



IRADA

IMPROVING REPRODUCTIVE HEALTH
THROUGH AWARENESS, DECISION AND ACTION

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Preface

From the mid-1980s, participatory rural appraisal or PRA rapidly spread through the agriculture sector. PRA was a progression from the existing RRA (rapid rural appraisal) system. This was a major shift from the conventional method/s of collecting data and analyzing it. The major difference between RRA and PRA is found in the very first word 'participatory'. The purpose here was not just to 'appraise' the farmers but to have them 'participate' as well in order to maximize their involvement in helping improve production. The conventional method of extracting information in detailed questionnaires was extremely time consuming for gathering data and analyzing it, thus a need for more rapid techniques were required. The need for rapidness though necessary was misdirected and was eventually replaced by the 'participation' of the farmer instead. The transition from RRA to PRA led to the development of tools to help implement the PRA. Some examples of the tools that were developed are, time analysis, spatial analysis, analysis of trends, impact, relationships, and roles of institutions and their power.

The principal aim of PRA was to have the farmers analyze their own realities, identify and prioritize their concerns and take the appropriate actions needed to rectify these concerns. Placing the farmer in the center of the analysis and decision making process was the principle on which PRA was anchored. It required that the 'last' (the farmer in conventional analysis) be placed 'first', and in recognition of the difficulties in doing so, it was proposed that the 'first' be placed 'last'.

The message was clear for all those working with groups other than farmers. These could be men and/or women, working around issues of labor, nutrition, health and community development. It was their centrality that had to be maintained, irrespective of the specificities of poverty and marginalization. The poor and marginalized needed to play a central role in shaping the determinants concerning their lives and livelihood. This centrality was acknowledged and acted upon, and the PRA tools enabled the farmers and later on others to enter this role. Thus, PRA is not only about using visual tools but in fact the tools are indispensable to act out the ideology behind the central issue.

It was not long before PRA moved from the agriculture sector to other sectors like education and health. As Robert Chambers succinctly states:

* "Participatory Appraisal is a family of approaches and methods which enable communities to share develop and analyse their own knowledge of life and conditions (Chambers 1996). By empowering local people to conduct their own modes of investigation, communities can plan and act (Chambers 1992) on their own outcomes, developing more community based solutions (Sellers 1996). Linda Tock Participatory Appraisal: A brief Introduction. http://shortwork.org.uk/?page_id=210 See Robert Chambers: Whose Reality Counts, putting the first last. Robert Chambers's earlier book had the subtitle 'putting the last first'.



Participatory methods include mapping and modeling, transect walks, matrix scoring, seasonal calendars, trend and change analysis, well-being and wealth ranking and grouping, and analytical diagramming. PRA applications include natural resources management, agriculture, poverty and social programs, and health and food security.

As it moved out of the agriculture sector, the acronym of PRA (participatory rural appraisal) was revisited, and for some it became PLA (Participatory Learning and Action) while for others it became Participatory Reflection and Analysis. PRA as participatory reflection and analysis embodies Paulo Freire's education theory, which stresses the centrality of the learner, and the knowledge/experience the learner brings to engage with it. The method/s for engaging the poor/oppressed that flowed from Paulo Freire's work provided effective ways for consciousness building and empowerment that rolled out in the process. Hence the shift in the deconstruction of the acronym PRA, from participatory rural appraisal to participatory reflection and analysis is a substantive shift in the meaning of PRA. It need no longer be labeled just as an appraisal, it is a process of reflection and analysis which raises consciousness and this raised consciousness gradually become more critical as it begins to recognize how subordination is produced and reproduced.

It may be difficult to ascertain exactly when PRA was initially used in the health sector but its use now is well documented. The legitimacy of PRA in health sector can perhaps be found in the acknowledgement of the importance of 'participation' in primary health care (PHC). The Alma Ata Declaration (1978) of PHC unequivocally states that community participation is desired for the health of communities.

The purpose of PRA is often stated as gathering information, need assessments, planning, monitoring and other similar project management requirements.

Although utilizing PRA within the elements of the management cycle is understandable, it is not limited just to that use only. The core concept behind PRA is the 'empowerment' of the community in which it is being used so its uses are only limited by the people applying it.

The core concept behind the PRA is as important as the tools themselves. A pitfall of PRA would be to focus only on the tools and not its conceptual message. Therefore it is imperative that PRA facilitators have the skills needed to use the tools to promote reflection and analysis instead of manipulating the discussion to a pre-determined end which always needs to be guarded against. Thus to be an effective PRA practitioner, it would be important to know:

1. PRA tools
2. The conceptual base of PRA – i.e. the notion of participation, facilitation, equality, fairness, people-centeredness, empowerment, inclusiveness.
3. Skills – of communication, facilitation, documentation.
4. Attitude – humility, patience, respect for the other, self-awareness, and confidence and courage to defend the purpose and principles of PRA

Finally, it must be remembered that PRA and its uses are a work in progress. PRA tools must never control the user; instead the creativity of the user should be allowed to express itself through these tools and thereby giving birth to new tools and their innovative uses. Just as a classical singer is guided by the principles of classical music, similarly, a successful PRA practitioner must be guided by the central principle of PRA – i.e. the centrality of the individuals it is being used with.

See **Health needs assessment by Participatory Rural Appraisal technique**. Devang Jariwala¹, Chintan Gamiti, Hitesh Shahz, Vipul Chaudhariz, Abhay Kavishvars, S. L. Kantharia² http://www.iapsmgc.org/index_pdf/118.pdf
Robert Chambers: The Origins and Practice of Participatory Rural Appraisal. https://entwicklungspolitik.uni-hohenheim.de/uploads/media/Day_4_-_Reading_text_8_02.pdf





Introduction

Introduction

1. INTRODUCTION OF MSS AND RHF

Marie Stopes Society (MSS) is a social enterprise that provides reproductive health and family planning services for the people of Pakistan. MSS has been registered in Pakistan since 1990 and is a subsidiary of Marie Stopes International (MSI), a UK based organization with partners in 43 countries around the globe. MSS, since its inception has been striving to ensure that every citizen of Pakistan has the right to make informed decisions regarding their own sexual and reproductive health.

The Reproductive Health Franchising (RHF) Project by MSS was initiated in July 2012 and is funded by UKAID. This project aims to increase access to quality FP services in the underserved and rural areas of Pakistan. During the 4 year project life, RHF will be strengthening its delivery of modern FP services through social franchising of private providers in 29 rural districts across Punjab, Khyber Pakhtoonkhwa (KP), Sindh and the Federally Administered Tribal Areas agencies (FATA).

RHF has opted to focus on the following components of RH with certain modifications tailored to meet the projects objectives:

- To promote the concept of birth spacing.
- To ensure that women who are in need of birth spacing adopt a modern family planning (FP) method of their choice
- To ensure women who are wanting to limit births adopt a long term or permanent modern FP method of their choice
- To increase the involvement of men in RH discussions

The RHF BCC Strategy: IRADA is the RHF behaviour change strategy that has been developed to strengthen demand generation in all the intervention districts. IRADA will not only help the target audience

in making informed decisions concerning their own reproductive health but will help them recognize reproductive health as a basic human right.

RHF remains cognizant of the global and national interventions focused on generating access to reproductive health services in Pakistan. We appreciate the much needed focus on planned parenthood in Pakistan by the various state and non-state actors especially the Ministry of Population Welfare (MoPW), Ministry of Health (MoH), Family Planning Association of Pakistan (FPAP), United Nations Population Fund (UNFPA), United States Agency for International Development (USAID), Population Council, Green Star (social marketing), United Nations Programme on AIDS/HIV (UNAIDS), United Nations Children's Fund (UNICEF) & Department for International Development (DFID).

2. RHF PROJECT OBJECTIVES

The RHF project strategy is based on a “Making Markets Work for the Poor” approach where the key component will be to expand upon the already existing MSS social franchise (SF) model into rural communities and augment this with a large network of Pehli Kiran providers in order to dramatically increase access to modern family planning methods. The project objectives are:

1. To increase the availability of quality reproductive health services in the rural and underserved areas of Pakistan.
2. To help improve the social environment enabling girls, women and men to avail healthy RH choices.
3. To strengthen the accountability for results at all levels with a focus on increased transparency and new innovative approaches.





Over four years, the cumulative impact of the programme will be:

1. 1,175 maternal deaths averted within the programme period and beyond;
2. 1,069,398 unintended pregnancies averted;
3. 116,520 unsafe abortions averted

3. INTRODUCTION TO THE MSS SERVICE DELIVERY STRUCTURE

MSS's multi-tiered service delivery structure is crucial to its success as it enables MSS to provide comprehensive coverage in selected geographical areas. The RH centre offers a full range of reproductive health services. A Field Worker Marketing (FWM) works within a 15 km radius of each centre and build awareness in the target communities regarding RH/FP services. These FWM's also motivate potential clients to avail quality reproductive health services including follow up visits from these MSS centres.

MSS mobile teams comprising of a physician, nurse and an assistant utilize these RH centres as their work base and set up outreach camps called 'Choice Camps' in remote areas. These choice camps are located at about 100-200 km distance from the base and offer all forms of contraceptive services (short term, long term & permanent methods). This work effort is complemented with close cooperation with all relevant Government ministries and public service providers (e.g. Lady Health workers (LHW's)). MSS has been spearheading a National Sexual Reproductive Health (SRH) policy and has been training public providers to improve their skills and delivery systems thus expanding access to the underserved and marginalized communities of Pakistan.

** For details of Suraj network please refer to case Study: Suraj – A Private Provider Partnership document 2010.

To enhance its outreach in remote semi urban and urban areas, MSS has successfully established a social franchising network comprised of private providers called Suraj. The Suraj network aims to create and increase demand, improve access, boost choices and augment the quality of FP/ RH services for the underserved and poor communities of Pakistan. This is achieved by building an integrated network of service delivery outlets within a 15-100 km radius of a MSS Behtar Zindagi Centre. These Suraj providers get modern FP trainings, third party accreditations, quality assurance checks, FP supplies and marketing support to ensure the delivery of high quality RH/FP services.



Figure : Multi-tiered Structure of MSS FP Service Delivery

Under the RHF project, these Suraj centres offer a voucher program that entitles resource poor women to avail both long-term & permanent methods of contraception free of cost. The marketing associated with the distribution of these vouchers is managed by a network of Field Worker Marketing (FWMs). These FWM's are crucial for demand generation as they themselves are women, predominantly of reproductive age hired from the local community. Each Suraj centre has at least one FWM assigned to visit households in its catchment area. These visits help in raising awareness about modern FP methods and also promote the Suraj franchise.

The FWM liaises with local community health workers to locate potential clients, who are not being serviced by Government health centres. The FWM maintains all records of client visits, referrals and follow up's in their daily registers and family cards.

The FWM's are augmented by an extended network of 2,406 Reproductive Health Private Providers (RHPP's), called Pehli Kiran (PK). These PK providers have been set up to ensure access of modern FP services in remote and difficult to reach areas (100-200 km from a Suraj centre). They provide counselling and offer a subset of FP methods at the clients' doorstep and refer to Suraj centres for invasive methods. Pehli Kiran Supervisors (PKS) are hired from the local community and trained by MSS to provide support to all the PK providers.

IRADA: THE INTERVENTION

3.1. HEALTH OBJECTIVES

1. To reduce the maternal mortality ratio (MMR) in all the target areas of the RHF project.
2. To reduce the neonatal mortality rate (NMR) in all the target areas of the RHF project.

3.2. BEHAVIOURAL CHANGE OBJECTIVE

To increase the contraceptive prevalence rate (CPR) by three percent amongst married women of reproductive age (MWRA's) through an increased uptake of modern contraceptive methods in Suraj and Pehli Kiran catchment areas over the entire lifespan of the RHF project.

Intention Target for IRADA

I will accept a suitable, modern FP method from my Suraj / Pehli Kiran provider within the next three months.

3.3. IRADA LOGIC MODEL

IRADA uses a two pronged approach to promote adoption of the target behaviour. The first approach aims to increase the outreach of FWM's and PK' disseminating IEC materials and counseling sessions to induce an intention to adopt modern FP methods. This will be uniformly implemented across all RHF districts through Mohalla & Mashvara (M&M) meetings and client visits by the FWMs. The second approach utilizes the

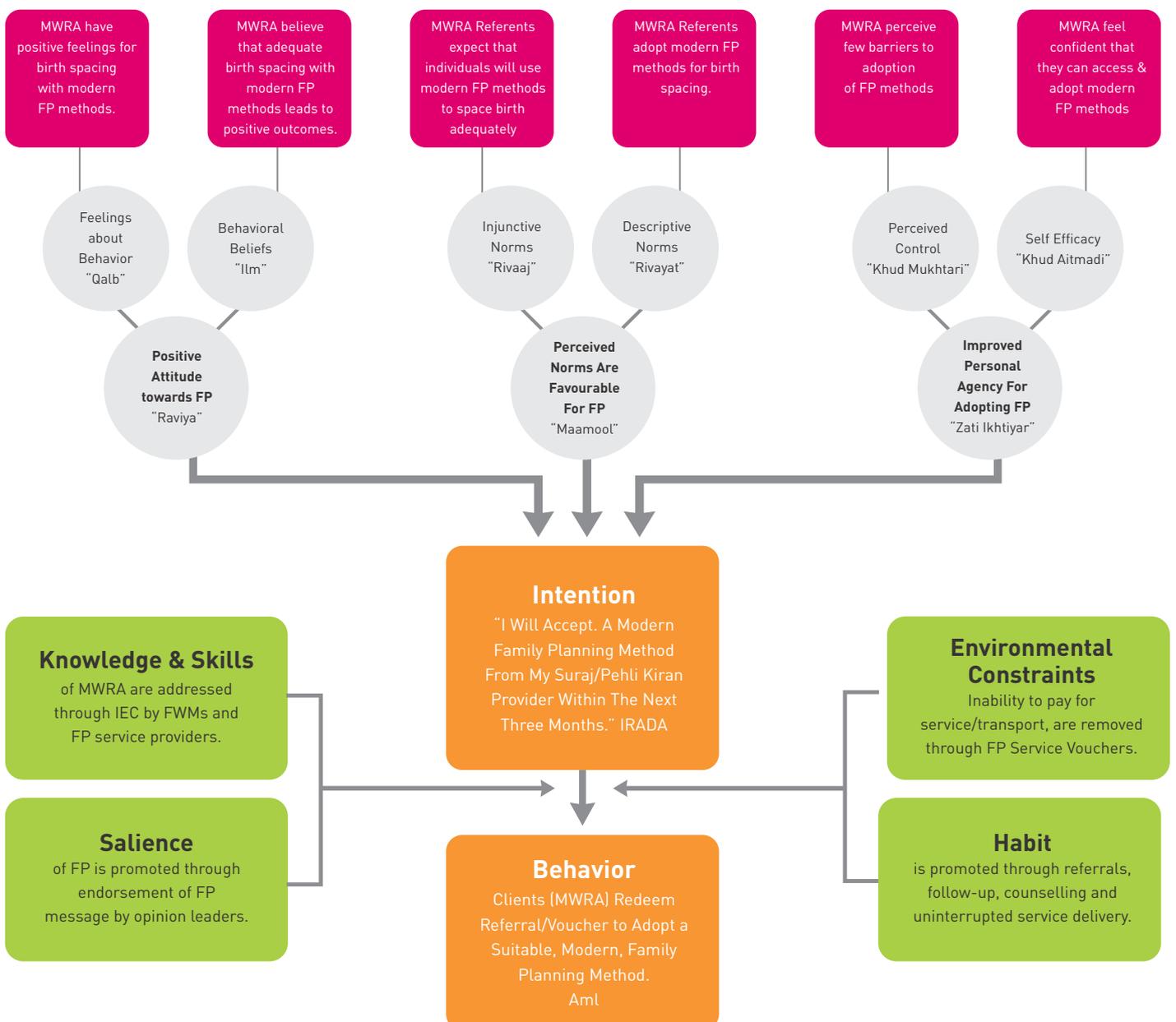


principles of community mobilization to address the underlying issues of critical consciousness, social capital and empowerment that create societal hurdles for women to adopt a modern FP method.

3.4. **THEORETICAL FRAMEWORK**
 IRADA uses an evidence-based approach and applies the Integrated Behaviour Model (IBM) to predict how best to promote behaviour change in the target audience

(Fishbein & Yzer, 2003; Glanz, et al. 2008). The IBM proposes that there are five components that directly affect behaviour (Fishbein & Yzer, 2003; Glanz, et al. 2008):

1. Intention to perform the behaviour,
2. Skills and knowledge to carry out the behaviour,
3. Salience of the behaviour,
4. Environmental constraints
5. Habit.



Background of Manual

This training manual is part of a set of learning materials developed for the RHF project. The others in the set are a Maloomati (Resource) Booklet for FWM and Rehnumai (Guidance) Booklet for FWM. This manual is meant for the trainers who will be facilitating the learning of the FWM's and their supervisor/s. The Rehnumai (Guidance) Booklet for FWM and Maloomati (Resource) Booklet for FWM are developed specifically for the FWMs.

This training manual has two purposes:

1. Facilitate the learning of FWMs and prepare them for their role/s in the project. This will be done through a comprehensive five day workshop.
2. Use specific sessions from the training manual to refer FWM's learning in areas identified by the supervisors.

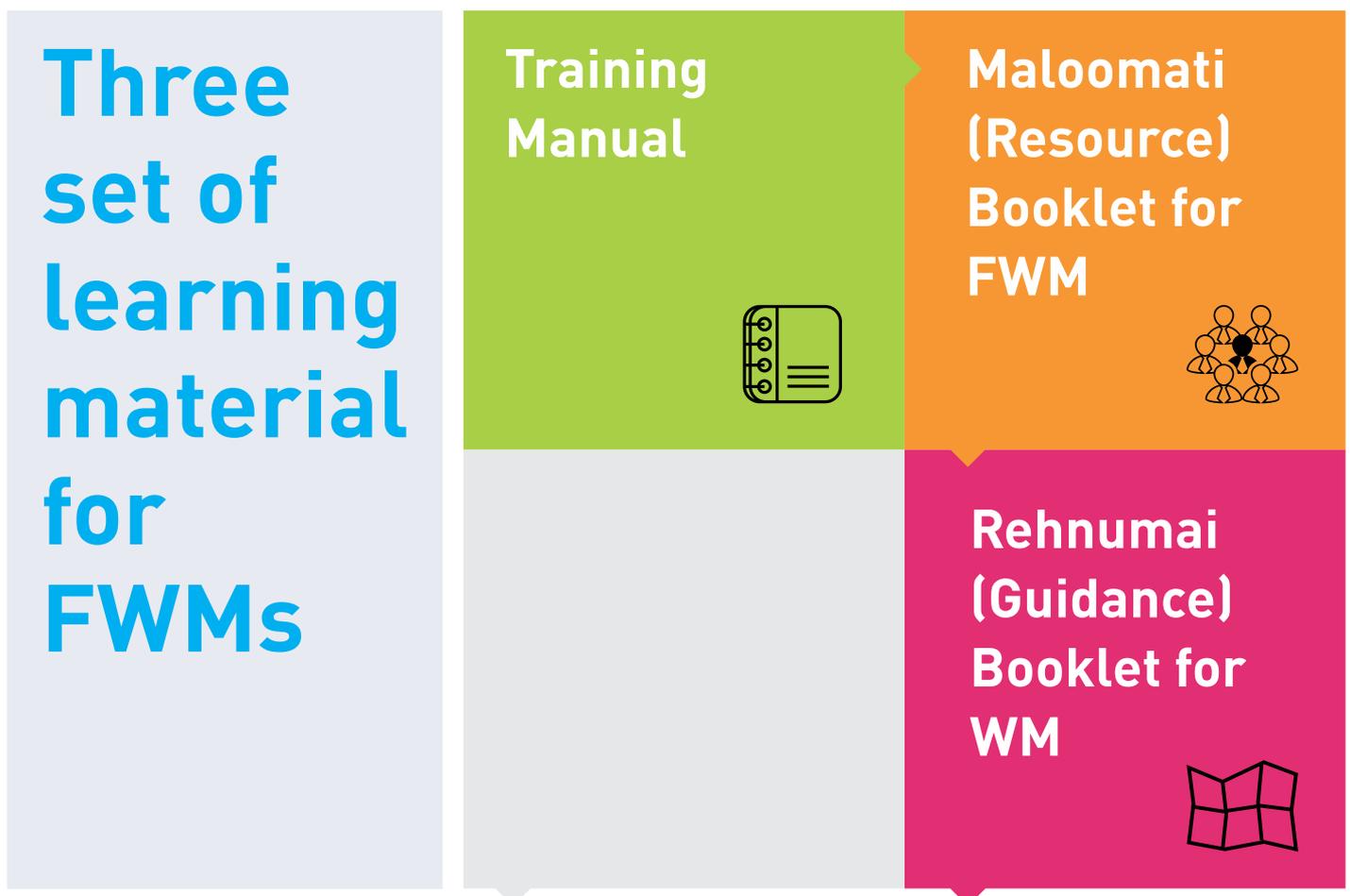


Figure 2.
2013 impact flow chart



Objectives Of The Training Manual

This manual has been developed to facilitate the learning of our field workers. Its central aim is the participatory pedagogy embedded in every session of the manual. This pedagogy is shaped by Paolo Freire's seminal work captured in his book "pedagogy of the oppressed", and his theory of education. The manual thus uses some core participatory concepts and builds on the experience of the learners. It aims to build learning in three domains – knowledge, skills, and attitude.

Participatory Reflection and Action (PRA) as a learning approach and the use of specific PRA tools is the core strategy of this document.

The learning objectives of the manual are:

Knowledge:

1. What is reproductive health?
2. How does the human body function?
3. What are the various modern family planning methods available and their management?
4. Myths around family planning.
5. Islam and family planning.
6. What is participation?
7. What are participatory tools, specially PRA tools?

Skills:

1. Counseling
2. Facilitation
3. Communication
4. Documentation
5. Report writing

Attitude:

1. Respect for all
2. Sensitivity to the vulnerable/powerless
3. Optimist (not skeptical, cynical)
4. Flexible and patient
5. Encourages and motivates people



Instructions For Using This Manual

This manual is meant for those facilitating the learning of FWM's. The FWM is a female field worker, 22-45 years of age, must be a local resident with some previous educational background and/ or experience of having worked as a Field Worker. Their learning facilitators will be the trainers in the project.

For effective use of this manual, the users must be familiar with the principles of participatory teaching and learning, have experience in using participatory tools for learning and have the required skill set for using and processing these tools.

The schedule should be shared with the participants at the beginning of the workshop and their feedback received at the end of the schedule. The trainers may alter the schedule as needed for conducting the training workshop. Breaks for refreshments and lunch should be provided during the course of each day.

The verbal/visual and interactive format of the curriculum will enable trainers to conduct trainings in the regional language used amongst the participants. It is essential that the trainers be familiar with the regional culture and language as it would enhance these learning sessions tremendously.

This training curriculum builds on the existing knowledge of the participants in order to develop their skills through collaboration. The trainer should conduct informal participatory discussions rather than formal presentations so that these sessions can be more interactive.

Each training session should commence with the learning objectives being shared with the participants. An assistant trainer should maintain a list of all the participants with their essential information. He/she should maintain notes on flip charts and ensure that all relevant materials and activity outputs remain on display throughout these training session.



Required Skills Of Trainer

Profile of a Trainer:

A participatory trainer is someone who not only can use the training manual, but can adapt it, change it and further develop it as the situation requires. A participatory trainer needs to have a strong conceptual base, should be aware that the long term objective of this training is to foster self directed learning; is sensitive to the feelings and thoughts of others, and is reflexive (can also monitor his/her own feelings and thoughts.)

Following are the pre-requisites for being a trainer:

1. Knowledge set required

- a) What is participation?
- b) RH and Women's health
- c) Family Planning and the different methods available including their risks and benefits.

2. Skills required

- a) Have good facilitation skills, which are needed to use PRA tools
- b) Use of PRA tools
- c) Communication skills – good listener; can probe; can deal with criticism
- d) Counseling skills

3. Attitude

- a) Respects all – specially the vulnerable, and powerless
- b) Plants are cultivated; animals are trained; human beings are educated.
“Anonymous”
- b) Open to criticism
- c) Hopeful (not skeptical, cynical)
- d) Flexible and patience
- e) Encourages people and motivates them
- f) Hands over the stick

4. Self Aware

- a) Knows his/her strengths and weaknesses

Plants are cultivated; animals are trained; human beings are educated.

“Anonymous”

Facilitator of learning is an Educator



Training Workshop Overview

Workshop Learning Objectives

By the end of this training workshop participants will be able to:

1. Develop their knowledge about Reproductive Health, RH Systems, Family planning and Participatory Reflection and Analysis (PRA)
2. Improve their skills regarding Communication, counselling, facilitation and documentation
3. Demonstrated and improved skills for using PRA tools

Duration: 5 days

Workshop Contents

S/No	Sessions	Total Minutes
1	Getting Started	180 minutes
2	Self Awareness	90 minutes
3	Reproductive Health and Family Planning	165 minutes
4	Skills (Communication, Counseling and Facilitation etc)	450 minutes
5	Participatory Rural Appraisal and their Importance	60 minutes
6	Guidelines for meetings	495 minutes
7	Additional Tools of PRA	240 minutes
8	Closing Ceremony of Training	25 minutes



Acknowledgement: This session is developed by Ms. Kausar Saeed Khan

Introduction of session:

This session has seven activities including introduction of participants, learning objective of workshop, Overview of workshop, Pedagogy of Learning, norm setting, and hopes and fears. Each activity has different



Session Objectives

1. Introduction to the course/training objectives
2. Introduction to learning method/s
3. Establishing norms for learning
4. Getting to know the participants
5. Becoming aware of their hopes and fears regarding the workshop



Duration: 180 Minutes



Session Outline

No	Activity	Duration
1	Welcome Note	10 min
2	Introduction of Participants	20 min
3	Learning objective of workshop	10 min
4	Overview of workshop	20 min
5	Pedagogy of Learning	20 min
6	Norm Setting	20 min
7	Hopes and Fears	20 min
8	Reflection and Reflexivity	60 min



Resources Needed

Flip chart and markers and cards



ACTIVITY 1: WELCOME NOTE – 10 minutes

- Step 1:** Greet the participants and welcome them to day one of the workshop. Allow time for participants to settle down then move to step 2.
- Step 2:** Ask one of the participants to inaugurate the training by reciting a few verses from the holy Quran. After the recitation, thank the participant and move to step 3.
- Step 3:** Ask the participants if they are comfortable with the workshop environment and address concerns if possible. If any serious concerns arise, note for discussion with team.

ACTIVITY 2: PARTICIPANT INTRODUCTION – 20 minutes

This is the first formal interaction of the workshop. It can set the environment for the sessions to follow. As workshops focus on learning, and learning is linked to the comfort level of learners, it is important that all the participants get familiar with each other. Trainers should facilitate this introduction by letting the:

1. Participant introduces herself to the larger group, often looking at the facilitator.
2. Participants first talk to another participant sitting next to her, and then either introduces herself to the larger group, or her partner introduces her to the larger group.
3. Participants go into different groups (and this can be an interesting process of searching for other group members – through searching for participants with the same colors; searching the partners by emitting the animal/bird sound assigned to group members) The above ways create a slightly different environment. Learning is best when participants are relaxed and the learning experience is fun. Some options for participant introductions are given below.



#	Options	Salient Features
1	Participants introduce themselves to the larger group, sharing their names, organization they work with, and their area of work	No interaction with fellow participants
2	Participants form pairs and talk to each other, sharing names, organization's name, and area of work; and then share their information in larger group	Interaction with at least one person; address the larger group
3	Participants share name, organization's name and area of work in larger group, and also something they like.	Participants get to know something about each other
4	Each participant is given half a picture of an animal/bird, and asked to find their partner. After finding the partner they talk to each other, sharing name, etc. + what they like/dislike; strengths/weaknesses	Participants have interacted with many participants. The act of searching for the partner breaks the ice among the participants
5	After participants have introduced each other in pairs, then in larger group they could introduce the other in first person.	This helps facilitators to get a sense of the comfort level participants bring to a workshop.
6	There is a difference between participants sharing (after sharing their names, etc) (a) what they like – color, food, etc (b) their strengths and weakness.	Sharing strengths and weaknesses sets the ground for relating self awareness with learning.



ACTIVITY 3: LEARNING OBJECTIVES OF THE WORKSHOP – 10 minutes

- Step 1:** Ask the participants what they think the workshop objectives should be and list the participant inputs on a flip chart.
- Step 2:** Display the flip chart with the workshop learning objectives on it and one by one go over each objective explaining each in detail to the participants.
- Step 3:** Ask the participants to identify similarities and differences of the two sets of learning objectives.

ACTIVITY 4: COURSE OVERVIEW AND SCHEDULE – 10 minutes

- Step 1:** Hand out copies of the workshop overview and the workshop schedule to participants.
- Step 2:** Go over the schedule with the participants explaining to them how the workshop will proceed over the next five days. Encourage all participants to ask questions and make a point to describe all four modules clearly.



Banking Approach to Education (Based on Paulo Freire's theory of education.)
Source: Training for Transformation Volume 1

ACTIVITY 5: PEDAGOGY OF LEARNING – 20 minutes

A picture with two characters is shown, and following steps taken:

- Step 1:** Participants asked to describe the picture
- Step 2:** Participants write down the thoughts and feelings of the two characters.
- Step 3:** Participants are then asked to share their thoughts & feelings of the figure sitting down.
- Step 4:** Participants are then asked to share the thoughts & feelings of the figure standing.
- Step 5:** Facilitator notes the responses on a flip chart or multi media.
- Step 6:** Facilitator asks:

- i) Are the feelings and thoughts identified of the learner, conducive to learning?
- ii) What type of relationship prevails between the two figures?
- iii) What type of relationship is desirable for optimizing learning?

Paulo Freire's theory of education is briefly introduced – education is not about pouring knowledge into a head presumed to be empty. Education is about facilitating the learner to reflect, analyze and identify possible actions. It needs the learner to experience freedom – freedom to think, feel, and express thoughts and feelings and is built on the humanistic relationship between the teacher and learner.



ACTIVITY 6: NORM SETTING – 20 minutes

- Step 1:** Participants are asked to complete the sentence: 'I learn best when....' (Cards could be given for participants to write the word/phrase of the sentence completion exercise)
- Step 2:** Participants could paste the cards around the circle made on a sheet of paper which has the incomplete phrase written on in it.
- Step 3:** Participants review the cards and then propose norms for the workshop. Facilitator will then note down the norms on a flip chart or multimedia.
- Step 4:** Participants are asked: who is responsible for ensuring that norms are observed?
- Step 5:** Facilitator summarizes: All are responsible for ensuring that norms are not violated; and participants could add to the norms, or change a norm as and when needed.

Note to Facilitator

When participants propose a norm, it is important to check whether the norm is clear to everybody. For example, it may be proposed that the environment would be 'friendly'. The word 'friendly' would need to be broken into specific behaviour that could be called 'friendly behaviour'.

ACTIVITY 7: HOPES AND FEARS -20 MINUTES

- Step 1:** Each participant is asked to write her hopes and apprehensions of the workshop.
- Step 2:** In small groups participants share their hopes and apprehensions, and list them on a flip chart. OR, they could write their hopes and apprehensions on cards – one idea per card.
- Step 3:** Flip charts or cards are displayed, and participants review them, OR, each group first presents the apprehensions, and then each group presents the hopes.
- Step 4:** Facilitator responds to the sharing by clarifying, where needed, any unrealistic apprehension and/or hope.
- Step 5:** Facilitator asks participants to share what this exercise meant to them.



Note for Facilitator/s.

Often in this exercise, some participants speak of apprehensions after the training, and it could revolve around their uncertainty over the use of their learning, or whether it would be effective if it were used. In such case, it would be useful to point out that right now the focus is on the training and hopes and fears pertaining to the training. Vindicate the concern for what happens after the training, and suggest that perhaps mechanism would need to be established to monitor the use of the learning, and its effectiveness.

ACTIVITY 8: REFLECTION AND REFLIXIVITY - 60 MINUTES

Step1: Ask the participants about what comes to their mind when they hear the word “Reflection”?

Step2: Ask the participants about what comes to their mind when they hear the word “Reflexivity”?

Step3: Show Video to participants. If video is not available, a picture can also be used. Purpose is to facilitate participants to focus on their own reactions between feelings and thoughts.

Step4: Ask them to individually write down their thoughts about the video on a piece of paper.

Step5: Discussion on thoughts that what you learn from this video.

Rules for brainstorming

- Participation of all
- No censorship of thoughts
- Respect your own and other's thoughts
- Nothing is right or wrong
- Use one word or phrase to express thoughts



Acknowledgement: This exercise was first conducted by Dr. Ambreen Ahmed, a resource person for a short course, titled, Community Based Social Development (CBSD) offered by Community Health Sciences Department, Aga Khan University.

Introduction of session:

This session has two activities including "who am I?" and, Self Awareness components, barriers, & benefits. Each activity has different durations.

Session Objectives

1. Become aware of some aspects of one's personal life.
2. Become aware of one's roles and time allocated to the roles.
3. To become conscious of the effect of personal sharing on self, and on relation with others.
4. Identify the elements, barriers and benefits of self awareness.

Rationale

Knowing one's self is often not linked with the learning of specific subjects. However, the value of self awareness cannot be ignored, as one's subjectivity has a role to play in the use/abuse of what we know. Before one begins to experience actually exercises for enhancing self awareness, a foundational step can be taken so that the latent understanding of the importance of self awareness and its barriers may be identified. This would lay the foundation of pursuing the journey of self awareness.

Duration: 90 Minutes

Session Outline

No	Activity	Duration
1	Who Am I	45 min
2	Self Awareness; components, barriers, & benefits	45 min

Resources Needed

Flip chart, while board, markers, cards



ACTIVITY 1: Who Am I – 45 minutes

Method One:

Step 1: Facilitator presents the objectives of the exercise.

Step 2: Complete these following sentences

My family consists of.....

2. My strengths as a person are.....
3. What I cannot tolerate about.....
4. What I love.....
5. What I never again want others to think, say or do.....
6. I feel nervous when.....
7. The most useful piece of feedback I ever received was.....

Step 3: Participants are asked to share their answer with one other person that is from another group.

Step 4: Facilitator asks: What was the sharing like? Was there comfort/discomfort?

Method two: Pie diagram

Step 1: Facilitator presents the objectives of the exercise:

- How do we see ourselves as a person?
- How do we spend our time?

Step 2: Participants are asked to select co words/phrases that describe them.

Step 3: Participants are then divided into 2 groups; and each person shares their words/phrases about themselves.

Step 4: Participants are asked to categorize the words they used to describe themselves into:

- Roles
- Personality

Participants then make two pie-charts for a week. In one pie-chart they plot the % of time they spend on the roles they have identified. The second pie-chart will show the proportion of time, used in a week, by their personality traits they have listed.



Step 4: Facilitator asks:

- a) See whether there is a link between roles and traits.
- b) Note whether there has been any learning in this while listening to others.
- c) Share (a) and (b) in the group.

Step 5: Facilitator points out that the purpose of the exercise is to become conscious of what we do, and to decide for ourselves whether we are satisfied with our roles and the time we give to them; or do we wish to bring changes.

Step 6: Facilitator asks:

- a) How was the exercise?
- b) How much time did we give ourselves?
- c) Facilitator emphasis the need to see how much time you give to yourself.
- d) Often we overlook our own needs. (e.g., pursuing a hobby; reading a book, etc.)
- e) What was it like when you were sharing the pie-charts with others?
- f) Facilitator points out that it is often difficult, especially if we are not accustomed to listening to others.

Step 6: Participants are divided into smaller groups, and then asked to look at their pie-charts and see:

- a) What aspects they would like to change.
- b) How would they go about changing it?

Step 7: (Large Group) Participants share whatever they wish to share -- e.g., feeling; what plans they have made; learning; etc.

ACTIVITY 1: SELF AWARENESS - COMPONENTS, BARRIER, BENEFITS – 45 minutes

What is Self-Awareness?

Step 1: Inform the participants that they would be brainstorming self awareness so that they may decide why or whether it is important to know one's own self.

Step 2: Clarify the basic rules of brainstorming. Ask participant/s to enumerate the ground rules of brainstorming. Facilitator will complete the ground rules in case they have not been completely enumerated.

Step 3: Participants are asked to make a list of thoughts/feelings that come when they hear/read the word self awareness.

Step 4: Participants are placed in small groups, where they share their lists. Cards are given, so that one idea per card is written.

Step 5: All cards are brought together, and laid out for all to see.

Step 6: Participants are then asked to categorize the cards.



Note to Facilitator:

See what categories participants identify to organize the outcome of brainstorming. If they are not clearly provided by the participants, see if the outcome can be grouped into themes of knowing strengths and weaknesses; apprehensions; difficulties.

Barriers to Self Awareness

1. Participants are asked to brainstorm Barriers to Self Awareness
2. Repeat steps 3, 4, 5 and 6 given above.

Note to Facilitator:

See what categories participants identify to organize the outcome of brainstorming. If they are not clearly provided by the participants, see if the outcome can be grouped into themes of barriers inside a person, and barriers outside persons. See what sub groups within these two larger categories can be identified.

Benefits of Self Awareness

Step 1: Participants discuss two questions:

- a) What are the possible harms of self awareness?
- b) What are the possible benefits of self awareness?
- c) How would self-awareness contribute to one's professional and personal life?

Step 1: Summary by facilitator- Self Awareness is like a journey, and everybody can decide whether they wish to undertake the journey. There can be surprises in the journey as one could encounter elements in oneself that makes one uncomfortable. To face whatever is encountered in a journey could require courage, but then such journeys are always a brave enterprise.

Note for Facilitator:

Facilitator would have to simply encourage participants to share their views without being judgmental.



Introduction of session:

This session has two activities including; draw Body mapping of female and male, give the picture of female and male without names of parts and explain the body parts. Each activity has different durations.

Session Objectives

1. To enable the participant to have a clear understanding about the Female and Male reproductive parts and processes
2. To clarify the importance of FP in relation to reproductive parts and processes
To understand the culturally appropriate and religiously acceptable language which can be used in communication and counseling

Duration: 45 Minutes

Session Outline

No	Activity	Duration
1	Draw Body map of female and male or Give the picture of female and male body map without names of parts and ask them to identify	30 min
2	Explain the Body Parts	15 min

Resources Needed

Flip chart, white board, markers



ACTIVITY 1: REPRODUCTIVE SYSTEM – 45 minutes

Method 1:

- Step 1:** Facilitator divides the participants into groups. The group shall consist of no more than 5 participants per group.
- Step 2:** Flip charts, papers and marking pens are distributed to all groups.
- Step 3:** Group participants are asked to draw female internal, female external and male reproductive systems respectively.
- Step 4:** Each group labels parts and functions of the assigned reproductive system.
- Step 5:** The facilitator takes down notes and observes participants' behaviors while doing the activity.
- Step 6:** Each group presents their working to all training participants and shares their comforts and reservation of doing this activity.
- Step 7:** Facilitator discusses the parts and the processes by using flip charts and Power Point Slides.

Acknowledgement: This session is based on material from Aahung's training manual developed by Aahung for training of Marie Stopes Society's staff.

Method 2:

- Step 1:** Facilitator distributes the diagram of male and female body.
- Step 2:** Participants are asked to label and describe the function of each part
- Step 3:** Facilitator discusses the parts and the processes by using flip charts and Power Points Slide



SESSION 4: FAMILY PLANNING & ISLAM, FP METHODS, BENEFITS AND RISKS



Acknowledgement: This session is developed by Ms. Kausar Saeed Khan and Ms. Aziza Burfat

Introduction of session:

This session has three activities including brainstorming about the FP method, their benefits and risks, Islam and family planning and medical information. Each activity has different durations.

Session Objectives

1. To enable the participants to describe the methods of Family Planning
2. To enable the participants to describe the advantages and disadvantages of Family Planning
3. To enable the participants to describe the concept of Islam and Family Planning

Duration: 120 Minutes

Session Outline

No	Activity	Duration
1	Brainstorm about the FP methods and their benefits and risks	30 min
2	Islam and family planning	60 min
3	Give medical information	30 min

Resources Needed

Flip chart and markers and cards



ACTIVITY 1: FAMILY PLANNING KNOWLEDGE – 45minutes

Step 1: Elicit what participants already know.

- a) Ask participants to write on their note books
- b) What they know;
- c) What they think are the benefits of FP
 - I. Harms associated with FP
 - II. Barriers to practice of FP
 - III. Share with neighbors, or in small groups, what they know

Step 2: Divide the group into 4 groups and Share with larger group what they know

ACTIVITY 2: FAMILY PLANNING AND ISLAM– 30 minutes

Step 1: Elicit what participants already know about family planning and Islam.
Ask participants to write on their note books What they know about Islam and family

Step 2: Divide the participants into groups and Share with larger group what they know

ACTIVITY 3: FAMILY PLANNING – 45 minutes

Step 1: Inform the participants what is known medically.

#	FP Methods	How it functions in the body	Risks & symptoms

Step 2: Question and Answer the participants and clarify the misconceptions about FP.



Learning of Day 1

Acknowledgement: This session is developed by Ms. Kausar Saeed Khan and Ms. Aziza Burfat

Introduction of session:

This session has three activities including brainstorming about the FP method, their benefits and risks, Islam and family planning and medical information.



Session Objectives

By the end of this session, participants will have reviewed work done during Day 1 of the workshop.



Duration: 60 minutes



Session Outline

Step 1: Ensure that Flip Charts from Day 1 are displayed appropriately on the walls of the training venue.

Step 2: Walk participants through each activity and its outputs from the previous day and ask participants to comment on what they learned during day 1.



Resources Needed

Flip charts from previous day, displayed on walls of the training venue.



Acknowledgement: This is part of the Training Manual “Community Harmonization: A foundation for peace building”. It was developed by Dr Ambreen Ahmed and Kausar S Khan for Shirkat Gah, a women’s resource center.

Introduction of session:

This session has five activities including interpersonal communication, non – verbal communication, feedback and rules for effective feedback and importance of giving and receiving critical feedback.

Session Objectives

1. Improve the key skills needed for effective communication–listening, probing, giving and receiving critical feedback.
2. To help participants understand the different elements involved in interpersonal communication.
3. To identify blocks that can hamper effective communication. Raise consciousness of the importance of our non-verbal cues in communication.

Duration: 240 Minutes

Session Outline

No	Activity	Duration
1	Interpersonal communication	10 min
2	Non – Verbal communication	20 min
3	Tools of communication	10 min
4	Feedback and rules for effective feedback (Johari window)	20 min
5	Importance of giving and receiving critical feedback	20 min

Resources Needed

Flip chart, white board, Markers

ACTIVITY 1: INTERPERSONAL COMMUNICATION – 45 minutes

Method One:

- Step 1:** Ask the participants to think of (without speaking) a time in their lives where they felt their communication with someone was very effective.
- Step 2:** Ask them to identify what factors they think made that communication so effective. For example, was the speaker very clear, respectful, etc? Or did the listener listen attentively, etc? Clarify that you are only looking for factors, and will not be discussing the situation itself. Highlight the main components of communication that emerge from the list they have generated.
- Step 3:** Characteristics of the speaker (speech, tone, language, body language, etc.)
- Step 4:** Characteristics of the listener (attention, understanding, body language)
- Step 5:** The environment in which the communication is taking place (noise level, temperature, comfort, etc.)
- Step 6:** Explain the process of communication through the communication model diagram, explaining the dynamics of interpersonal communication.
- Step 7:** Share the importance of being aware of listening blocks while communicating with others especially people that we may not like or agree with. Encourage participatory discussion in large group and share more listening blocks if they are not identified by participants.

Method Two:

- Step 1:** Ask participants to identify what constitutes 'effective communications' for a speaker, and for a listener. (Responses to be noted on a flipchart or a white board.)
- Step 2:** Ask participants to note the key terms in the responses.
- Step 3:** Facilitator to point out words indicating body language, means of communication, and purpose.
- Step 4:** Participants are asked to identify possible barriers to effective communication. (Responses written on flipchart or white board)
- Step 5:** Facilitator draws a diagram showing elements of communication (how the speaker encodes his/her message; how the listener decodes the message; and how different media can be used) and points out that barrier could be in every component



ACTIVITY 2: NON VERBAL COMMUNICATION – 45 minutes

Step 1: The group brainstorms on various non-verbal behaviors/ cues that play a part in communication. These are eye contact, tone of voice, body language such as posture, gestures, facial expressions etc

Step 2: The facilitator explains that in real communication, words are always accompanied by nonverbal messages. You make yourself, your feelings and your thoughts known to others by encoding your ideas and meanings into a code of verbal and nonverbal signals. The verbal portion is language-the words, phrases and sentences you use. The nonverbal portion consists of a variety of elements-gestures, facial expressions, eye movements, touch and variations in the rate, volume and pitch of your speech. In face-to-face communication, you blend verbal and nonverbal messages that convey your meanings.

Step 3: The facilitator writes the figures 7%, 38%, and 55% on the board and asks the participants which percentage figure would, in their view reflect the contribution of:

- Tone
- Facial expressions and
- Body language in interpersonal communication.

The facilitator then shares the correct answers. (55% Body language, 38% tone, 7% words)

Step 4: To reinforce this point, the facilitator should ideally demonstrate this to the group e.g. he/she could smile and say in a soft tone: "I am very angry with you" or look out of the window and say: "I am very interested in what you are saying."

NOTE FOR THE FACILITATOR:

It is important to emphasize the point that whenever there is a contradiction between the nonverbal and verbal messages being given, the nonverbal message will always have more impact.

STEP 5: The facilitator divides the group into dyads or pairs. He/she explains that the member of each dyad will. Sit in different positions and as they assume each position, they are to remain silent and be aware of the effect of that seating arrangement.

STEP 6: Once the dyads are formed, the facilitator directs them to sit back to back without talking. After the pairs have been sitting in this position for about 40 seconds, the facilitator directs them to sit side by side. After another 40 seconds he/she directs them to sit face-to-face

STEP 7: After 40 seconds, each dyad discusses its reactions to the activity. The facilitator elicits observations about the experience from the entire group.

STEP 8: The dyads are seated face to face and silently assume three body postures



Totally relaxed (to be seated in such a manner that their concentration is on their own comfort level rather than on what others are saying)

Stiffly seated (attentive to others but should be stiffly seated)

Lean forward (lean a bit in front of others, must be comfortable and attentive to others.)

Give 30 seconds for each posture.

Ask the participants how they felt during the exercise.

Ask the participants which posture facilitated communication and why.

STEP 9: Each dyad then discusses its reactions to the proceeding activity. The facilitator elicits observations about the experience from the entire group. (5 min)

STEP 10: One partner assumes the role of helpee; the other partner assumes the role of helper. While seated face to face, the dyads silently experience three different eye contact situations (1 min each):

- a) The helper attempts to look the helpee in the eye while the helpee looks down or away.
- b) The helpee attempts to look the helper in the eye while the helper looks down or away.
- c) The helper and the helpee have direct eye contact.

Step 11: After 40 seconds, each dyad discusses its reactions to the activity. The facilitator elicits observations about the experience from the entire group.

PROCESS POINTS

- a) Facilitator asks participants if after this exercise, there are any changes they might want to consider in the way they use nonverbal cues with others.
- b) Facilitator may want to bring out the power dynamics being played out in step 10 where avoidance of eye contact by one can have a disempowering effect on the other.
- c) Ask the participants how we all, but especially those in positions of power, sometimes consciously or unconsciously communicate their approval or disapproval, their attitudes (positive or discriminatory), and their empowering strength to the survivor nonverbally. Encourage examples from the group.
- d) Facilitator can ask participants how furniture arrangements or size of furniture can effect communication e.g. what is the impact of sitting in a circle in comparison to sitting in rows (5 min).



ACTIVITY 3: TOOLS OF COMMUNICATION – 90 minutes

STEP 1: The facilitator shares that good communication is a skill and can be learnt. Certain tools can facilitate or improve our communication. The facilitator, one by one, introduces the different types of communication tools, along with examples regarding usage of each tool:

1. Ownership of the problem
2. “I” statements
3. Reflective listening
4. Stroking

NOTE FOR THE FACILITATOR:

The facilitator must be very familiar with these tools and have plenty of examples to demonstrate their use. It is useful to give personal examples where possible, but not too many.

STEP 2: The facilitator demonstrates some of the tools in large group.

The facilitator divides the participants into groups of three and each participant is given one situation on a piece of paper, which they are told to read and find appropriate tools for. They are asked to practice the tools they have selected and share with other group members. Participants take turn in being the speaker, listener, and observer.

Role of the observer is to give feedback to both speakers and listener on:

- a) Identify tool that was used; and how it was used.
- b) Body language
- c) Tone

Illiterate group: If the group is illiterate, the situations can be read out in large group and participants encouraged to say which tool they would use and how.

- a) Participants often express frustration at the difficulty of this exercise. They may say that in real life it is not possible to constantly aware of which tools to use, in what situations. It helps to give them an example of another skill e.g. carpentry. In the beginning, a novice carpenter may use the hammer instead of the saw to cut wood, however with practice and experience he becomes familiar with the tools to the extent that, depending upon the situation he almost naturally picks up the right ones.
- b) Encourage participants to practice these tools as much as possible.



ACTIVITY 4: FEEDBACK AND RULES FOR FEEDBACK – 30minutes

Step 1: Johari Window introduced

Step 2: In large group, participants are asked for a local term for the word “feedback”.

Step 3: After taking a few responses, facilitator explains that feedback (use local term) in interpersonal communication means giving your opinion on what someone says or does and that throughout the interpersonal communication process we exchange feedback - messages sent back to the speaker concerning reaction to what is said or done earlier. Feedback tells people what effect they are having on others around them. It may, for example, tell the speaker what effect he or she is having on listeners. On the basis of this feedback, the speaker may adjust, modify, strengthen, de-emphasize, or change the content or form of the messages. Feedback is not the same as criticism, as the aim of feedback is always to improve the situation. Feedback may, however, be critical, which means it may identify a certain behavior that is not helpful. Positive feedback refers to identifying behavior that is helpful, and is aimed at sustaining it. Feedback shows that you care about the performance of the person you are giving it to, and about the progress of the work you are involved in.

Step 4: Facilitator asks for examples from group when they have found someone's feedback helpful and when it has been hurtful and unhelpful. The facilitator asks participants whether they feel learning about feedback has any relevance for their work of Peace Building both in the family and community.



ACTIVITY 5: IMPORTANCE OF GIVING AND RECEIVING CRITICAL FEEDBACK – 35minutes

- STEPS 1:** In large group, the trainer makes the point that feedback; both positive and critical is not always easy to give. The trainer asks the participants why they think this is so, takes a few responses, and explains that people may be afraid of a number of things when giving feedback, and so they tend to avoid it as much as possible.
- STEP 2:** The trainer asks the participants why it is also difficult to take feedback, and explains that people do not always want to face what they need to change or may take feedback very personally.
- STEP 3:** The trainer divides the participants into 4 groups. Two of these are to identify what advantages are there of giving both positive and critical feedback. The other two are to identify what could happen if feedback is not given.
- STEP 4:** After 10 minutes call the groups are back into the large group and ask a person from each group to briefly present his/her group's responses.
- STEP 5:** The trainer ends the discussion by making the point that feedback is very important for interpersonal communication. If it were not given or taken, there would be less room for improvement or further learning. The person who is seeking feedback may start to feel that s/he is not important enough, and could feel frustrated and helpless. This would lead to a strained relationship with the additional risk of it becoming superficial. It is honest sharing that helps build and maintain a relationship of understanding which is imperative for professionalism.
- STEP 6:** The trainer reminds the participants of the Johari window where one way of expanding the open quadrant was to further close what others know, but I don't know window. This refers to feedback because it is through feedback that we find out what others think about us, that we ourselves were perhaps not aware of.



Introduction of session:

This session has four activities including counseling, Baton Baton me (video), SEHER Framework and client's rights. Each activity has different durations.

Session Objectives

1. To enhance the key skills needed for counselling
2. To introduce the participants with SEHER Framework
3. To enhance knowledge about client rights

Duration: 120 Minutes

Session Outline

No	Activity	Duration
1	What is counseling?	20 min
2	Baton Baton me - Video	40 min
3	Counseling - SEHER Framework	30 min
4	Clients Rights	30 min

Resources Needed

Flip chart, white board, Markers



ACTIVITY 1: WHAT IS COUNSLING – 20 minutes

Step 1: Elicit what participants already know about counseling.

- a) Ask participants to write on their note books
- b) What they know;
- c) What they think counselling really is?

Rules for brainstorming

- Participation of all
- No censorship of thoughts
- Respect your own and other's thoughts
- Nothing is right or wrong
- Use one word or phrase to express thoughts

Step 2: Share their thoughts into larger group

ACTIVITY 2: Baton Baton Me - Video – 40 minutes

Step 1: Show the 'Baton Baton me' Video to participants.

Step 2: Participants discusses their reflections on video and share their learning.

ACTIVITY 3: COUNSELLING –SEHER FRAMEWORK – 20 minutes

Step 1: Participants are asked about their knowledge of Couselling.

Step 2: Participants discusses the steps of counseling.

ACTIVITY 4: CLIENT RIGHTS APPROACH – 20 minutes

Step 1: Facilitator asks the participants to get divided into small groups.

Step 2: Participants are asked, as to what they think about client rights and what are the client's rights according to them?

Step 3: Facilitator discusses Client's Rights through power point presentation.



Learning of Day 2



Session Objectives

By the end of this session, participants will have reviewed work done during Day 2 of the workshop.



Duration: 60minutes



Session Outline

Step 1: Ensure that Flip Charts from Day 2 are displayed appropriately on the walls of the training venue.

Step 2: Walk participants through each activity and its outputs from the previous day and ask participants to comment on what they learned during day 2.



Resources Needed

Flip chart, white board, Markers



Acknowledgement: This session's methodology is adopted by "TRAINING-WORKSHOP ON DOCUMENTING GOOD PRACTICES FOR EFFECTIVE LOCAL GOVERNANCE" by Galing Pook Foundation

Introduction of session:

This session has three activities including facilitation, observation and documentation skills. Each activity has different durations.

Session Objectives

1. To learn and develop their facilitation skills including probing, open ended and closed ended questions
2. To enhance their observation and documentation skills

Duration: 90 Minutes

Session Outline

No	Activity	Duration
1	Facilitation skills	30 min
2	Observation Skills	30 min
3	Documentation skills	30 min

Resources Needed

Flip chart, white board, markers



ACTIVITY 1: FACILITATION SKILLS – 20 minutes

Step1: Ask the participants about what comes to their mind when they hear the word “Facilitation”?

Step2: Ask them to individually write down their definitions on a piece of paper.

Rules for brainstorming

- Participation of all
- No censorship of thoughts
- Respect your own and other's thoughts
- Nothing is right or wrong
- Use one word or phrase to express thoughts

Step3: Ask the participants to divide into groups and share individual definitions among the groups

Step4: Ask the participants to share their definitions in a larger group.

Step5: Share main points of facilitation through presentation with the participants.

ACTIVITY 2: OBSERVATION SKILLS – 20 minutes

METHOD 1

Step 1: Ask the participants about what comes to their mind when they hear the word “Observation”?

Step 2: Ask them to individually write down their definitions on a piece of paper.

Step 3: Ask the participants to divide into groups and share individual definitions among the groups

Step 4: Ask the participants to share their definitions in a larger group.

Step 5: Share main points of observation through presentation with the participants.



MOTHEd 2

Step1: Ask the participants about what comes to their mind when they hear the word “Observation”?

Step2: Ask them to individually write down their definitions on a piece of paper.

Step3: Ask the participants to go out of the hall for ten minutes with their notebooks and pen, observe and note down whatever they want.

Step4: Ask the participants to write down their observations on the charts and place them around the hall

Step5: Ask the participants to walk around and note what others have observed.

ACTIVITY 3: DOCUMENTATION SKILLS – 30 minutes

Step1: Ask the participants about what comes to their mind when they hear the word “documentation”?

Step2: Ask them to individually write down their definitions on a piece of paper.

Step3: Ask the participants to divide into groups and share individual definitions among the groups.

Step4: Ask the participants to share their definitions in a larger group.

Step5: Share activity report format with the participants.

Step 6: Ask the participants to divide into two groups then every group select their team leader for facilitation, note taking and observing the role play.



SESSION 8: PARTICIPATORY RELECTION ACTION AND IMPORTANCE



Introduction of session:

This session has three activities including participation, Participatory Reflection and Analysis (PRA) and importance. Each activity has different durations.



Session Objectives

1. To increase understanding or concept of participation
2. To introduce the Participatory Reflection and Analysis (PRA) tools and their importance



Duration: 60 Minutes



Session Outline

No	Activity	Duration
1	What is participation?	15 min
2	Participatory Reflection and Analysis (PRA) tools	30 min
3	Documentation skills	15 min



Resources Needed

Flip chart, white board, Markers



ACTIVITY 1: WHAT IS PARTICIPATION – 15 minutes

Step 1: Participants brainstorm on the word “Participation” by writing their own understanding on cards.

Rules for brainstorming

- Participation of all
- No censorship of thoughts
- Respect your own and other’s thoughts
- Nothing is right or wrong
- Use one word or phrase to express thoughts

Step 2: Each participant share their definitions with the group.

Step 3: Trainer shows or discusses one definition of participation with the participants on projector or slide.

ACTIVITY 2: PARTICIPATORY REFLECTION AND ANALYSIS (PRA) TOOLS – 30 minutes

Step 1: Facilitator discusses PRA tools through an interactive presentation.

Step 2: Facilitator demonstrates PRA tools to the participants

ACTIVITY 3: IMPORTANCE OF PRA– 15 minutes

Step 1: Principles and importance of PRA are discussed.



Acknowledgement: This session is based on “Rehnumai (Guidance) Booklet for FWMs”

Introduction of session:

This session has six activities including meeting initiation, Pre Test, PRA tools, discussion on FP, agenda setting for upcoming meeting and feedback. Each activity has different durations.



Session Objectives

1. To learn to conduct the Mohalla meetings through participatory approaches
2. To introduce the PRA tools to the participants



Duration: 180 Minutes



Session Outline

No	Activity	Duration
1	How to start the Mohalla meeting	10 min
2	Pre- Test	10 min
3	Understanding women's health – PRA Picture Tool	50 min
4	Analyze the stages of women's life – Timeline Tool	50 min
5	Myths and Misconception about Family Planning	50 min
5	Discussion on Results and Agenda Setting	20 min



Resources Needed

Flip chart, white board, Markers, Cards



ACTIVITY 1: HOW TO START MOHALLA MEETING – 10 minutes

- Step 1:** Divide participants into two groups and distribute the section on Mohalla meeting, outlined in the Rehnumai (Guidance) Booklet for FWM, among them. Participants will then review the material and prepare a role play on: Introducing the RHF project to a community.
- Step 2:** Role Plays are enacted, and discussion takes place as to whether the guidelines for Mohalla meeting\ have been followed or not

ACTIVITY 2: PRE TEST – 10 minutes

- Step 1:** Ask the Participants to review the pre test.
- Step 2:** Facilitate the participants about how they can ask questions in a Mohalla meeting.

ACTIVITY 3: UNDERSTANDING WOMEN'S HEALTH - PICTURE OF WOMEN (PRA TOOL) – 50 minutes

- Step 1:** Divide participants into two groups.
- Step 2:** Show the participants a picture of a healthy woman and discuss the picture with them in accordance with the guidelines of Mohalla Meeting.
- Step 3:** Conclude the activity of happy woman's picture and discuss the key messages regarding family planning with the participants.
- Step 4:** Show a picture of a worried woman to the participants and discuss the picture with them according to guidelines of Mohalla meetings.
- Step 5:** Conclude with the activity of worried woman's picture and discuss the key messages regarding family planning.
- Step 6:** Now comparing both the pictures (worried woman and happy woman), take participants feedback and connect it with key messages included in the manual.



ACTIVITY 4: ANALYZE STAGES OF WOMEN'S LIFE - PRA TOOL – 50 minutes

Step 1: Divide participants into groups.

Step 2: Making the timeline and draw a line on floor and mark the ends of the line as birth and death.

Step 3: Ask participants to give symbols to represent the two ends.

Step 4: Ask participants to divide the line to show different phases in a women's life.

Step 5: Discuss the life cycle of a woman according to the guidelines of Mohalla Meeting.

Step 6: Conclude the activity of timeline and discuss the key messages regarding family planning with participants.

ACTIVITY 5: USING SYMBOL FOR HEALTHY WOMAN AND DISCUSSING MYTHS AND MISCONCEPTIONS REGARDING FAMILY PLANNING THROUGH PRA TOOL – 50 minutes

Step 1: Divide participants into two groups.

Step 2: Ask participants to use a symbol for healthy women. This should be followed by a discussion on relating healthy woman and family planning. Ensure that Mohalla meeting guidelines are being followed.

Step 3: The activity will be summarize by discussing the key messages regarding family planning with participants.

ACTIVITY 6: SETTING THE AGENDA FOR MASHWARA MEETING – 20 minutes

Step 1: Engage participants to learn, how to discuss the following key points in a mohallah meeting:

- Make the IRADA for Family Planning
- Invitation for Mashvara meeting
- Voucher distribution
- Take Feedback from participants



Learning of Day 3



Session Objectives

By the end of this session, participants will have reviewed work done during Day 3 of the workshop.



Duration: 60 minutes



Session Outline

Step 1: Ensure that Flip Charts from Day 3 are displayed appropriately on the walls of the training venue.

Step 2: Walk participants through each activity and its outputs from the previous day and ask participants to comment on what they have learnt during day 3.



Resources Needed

Flip charts from previous day, displayed on walls of the training venue.



Acknowledgement: This session is based on Rehnumai (Guidance) Booklet for FWM of RHF, MSS

Introduction of session:

This session has six activities including meeting initiation, Pre Test, PRA tools, discussion on FP, agenda setting for upcoming meeting and feedback. Each activity has different durations.

Session Objectives

1. To enable the participants to conduct Mashvara meeting in a community using participatory approach

Duration: 180 Minutes

Session Outline

No	Activity	Duration
1	How to start the Mashvara Meeting	10 min
2	Summary of Mohalla meeting	10 min
3	Understanding body parts of female thorough Body Mapping – PRA tool	50 min
4	Lecture on Reproductive System and Family Planning	50 min
5	Discuss on five messages regarding Family Planning	50 min
6	Post test	20 min
7	Closing of meeting	20 min

Resources Needed

Flip chart ,white board , Markers ,Cards



ACTIVITY 1: HOW TO START MASHVARA MEETING – 10 minutes

- Step 1:** Divide participants into two groups and distribute section on Mashvara meeting outlined in the Rehnumai (Guidance) Booklet for FWM. Participants will then review the material and prepare a role play: Introducing the project to the community.
- Step 2:** Role plays are enacted and facilitator discusses whether guidelines for Mashvara meeting have been followed.

ACTIVITY 2: SUMMARY OF MOHALLA MEETING – 10 minutes

Step 1: Ask participants to give summary of Mohalla Meeting as discussed in last session

- What was discussed in the last meeting?
- Which topics were covered in last Mohalla meeting?
- What was decided in last Mohallah meeting?

ACTIVITY 3: UNDERSTANDING THE BODY PARTS OF FEMALE - BODY MAPPING - PRA TOOL – 50 minutes

Step 1: Ask the participants that you would like to understand how they perceive their body.

Step 2: Ask participants to show their understanding visually and ask them to draw how they perceive an adult female's body.

Step 3: Ask the participants to discuss about body parts with special attention to a female's vagina, cervix, uterus and breasts.

Step 4: Ask if other points were discussed upon and whether guidelines for Mashvara meeting have been followed.

ACTIVITY 4: SESSION ON REPRODUCTIVE SYSTEM AND FAMILY PLANNING – 50 minutes

Step 1: Inform the participants what is known medically about RH system and FP.

S.NO	FP Methods	How it functions in the body	Risks & symptoms

Step 2: Question and Answer the participants and clarify their misconceptions (if any) about FP.



ACTIVITY 5: DISCUSSION ON FIVE MESSAGES REGARDING FAMILY PLANNING – 20 minutes

Step 1: Ask the participants to divide into groups.

Step 2: Each group has to discuss the key messages through role play.

ACTIVITY 6: POST TEST– 20 minutes

Step 1: Ask the Participants to review the Post test for Mashvara meeting

Step 2: Facilitate the participants on how they can ask questions in Mashvara meeting.

ACTIVITY 7: MEETING CLOSURE – 10 minutes

Step 1: Engage participants to learn, how to discuss following points in Mashvara meeting

- Make the IRADA for Family Planning
- Voucher distribution
- Take Feedback from participants



Acknowledgement: This session is based on Rehnumai (Guidance) Booklet for FWM of RHF, MSS

Introduction of session:

This session has seven activities including how to start introduction, PRA tools, methods of FP, messages and meeting closure. Each activity has different

Session Objectives

- To be able to identify common illnesses prevalent in society.
- To explore about women's workload and daily routine.

Duration: 135 Minutes

Session Outline

No	Activity	Duration
1	How to start introduction	10 min
2	Analyze the daily routine of a female through PRA tool	30 min
3	Analyze the stages of life through Timeline –PRA tool	30 min
4	Illness Matrix – PRA tool	30 min
5	Methods of Family Planning	20 min
6	Key Messages	10 min
7	Meeting Closure	10 min

Resources Needed

Flip chart, white board, Markers, Cards



ACTIVITY 1: HOW TO START INTRODUCTION – 10 minutes

- Step 1:** Divide participants into two groups and distribute section on Client visit outlined in the Rehnumai (Guidance) Booklet for FWM. Participants would have to review the material and prepare a role play: Introducing the RHF project to a community.
- Step 2:** Role plays are enacted, and facilitator discusses whether guidelines for Client visit outlined in manual have been followed.

ACTIVITY 2: ANALYZE WOMEN'S DAILY ROUTINE THROUGH "DAILY ROUTINE – PRA TOOL" – 30 minutes

- Step 1:** Ask the participants to draw a line on floor /chart with one point representing the time they wake up and the opposite point when they go to bed.
- Step 2:** Ask the participants to list the details of what they do from the time they wake up to the time they go to bed.
- Step 3:** Ask the participant about a woman's participation in decision making and access to resources for each work they identify.

ACTIVITY 3: UNDERSTANDING OF STAGES OF WOMEN'S LIFE THROUGH TIME LINE – PRA TOOL – 30 minutes

- Step 1:** Divide participants into groups.
- Step 2:** Make the timeline by drawing a straight line on floor and point to the ends of the line as birth and death.
- Step 3:** Ask participants to give symbols to represent the two ends.
- Step 4:** Ask participants to divide the line to show different phases in a woman's life.
- Step 5:** Discuss whether the guidelines for Mohalla meeting have been followed.
- Step 6:** Conclude the activity and discuss the key messages regarding family planning with participants.



ACTIVITY 5: METHODS OF FAMILY PLANNING – 20 minutes

Step 1: Ask the participants to divide into groups.

Step 2: Ask the participant to enact a role play on how they communicate about family planning methods in the community.

Step 3: After each role play, discuss with participants, about how they feel and ask for their advice to improve the communication of methods of family planning to the community.

ACTIVITY 6: Key MESSAGES – 10 minutes

Step 1: Ask the participants to divide into groups.

Step 2: Ask the participants to give 17 key messages for review, then discuss within group about how they should deliver all these messages in the community.

ACTIVITY 7: CLOSING OF MEETING – 10 minutes

Step 1: Ask the participants to discuss the following points:

- Make the IRADA for Family Planning
- Fill the family card
- Invitation for Mashvara meeting
- Voucher distribution
- Follow up date
- Take Feedback from participants
- Say thanks to participant



Learning of Day 4



Session Objectives

By the end of this session, participants will have reviewed the work done during Day 4 of the workshop.



Duration: 60 minutes



Session Outline

Step 1: Ensure that Flip Charts from Day 4 are displayed appropriately on the walls of the training venue.

Step 2: Walk participants through each activity and its outputs from the previous day and ask participants to comment on what they have learned during day 4.



Resources Needed

Flip charts from previous day, displayed on walls of the training venue.



SESSION 12: ADDITIONAL PARTICIPATORY REFLECTION ACTION (PRA) TOOLS



Introduction of session:

This session has four activities including PRA tools social mapping, Pie chart, Impact diagram and Pair wise ranking. Each activity has different durations.



Session Objectives

- To enhance knowledge to how social status may determine a person's mobility and access to community resources.



Duration: 120 Minutes



Session Outline

No	Activity	Duration
1	Social Mapping – PRA Tool	60 min
2	Pie Chart – PRA Tool	60 min
3	Impact Diagram– PRA Tool	60 min
4	Pair Wise Ranking – PRA Tool	60 min



Resources Needed

Flip chart, white board, Markers, beads



ACTIVITY 1: SOCIAL MAPING – 60 minutes

- Step 1:** Invite all the participants to draw a social map. Ask participants to work together to draw a map of their community. If they have never seen a map, explain that you are asking them to imagine how their community would look to someone flying over it, and draw that image on the ground.
- Step 2:** Facilitate the participants and see if the details of other steps in guidelines of social map have been followed as mentioned in Rehnumai (Guidance) Booklet for FWM.

ACTIVITY 2: PIE CHART – 60 minutes

- Step 1:** Ask the participants to draw a circle on ground or chart.
- Step 2:** Ask the participants about what they eat in a whole day.
- Step 3:** Ask the participant to show food quantity they eat in their daily routine and show percentage in the circle.
- Step 4:** Facilitate the participants to see if the details of other steps in guidelines of pie chart have been followed in Rehnumai (Guidance) Booklet for FWM.

ACTIVITY 3: IMPACT DIAGRAM – 60 minutes

- Step 1:** Ask the participants to identify the positive impact of family planning.
- Step 2:** Ask the participants to identify the negative impact of family planning.
- Step 3:** Facilitate the participants to see if the details of other steps in guidelines of impact diagram have been followed as mentioned in Rehnumai (Guidance) Booklet for FWM.

ACTIVITY 4: PAIR WISE RANKING – 60 minutes

- Step 1:** Ask the participants to identify the method of family planning.
- Step 2:** Prepare a matrix on ground or large sheet of paper. Indicate the methods of family planning on the top left side of the matrix.
- Step 3:** Facilitate the participants to see if the details of other steps in guidelines of pair wise ranking have been followed as mentioned in Rehnumai (Guidance) Booklet for FWM.



Introduction of session:

This session has three activities including feedback on training, certificates distribution and thank you note. Each activity has different durations.



Session Objectives

1. To appreciate the participants
2. To end the ceremony of training.



Duration: 25 Minutes



Session Outline

No	Activity	Duration
1	Feedbacks on Training	20 min
2	Certificate Distribution	20 min
3	Thankyou Note	5 min



Resources Needed

Participants certificates



ACTIVITY 1: FEEDBACK ON TRAINING – 20 minutes

Step 1: Ask the participants one by one about the training.

- What did they learn new?
- What did they like the most and why?
- Which part did they find most challenging?
- Which part did they find most difficult?

ACTIVITY 2: CERTIFICATE DISTRIBUTION – 20 minutes

Step 1: Ask the participants to distribute the certificates to each other.

Step 2: Ask the participants to come and receive their certificate from head of department or any other representative of department present

ACTIVITY 3: Thank you Note – 5 minutes

Step 1: At the end of the training, thank all participants for participating in the training with interest, patience and as a good learner. Say; “We hope that you have learnt more from this platform and have enhanced your knowledge and skills. When you will go to the actual field, you will utilize all the skills which you have learnt from here.”



ANNEXURE 1: ACTIVITY REPORT

ACTIVITY REPORT



Where

- (a) Province _____
- (b) District _____
- (c) Taluka _____
- (d) Union Council _____
- (e) Partner Organization _____
- (d) Sub-site _____
- Village / Urban Area Name _____



When

- (a) Date _____
- (b) Time (Duration of entire Activity) _____



Who

(a) Key Analysts:

1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	



Who

(b) Facilitators/Field Team Members

1	
2	
3	
4	
5	

Activities/Tools (document names of activities/tools used)

- 1.
- 2.

Process (document steps and actions for all activities)

Step-1

Step-2

Step-3

Step-4

Step-5

Step-6





Handwriting practice area consisting of 20 rows of dotted lines on a white background.





Handwriting practice area consisting of 20 rows of dotted lines on a white background.



Feedback:

Observations:

(document compiled observations of whole team)

Facilitator's Notes:

(document reflections and issues for follow-up)



ANNEXURE 2: TRAINING AGENDA

Major Topic Theme	Session	Training Topics	Training Methods	Duration	Time
Day 1					
Getting Started	Session 1	Welcome Note		10 minutes	9:00 – 9:10
		Introduction of participants	Welcome and Introduction of participants	20 minutes	9:10 – 9:30
		Learning objective of Workshop		10 minutes	9:30 – 9:40
		Overview of workshop		20 minutes	9:40 -10:00
Tea Break					
Self Awareness	Session 2	Pedagogy of learning	Group discussion	20 minutes	10:30 – 10:50
		Norm Setting	Power point Presentation or oral	20 minutes	10:50- 11:10
		Hopes and Fears	Group exercise and discussion	20 minutes	11:10 – 11:30
		Reflection and Reflexivity	Discussion and Video	60 minutes	11:30 – 12:30
		Introduction to self-awareness	Individual and group exercises	90 minutes	12:30 – 1:00
Lunch Break					
1:00 – 2:00					

Major Topic Theme	Session	Training Topics	Training Methods	Duration	Time
Day 1					
Female and Male Reproductive System	Session 3	Introduction to self-awareness (continue)	Individual and group exercises	90 minutes	2:00 – 3:00
		Introduction to self-awareness (continue)	Distribute the worksheets and conduct Group Exercise and group discussion	30 minutes	3:00 – 3:30
Tea Break					
Family Planning – Methods and benefits	Session 4	Family Planning – Methods and benefits	Brainstorm and group discussion	120 minutes	3:45 – 5:00
		Family Planning – Methods and benefits, Islam and Family Planning	Brainstorm and group discussion	Continue	5:00 – 5:30
Day 2					
Communication	Session 5	Learning of Day 1	Plenary discussion	60 minutes	9:00 – 10:00
		Communication - Interpersonal Communication	Brainstorm and group discussion	45 minutes	10:00 – 10:45
Tea Break					
		Non – Verbal Communication	Brainstorm and group discussion	40 minutes	11:30 – 11:40

Major Topic Theme	Session	Training Topics	Training Methods	Duration	Time
		Tools of communication	Group discussion	90 minutes	11:40 – 01:10
Lunch Break					
		Feedback and rules for effective feedback (Johari Window)	Discussion	30 minutes	2:00 – 2:30
		Importance of giving receiving critical feedback	Group discussion	35 minutes	3:00 – 3:30
Counselling	Session 6	Counselling	Brainstorm and group work	20 minutes	3:05-3:25
Tea Break					
		Baton me (Video)	Video and Interactive session	40 minutes	3:40 – 4:10
		Introduce the Sahar Framework	Interactive session	30 minutes	4:10 – 4:35
		Clients Rights	Discussion	30 minutes	4:35 – 5:05
Day 3					
		Learning of Day 2	Plenary discussion	60 minutes	9:00 – 10:00
Facilitation, observation skills Documentation	Session 7	Facilitation, observation skills Documentation	Group work and Discussion	90 minutes	10:00 -10:30

Major Topic Theme	Session	Training Topics	Training Methods	Duration	Time
Tea Break					
		Facilitation, observation skills Documentation	Group work and Discussion		10:30 – 10:45
Participation, Introduction to participatory rural appraisal tools and their importance	Session 8	Participation, Introduction to participatory rural appraisal tools and their importance	Interactive presentation and discussion	60 minutes	10:45 – 12:15
Lunch Break					
Mohalla Meeting	Session 9	Mohalla Meeting	Group discussion and role play	180 minutes (60)	01:15 – 3:15
Tea Break					
		Mohalla Meeting	Group discussion and role play	180 minutes (60)	3:15 – 3:30
Day 4					
		Learning of Day 3	Plenary discussion	60 minutes	9:00 – 10:00
Mohalla Meeting	Session 10	Mashvara Meeting	Group discussion and role play	180minutes (45)	10:00 – 10:45

Major Topic Theme	Session	Training Topics	Training Methods	Duration	Time
Tea Break					
		Mashvara Meeting	Group discussion and role play	180 minutes (135)	11:00 – 1:15
Lunch break					
Client visit	Session 11	Client visit	Group discussion and role play	135 minutes (75)	2:00 – 3:15
Tea Break					
		Client visit	Group discussion and role play	135 minutes (60)	3:30 – 4:30
Day 5					
		Learning of Day 4	Plenary discussion	60 minutes	9:00 – 10:00
Additional PRA Tools	Session 12	Social Map	Group discussion and role play	60 minutes	10:00 – 11:00
Tea Break					
		Pie chart	Group discussion based on activity reports	60 minutes	11:15 – 12:15
		Impact Diagram	Group work and discussion	60 minutes	12:15 – 1:15

Major Topic Theme	Session	Training Topics	Training Methods	Duration	Time
Lunch Break					
		Well being	Group work and discussion	60 minutes	1:15 – 2:15
Closing of training	Session 13	Feed back on Training	Individual discussion	20 minutes	2:15 - 3:15
		Certificates distribution		20minutes	3:15 -3:45
		Thankyou Note	Plenary discussion	5 minute	3:45 – 4:05
					4:05 - 4:10

