leave the right column of Key Concepts blank to be filled in during the session.
<b>Content:</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Discussion</li> <li>3. Summary</li> </ol>

### 1. Introduction

**EXPLAIN:** that people are very concerned about how well children grow because growth is closely related to health. Child weighing has been conducted for a long time, in health centers, hospitals, and sometimes even in the community. However, simply weighing a child and recording that weight on the child's health chart is not enough to make a difference in the child's growth or health. Even if a mother is told that her child is too small and she is instructed to feed that child more, she may not know what to do to change the way she feeds the child.

In this exercise, we will take a look at the characteristics of a traditional child growth monitoring program and compare them to the new community-based growth promotion program that you are here to learn about.

### 2. Discussion

**POST:** a large-size comparison chart on the wall, with the *Usual Approach* column filled in. (See sample at the end of this exercise.)

**ASK:** participants to help you fill in the *Key Concepts* column of the chart. They should draw their answers from the reading they did during the last exercise.

**ENSURE:** that the participants' answers, although in their own words, reflect the chart at the end of this exercise.

**NOTE:** You should be prepared to discuss each of the characteristics of the program; but, remind participants that as the training progresses, each of the characteristics will be easier to understand. The group will be able to return to this chart during the training

### 3. Summary

**ASK:** several participants to read the chart.

**EXPLAIN:** that you will post the comparison chart where all can see. Periodically, you will review it with participants.

**COMPARISON CHART SAMPLE**

USUAL APPROACH TO GROWTH MONITORING	KEY CONCEPTS OF COMMUNITY-BASED GROWTH PROMOTION
Takes place in health facility or outreach by health workers.	Is based in community and conducted by community members.
Ages: 0–5 years, often with a focus upon the most malnourished.	Ages: Focus upon the youngest (0–2 years), the most vulnerable children.
Weighing is linked to EPI or when a child is ill	Conducted monthly and targeted to all children 0-2 years
Focus upon nutritional status (with emphasis upon severe malnutrition) and presence of illness.	Focus upon growth as indicator of state of health and of general status of development. Priority: initial growth faltering -focus on prevention.
Collection of data/information for the health system.	Data collection for decision making at every level, beginning with the family.
Programmatic vision and management defined from highest level to the community.	Programmatic vision defined from the community to the central level using lessons learned from community programs.
Search for solutions outside of the community—with professional/health clinicians—often vertical programs.	Search for solutions in the family and in the community—usually integrated programming.
The principal solution is found in technology or food (as an incentive or food security).	The principal solution is improvements in behavior.
Training of workers serves to transfer knowledge.	Training serves to build new <b>SKILLS</b> .
Family education is prescriptive.	Family education is participatory and based on negotiation.

## EXERCISE 4: TRAINING ADULT LEARNERS

<b>Objective:</b>	At the end of this exercise, the participants will be able to Name two characteristics of adult learning.
<b>Duration:</b>	1 hour
<b>Methodology:</b>	Brainstorming, group discussion
<b>Materials:</b>	Flipchart, markers
<b>Content:</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Brainstorming</li> <li>3. Discussion</li> <li>4. Summary</li> </ol>

### 1. Introduction

**EXPLAIN:** When we were children and we attended school, we were often expected to absorb material presented by our teachers without question or at least without questioning why we were learning the material they presented to us. We studied history, geography, spelling, etc., and we were often told that what we were learning would serve us well some day. But now we are adults.

### 2. Brainstorming

**EXPLAIN:** that you would like participants to do a brainstorming activity on how, as adults, our learning is different.

**ASK:** participants to explain what brainstorming is.

**ENSURE:** that the following guidelines are mentioned:

- Everyone may make suggestions.
- No one should comment on suggestions as others make them.
- All of the suggestions will be written up where all can see them.
- At the end of the brainstorming, people will be able to make comments about the list.

**NOTE:** if no one can define brainstorming, you should do so, making sure to mention the guidelines given above. Brainstorming can be defined as a creative group technique that involves the spontaneous contribution of ideas from all members of the group.

**PLACE:** the flipchart paper on the wall where all can see.

**ASK:** participants to brainstorm how to complete the following sentence:

*Adults learn best when...*

- ENSURE:** that the following ideas are represented in the statements made by participants:
- **Training is relevant.** (Learning experiences should relate directly to the learners' job responsibilities.)
  - **The new learning acknowledges and takes advantage of the wealth of experience the learners bring to the training.** (Trainers and participants learn from each other.)
  - **Training is participatory.** (Learners are actively involved in the training/learning.)
  - **Learning is pleasant.** (Learning involves a low level of stress. This may include having a comfortable training environment, free from major distractions.)
  - **Feedback is positive.** (Corrections, like praise, are made in as positive a way as is praise.)
  - **Learning goals are clear and progress is measurable.** (Objectives are clear, so that progress can be assessed not only by the trainer but also by the learners themselves.)
  - **Expectations are clear and appropriate.** (There is an adequate match between learners' abilities as they come into the training and the expected results of training.)
  - **Participants have opportunities to practice their new skills.**
- WRITE:** all responses on the paper. Add more sheets as needed. Ensure that no one comments upon the suggestions made by others (comments will be discussed during the next step).
- END:** the brainstorming when it seems that participants have no more to add.

### 3. Discussion

- ASK:** participants to comment upon the list. For example, are there two or more suggestions that are the same? Is each suggestion clear, or do some suggestions need an explanation?
- MAKE:** only those changes to the list that all (or most) participants can agree on. (For example, eliminate duplications, clarify meanings, etc.)
- ASK:** one participant to read the list as the group has finalized it.

### 4. Summary

- ASK:** participants to group themselves in pairs. If there are an odd number of participants, one group should have three members.
- ASK:** the members of each pair to take turns naming for each other at least two characteristics of adult learning.
- CIRCULATE:** among all pairs to support each group and its members as they answer the questions, providing individual assistance as needed.
- EXPLAIN:** that you will leave this list up for all to see, and that periodically during the

#### EXERCISE 4

training, participants and trainers may check the list to see whether the suggestions made about how adults learn are being followed in this training. Add that when the participants carry out training, they may want to keep such a list handy to remind them how adults learn best.

## EXERCISE 5: ESTABLISHING A LEARNING CLIMATE

<b>Objective:</b>	At the end of this exercise, the participants will be able to: Explain how to establish a learning climate.
<b>Duration:</b>	1½ hours
<b>Methodology:</b>	Group discussion
<b>Materials:</b>	Flipchart, markers
<b>Prepare in advance:</b>	A flipchart sheet with the following headings: <ol style="list-style-type: none"><li>1. BEFORE THE TRAINING</li><li>2. UPON ARRIVAL OF THE PARTICIPANTS AT THE VENUE</li><li>3. AT THE BEGINNING OF TRAINING</li><li>4. DURING THE TRAINING SESSIONS</li><li>5. AT THE END OF TRAINING</li></ol>
<b>Content:</b>	<ol style="list-style-type: none"><li>1. Introduction</li><li>2. Small Group Work</li><li>3. Discussion</li><li>4. Practice</li><li>5. Summary</li></ol>

### 1. Introduction

**EXPLAIN:** As trainers, we must carefully prepare our training sites before participants arrive. In our homes, we establish a warm, welcoming climate to make our guests comfortable. When we invite participants to attend a training workshop, we establish a “learning climate” that supports them in their efforts to try out new activities and build new skills. In this section of the training, we will explore some ways to set up and maintain a learning climate.

### 2. Small Group Work

**DIVIDE:** participants into four groups.

**GIVE:** each group two sheets of flipchart paper and markers.

**PLACE:** on the wall, a sheet of flipchart paper with the following headings:

1. BEFORE THE TRAINING
2. UPON ARRIVAL OF THE PARTICIPANTS AT THE VENUE
3. AT THE BEGINNING OF TRAINING
4. DURING THE TRAINING SESSIONS
5. AT THE END OF TRAINING

**ASSIGN:** one group BEFORE THE TRAINING; the second group UPON ARRIVAL OF THE PARTICIPANTS AT THE VENUE and AT THE BEGINNING OF TRAINING; the third group DURING THE TRAINING SESSIONS, and the fourth group AT THE END OF TRAINING

**ASK:** all groups to list on the two sheets of paper, under the headings they have been assigned, the **main tasks** that a trainer should carry out to create a “learning climate” for the trainees. Suggest that they think about using their own experiences as trainers as well as trainees and including in their list the best practices they have done or seen done.  
Add that they will have 15 minutes to complete the task and choose a spokesperson for the group.

**CIRCULATE:** to provide assistance, as needed.

**GIVE:** the groups 15 minutes to work. At the end of 15 minutes, call the groups together.

### 3. Discussion

**ASK:** the spokesperson from the first group to present the group’s list of tasks under the first heading.

**ASK:** participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?

**EDIT:** the list as the participants mention duplications, missing items, etc., until all participants are satisfied with the list.

**ENSURE:** that the following tasks are included in the final list:

- BEFORE THE TRAINING
  - Select the site
  - Set the time
  - Set the date
  - Invite participants
  - Prepare for training by dividing up tasks, reading materials, practicing
  - Arrange all logistics, such as per diem, lodging, seating, etc.
  - Prepare all materials, audiovisual equipment, and handouts

**ASK:** a participant from the second group to come forward to present the group’s list of tasks under the second heading.

**ASK:** participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?

**EDIT:** the list as the participants mention duplications, missing items, etc., until all participants are satisfied with the list.

**ENSURE:** that the following tasks are included in the final list:

- UPON ARRIVAL OF THE PARTICIPANTS
  - Have arrangements in place to welcome the participants, including information on where to meet, contact number for the organizers, starting time for the training, and meals

- Ensure that participants are comfortably housed, if residential
- Ensure that trainers arrive at the site before the trainees

**ASK:** a participant from the third group to come forward to present the group's list of tasks under the third heading.

**ASK:** participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?

**EDIT:** the list as the participants mention duplications, missing items, etc., until all participants are satisfied with the list.

**ENSURE:** that the following tasks are included in the final list:

- **AT THE BEGINNING OF TRAINING**
  - Do an ice-breaker
  - Have introductions
  - Welcome participants
  - Set up appropriate seating arrangements
  - Establish the work norms
  - Review expectations of the training
  - Learn participants' names as quickly as possible
  - Give out materials

**ASK:** a participant from the fourth group to come forward to present the group's list of tasks under the third heading.

**ASK:** participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?

**EDIT:** the list as the participants mention duplications, missing items, etc., until all participants are satisfied with the list.

**ENSURE:** that the following tasks are included in the final list:

- **DURING THE TRAINING SESSIONS**
  - Speak clearly and slowly enough for all to hear
  - Use visual aids when you can
  - Be concerned, attentive, interested
  - Provide guidance and support during group work
  - Make the training dynamic and participatory

**ASK:** a participant from the last group to come forward to present the group's list of tasks under the final heading.

**ASK:** participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?

**EDIT:** the list as the participants mention duplications, missing items, etc., until all participants are satisfied with the list.

**ENSURE:** that the following tasks are included in the final list:

- **AT THE END OF TRAINING**
  - Review the training with the participants

- Ask participants to evaluate the training
- Specify what follow-up (if any) the participants can expect
- Thank everyone for participating/hold a closing ceremony

**POST:** the final list next to the list of ways that adults learn best.

**EXPLAIN:** that this list will also remain posted during this training, and that participants as well as trainers should refer to it often to verify that a good learning climate is being maintained.

#### 4. Practice

**DIVIDE:** participants into four groups again.

**EXPLAIN:** that you would like all four groups to evaluate the learning climate established by the present training. Two groups will use the “Before the training” list, while the other two groups use the “Upon arrival of the participants” list. Each group should prepare to briefly explain how a learning climate has—or has not—been established up to this point.

**EXPLAIN:** that all the groups will have 10 minutes to prepare their evaluations and 5 minutes to present them.

**CIRCULATE:** and provide support and assistance, as needed.

**CALL:** all groups together when 10 minutes have passed, and invite each group to individually present their evaluation results.

#### 5. Summary

**INVITE:** participants to continue to reflect upon the idea of a “learning climate” as the training progresses. What works well? What may be done differently to establish a better learning climate?

**ASK:** a participant to summarize how to establish a learning climate. Allow other participants to add to and comment on the summary.

## EXERCISE 6: USING APPROPRIATE VOCABULARY

<b>Objective:</b>	At the end of this exercise, the participants will be able to: <ol style="list-style-type: none"><li>1. Explain why it is important to use appropriate vocabulary in training.</li><li>2. Choose vocabulary appropriate to the learners in their training.</li></ol>
<b>Duration:</b>	30 minutes
<b>Methodology:</b>	Discussion
<b>Materials:</b>	Flipchart, markers
<b>Content:</b>	<ol style="list-style-type: none"><li>1. Introduction</li><li>2. Discussion</li><li>3. Practice</li><li>4. Summary</li></ol>

### 1. Introduction

**EXPLAIN:** Each of us must be able to present information effectively. Perhaps we have to explain something to a child, or perhaps we need to explain to a supervisor why a particular task has been difficult to complete. As trainers, you will be asked to present information in such a way that your learners can master it and make it their own. In this exercise, we will examine one way that you can help ensure that your presentation of information is effective: using appropriate vocabulary.

**EXPLAIN:** that their choice of words—whether technical or non-technical, jargon or everyday words—will have a significant impact on what their learners can achieve. If learners can't understand what the trainer is saying, they will not be able to learn.

### 2. Discussion

**EXPLAIN:** Imagine for a moment that you have not been feeling well and so you visit the doctor. Your regular doctor is not available, so you see someone new. The doctor comes in to talk to you and says the following:

*“Your physical exam has raised some concerns. Unfortunately, I auscultated a pronounced tachycardia. Having this combined with Hypermyotonia leads me to believe you may suffer from Caridant Overload Syndrome. I would like to have your consent to perform a Colatorium procedure to assess the Coffurin level. If this level is elevated, then we will need to sit down and discuss possible treatment options and all necessary lifestyle changes.”*

**ASK:** *How would you feel if the doctor told you that?*

(Expected answers: confusion, nervousness, panic, anger, resentment, etc.)

**ASK:** But what if the doctor had said the following?

*“Your checkup shows that your overall health is good. I do want to talk with you about one thing, though. I noticed that your heartbeat was a little fast. Drinking too much coffee often causes this. I would like to get a urine sample from you to run a simple test to measure the amount of caffeine present in your urine. If, as I suspect, it is high, then perhaps you and I could sit down and talk about ways you could reduce your intake of caffeine.”*

**ASK:** How would you feel?  
(Expected answers: understanding, relief, relaxed attitude, etc.)

**EXPLAIN:** that in other words, the doctor in the first example did not make any effort to speak the same language as the listener. The doctor spoke as if the patient were another physician. In the second instance, the doctor expressed the same concerns in simple, everyday language.

### 3. Practice

**EXPLAIN:** that this exercise is a little different from some of the others they will be doing during this training; instead of learning a skill, practicing it, and completing the exercise, they are asked to **KEEP PRACTICING** the skill during the rest of the training (and beyond). Participants, as well as trainers, should monitor each other and the materials used in the training to watch for the use of language or terms that might be difficult for the Promoters to understand.

**POST:** two sheets of flipchart paper on the wall. Label them “Language Concerns.” Tell participants that, as the training progresses, they should feel free to make notes on one sheet of language or terms they think may be inappropriate. On the other sheet, they can note language or terms they will need to translate appropriately into local languages. At different times in the training, the whole group should check the list and discuss whether changes need to be made.

### 4. Summary

**ASK:** As trainers, what will be your responsibility in terms of the vocabulary you use?

**ENSURE:** that the following responsibilities are mentioned (in the participants’ own words):

- To express themselves in simple, everyday language.
- To use the kind of language that will help learners understand and learn what they need to master.

## EXERCISE 7: ORGANIZING EACH TRAINING ACTIVITY

<b>Objective:</b>	At the end of this exercise, the participants will be able to <ol style="list-style-type: none"><li>1. Describe the three types of training activities they will carry out with the Promoters</li><li>2. Explain how to prepare training activities for the Promoters</li></ol>
<b>Duration:</b>	1½ hours
<b>Methodology:</b>	Discussion
<b>Materials:</b>	Flipchart, markers
<b>Prepare in advance:</b>	3 sheets of flipchart paper on which you have written one of the following questions: <ol style="list-style-type: none"><li>1. What are the three types of training that Promoters receive?</li><li>2. How long is the initial training, and what topics does it cover?</li><li>3. What are three of the topics that monthly or periodic training may cover?</li></ol>
<b>Content:</b>	<ol style="list-style-type: none"><li>1. Reading</li><li>2. Small Group Work</li><li>3. Presentations</li><li>4. Reading</li><li>5. Discussion</li><li>6. Summary</li></ol>

### 1. Reading

**ASK:** all participants to read the “Design and Preparation of the Training Plan” in the *Training Guide for Training Community Growth Promoters* (pages 4-8).

### 2. Small Group Work

**PLACE:** on the wall the three questions that you have prepared.

**EXPLAIN:** that you are going to divide the participants into three small groups and ask each group to answer one of the questions on the wall. Also explain that you are going to assign a different question to each group so that all three questions are addressed.

**DIVIDE:** participants into three groups and assign each group a different question to answer.

**EXPLAIN:** that the members of each group should discuss the question and come to an agreement on the answer. Tell them they have 15 minutes to work.

**CIRCULATE:** to provide assistance, as needed.

### 3. Presentations

**ASK:** all participants to come together again. Invite the group that was assigned the first question to present their answer.

**ASK:** other participants to comment. Would they add or change anything?

**ENSURE:** that the answer includes the following three types of training:

- The initial training
- Training that is conducted during monthly meetings
- Training that is conducted during supervisory visits

**ADD:** comments and clarifications, as needed. (Be sure to let the participants do most of the talking.)

**ASK:** the group that was assigned the second question to present their answer.

**ASK:** other participants to comment. Would they add or change anything?

**ENSURE:** that the answer is that the initial training lasts for 6 days and covers the topics listed on page 4 of the “Introduction” to the *Training Guide for Training Community Growth Promoters*

**ADD:** comments and clarifications, as needed. (Be sure to let the participants do most of the talking.)

**ASK:** the group that was assigned the third question to present their answer.

**ASK:** other participants to comment. Would they add or change anything?

**ENSURE:** that the answer includes three of the following topics:

- How to weigh a child
- How to draw a child’s growth curve
- How to determine adequate weight gain
- How to use the Counseling Cards
- How to make a referral
- How to update the community map
- How to fill out the Register
- How to hold community meetings

**ADD:** comments and clarifications, as needed. (Be sure to let the participants do most of the talking.)

### 4. Reading

**ASK:** participants to read pages 9 &10 “Development of Each Training Activity” and “Preparation of the Annual Training Plan” in the *Training Guide for Training Community Growth Promoters* and to look up when they have finished reading.

## 5. Discussion

- ASK:** participants to explain how to prepare for each training event.
- ENSURE:** that the explanation covers all seven steps listed on pages 9 &10 of the “Introduction” (“Development of Each Training Activity”).
- ASK:** other participants whether they have anything to add or any questions.

<p><b>NOTE:</b> Actively encourage participants to answer the questions posed by their colleagues in the training.</p>
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## 6. Summary

- ASK:** participants to pair up in groups of two by turning to the person next to them. If there is an extra person, a facilitator should partner with that individual.
- EXPLAIN:** that the two members of each group will take turns doing the following:
- Describe the three kinds of training activities that they will carry out with the Promoters.
  - Explain how to prepare a training event for Promoters.
- ADD:** that all participants should feel free to refer to their *Training Guides* to help carry out this task.
- CIRCULATE:** and provide assistance, as needed. Ask them to let you know when they are finished.
- EXPLAIN:** that lessons learned from past community-based volunteer programs demonstrated that both the quality of the training and the consistency of the supervision heavily influence the performance of volunteers. Volunteers who receive inadequate training and supervision are less likely to continue their activities than those volunteers who receive appropriate training and consistent, supportive supervision are. For these reasons, the trainers/supervisors of the growth promoters will continue to play an important role in community-based child growth monitoring and promotion long after the Promoters have been selected and trained.

## EXERCISE 8: USING THE COUNSELING CARDS

<b>Objectives:</b>	<p>At the end of this exercise, the participants will be able to use the counseling cards to explain the following:</p> <ol style="list-style-type: none"><li>1. The importance of exclusive breastfeeding during a child's first 6 months of life.</li><li>2. The importance of continued breastfeeding during a child's first 2 years.</li><li>3. The importance of introducing complementary feeding at the appropriate age, the frequency and quality of foods to feed.</li><li>4. Caring for children with fever, loose stools, or fast breathing.</li><li>5. Where Promoters can find the child nutrition messages they need to counsel mothers about child feeding.</li></ol>
<b>Duration:</b>	5 hours
<b>Methodology:</b>	Discussion, brainstorming, role-playing
<b>Materials:</b>	Flipchart Counseling Cards Counseling Card 4 in large format <i>Handbook for Promoters</i> Photocopies of the case exercises (page 41)
<b>Prepare in advance:</b>	<p>Write each of these questions on a separate sheet of flipchart paper:</p> <ol style="list-style-type: none"><li>1. What do you understand by exclusive breastfeeding?</li><li>2. Why do you believe that some mothers have problems exclusively breastfeeding their children aged less than 6 months?</li><li>3. What is the best age at which children should start eating solid foods and drinking fluids other than breastmilk?</li><li>4. How often and how much should a child be eating between the ages of 12 and 24 months?</li><li>5. What are the common illnesses young children suffer from?</li><li>6. How can the common illnesses be prevented?</li></ol> <p>Large size counseling card (on a flipchart) such as Card 4</p>
<b>Content:</b>	<ol style="list-style-type: none"><li>1. Introduction</li><li>2. Reading</li><li>3. Introducing the counseling cards</li><li>4. Brainstorming: questions 1&amp;2</li><li>5. Review and comparison (Counseling Cards 4)</li><li>6. Demonstration</li><li>7. Review and comparison (Counseling Card 5)</li><li>8. Brainstorming: questions 3&amp;4</li><li>9. Review and comparison (Counseling Cards 6 and 7)</li><li>10. Brainstorming: questions 5&amp;6</li><li>11. Review and comparison (Counseling Cards 11, 12, 13)</li><li>12. Review and comparison (Counseling Card 8)</li><li>13. Review and comparison (Counseling card 9)</li><li>14. Review and comparison (Counseling card 10)</li><li>15. Role-play</li><li>15. Practice</li><li>16. Summary</li></ol>

## 1. Introduction

**EXPLAIN:** that although they will not need to be experts in nutrition to train the Promoters in growth promotion, as trainers they will need to have a certain amount of knowledge that is specifically related to the nutritional and health needs of young children and their care in case of illness. There are Counseling Cards that contain the basic nutritional and caring information the Promoters will use in their work. During this exercise, participants will become familiar with the Counseling Cards and will review some basic facts about the nutritional needs and care of young children.

Just as they do not have to memorize all of the information in their reference books, the growth promoters are not required to memorize all of the messages they will transmit to the mothers in their communities as long as the Promoters know where to find the information quickly and easily.

**ASK:** participants where the Promoters will find the information they need.

**NOTE:** Participants may name the *Promoter's Handbook* as a place where they will find the information they need; you should point out, however, that the *Promoter's Handbook* informs them about the work they will do and how to organize it but does not contain the nutrition messages they will need to counsel the mothers.

**ENSURE:** that participants state that the Promoters can find the nutrition and health information they need in their COUNSELING CARDS.

**EXPLAIN:** that participants are going to review the structure of the Counseling Cards and then do brainstorming about current beliefs about the feeding of young children.

## 2. Reading

Ask participants to read “Counseling caregivers to promote growth of their children” including the sections about the counseling cards on pages 18 to 19 in the Handbook for Promoters. Ask them to look up when they are finished. Or ask them to take turns reading aloud to the group as the rest listen.

## 3. Introducing the counseling cards

**EXPLAIN:** as we read there are 16 Counseling Cards organized into three main groups: 2 for pregnant women; 11 for children beginning in the postnatal and newborn period; and another 3 for adults in general. In order not to overwhelm the growth promoters and to concentrate on the Grow Healthy sessions, during this initial training of the promoters we will concentrate on the cards for children, which will be more frequently used during the growth promotion meetings. Train the promoters in the use of the other cards during your subsequent training sessions and meetings with the Promoters or other members of the VHT.

## List of counseling cards

### PREGNANT WOMEN:

- CARD 1 Pregnancy Care  
CARD 2 Birth Preparedness

### CHILDREN:

- CARD 3 Newborn and Postnatal Care  
CARD 4 Feeding 0-6 months  
CARD 5 Feeding 0-6 months – not breastfed  
CARD 6 Feeding 6-12 months  
CARD 7 Feeding 12-24 months  
CARD 8 Immunisation (Immunisable disease prevention 0-5 years)  
CARD 9 Hygiene and Sanitation (Diarrhea prevention 0-5 years)  
CARD 10 Insecticide treated nets (Malaria prevention) 0-5 years  
CARD 11 Fever (Hot Body)  
CARD 12 Diarrhea (Loose stools)  
CARD 13 Fast breathing / cough

### ADULTS:

- CARD 14 Child spacing  
CARD 15 Conflict Resolution  
CARD 16 HIV Counseling and Testing (HCT)

**PLACE:** the large size Counseling Card on the wall so that all may see it.

**EXPLAIN:** the structure of the Counseling Card in the following way:

As you saw in the reading, all the Counseling Cards have the same basic structure. (Point out the parts on the large size Counseling Card as you describe them.)

1. **Heading**, which includes the number of the Counseling Card, the title (topic) and the age of the child (for the feeding counseling cards)
2. **Introductory message**, in which the Promoter shows the card to the caregiver and explains whether the child has gained adequate weight or not, and also asks about the health of the child.
3. **Main conversation**. There are four columns in this section to guide the Promoter through the conversation with the caregiver. The first column gives questions that the Promoter asks the caregiver; the second column the answers the caregiver is likely to give to the questions; the third column the recommendations and information the Promoter should discuss and negotiate with the caregiver, and the **fourth and last column** asks the caregiver to restate the **agreement the caregiver and Promoter have reached** based on the caregiver's answers and the negotiation with her. In order to help the mother remember and comply with agreements it may be helpful to write the recommendations for her.
4. **Make an appointment** for the next visit. This may include a home visit.

The set of counseling cards are arranged in a flipchart form. For each card there are **drawings** to use to explain the recommendations discussed with the caregiver.

Note to facilitator: pick up a set of counseling cards to show how they are organized, making sure that you show how the drawings are associated with the corresponding card.

## 4. Brainstorming

**NOTE:** Next, you are going to lead a brainstorming exercise. Your task is to help participants talk as freely as possible about their ideas and opinions. You should not agree or disagree with their opinions or ideas, nor should you express your opinion. Be sure that all participants have opportunities to speak, not just those who are more talkative. Use the Question guide and the topics under “Explore the following” listed below to stimulate the brainstorming.

**EXPLAIN:** that one of the facilitators will lead the brainstorming and another one will write down the ideas/opinions of the group on flipchart paper. You will use that list during a discussion later in the exercise.

**USE:** the following Question Guide for the brainstorming. [Note: Try to move efficiently through the brainstorming; limit it to not more than 10 minutes for each two sets of questions]

**Question 1: What does it mean to “exclusively breastfeed”?**

*Explore the following:*

- What about giving the child water?
- What about giving the child small tastes of food?

**Question 2: Why do you think some mothers have problems exclusively breastfeeding their children who are aged less than 6 months?**

*Explore the following:*

- Reasons for not breastfeeding exclusively
- Reasons for introducing other foods and liquids before children reach 6 months
- How should the mother hold the young baby during breastfeeding and how should the baby’s mouth be attached to the breast to receive as much milk as possible?
- How can a mother ensure a good supply of breastmilk?
- What are some reasons for not breastfeeding at all or stopping breastfeeding a young infant? What can be done under those circumstances?

## 5. Review of Counseling Cards 4 and Comparison to the Brainstorming Results

**[NOTE TO FACILITATORS: As there are many cards, you may want to vary the manner in which participants read over the counseling cards during this exercise: they could read some silently to themselves and others together as you or another participant read it aloud while others follow along silently]**

**ASK:** each participant to review Counseling Cards 4.

**PLACE:** Questions 1 and 2 on the wall, with the brainstorming results for those

questions.

**ASK:** What information does this Counseling Card 4 give?  
**LISTEN:** to all opinions.

**ENSURE:** that the following are mentioned:

- Exclusive breastfeeding
- Problems and solutions associated with breastfeeding
- How to increase breastmilk supply
- Praises a mother who is breastfeeding exclusively

**ASK:** participants how the information on the Counseling Card compares to the results of their brainstorming. (Point to the flipchart paper on the wall.)

*For example:* During the brainstorming did participants bring up the fact that some mothers believe in giving water to babies younger than 6 months? If so, point out the appropriate recommendations on the card. What do participants think about the recommendations listed on the Counseling Cards in the third column?

**CONTINUE:** in this way until participants have compared the results of the brainstorming to the information provided on Counseling Cards 4

## 6. Demonstration

**EXPLAIN:** that you will now demonstrate the counseling and negotiation process, using the Counseling Card No. 4.

**NOTE TO THE FACILITATOR:** For this exercise, one facilitator should play the role of Promoter, another facilitator should play that of the mother, and a third facilitator should act as the observer.

**CASE:**

Mary brings her four-month-old child Robert to the Grow Healthy session to be weighed. After weighing him, the Promoter tells her that Robert has not gained an adequate amount of weight. Mary says that he is almost never ill, and that she does breastfeed him.

**EXPLAIN:** that you chose Card 4 for the 0 - 6 months age group because Robert is 4 months old and is not ill today. According to the information that Mary provided, the Counseling Card that we should use is No. 4.

**PRESENT:** the following scene, **using the child's health card and Counseling Card 4:**

*Promoter:* Mary, it is good to see you and Robert again. However, today, as you can see from Robert's weight, he gained some weight but not as much as we had expected him to weigh based on his weight last month, so that is a sign of a problem. How has his health been?

*Mary:* He has been fine – he has not been ill.

*Promoter:* Okay, then it means you have to be a little more careful and pay more attention to his feeding to help him grow well again, so let's discuss

how to get him back growing well. Do you breastfeed him?

Mary: Yes.

*Promoter:* That is good. He is very young so he needs your breastmilk. How many times do you breastfeed him?

Mary: I don't know exactly, but I think that I breastfeed him 6 or 7 times a day.

*Promoter:* Do you breastfeed him at night too?

Mary: Yes.

*Promoter:* And that is included in the number of times you feed him?

Mary: Yes.

*Promoter:* How many times do you breastfeed him at night?

Mary: He wakes up once to breastfeed.

*Promoter:* Do you feed him anything else, such as water, other milk, or food?

Mary: No. We were told not to give anything other than breastmilk.

*Promoter:* Well done. At this age your breastmilk is the best food for him. However, as you can see on this card, a child Robert's age should really be fed 10 or 12 times a day. It is important for his health and growth that you try to breast-feed him more often.

Mary: Yes, I know that breast-feeding is good, but for me this is very difficult because I have to go out to sell in the market every day. In addition, I have too much work around the house, and I do not have time left to breastfeed him very often.

*Promoter:* Do you take him to the market?

Mary: Yes, because he is still small.

*Promoter:* Good. I can see how breastfeeding more could be difficult, especially when you have so many things to do. But Robert is still quite small, and as we have seen, he is not growing well. Do you think you can breastfeed him more often, say three or more times a day?

Mary: It is difficult because often when I am breastfeeding him I have to stop to attend to a customer.

*Promoter:* I can understand your problem. What you can do is whenever possible keep him at the breast even as you attend to the customer. I think most people will understand that. You make more milk if you empty the breast. And try to breastfeed him more often when there are no customers. Then when you are home try to sit down comfortably and breastfeed him more often, trying to empty the

breasts each time. Also continue to breastfeed him as often as he wants at night. What do you think? Can you try any of that?

**Mary:** Well, it will be a little difficult but I am going to make sure that Robert gets my milk more often, especially now that he is not growing well. How did you tell me that I can do it?

**Promoter:** I said sit down comfortably, and as much as possible try to keep him at the breast until he empties it because that is how he will get more milk and you will also make more milk. You can try it to see how it goes. So how many more times will you try to breastfeed Robert?

**Mary:** I will try to breastfeed him at least two more times. It will be difficult but I do not like the fact that Robert is not growing well.

**Promoter:** Good. When will you feed him more times?

**Mary:** I will try to keep him longer on the breast when in the market. And when I get home I will feed him at once before I put him down.

**Promoter:** Good. If you make the effort he will be receiving more milk and put on more weight. I will come see you at home to see how he is doing because at such a young age he should be growing well. Will you be home on Tuesday evening?

**Mary:** Yes.

**Promoter:** Before you go, do you have any question about treated mosquito nets? I remember that you and Robert have been sleeping under one for some time now.

**Mary:** No, we are doing fine. I am sleeping more comfortably now that I am not being bothered all night long by mosquitoes and other bugs.

**Promoter:** Very well, Mary, it has been a pleasure talking with you. I will come to your house on Tuesday to visit you and see how Robert is doing. See you then and again here next month.

**ASK:** the observer, the mother, and the promoter to comment on the negotiation session. For example, what did the *Promoter* do well? What could the *Promoter* have done differently or better?

**ASK:** participants if they have anything to add.

**LISTEN TO:** all responses.

## 7. Review of Counseling Cards 5 and Comparison to the Brainstorming Results

**ASK:** that each participant review Counseling Card 5

**PLACE:** on the wall the flipchart on which you have written Questions 2 along with the results of the brainstorming.

- ASK:** What information does this Counseling Card 5 give?
- LISTEN:** to all opinions.
- ENSURE:** that the following points are mentioned:
- Information on the different ways of feeding a child under 6 months who is not breastfed;
  - The importance of avoiding mixed feeding (breastfeeding and other foods or liquids) if the mother is HIV-positive;
  - Referral of HIV positive women to a trained counselor for counseling on all the ways she can feed her baby;
  - The importance of family planning especially when not breastfeeding.
- ASK:** participants how the information on the Counseling Cards compares to the results of their brainstorming. (Point to the flipchart paper on the wall.)
- CONTINUE:** in this way until participants have compared the results of the brainstorming to the information provided on Counseling Cards 5

## 8. Brainstorming

### **Question 3: What is the best age for children to start eating solid foods and drinking other fluids?**

*Explore the following:*

- Age at which a child is given foods other than breastmilk?
- What foods are most often given to babies when they begin to be fed foods?
- How is the porridge prepared? Thick or thin? Anything added to the porridge?
- What should the consistency of the food be for children 6 to 12 months?
- How many times should a child between 6 and 12 months be fed solids daily in addition to breastmilk?

### **Question 4: How often and how much should a child be eating between the ages of 12 and 24 months?**

*Explore the following:*

- Until what age should a child continue to breastfeed?
- What types of foods should be fed to a child who is 12–24 months old?
- How many times a day should a child 12-24 months eat foods other than breastmilk?

## 9. Review of Counseling Cards 6 and 7 and Comparison to the Brainstorming Results

- ASK:** that each participant review Counseling Cards 6 and 7.
- PLACE:** the flipchart on which you have written questions number 3 and 4 on the wall along with the results of the brainstorming.
- ASK:** What information do Counseling Cards 6 and 7 give?
- LISTEN TO:** all the opinions.

**ENSURE:** that the following points are made:

- Introduction of food starting at the age of 6 months
- The amount, the type of food, and the number of times babies 6 up to 12 months and those 12 up to 24 months should be fed.
- How to prepare porridge and other foods for a baby

**ASK:** participants how the information in these counseling cards compares to the results of the brainstorming they did earlier. (Point to the flipchart paper on the wall.)

*For example:* Did participants bring up the fact that some mothers believe that their children eat only one or two times a day? Did they describe how the porridge should be prepared?

**CONTINUE:** in this way until participants have compared the results of the brainstorming to the information provided on Counseling Cards 6 and 7

## 10. Brainstorming (not more than 10 minutes)

### **Question 5: What are the common illnesses from which young children suffer?**

*Explore the following:*

- What are the most common illnesses that affect young children?
- What signs make you know that a child is seriously ill?
- What should a caregiver do when a child has a fever?

### **Question 6: How can the common childhood illnesses be prevented?**

*Explore the following:*

- Immunisation
- The role of personal hygiene, hand-washing, fecal disposal
- How to prevent malaria (use of insecticide treated nets)

## 11. Review of Counseling Card 11, 12 and 13 and Compare to the Brainstorming Results

**ASK:** that each participant review Counseling Card 11, 12, 13.

**PLACE:** on the wall the flipchart on which you have written Questions 5 and the brainstorming results.

**ASK:** What information do these Counseling Cards give?

**LISTEN:** to all opinions.

**ENSURE:** that the following are mentioned:

- Common illnesses suffered by children
- Danger signs that indicate a child should be taken to a health professional
- Continue feeding and offer more food after recovery

**ASK:** participants how the information on these Counseling Cards compares to the results of the brainstorming they did earlier. (Point to the flipchart paper on the wall.)

For example: did they know about danger signs in a sick child?  
Did they mention using Homapak for fever?

**CONTINUE:** in this way until participants have compared the results of the brainstorming to the information provided on Counseling Cards 11, 12, and 13

## 12. Review of Counseling Card 9 and Comparison to the Brainstorming Results

**ASK:** that each participant review Counseling Card 9.

**PLACE:** on the wall the flipchart on which you have written Question 6 and the brainstorming results.

**ASK:** What information does this Counseling Card give?

**LISTEN:** to all opinions.

**ENSURE:** that the following points are made:

- Feces spread germs so it is better to use latrines
- Washing hands of both adults and children after toilet and before eating prevents getting sick
- Ways of treating drinking water to get it clean

**ASK:** participants how the information in this Counseling Card compares to the results of the brainstorming they did earlier. (Point to the flipchart paper on the wall.)

*For example:* Did participants mention feces and not washing hands as a cause for diarrhea and worms?

**CONTINUE:** in this way until participants have compared the results of the brainstorming to the information provided on Counseling Card 9

## 13. Review of Counseling Cards 8 and Comparison to the Brainstorming Results

**ASK:** that each participant review Counseling Cards 8

**PLACE:** on the wall the flipchart on which you have written question number 6 and the brainstorming results.

**ASK:** What information does this Counseling Card give?

**LISTEN TO:** all the opinions.

**ENSURE:** that the following points are made:

- immunization and when to immunize a child
- washing of hands

**ASK:** participants how the information on this counseling card compares to the results of the brainstorming they did earlier. (Point to the flipchart paper on the wall.)

For example: did they mention that immunization can prevent diseases? Did they know how many times a child needs to have the immunization? If not point out the information that the card provides.

**CONTINUE:** in this way until participants have compared the results of the brainstorming to the information provided on Counseling Cards 8

## 14. Review of Counseling Card 10 and Comparison to the Brainstorming Results

**ASK:** that each participant review Counseling Card 10.

**PLACE:** on the wall the flipchart pages on which you have written Question 6 and the brainstorming results.

**ASK:** What information does this Counseling Card 10 give?

**LISTEN:** to all opinions. Help participants compare them with the responses on the wall.

**ENSURE:** that the following points are made:

- Sleeping inside insecticide mosquito nets guard against mosquitoes that cause malaria
- Mosquito nets should be treated every 6 months to make them most effective against mosquitoes

**ASK:** participants how the information in this Counseling Card compares to the results of the brainstorming they did earlier. (Point to the flipchart paper on the wall.)

For example: Did they mention other ways they thought were effective to prevent malaria?

**CONTINUE:** in this way until participants have compared the results of the brainstorming to the information provided on counseling card 10

## 15. Counseling Role Play (in plenary)

**NOTE TO THE FACILITATOR:** For this exercise, one participant will play the role of Promoter, another participant that of the mother. The rest of the participants will observe and comment later.

**CASE:**

A mother brings her son, Henry, to the Grow Healthy session. Henry is 3 months old. He did not gain adequate weight last month. The mother says he has not been sick.

**DEMONSTRATE:** Ask the two participants to demonstrate how to use a counseling card to counsel the mother using the example of counseling in Annex 5 of the

*Handbook.* (Note: Use card 4 to demonstrate this counseling session)

**ASK:** participants, after the demonstration, if they have any questions or comments.

**ASK:** participants whether or not they noticed examples of negotiation during the counseling. If so where in the counseling did it occur?

**ENSURE:** that they mention the following:

- The Promoter acknowledges that the mother may not be able to do everything she is suggesting and so discusses with the mother that if she cannot breastfeed Henry more often, that she at least tries to do it before she leaves home in the morning and when she returns in the evening.
- On the days that she is not going to work, she should concentrate on breastfeeding and give that only.
- When she is out of the house, she can express some milk to be given to Henry the next day.

**ASK:** if they noticed how the Promoter tried to build the mother's confidence that she, the mother, can help her child grow better?

**ENSURE:** that they mention that the Promoter said that they would work together to make sure that Henry grows well. She also reassured the mother that her breastmilk would increase if she breastfeeds more frequently and longer each time.

**ASK:** participants if there are any other observations they would like to make about the counseling session, such as the way the Promoter behaved with the mother.

**ENSURE:** that you they mention the following:  
"Promoter" greets mother warmly; uses the counseling card; praises her for good practices; negotiates with her if she has doubts about being able to adopt a practices; explains the reasons for suggesting particular practices; reaches an agreement with the caregiver on what caregiver will try; allows the caregiver to explain what she will try; gives her a return appointment.

**ASK:** for two other volunteers from the participants to practice the use of another counseling card in the following way:

- One participant plays the role of the mother, another, the role of the growth promoter.

**ASK:** that for the demonstration they make up their own case, specifying the age of the child and whether or not the child gained adequate weight or not, and offer a situation similar to what they might see in their communities. Ask that they do not introduce too many social complications into the case (such as a drunken father) so they can concentrate on the use of the card. The important skill her is to learn to use the card. Ask that the rest of the participants observe and give comments later. If they have trouble making up a case they can use one of the cases at the end of this exercise.

**ASK:** the observer, after the demonstration, for his or her observations, and ask the other participants if they have anything more to add.

## 16. Practice

- DIVIDE:** participants into groups of three and ask that they continue practicing counseling using the scenarios set out at the end of this exercise. One participant should act as the mother, the other as a growth promoter and the other as an observer who will comment on the practice using the checklist printed on the back of their Case Descriptions. Ask them to practice with different counseling cards using the different case examples you are handing over to each of the groups (also printed at the end of this Exercise).
- CIRCULATE:** to provide support and assistance
- EXPLAIN:** that if everyone does not have a chance counseling with a counseling card, they will have another chance in a later exercise (conducting growth monitoring and promotion session) to practice counseling.

## 17. Summary (Full Group)

- EXPLAIN:** that you would like participants to review with each other some of the key nutrition and caring messages that the growth promoters will be delivering to the mothers of children under 2 in their communities.
- ASK:** participants to divide into pairs, with the members of each pair taking turns explaining the following points:
- The importance of exclusive breastfeeding during a child's first 6 months of life.
  - The importance of continued breastfeeding during a child's first 2 years.
  - The importance of introducing complementary feeding at the appropriate age.
  - The importance of feeding different types of food including fish, fruits, vegetables and all the ingredients, thickening and enriching porridge.
  - The importance of recognizing danger signs in sick children.
  - The importance of continued feeding during illness, including in case of loose stools
  - The importance of extra feedings for the child who is recovering from an illness
  - Malaria can be prevented by using insecticide-treated nets
  - Proper hand-washing after defecating and before eating is essential for preventing illness such as diarrhea and intestinal worms
- CIRCULATE:** to provide support and assistance, as needed.
- ASK:** participants to come together again as a group and ask them where growth promoter can find the child nutrition and caring messages they need to counsel mothers about child feeding and care of the sick child and prevention of common illnesses.
- ENSURE:** that participants identify the Counseling Cards as the source for the child nutrition messages they need to counsel mothers about child feeding. They should also recognize that they should be able to seek help from their supervisors.
- ASK:** participants to state the important characteristics of effective counseling.

**ENSURE:**

that the following points to be done by the Promoter are made:

- greets the mother warmly and shows interest in the child;
- shows and explains the growth curve to the mother;
- asks whether the child is or has been ill;
- uses the counseling card and shows the mother the pictures;
- praises the mother/caregiver for good practices;
- negotiates with her if she has doubts to being able to adopt a practice;
- explains the reasons for suggesting particular practices;
- reaches an agreement with mother/caregiver on what she will try to do;
- asks caregiver to summarize what she has agreed to try;
- gives her a return appointment.

## Case Exercises to Discuss In Groups

CASES (PROVIDE LOCAL NAMES FOR THE CHILDREN, CAREGIVERS, AND THE COMMUNITIES)	COUNSELING CARD
1. A mother named (MOTHER) brings her one-month-old son, (CHILD), to the Grow Healthy session meeting to be weighed. The Promoter tells her that her child did not gain enough weight this month. (MOTHER) is afraid that she does not have enough milk.	4
2. (MOTHER) is an unmarried mother with three children, and she is one month pregnant. Her daughter, (CHILD), who is four months and 12 days old, is being weighed and attended to by the Promoter. Since she became pregnant, (MOTHER) no longer breastfeeds (CHILD), because (CHILD) might get sick. (MOTHER) says that (CHILD) eats well, but she has not gained weight this month.	4 and if unwilling to breastfeed 5
3. A mother named (MOTHER) brings her seven-month-old girl, (CHILD), to the Grow Healthy session. The baby's growth is not adequate but (MOTHER) says that the baby is not ill. (MOTHER) says that (CHILD) is eating well.	6
4. (MOTHER) takes her child, (CHILD), nine months old to the Grow Healthy session. These last two months (CHILD) has been losing weight, as registered in the growth curve. (MOTHER) works as a maid and is out of the house all day; hence, she breast-feeds him very little. At the time of the consultation, (CHILD) is not sick, but has lost his appetite.	6
5. (CHILD) is a ten-month-old child who arrives at the Grow Healthy session with his mother, (MOTHER). The mother tells the Promoter that (CHILD) eats well, has good appetite, but when they weigh him they observe that he has not gained weight this month.	6
6. (CHILD) is a 13-month-old girl who lives with her mother and siblings in the (NAME) community. On the 18th of each month their mother, (MOTHER), attends the Grow Healthy session. At the time of the visit, (MOTHER) tells the Promoter that (CHILD) is in good health. Her weight gain is adequate, but she does not want to eat the way she normally does.	7
7. Today, the Grow Healthy session is held in the (NAME) community. (MOTHER) takes her 19-month-old twin children, (CHILD) and (CHILD). The Promoter weighs them and sees that (CHILD #1) did not gain enough weight this month, but (CHILD #2) did. (MOTHER) tells the Promoter that the children have not been sick.	7
8. (CHILD) is 10 months old. Her mother says she has had fever for 2 days. She does not have a cough or loose stools	11
9. Robert was born 3 weeks ago. His mother says she started coughing about three days ago.	13
10. (CHILD) is 3 months old. The mother says she is passing loose stools since yesterday. When you ask if there is blood in the stool the mother says no. She also has fever.	12
11. Patrick who is 13 months old has been coughing for about a week.	13
12. Elizabeth who is 11 months old was brought to the Grow Healthy session. She was found to have gained adequate weight and is well now. But two weeks ago she had a fever and needed treatment with Homapak.	6 and 10

## EXERCISE 9: DOING A DEMONSTRATION

<b>Objective:</b>	At the end of this exercise, the participants will be able to Do a demonstration
<b>Duration:</b>	1 hour
<b>Methodology:</b>	Reading, discussion, small group work
<b>Materials:</b>	Flipchart, markers <i>Training Guide for training Promoters</i>
<b>Content:</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Discussion</li> <li>3. Demonstration</li> <li>4. Small Group Work</li> <li>5. Presentations</li> <li>6. Summary</li> </ol>

## 1. Introduction

- SAY:** Let's say that you have never tied a shoe. If I were to describe for you, step by step, how to tie a shoe—using words but not motions or pictures—how well do you think you would be able to perform that task?
- ASK:** for a volunteer to assist you with a demonstration.
- EXPLAIN:** that the volunteer should follow your instructions EXACTLY, relying totally upon your directions and not upon past experience or knowledge.
- GIVE:** the following directions:
- *Bend down and focus on your right shoe.*
  - *Take one end of the shoelace in each hand and pull the two ends away from each other to tighten the shoe.*
  - *Cross the two ends of the shoelace above the center of your foot.*
  - *Loop one of the two ends under the other, grab both ends again, and pull them tight.*
  - *Make a loop of the shoelace end that is now on your left and hold that loop between the index finger and the thumb of your left hand.*
  - *Grasp the other end of the shoelace in your right hand about halfway between the end of the lace and the shoe.*
  - *Lift this end of the shoelace up and around the loop that you have in your left hand in a clockwise direction.*
  - *Use the index finger of your right hand to push a loop of the shoelace you have in your right hand through the loop that you have just created (by wrapping the lace around the loop that you are holding with the index finger and thumb of your left hand).*

- *Grasp the newly created loop between the index finger and thumb of your left hand, and the loop that was already formed and pull to tighten.*

**SHOW:** for comparison, how to tie a shoe by physically demonstrating how to do it while explaining your actions.

## 2. Discussion

**ASK:** participants to comment upon what they have just seen. For example, what conclusions do the participants reach about explaining how to do something and about demonstrating how to do it?

**EXPLAIN:** that there may be, in fact, tasks that a learner can be walked through with words alone. And some learners prefer to HEAR about a task and to hear a description of its steps because they feel most comfortable with that mode of learning. But add that it is usually helpful to SEE a demonstration of a new skill, in addition to hearing about it.

**ASK:** How does a demonstration help the trainer? How does it help the learner?

**ENSURE:** that the following points are made:

- A demonstration benefits the trainer by clarifying exactly what learners are expected to do.
- A demonstration also helps learners grasp exactly what is expected of them.

**POST:** a sheet of flipchart paper on the wall.

**ASK:** participants to suggest some important points that trainers should keep in mind when they are doing a demonstration.

**WRITE:** their suggestions on the sheet.

**ENSURE:** that the following points are mentioned, and add them to the list the participants made if not mentioned:

- Prepare your materials ahead of time.
- Practice yourself what you are going to demonstrate ahead of time.
- Say what you are going to do, do it, and then say what you did.
- Ensure what you are doing is visible.
- Speak clearly and loudly enough for all to hear.
- Face the participants/trainees as much as possible.
- Briefly explain what you are doing as you are doing it.
- “Check in” with the participants/trainees often to make sure they understand everything.

**EXPLAIN:** that you are going to leave this list posted during the rest of the training, and ask that participants check it frequently while demonstrations are being done. Add that they use this list to help them evaluate and give feedback on the demonstrations that will be performed.

### 3. Demonstration

**EXPLAIN:** that you are going to demonstrate how to do one of the demonstrations in the *Training Guide for Training Community Growth promoters*. Add that participants may wish to refer to the list of points to keep in mind, but remind them to focus most of their attention on the demonstration itself.

**USE:** the demonstration from Exercise 3: Conducting the Community Census of the *Training Guide for the Training of Community Growth Promoters*. **Use the DEMONSTRATION section only** for this exercise on demonstration. **FOCUS** on filling in the census form on the wall as you ask the “mother” the questions on the census form.

[Note to the facilitator: as you prepare for this session you may read through the whole exercise 3 so you know what it is about, but you will not facilitate the whole of exercise 3 here, only the Demonstration of exercise 3.]

**DEMONSTRATE:** how to do that demonstration. Involve the participants as “trainees.” Keep in mind the list of points to remember when doing a demonstration.

**ASK:** participants to make comments after you have finished the demonstration. Ask them to base their comments on their list of points to remember. Would they like to add a point? Change one?

**EXPLAIN:** that all participants will have a chance to do a demonstration during the next exercise when they lead an exercise.

### 4. Summary

**ASK:** that every participant turn to another participant to form new pairs.

**EXPLAIN:** that the members of each pair should take turns reminding each other about the important points that have been listed. Ask them to try to name at least three of the points as possible without consulting the list, and then to consult the list to be sure they have named them all. Add that they have 5 minutes to do this summary exercise.

**[NOTE:** After 5 minutes, announce that time is up and move on to the next activity.]

## EXERCISE 10: LEADING AN EXERCISE

<b>Objective:</b>	At the end of this exercise, the participants will be able to <ol style="list-style-type: none"> <li>1. Explain how to lead an exercise.</li> <li>2. Lead an exercise using the <i>Training Guide for Training Community Growth promoters</i></li> </ol>
<b>Duration:</b>	16 hours
<b>Methodology:</b>	Discussion, small group work, role-playing
<b>Materials:</b>	Flipchart, markers <i>Training Guide</i> <i>Promoter's Manual</i>
<b>Content:</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Demonstration</li> <li>3. Small Group Work</li> <li>4. Practice</li> </ol>

## 1. Introduction

**EXPLAIN:** that the *Training Guide* includes detailed explanations of how to lead each of the exercises that prepare the Promoters to carry out their tasks. During this Training of Trainers, participants have already sharpened their skills in training techniques, such as establishing a learning climate and using appropriate vocabulary. Now they will have opportunities to practice leading the exercises that will make up the training of the growth promoters.

**ASK:** participants what steps are involved in leading an exercise in the training of the growth promoters.

**WRITE:** the list of steps they propose on the flipchart and place the paper on the wall.

**ENSURE:** that participants mention the following steps:

- Read over the training notes for the exercise.
- Read the recommended section of the *Promoter's Handbook*.
- Gather any necessary materials.
- Make necessary preparations (look for “Prepare in advance” in each Exercise box).
- Use the training notes to guide the Promoters through the exercise
- Speak clearly and loud enough for all to hear
- Actively involve participants
- Listen to and respond participant feedback.

**NOTE:** If participants do not mention one of the steps, use probes, such as the following, to solicit them: *What would you do next? What about the materials you will need for the demonstration?*

**EXPLAIN:** that you would now like everyone to “walk” through these steps together, using the first exercise in the *Training Guide* as the example.

## 2. Demonstration

**READ:** aloud the first page of Exercise 1, page 11.

**ASK:** participants to take turns reading aloud the other pages of Exercise 1.

**NOTE:** When participants reach “3. Group Work,” ask them to take their *Promoter's Handbook* and read the recommended pages out loud.

**POINT OUT:** that participants have just carried out the first two steps of leading an exercise: “Read over the training notes for the exercise” and “Read the recommended section of the *Promoter's Handbook*”

**ASK:** participants to state the next step they would carry out and how they would do it.

**ENSURE:** that they state that the next step would be to “Gather any necessary materials” and that in this case they would need masking tape and a seed from any fruit.

**ASK:** participants to state the next step they would carry out and how they would do it.

**ENSURE:** that they state that the next step would be to “Make necessary preparations” and that in this case they would prepare the list on the first page of Exercise 1.

**ASK:** participants to state the next step they would carry out and how they would do it.

**ENSURE:** that they state that they would use the Training Notes to guide the Promoters through the exercise.

## 3. Small Group Work

**EXPLAIN:** that you will divide participants into groups of two and ask each pair to lead an exercise or two (depending on the number of participants). As each pair leads an exercise, the rest of the participants will play the role of the trainees. Although time will not permit each participant to lead every exercise, all participants should keep in mind the list of important points they created to help guide them in leading an exercise.

**ADD:** that as you explained during the last exercise it is now that participants will practice doing a demonstration as part of leading an exercise. Explain that you will leave out Exercise 3 since you demonstrated that in the previous exercise.

**DIVIDE:** participants into pairs and assign each pair an exercise or two (depending on the number of participants).

**REMIND:** all pairs to keep the steps for leading an exercise in mind (point to the flipchart pages posted on the wall), and tell them that they have 45 minutes to prepare. Although it will be up to each pair to decide how to divide responsibilities for the different parts of the demonstration, they should try to ensure that each member has plenty of practice.

**CIRCULATE:** among all the groups and provide support and assistance, as needed.

#### 4. Practice

**CALL:** participants together when the allotted time has passed, and invite the first pair to lead the exercise they have prepared. (You may find that it is easier to see how the exercises fit together if they follow close to the sequence of the exercises in the training guide as much as that is feasible – although this may not always work out because of the timing of different exercises).

**LEAD:** a short (5-minute) feedback and suggestions session when each pair is finished with an exercise, using the list of points they created to review how well each pair led an exercise and performed demonstrations. (ENSURE THAT FEEDBACK AND SUGGESTIONS ARE GIVEN IN A POSITIVE MANNER)

**CONTINUE:** in this way until each group has had an opportunity to lead an exercise.

#### **List of Exercises (from *Training Guide for Training Community Growth Promoters*)**

- Exercise 2: Creation and updating of the community map
- Exercise 3: Conducting the community census
- Exercise 4: Preparing the growth promotion Register of children under 2 years
- Exercise 5: Organizing the Grow Healthy monthly session
- Exercise 6: Filling out a Child Health Card
- Exercise 7: Weighing children under 2 years of age)
- Exercise 8: Identifying a child's next expected minimum weight
- Exercise 9: Recording a child's weight in the Register
- Exercise 10: Using expected weight to determine whether a child has gained an adequate amount of weight
- Exercise 11: Drawing a child's growth curve
- Exercise 12: Using a child's growth curve to determine whether the child has gained adequate weight or not
- Exercise 13: Checking whether a child is due or overdue for immunization
- Exercise 14: Choosing which counseling card to use
- Exercise 16: Making a referral
- Exercise 17: Conducting the monthly CBGP session
- Exercise 18: Meeting monthly with the health center staff/supervisors
- Exercise 19: Making a home visit
- Exercise 20: Conducting community meetings

**NOTE TO FACILITATORS:** THE PARTICIPANTS AT THE TOT WILL, IN MOST CASES, NEED LESS THAN HALF THE TIME THAT THE VILLAGE GROWTH PROMOTERS WILL NEED TO LEARN THE SKILLS IN THE EXERCISES ABOVE, HENCE PLAN TO COVER EACH EXERCISE IN ABOUT HALF THE TIME ALLOCATED IN THE TRAINING GUIDE. THIS SECTION OF THE COURSE WILL TAKE ABOUT 2 DAYS IN WHAT THE PROMOTERS WILL TAKE 5 TO 6 DAYS TO GO THROUGH.

## 5. Summary

**ASK:** participants to name the five steps to follow when leading an exercise.

**ENSURE:** that participants mention the following steps:

- Read over the training notes for the exercise.
- Read the recommended section of the *Promoter's Manual*.
- Gather any necessary materials.
- Make necessary preparations (Look for “Prepare in advance” in each Exercise box).
- Use the training notes to guide the Promoters through the exercise.
- Speak clearly and loud enough for all to hear
- Actively involve participants
- Listen to and respond participant feedback.

## EXERCISE 11: ESTABLISHING A COMMUNITY-BASED GROWTH PROMOTION PROGRAM

<b>Objective:</b>	At the end of this exercise, the participants will be able to: <ol style="list-style-type: none"> <li>1. Name the document in which they will define the activities of setting up a growth promotion program.</li> <li>2. Name the activities for establishing a growth promotion program.</li> </ol>
<b>Duration:</b>	2 hours
<b>Methodology:</b>	Brainstorming, reading, small group work
<b>Materials:</b>	<i>Promoting Adequate Growth in Ugandan Children: Guidelines for Developing an Effective Growth Promotion Program</i> Flipchart, markers
<b>Prepare in advance:</b>	Write the following three questions on the flipchart: <ul style="list-style-type: none"> <li>• Which of their documents describes how to set up a growth promotion program in the community?</li> <li>• What are the activities for setting up a growth promotion program in the community?</li> <li>• What document will you create to describe the activities of setting up a growth promotion program in your community?</li> </ul>
<b>Content:</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Reading</li> <li>3. Small Group Work</li> <li>4. Presentation and Discussion</li> <li>5. Summary</li> </ol>

### 1. Introduction

**ASK:** participants what is the first step you take when you want to build a house, start a business, or establish a new program.

**ENSURE:** that they respond that PLANNING is the first step.

**EXPLAIN:** that in this exercise participants will have an opportunity to explore the steps needed to establish a community-based growth promotion program.

### 2. Reading

**DIVIDE:** participants into groups of 3 to 4 each.

**ASK:** them to take out their *Guidelines* and to take turns in their groups reading out loud to each other pages 15-22, “Planning a growth promotion programme”

up to “C. Monitoring and record keeping”. They should look up when they are finished.

### 3. Small Group Work

- POST:** the 3 sheets of flipchart paper on which you have written the 3 questions.
- ASK:** each group to work together to answer all 3 questions.
- EXPLAIN:** that they have 10 minutes to work, and they should let you know when they have finished.

### 4. Presentation and Discussion

- ASK:** that a member of one of the groups presents the answer to the first question.
- LISTEN:** to the answer.
- ASK:** whether all others agree.
- ENSURE:** that the answer is *Promoting Adequate Growth in Ugandan Children: Guidelines for Developing an Effective Growth Promotion Program*.
- ASK:** a member of another group to present the answer to the second question. While the participant reads the group’s answer, another member of the group should write it on the flipchart for all to see.
- LISTEN:** to the answers.
- ASK:** whether all others agree.
- ENSURE:** that the answer is as follows:
- Identification of the leaders in the community
  - Create demand for the program
  - Presentation of the program to the community
  - Identify community resources and contribution
    - Identify and select growth promoters
    - Identify a venue for grow healthy sessions
    - Provide necessary furniture (table, chairs, mats)
    - Decide on schedule
    - Define a motivation system for the growth promoters
    - Define roles and responsibilities of all key players
  - Train the growth promoters
  - Creation of the community map
  - The community census
  - Presentation of the community census results to the community
  - Define a referral system
  - Establish monitoring and record-keeping system
  - Define and plan for support supervision for the program
- ASK:** a member of one of the groups to present the answer to the third question.

- LISTEN:** to the answer.
- ASK:** whether all others agree.
- ENSURE:** that the answer is “The Implementation Plan.”
- ASK:** participants to share some of their experiences with setting up new programs. For example:
- Have they followed all of the steps that they just listed?
  - If not, which steps were left out?
  - Which steps were/might have been added?
  - What was the effect, if any, of leaving out one of the steps? Or adding other steps?

## 5. Summary

- ASK:** participants to summarize the decisions regarding how to start up a community-based growth monitoring and promotion program.
- ENSURE:** that the summary includes all of the steps that they have decided on.
- ASK:** where they can look for a description of how to set up the program.
- ENSURE:** that they answer *Promoting Adequate Growth in Ugandan Children: Guidelines for Developing an Effective Growth Promotion Program*.

## EXERCISE 12: SUPERVISING THE PROMOTERS

**Objectives:** At the end of this session, the participants will be able to:

1. Explain what supportive supervision is.
2. Use the Weighing Session Observation Guide to identify what a Promoter who is carrying out a monthly weighing session is doing well and what he or she could improve.
3. Give feedback and suggestions to the Promoters in a helpful way

**Duration:** 3 hours

**Methodology:** Reading, small group work, discussion

**Materials:** Flipchart paper and markers

**Prepare in advance:**

- Write each of the following questions on a separate sheet of flipchart paper:  
“When will you fill in the Observation Guide?”  
“Where will you stand during the weighing session?”  
“How will you give feedback?”
- Photocopies of weighing session observation guide (found at end of this exercise)
- Try to arrange to have at least 3 facilitators for this session so that they can prepare and present the demonstration role play. If there are only two facilitators, before the exercise, ask one participant to play the role of a mother in a demonstration that you will do during the session. Be sure to go over the demonstration with her ahead of time so that she understands what she should say.

**Contents:**

1. Introduction
2. Reflection
3. Reading
4. Group Work
5. Plenary Session
6. Practice
7. Summary

### 1. Introduction

**EXPLAIN:** that supportive supervision is very important to the success of the program and should be looked on as providing opportunities to improve the skills of the Promoters and to help them solve problems.

**ASK:** participants to explain in what ways supervision is part of their work now—either in supervising others or in being supervised.

**[NOTE:]** You may wish to probe further into some of the answers that participants give. The following questions may help you:  
If the answer is about supervision they have been given, ask: “And how does that help you do your work better?”

If the answer is about supervision they have given to others, ask: “And how does that help him (her) do his (her) work better?”]

**ASK:** participants to explain what “support supervision” is, taking in to account all that has been said.

**ENSURE:** that the explanation includes the following elements:

- Repeated visits, with some regularity
- Supervisor watches what the worker does and listens to what he / she says
- Supervisor makes observations and suggestions in private, and not in front of the worker’s clients or co-workers, whenever possible
- Supervisor makes observations and suggestions in a respectful, positive way

## 2. Reading

**ASK:** participants to read silently “Support Supervision” on page 22 in their *Guidelines*. Ask them to look up when they have finished.

## 3. Discussion

**ASK:** participants to explain why the Promoters’ work should be supervised.

**ENSURE:** that their responses include the following elements:

- To make sure that the Promoters are carrying out their tasks correctly
- To help the Promoters improve their skills
- To give the Promoters the opportunity to ask questions and clarify doubts

**ASK:** when will they supervise the promoters

**ENSURE:** that their answers include “the monthly Grow Healthy sessions”, particularly in the first few months.

**EXPLAIN:** that you are going to hand out a “Weighing Session Observation Guide” that they can use to help them supervise the Promoters. Add that you and they will go over the Guide together.

**HAND OUT:** a “Grow Healthy” Session Observation Guide to each participant

**REVIEW:** the Observation Guide with participants, being sure to do the following:

- Point out the main parts of the Guide (e.g. heading, general observations, etc)
- Invite different participants to read each part of the Guide aloud as the other participants read along silently.

**ASK:** whether now they have gone through the program if there are any modifications they would like to make to the observation guide.

**PLACE:** on the wall or board the flipchart papers that you have prepared ahead of time.

**EXPLAIN:** that you want to explore how the participants believe they can use the Observation Guide to help them supervise the Promoters’ work.

**ASK:** the following questions. (NOTE: Ask participants to answer the questions for now – discussion will follow.)

- When will you fill out the Guide? During the session or afterwards?
- Where will you stand during the weighing session? Off to one side, in the middle of the session, at each of the stations (weighing, registering, counseling)?
- How will you share your observations with the Promoters – showing them the Observation Guide or simply talking to them?

**WRITE:** their answers on the flipchart papers

**REVIEW:** the participants’ responses to the first question, “When will you fill out the Guide?”

**ENSURE:** that the following points are discussed:

- During the session
  - Advantages: record immediate impressions, no need to remember until later
  - Disadvantages: easy to miss something while writing, looking at paper instead of people
- After the session
  - Advantages: time to watch everything during the session,
  - Disadvantages: things may be forgotten, details missed

**ASK:** participants to draw a conclusion: when will they fill out the Observation Guide?

**WRITE:** their conclusion on the flipchart paper.

**POINT TO:** the participants’ responses to the second question, “Where will you stand during the weighing session?”

**ENSURE:** that the following points are discussed:

- Off to one side
  - Advantages: comprehensive view of the whole session, can see the “flow” of the session
  - Disadvantages: can miss important details, view can be blocked
- In the middle of the session
  - Advantages: can give immediate feedback, can see actions up close
  - Disadvantages: can focus on one area exclusively, miss other important details

**ASK:** participants to draw a conclusion: Where will they stand during the weighing session?

**WRITE:** their conclusion on the flipchart paper.

**POINT TO:** the participants’ responses to the third question, “How will you share your observations with the Promoters?”

**ENSURE:** that the following points are discussed:

- Looking at the Observation Guide together

- Advantages: objective and thorough list of tasks, clear expectations
- Disadvantages: can be seen as cold, impersonal
- Giving feedback without the Guide
  - Advantages: can be seen as more spontaneous, more creative
  - Disadvantages: can miss important details, can be very subjective

**ASK:** participants to draw a conclusion: “How will you share your observations with the Promoters?”

**WRITE:** their conclusion on the flipchart paper.

**EXPLAIN:** that participants have examined several aspects of how to use the Observation Guide. The Guide can help them identify what Promoters are doing well and what they can do to improve their work.

## 4. Small Group Work

**EXPLAIN:** that now they are going to break into small groups, and each group will be responsible for coming up with a list of things to keep in mind as they give feedback and suggestions to the Promoters they are supervising.

**ASK:** participants to give one example of something to keep in mind as they give feedback and suggestions to the Promoters.

**ENSURE:** that the answer given is somewhat similar to the following (or seems appropriate):

- Use simple/appropriate language.
- Use a respectful/friendly tone of voice.
- Use positive expressions.
- Make sure that your general behavior is respectful, supportive.

**DIVIDE:** participants into small groups (try to have 4 small groups in all), give each group flipchart paper and markers, tell them they have 15 minutes to work and ask them to begin.

**CIRCULATE:** among the groups and provide assistance, as needed.

**CALL:** participants together again when the 15 minutes have passed (or when they have completed their task) and invite each group to place its list on the wall and to present it. Hold discussion until all four lists have been presented and are on the wall.

**INVITE:** participants to comment upon the lists. For example, what elements do they have in common? Which are different?

**PLACE:** on the wall or board a new flipchart paper.

**ASK:** participants to help you create one checklist that incorporates all of the elements they think are important.

**WRITE:** the resulting list on the new flipchart paper.

## 5. Practice

**[NOTE:** If at all possible, participants should now be given the opportunity to practice using the Observation Guide to supervise and give feedback to a group of Promoters who are carrying out a weighing session. The Promoters, as well as the mothers / caregivers should be notified beforehand that the facilitators are practicing their new skills during training.

If it is NOT possible for the participants to practice their new skills during a real weighing session, facilitators should set up the practice in the following way:

1. The three facilitators set up a “weighing session.”
2. Three “mothers” (participants) arrive and participate in the weighing session.
3. The other participants use their Observation Guides to supervise the “growth promoters” in the weighing session.
4. The three “growth promoters” (facilitators) should make a number of errors during the session.
5. At the conclusion of the session, the “supervisors” give feedback and suggestions to the three “growth promoters”
6. The practice is repeated, but this time the three “mothers” act as supervisors, and three other participants take their places.]

## 6. Summary

**ASK:** participants to explain how supportive supervision should be carried out.

**ENSURE:** that their answers include the following points:

- It involves repeated visits, with some regularity.
- The supervisor watches what the worker does and listens to what he / she says.
- The supervisor makes observations and suggestions in private, and not in front of the worker’s clients or co-workers, whenever possible.
- The supervisor makes observations and suggestions in a respectful, positive way.

**ASK:** How should a supervisor use the Observation Guide to supervise a weighing session?

**ENSURE:** that their responses include the following points:

- The group’s conclusion about when to fill out the Guide
- The group’s conclusion about where they will stand during the weighing session
- The group’s conclusion about how they will share their observations with the Promoter

**ASK:** What points should a supervisor keep in mind as he or she gives feedback and suggestions to a Promoter after a weighing session?

**ENSURE:** that their answers include the list that they have developed of the things to keep in mind when giving feedback and suggestions.

# “GROW HEALTHY” SESSION OBSERVATION GUIDE

Community/Sub County/District:

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Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

## GENERAL OBSERVATIONS

1. Are the children who are attending the session under 2 years old? \_\_\_\_\_  
If not, how old are they? \_\_\_\_\_
2. How many promoters are participating in the session? \_\_\_\_\_
3. Do the promoters change positions each session? \_\_\_\_\_ Why or why not?  
\_\_\_\_\_
4. Is there a supervisor at this session? \_\_\_\_\_ If yes, who is it?  
\_\_\_\_\_  
What role does the supervisor play? \_\_\_\_\_
5. How many growth promotion sessions are conducted each month? \_\_\_\_\_
6. Is each session held in the same location? \_\_\_\_\_ Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

<p><b>Total score:</b> (Total number of times scored YES on specific observations below)</p> <p>-----</p>
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## SPECIFIC OBSERVATIONS

ACTION	YES/NO	COMMENTS
<b>1. Organization of the 'Grow Healthy' session</b>		
1.1 Describe the location of the session		
1.2 There are separate areas for weighing, registration and counseling		
1.3 There is an area where mothers can sit while they are waiting		
1.4 The growth promoters have their materials and supplies ready (scale, weighing pants, table of minimum expected weight, counseling cards, register, pencils, ...)		
1.5 The top part of the Register (date of session) has been filled in before the session begins		
1.6 Every child has his or her own register number which is written on the Child Health Card		
1.7 Date of present weighing session is recorded		
<b>2. Treats mothers / caregivers with respect</b>		
2.1 The growth promoters welcome / greet their clients		
2.2 They use simple language		
2.3 They use a respectful/friendly tone of voice		
2.4 They use positive expressions		
2.5 They handle the babies gently and kindly		
2.6 Their general behavior is respectful, supportive		
<b>3. Fills in a Child Health Card correctly</b>		
3.1 Fills in the first page with the child's name, date of birth (if known), weight at birth (if known), etc.		
3.2 Writes the child's month of birth in the first box of the child's first and second year at the bottom row of the Growth Chart		
3.3 Fills in all the other boxes with the remaining months of the year in the right order		
<b>4. Weighs a child correctly</b>		
4.1 The growth promoter uses a proper scale		
4.2 The growth promoter hangs the scale so that it hangs freely		
4.3 The growth promoter hangs the scale at eye level		
4.4 The growth promoter hangs the scale in a place free from crowding		
4.5 The growth promoter adjusts the scale to zero with the weighing trousers on before weighing each child		

<b>ACTION</b>	<b>YES/NO</b>	<b>COMMENTS</b>
4.6 The growth promoter asks the caregiver to remove the child's excess clothing		
4.7 The growth promoter handles the child gently but firmly when putting him/her in the scale		
4.8 The growth promoter waits for the pointer to stabilize before reading		
4.9 The growth promoter reads the correct weight		
4.10 The growth promoter removes the child carefully from the weighing pants		
4.11 The growth promoter involves the caregiver in the whole process		
4.12 The growth promoter calls out the weight loud enough for the recording growth promoter to hear		
<b>5. Plots a child's current weight correctly</b>		
5.1 The growth promoter draws a straight dotted line upwards from the correct month		
5.2 The growth promoter draws a straight dotted line across from the correct weight		
5.3 The growth promoter places a dot in the box or on the line where the two dotted lines meet		
5.4 The growth promoter writes the child's weight and the correct date in the box below the growth chart		
5.5 The growth promoter draws a line joining the previous dot with the present dot		
<b>6. Fills in the Register with correct information for the child</b>		
6.1 The growth promoter records correct present age		
6.2 The growth promoter records correct present weight		
6.3 The growth promoter identifies correctly the expected minimum weight of the child		
6.4 The growth promoter records correctly whether the child gained adequate weight or not		
6.5 The growth promoter checks the child's immunization status and records information correctly in the immunization and vitamin A column		
<b>7. Counsels the mother / caregiver</b>		
7.1 The growth promoter conducts counseling out of earshot of other waiting caregivers		
7.2 The growth promoter greets the mother / caregiver respectfully		
7.3 The growth promoter chooses the correct counseling card(s) according to the child's situation		
7.4 The growth promoter follows the counseling card steps to counsel the caregiver		
7.5 The growth promoter involves the caregiver in discussion and negotiation		
7.6 The growth promoter and the caregiver reach an agreement on specific steps the caregiver will take to improve the child's health and/or feeding		

ACTION	YES/ NO	COMMENTS
7.7 The growth promoter asks the caregiver to repeat the agreement		
7.8 The growth promoter refers the child, if necessary		
7.9 The growth promoter makes an appointment for a home visit if needed		
7.10 The growth promoter asks the caregiver to bring the baby back for the next monthly 'Grow Healthy' session		

**OTHER NOTES AND OBSERVATIONS:**

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**QUESTIONS FOR THE MOTHER / CAREGIVER:**

(to be asked to at least three mothers/caregivers when leaving the session)

QUESTION	Mother 1	Mother 2	Mother 3	SUPERVISOR COMMENTS
1. How was your welcome today?				
2. Are you satisfied with the services given?				
3. What is the child's weight today?				
4. Did the child gain adequate weight or not?				
5. What actions did you agree to take at home for the child?				
6. How is the attitude of the growth promoters?				
7. How much time did you spend at the session?				
8. How do you feel about this growth promotion program?				
9. How could the program be improved?				
10. Have you ever received a home visit by a growth promoter?				
11. When will you return?				

**FEEDBACK PROVIDED / PROBLEMS SOLVED:**

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## SAMPLE TRAINING SCHEDULE

<b>MONDAY (DAY 1)</b>	
<b>TIME</b>	<b>ACTIVITY</b>
8:30 – 8:45	Welcome
8:45 – 9:30	Ice-breaker / self introductions
9:30 – 10:15	Norms and Expectations
10:15 – 10:45	Ex. 1: Introduction to community Growth Promotion
10:45 – 11:00	<i>Break</i>
11:00 – 11:45	Ex. 2: What is growth promotion?
11:45 – 12:45	Ex. 3: Characteristics of growth promotion
12:45 – 1:30	Ex. 4: Training adult learners
1:30 – 2:30	<i>Lunch</i>
2:20 – 4:00	Ex. 5: Establishing a learning climate
4:00 – 4:30	Ex. 6: Using appropriate vocabulary
4:30 – 6:00	Ex. 7: Developing each training activity
6:00 – 6:15	Daily evaluation

<b>TUESDAY (DAY 2)</b>	
<b>TIME</b>	<b>ACTIVITY</b>
8:30 – 9:00	Summary of previous day's work Feedback from previous day's evaluation
9:00 – 11:00	Ex. 8: Using the counseling cards: Introducing the structure of the card and review cards 4 & 5
11:00 – 11:30	<i>Break</i>
11:30 – 1:30	Ex. 8: Using the counseling cards (continued): review cards 6&7; 11, 12 &13; 9; 8; 10
1:30 – 2:30	<i>Lunch</i>
2:30 – 5:00	Ex. 8: Using the counseling cards (continued): role play and practice using the cards
5:00 – 6:00	Ex. 10: Leading an exercise: introducing group assignments
6:00 – 6:15	Daily evaluation
<b>EVENING ASSIGNMENT</b>	Participants prepare for their sessions

<b>WEDNESDAY (DAY 3)</b>	
<b>TIME</b>	<b>ACTIVITY</b>
8:30 – 9:00	Summary of previous day's work Feedback from previous day's evaluation
9:00 – 9:15	Counseling feedback (from previous day exercise)
9:15 – 10:00	Ex. 9: Doing a demonstration (demonstration)
10:00 – 10:45	Ex. 10: Leading an exercise (by participants) - Community Map (2)
11:45 – 11:15	<i>Break</i>

<b>TIME</b>	<b>ACTIVITY</b>
11:15 – 1:15	Ex. 10: Leading an exercise (by participants) <ul style="list-style-type: none"> <li>- Community Census (3)</li> <li>- GP Register (4)</li> <li>- Organizing monthly sessions (5)</li> </ul>
1:15 – 2:15	<i>Lunch</i>
2:15 – 6:00	Ex. 10: Leading an exercise (by participants) <ul style="list-style-type: none"> <li>- Filling in the child health card (6)</li> <li>- Weighing children under 2 (7)</li> </ul>
6:00 – 6:15	Daily evaluation

<b>THURSDAY (DAY 4)</b>	
<b>TIME</b>	<b>ACTIVITY</b>
8:30 – 9:00	Summary of previous day activities Evaluation feedback
9:00 – 11:00	Leading and exercise (by participants) <ul style="list-style-type: none"> <li>- Next expected minimum weight (8)</li> <li>- Recording weight (9)</li> <li>- Determine adequate growth using table (10)</li> </ul>
11:00 – 11:15	Break
11:15 – 1:30	Leading an exercise (by participants) <ul style="list-style-type: none"> <li>- Drawing the growth curve (11)</li> <li>- Determine adequate growth using curve (12)</li> <li>- Checking immunization (13)</li> </ul>
1:30 – 2:30	Lunch
2:30 – 6:00	Leading an exercise (by participants) <ul style="list-style-type: none"> <li>- Choosing counseling card (14)</li> <li>- Making referral (16)</li> <li>- Monthly meeting with HU staff (18)</li> <li>- Home visits (19)</li> <li>- Community meetings (20)</li> </ul>
6:00 – 6:15	Evaluation

<b>FRIDAY (DAY 5)</b>	
<b>TIME</b>	<b>ACTIVITY</b>
8:30 – 9:00	Summary of previous day activities Evaluation feedback
9:00 – 11:00	Leading an exercise (by participants) <ul style="list-style-type: none"> <li>- Conducting monthly GP session (17)</li> </ul>
11:00 – 11:15	<i>Break</i>
11:15 – 12:45	Ex. 11: Establishing a community GP program
12:45 – 1:45	<i>Lunch</i>
1:45 – 3:00	Ex. 12: Supervising the promoters
3:00 – 3:30	Way forward (by district/sub counties)
3:30 – 4:00	Final Evaluation
4:00 – 4:30	Closing