TRAINING OF TRAINERS ON

REPRODUCTIVE HEALTH & RIGHTS (RHR)



TRAINING MANUAL







Preface

The manual for training of Trainers has been developed with an overarching objective of guiding and facilitating the young leaders and trainers to conduct the cascade training effectively and independently. It provides fundamental training skills and know-how to meaningfully engage the training participants during training delivery. It explains systematic training management and training delivery techniques that are prerequisites to a training course. Thus, the TOT manual is all-inclusive and equipped with comprehensive session plans, session delivery processes, instructional material especially designed for young trainers, and the handouts for participants.

The TOT is designed for 10 days allowing young trainers to learn interactive and learner-centered training techniques, and absorb and demonstrate their training skills. It will enable and equip the young trainers with information and skills on how to develop, deliver and manage training activities in an effective manner to getting them well prepared for the cascade trainings. The training design of TOT, therefore, covers technical subject of Reproductive Health and Rights, training cycle and resource development, interactive and engaging training methodologies and essential training skills for training implementation.

The Session Plans provided in the TOT manual explain the session title, objective and content of the session, learning methodologies, and material required for the delivery of the sessions, handouts and Instructional Material for Young Trainers (IMYT) to be used during the session. The session process explains detailed activities and steps of each sub session thereby enabling the young trainers to comprehend the methodologies and deliver the session independently while using this resource material.

The Instructional Material for Young Trainers provided in the manuals are essentially the guiding tips for trainers to conduct different participatory training activities and energizers to keep the participants engaged during the training. The manual will enable them to design and deliver high quality classroom-style engaging methodologies & learner-centered training activities.

The manual also provides self-contained handouts for each session. These handouts will be used by the trainees/ young trainers during the sessions and include case studies, group work details and relevant resource material on RHR.

The TOT manual is equally useful for the experienced master trainers and technical subject experts on RHR to review & follow the training methodologies and impart trainings in a systematic manner to enable the participants to learn in the real case. The TOT manual gives confidence to the young trainers as well with abundant resource material on the subject and techniques of conductive trainings innovatively.

We pay our tribute to Mr. Rehan Ghazanfar, Lead consultant and his team who developed this manual under the guidance of Mrs. Rifat Shams.

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List of Abbreviation

A/V	Audio Visual
ARVs	Antiretroviral (drugs)
ARH	Adolescent Sexual & Reproductive Health
BHUs	Basic Health Units
CBO	Community Based Organization
CPR	Convention on the Rights of Persons
CSE	Comprehensive Sexuality Education
CSO	Civil Society Organization
CYE	Critical Youth Empowerment
EPI	Expanded Program for Immunization
FP/RH	Family Planning /Reproductive Health
FPAP	Family Planning Association of Pakistan
FWCW	Fourth World Conference on Women
GBV	Gender Based Violence
GDP	Gross Domestic Product
GIS	Geographic Information System
HIV/AIDS	Human Immunodeficiency Virus
ICPD	International Conference on Population and Development
IEC	Information, Education and Communication (materials)
IHR	International Health Regulations
IMR	Infant Mortality Rate
IMYT	Instructional Material for Young Trainer
IPPF	International Planned Parenthood Federation
IYCN	Infant Young Child Nutrition
LGBTQI	Lesbian, Gay, Bisexual, Trans, Queer, Intersex
LHW	Lady Health Workers
LSBE	Life Skill Based Education
MDGs	Millennium Development Goals
NCD	Non-Communicable Disease
NGO	Non-Governmental Organization
NSSS	Nzululwazi Senior Secondary School



PDHS	Pakistan Demographic and Health Survey
PPP	Power Point Presentation
PSDP	Public Sector Development Programme
Q&A	Question & Answer
RH	Reproductive Health
RHCs	Rural Health Clinics
SDGs	Sustainable Development Goals
SGBV	Sexual and Gender-Based Violence
SMART	Specific, Measurable, Achievable, Realistic and Time-bound
RH	Reproductive Health
RH	Reproductive Health
RHR	Reproductive Health and Rights
ST	Sexual Transmission
STI	Sexually Transmitted Infection
TFR	Transfer of Floor Area Rights
TNA	Training Needs Assessment
ТоТ	Training of Trainer
UDHR	Universal Declaration of Human Rights
UNAIDS	United Nations Programme on HIV/ Acquired Immune Deficiency Syndrome
UNFPA	United Nations Fund for Population Activity
WHO	World Health Organization
YAP	Young Aspiring Professional
YFHS	Youth Friendly Health Services
YPLHIV	Young People Living with HIV





Introduction

This training manual has been especially designed to bring attitudinal change among trainees through knowledge transfer and skill development. The trainees are young leaders who will be trained to work as master trainers for reproductive health.

The purpose is to create a group of young trainers that could later work as master trainers to build the capacity of youth and others in their communities on reproductive health. Broadly speaking, this training module has been designed in a manner to focus on developing skills in the following two realms

- Training: Topics covered in this part includes training cycle, which in a stepwise manner describes the Training Needs Assessment (TNA), training design, organization, delivery and evaluation. Other topics covered are training methodologies, and traits of good trainers. Trainees will also be given a chance to replicate their learned skills while delivering mock sessions
- Reproductive Health Rights (RHR): Topics selected and included for RHR consists of: Holistic rights-based approach, Youth Focused Approach, Meaningful Partnership, RHR information and Comprehensive Sexuality Education, Young People involved in RHR Programming, Youth Friendly Health Services, Enabling Environment, Communication skills for RH leaders, life skills for RH youth Leaders.

Using the Manual

The manual is a guidebook that provides young trainers with technical knowledge as well as training material to better equip them in delivering interactive training sessions on RHR. They will be introduced to innovative learning methodologies that involves participants in activities such as group discussions/presentations, brainstorming, practical demonstrations, role-plays, case studies and video documentaries. They can use these interactive teaching/learning methodologies while training others in their localities

Participants will also be given the opportunity to practice and enhance their life skills such as communication, interpersonal, building self-confidence, problem solving and decision making skills. The young trainers will also be supported in carrying out field trainings through a shadowing support process.

Instructions for conducting each activity titled as **Instructional Material for Young Trainers (IMYT)** have been provided separately in the manual in section two. Purpose of IMYTs is to provide step wise instructions for conducting the designed activities. While the third section includes the handouts for each session of the training and the last section of the manual is for PowerPoint presentations to be shown during different sessions that are given in the manual. Slide numbers have been inserted at particular places in the session delivery process, indicating where they need to be presented.

A detail of the training design is provided below for young trainers.

Training Content and Duration

The training covers a total of 24 sessions, stretched over 10 days. The training design suggests three days to be reserved for enhancing training skills, five days for the technical subject matter which is Reproductive Health (RH) and the last two days to be designated for the evaluation of trainers, where they will be assessed for their training delivery skills and knowledge. This will be done when they would be doing the practical demonstrations of the sessions which they were asked to design.

The composition of this manual is such that it includes session plans for every session. These plans have all the necessary details for organizing and delivering the sessions. The session plans include session objectives, total duration of the session, number and type of topics to be covered, step by step instructions for delivery of the entire session, details about group activities, energizers and games, details of required material for the session, and instructions about any pre – session arrangements that need to be made.

Instructional Material for Young Trainers (IMYTs)

A set of IMYTs has been included in the manual to provide details for conducting the activities, games and energizers. The IMYTs were written in a self -explanatory manner and in a language easy to understand so that young trainers are able to conduct such activities independently.

Handouts and Reading Material

As a ready resource and reference material, the manual includes handouts for different sessions in the training. These handouts serve different purposes for trainers and trainees, which are as below:

For Trainers:

Handouts are a reference material for trainers. They can use them for explaining different topics in the sessions. How to consult a handout has been mentioned along that particular topic given in the session plan. At some instances in the manual, this information is given in notes to the trainer.

For Participants:

- These handouts are a source of reading material for participants, which they can keep as a ready resource regarding the given topic.
- There are a few handouts which act as the guidelines for the trainees helping them participating in any activity in the training.
- Some handouts will have case studies as reading material for the trainees.

Details of the Games and Activities

The group work, exercises and activities are designed specifically to bring about attitudinal change in the participants. These activities allow them to work in teams in a fun manner to achieve some specific targets. This helps participants in building confidence as well as to retain information.

Introductory games have been designed to enable participants to demonstrate and practice their social skills and can contribute in building a fun filled learning environment. For example, the introductory activity 'let's make a web" demonstrates how a whole team gets affected if one person of the team does not perform. The permanent group formation activity and line up game aims to infuse coordination, understanding and support within the groups in a short time. All such activities allow participants to recognize strengths and to work around the weaknesses of their group.

Daily Reviews

These are activity based methods to review the previous day's learning. Purpose of the daily review is to:

- Assess the level of conceptual clarity among the participants regarding the subjects taught during the previous day.
- Evaluate their level of knowledge about what they have learnt a day earlier
- Help them to work together for filling up the learning gaps.
- Connect the learning with the upcoming topics.



- Develop an ownership of the learning process.
- Make learning review interactive and participatory.
- Exposure to a variety of activity based methods enabling the participants to design their own learning reviews by incorporating such techniques when they will conduct training in the field.

Energizers:

The training schedule has been designed to include one energizing game every day after the lunch break with the aim to:

- Energize the participants to feel active after having lunch.
- Engage the participants in some physical activity.
- Create a fun learning environment to keep the participants active, energetic and motivated

Evaluation and Feedback Mechanism

This mechanism aims at:

- Acquiring feedback of the participants regarding the entire day in an activity based manner.
- Making an energetic end to the day.
- Provision of knowledge about different tools and techniques for evaluation.
- Keeping it short and comprehensive.
- Getting the feedback of all the participants to include a comprehensive review in the training report.

The training manual introduces a concept of "Best Participant Award" which is announced in the introductory session. The criterion for selecting the best participant for an award is established in agreement with participants. This activity has been designed to:

- Ensure punctuality during the training course.
- Create healthy competition among the groups.
- Ensure ownership of the learning process where participants themselves decide who is the best participant of the day apart from the trainer.
- · Help the slow learners and support them in the small group activities.
- The best participant award is to invite him/ her as chief guest of the day.

Another stimulating activity is "meet your mentor" which has been developed for the closing session every day with the purpose to:

- Provide each participant an opportunity to develop skills as a mentor.
- Offer each participant a chance to get advice as a mentee.
- Foster relationships of mentor and mentee.
- Establish and retain a joyful learning environment till the end of training
- Help participants develop patience and a posture for listening.
- Assist them in writing analytical and critical views in a positive manner.

There are many other stimulating and meaningful activities in this manual which can enable a person to work with confidence and zeal and become an asset for their organizations. The practice activities will aid the conception of new ideas for crafting contemporary learning games and activities over the course of time.

Start believing that there is no limit to innovation and creativity and great thing about it is ... You can do it as well!



Setting the Tone

Trainers give special attention to the first session of the training which is generally 'setting the tone'. It is a very important session for building a rapport between the trainer and trainees and can remove latter's' hesitation. The emphasis is on creating an environment where participants feel relaxed and are encouraged to take part in the learning process.

With regard to young leaders, it is important to help them feel comfortable and confident and to provide them with an opportunity to foster their relationship with the trainer as a mentor and not just an instructor.

Learning as Fun

It is important that learning happens in a participatory and engaging manner. It is equally important for the trainer to conduct the entire training with full energy and zeal. Participants need to be engaged and provided with an environment where maximum creativity and learning is encouraged. Key success indicators of a training are engagement and ownership of the participating young trainees. As a trainer, there are many opportunities for building a rapport with the participants and ensuring their active participation for example, a tone setting session, meetings during breaks, getting feedback at lunches and tea times, monitoring their learning attitude during the event, observing them work as team members, encouraging them during individual and group presentations etc. Here are some suggestions on how to increase participation and encourage learning:

- Spend enough time in the introductory session. This is the time when most of the people like to speak about themselves. A trainer can make this exciting with the help of an introductory activity which could enable them to share not only their basic information but also some interesting facts about themselves which are not known to others. Listen to their responses and if there are any emotional situations, a then as good trainer, you should have the ability to handle them in a sensitive and cautious manner.
- Networking: Make an intentional effort to interact with every participant in the entire group especially on the first day and try to notice who is hesitant and who is bit shy. Try to provide them maximum opportunities for participation during sessions, breaks and networking time. Remember these are the young trainers who would be trained to act confidently, and learn to be vocal and independent. Be their mentor and build their capacity in ten days.
- Develop a personal rapport: You as a trainer should try to develop a rapport with everyone and this starts by learning the participants' names. Call them by their names when inviting them for presentations, asking questions, encouraging them during group work and thanking them whenever needed.
- Be a mentor: Be available at all times to the participants for providing information, explanation
 and clarification. Your physical presence in the training hall matters a lot even if they are busy
 in group works. An announcement in a loud voice such as, "I am here in-case you need any
 help" would be enough to remind them about trainer's presence in the training hall. Be there to
 support them in technical matters related to RH or if anyone needs a clarification regarding
 some point pertaining to the training and TOT component
- Encourage creativity: It is an opportunity to bring innovation to the classroom teaching through creativity. Introduce games that could foster out of the box thinking, even PowerPoint presentations should be innovative enough to catch the interest of the participants. Appreciate the participants' sense of creativity and facilitate them in introducing new relevant ideas.



- Establishing reference to the local context: People tend to learn more quickly if they are taught with reference to their local context. When talking about reproductive health myths and recommendations, reference to the beliefs of local communities' can enable the young RH trainers to understand as well as bring about change in their behaviors or in other words these references can act as a behavior change cycle. Local context not only refers to communities, but it also recounts the working structure and environment of the organization where the young trainers work. Understanding the local context and referring to it during training, provides a strong example to the participants about contextualizing the training with ground realities and foreseeing the challenges for a cascade training program
- Adopting the top down approach by shifting the control from Trainer to Trainees: Initially
 a good trainer influences the trainees and controls the learning environment. After some time,
 the trainer gradually shifts the training control from him/herself to the participants who then need
 to take ownership of the learning process. At the end, the controls revert back to the trainer. Let
 the young trainers learn this from you!

• Let everyone work and contribute in the learning process

People generally don't have the confidence to speak at large gatherings, especially participants who are shy and hesitant. The challenge is to help these participants overcome their fear of public speaking by gradually building their self-confidence to speak in front of others. Group work is a very effective methodology for involving every participant in a manner that they gradually feel comfortable in sharing their personal experiences/knowledge regarding a given topic.

As a trainer, it is to be ensured that during the entire training (ten days), everybody should be given the opportunity to present their group work and reflections. This will help them to develop confidence as well as to improve posture and body language, while speaking in front of an audience as young trainers on the subject of RHR.

This manual provides the detailed structure and instructions for each group work and activities. The only thing the trainer must do is facilitate it well with energy and guide the groups to keep the discussion on track and work with creativity.

Be an Inspirational Trainer

Participants are generally inspired by the trainers and look towards them for guidance. This inspiration leads them to keenly notice various attributes of a trainer such as general appearance knowledge, attitude, confidence level etc. In such instances, participants often want to talk to the trainer to ask how he/she has developed these skills and if it is possible for them to acquire such competencies? At this point, the trainer must boost their morale and build their self-confidence

In this training, young trainers will be able to learn skills that can be helpful to them in their professional life. As young trainers, they need to learn about counseling skills, confidence building measures, commitment to work, imparting knowledge in a creative manner, when working with communities especially women and their caregivers.



Be Careful as a Trainer:

Trainers need to be careful about certain aspects like the ones given below:

- Don't discourage anyone even if you don't find a participant's presentation worthy of appreciation.
- Don't ask direct questions or point out at any individual to respond to some question. Participants should not feel that a trainer is testing their knowledge. Asking for voluntary responses is always better and lets participants know that their responses would be valued but that they won't be at a loss if they choose not to respond.
- Don't separate yourself from the trainees during lunches or tea breaks.
- Your menu and that of the participants should be the same.
- Listen to participants carefully even if they are sharing some personal matter. Show your interest in their reflections and encourage them to speak further.

Making of the Training Hall

It is very important to ensure that the training hall is organized in a manner that is comfortable for the participants as well as the trainer. If either of the two is uncomfortable then it is going to affect the learning process.

Remember! Trainees are will try to learn the reflection of their and attitude trainer! from you!

image of supportive and knowledgeable trainer, this may enable them to imitate such skills and use them in real training situations

Help young trainers to realize the importance of organizing the training hall by telling them various factors which contribute to or oppose the learning environment. Given below are some of these factors:

The hall needs not be too cool nor too hot, and should be at the temperature which is comfortable enough for everyone.

The seating arrangement should be done in a manner that allows interaction and face to face communication with the trainer and with one another. A 'U' shaped seating arrangement has always been encouraged for this purpose.

The training hall should be big enough to accommodate the intended number of participants. Participants need to move during the training and also require space for group work. A venue that can accommodate up to 25 participants along with the training staff and provides room for group activities and walking around, is sufficient enough for young trainers to organize and impart this training within their localities. A comfortable seating arrangement that facilitates movement and interaction stimulates learning.

Training material such as stationery items, flipcharts, handouts etc. should be kept in a corner of the hall while necessary training equipment should be kept on a table closer to the trainer.

A white board and markers of different colors such as black, blue, green and red should be made available. It is to be ensured that the permanent ink markers have been put aside or placed in a separate box to avoid the risk of getting mixed up with the board markers. If this segregation is not considered, there is high probability of someone writing on the whiteboard with a permanent ink marker. Erasing permanent ink from the whiteboard is a cumbersome task. Young trainers should be careful enough to avoid such a situation.





Charts and other learning material prepared for each day should be displayed on the walls and should bear the date and name of the trainer. Later, this helps in writing a training report. Best participant charts and *Meet your Mentors* cards should be displayed at a prominent place in the training hall.

Make sure the training venue is not situated at a location that is noisy. External sounds or noise should not disturb an ongoing session. The training hall should be properly equipped with electricity and power outlets to charge laptops, plug in multimedia and other necessary equipment. In case of a video presentation, make sure that a sound system is already in place which should be checked for clarity in sound prior to the session. This is done to avoid interruptions and delays which can occur during the session. The young trainers need to fully understand all these technicalities since they would be the ones who need to organize field trainings in the future.

Use of Equipment and Material

It is important that the young trainers learn use and handling of the equipment used during the training. It is suggested to visit the training hall/ room a day before the training event and get familiar with the venue and logistical arrangements.

The young trainers also need to be familiar with the slides that are going to be presented through the multi -media projector or whatever chosen means for conducting the training. The trainer has to ensure the availability of all the material required to conduct the planned activities. It is always recommended to prepare a list of all the required material and equipment prior to the training/session by checking out the sections of the session plan that state the material required and/or any advance preparation. This training requires substantial amount of material particularly for conducting different activities such as balloons, pictures, music, flash cards, ball, rope and much more.

Time Management

As a trainer, time management is a big challenge to meet. It is not only the arrival time that matters but also the time for discussion, group work, activities and small breaks is of critical importance. It is a general practice in training to start late in the morning which consequently delays all sessions of the day. A trainer should always start the training on time even if there are only five participants present. It is always desirable to do the daily review when majority of the participants have arrived so everyone is able to reconnect with the topics from the previous day. Nonetheless, the trainer should ensure that the training begins at the scheduled time

A trainer needs to allow enough time for questions and answers to provoke the thought process until participants have found an answer to their queries or confusion. However, the trainer should ensure that unnecessary questions and comments are managed cordially and should keep an eye on the discussion to remain on track.

If the training time is well managed, it allows the trainer an opportunity to gauge the extent to which the learning objectives for session have been met. Time management is very important for energizers and games as well. All energizers proposed in this manual will take a maximum of ten minutes. Preparation for such activities rests with the trainer to make sure that the activity finishes within the prescribed time.

The trainer needs to appear energetic and in calm, not like someone who is in a hurry to finish the activity. Special attention should be paid to the time management for group activities and exercises during the training. The trainer must be clear about the instructions for group work so that when they are given, groups start working immediately.

The manual proposes formation of permanent groups to avoid wasting time in group formation again and again during different sessions. The trainer has to give reminders to groups from time to time, to finish their work within the given timeframe without being in a hurry.





Respect the Principles of Adult Learning

The trainer should keep in mind that he/she is not teaching children: the participants are adults and professionals. They have the knowledge and work experience. When a trainer speaks, participants relate it to their nature of work and analyze it from this perspective. For peer learning to happen, the trainer should encourage participants to share their knowledge about the subject/topic with the entire group.

The adult learning process revolves around how the participants feel about it and respond to it. It is important to note how participants take ownership of the knowledge and how they relate it with their work and duties, including other aspects in order to develop an attitude for a better performance, and address their performance gaps without feeling annoyed.

Respecting participants means to value their views and opinions. They don't need to be criticized for their knowledge or skills rather the trainer should encourage them to learn.

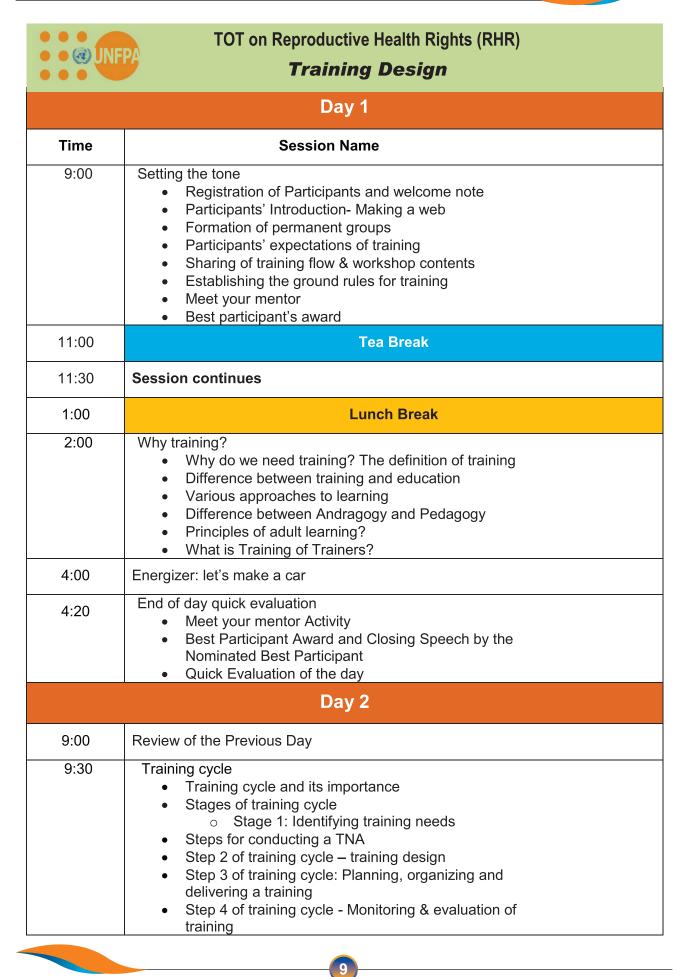
Until and unless a trainer can relate to the level of knowledge of the participants, the learning process would remain ineffective. Here are some tips in this regard:

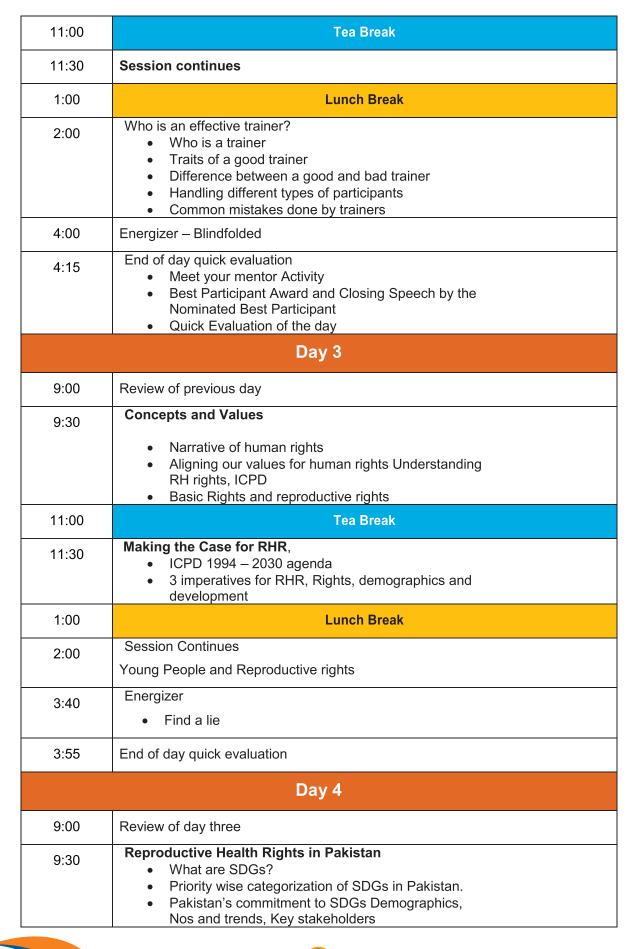
- Do not set training norms by yourself. Facilitate the groups to do it, so they can easily follow such norms afterwards.
- Note the body language of the participants. Observe their faces to see if they are absorbing the learning or if they appear tired and a small break is required.
- Do not conduct long sessions filled with monotonous lectures. This manual provides an array of training methodologies for each session to avoid unilateral lectures. Remember, participants can often better recall a shorter activity after the training rather than the longer lecture.
- Focus on learning but do not compromise on the absorption capacity of the participants. If they are feeling happy, the absorption capacity increases and they can learn for longer hours.
- Do not compel participants to sit in a training if they want to leave. Adults learn when they feel there is a need for it and that learning would help them in career development process. So as a trainer, it is your job to motivate them about the need and importance of the training and how critical it is for them to improve their performance as young RH lead trainers.
- Mutually decide the time for the starting and closing of the training

Help the young RH trainers learn these principles during training and make the event a memorable experience for them. Let this event become a ladder for their vertical growth in the field of reproductive health.

Help the young leaders learn well: Turn the walls into doors and turn the mirrors into windows!









11:00	Tea Break		
11:30	 Session Continues National Commitments National SDGs framework SDG 3 National action plan on Population control 		
1:00	Lunch Break		
2:00	 Session Continues Provincial Youth Policies National Education Policy with regards to LSBE National Legislation 		
3:40	Energizer: Big fish, small fish		
3:55	End of day quick evaluation		
	Day 5		
9:00	Review of day four		
9:30	Communication skills for RH leader		
11:00	Tea Break		
11:30	Life skills for developing positive reproductive health behavior		
1:00	Lunch Break		
2:00	Leadership for RH		
4:00	Energizer: 7- up game		
4:15	End of day quick evaluation		
	Day 6		
9:00	Review of day five		
9:30	Working Towards Change 3 areas of work, awareness raising, Community Engagement, Advocacy,		
11:00	Tea Break		
11:30	 Session Continues Working in Partnership Multi sectoral partnerships Private sector partnership Innovative partnership 		
1:00	Lunch Break		
2:00	Session Continues		

	 LSBE education Legislation on GBV Quality and integrated youth friendly services Principles and Values 		
3:40	Energizer: Knots		
3:55	End of day quick evaluation		
	Day 7		
9:00	Review of day six		
9:30	 Training techniques Introduction to training techniques Commonly used training techniques at community level Factors responsible for selecting appropriate training techniques Advantages and disadvantages of different training techniques Relationship between effective learning and training techniques 		
11:00	Tea Break		
11:30	Session continues		
1:00	Lunch Break		
2:00	Use of Innovative learning aids What are learning aids, and their types Uses of learning aids Characteristics of good learning aids Prerequisites of learning aids Rules for making professional PowerPoint Slides 		
3:55	Energizer: Balloon bop		
	End of day quick evaluation		
4:10	End of day quick evaluation		
4:10	End of day quick evaluation Day 8		
4:10 9:00			
	Day 8		
9:00	Day 8 Review of day seven		
9:00 9:30	Day 8 Review of day seven Definition & allocation of mock sessions for delivery		
9:00 9:30 10:30	Day 8 Review of day seven Definition & allocation of mock sessions for delivery Tea Break		
9:00 9:30 10:30 11:00	Day 8 Review of day seven Definition & allocation of mock sessions for delivery Tea Break Preparation of mock session		

	End of day 8	
Day 9		
9:30	Mock session delivery by group one	
10:30	Comments of panel and audience for group one	
10:40	Mock Session by group two	
11:40	Comments of panel and audience for group two	
11:50	Tea Break	
12:20	Mock Session by group three	
1:20	Comments of panel and audience for group three	
1:30	Lunch Break	
1:30	Mock Session by group four	
2:30	Comments of panel and audience for group four	
2:40	General discussion on problems faced by the group members during the development and delivery of mock sessions	
3:40	Energizer: Find the missing piece	
	Day 10	
9:30	Planning for cascade training	
11:00	Tea Break	
11:30	Session Continues Teaming for cascade training	
12:30	 Closing ceremony Meet your mentor Activity Best Participant Award and Closing Speech by the Nominated Best Participant Group Performance Evaluation Feedback of participants Certificate Distribution 	
2:30	Lunch and Departure	



Day 1

Session 1: Setting the Tone

Key Learning Objectives

By the end of this session, participants will able to:

- Know the learning objectives of the training workshop
- Join their permanent groups
- Get accustomed with the pace of the training workshop
- Familiarize themselves with activities in the training workshop

Session Overview

Sub Topic #	Subtopic	Method	Time in minutes
1.1	Registration of participants and welcome note		20
1.2	Participants' introduction	Group activity: making a web	20
1.3	Formation of permanent groups	Group activity: scrambled words	20
1.4	Participants' expectations from the training	Group activity: expectations tree	20
1.5	Matching participants expectations with training objectives	Power point presentation	20
1.6	Sharing of training flow & workshop contents	Power point presentations	20
1.7	Establishing the ground rules for training	Activity based brainstorming	20
1.8	Meet your mentor	Group activity: meet your mentor	20
1.9	Best participants award	Activity based brainstorming	20
		Total Time	180

Handouts

• Handout 1A: Pre & Post Training Assessment Form

Handout 1B: List of scrambled words

Instruction Material for Young Trainer-IMYT

- IMYT 1.2: Introduction of the participants and training team Weaving a web
- IMYT 1.3: Permanent groups' formation Unscrambled words!
- IMYT 1.4: Participants' expectations The expectation tree
- IMYT 1.5: Matching training objectives with participants' expectations
- IMYT 1.7: Establishing the ground rules for training
- IMYT 1.8: Meet my mentor
- IMYT 1.9: Best participant award

Material Required

Flipcharts, markers, flash cards, note pads, a ball, thick thread, and masking tape.

Advance Preparation for Trainer

• Arrange the following items for the introductory activity 'making a web'

- A ball (equal in size to a cricket ball),
- > Thick string or rope almost 3 to 4 meters in length, and
- Masking tape
- Prepare a list of scrambled words (one word per line) for the group formation activity 1.3 and label it as handout 1B. Make copies of the handout according to total number of participants.
- To form permanent groups, review participants' profile and assess their level of experiences, areas of expertise, gender perspective and age. This will help in ensuring diversity among group member's w.r.t. skills, age, gender and professional experience.
- Make sure that all the required stationery is available and is secured at a location easily
 accessible to the trainer.
- Review IMYTs for activities and energizers in advance to become familiar with the various steps involved in the process and to conduct them with confidence.



- If it is needed, do a logical sequencing of your session on a simple card/paper by writing the main headings of the topics included in the session and keep it handy.
- Make copies of the handouts for participants.
- Review important discussion points before the session.

The Process:

1.1	Topic: Registration of Participants And Welcome Note Training techniques used: I	
	Duration: 20 minutes	
i	Greet the participants	
li	Give everyone a registration form	
lii	Instruct the participants to fill it.	
iv	Facilitate in the process of form filling	
۷	Collect the forms upon completion, or ask any participant to collect all the forms and keep them on the table	

1.2	Topic: Participants Introduction	Training technique: group Activity, Making
	Duration: 20 minutes	Web
i	Tell the trainees that participant introductions will be done through an interesting activity called 'make a web'	
ii	Give instructions regarding the activity	
iii	Conduct the activity using IMYT 1.2	
iv	Participate in the activity as a participant	
V	Ask participants to share their views about this activity	
vi	Relate this fun activity to highlight the importance of partnership and team building	
vii	Thank the participants for their active participation	

1.3	Topic: Formation of Permanent Groups	Training technique: Activity Based
	Duration: 20 minutes	Brainstorming
i	Refer to IMYT 1.3 for group formation activity 'unscrambled words'	
ii	Keep in mind participants age, work experience, and professional experience while making groups so that each newly formed group has a balance of all these variables	
iii	Explain that groups would be permanent and participants have to stay within these groups during the entire duration of training	
iv	Tell them to name their groups at the end	

1.4	Topic: Participants Expectations From The Training	Training techniques: Group Activity, Expectations Tree
	Duration: 20 minutes	
i	Give a flipchart and a black marker to all the groups	
ii	Tell the participants that we will do an activity called expectations tree	
	Tell them that this activity is about knowing their expectations from the training	
iii	Give instructions for the activity	
iv	Refer to IMYT 1.4 for instructions regarding the activity	

	1.5 Topic: Matching the Training Objectives with Participant's Expectations		Training technique: Activity Based Brainstorming	
Duration: 20 minutes		Duration: 20 minutes		
	i.	Explain the workshop objectives by displaying slide 1.1		
	ii.	Relate the objectives to the participants' expectations		

iii.	See IMYT 1.5 regarding the process	
iv.	Ask the participants if there is any ambiguity	

1.6	Topic: Sharing of Training Flow & Workshop Contents	Training technique: Activity Based
	Duration: 5 minutes	Brainstorming
i.	. Tell the participants to see the training schedule which is in their folders	
ii	Go through the schedule and review it describing the details of each day (Note! You can also present the training Schedule with the help of a PPP	
iii.	Ask them to share their thoughts about the training schedule in contrast to the needs and expectations which they have from this training	
iv	Respond to their comments by informing them that this will be further discussed during the topic on matching expectations with training objectives	

1.7	Topic: Establishing the Ground Rules for Training	Training technique: Activity Based Brainstorming
	Duration: 20 minutes	Training technique. Activity based brainstorning
i.	Refer to IMYT 1.7 for details of this activity	
ii.	Ask the participants to explain the types of rules they want to lay down for this training	
iii.	Invite a participant to write the training rules on a flipchart	
iv.	Place the chart at a place in the training hall which is visible to everyone	
v	Conclude by saying that since these rules have been established through consensus, therefore it is the responsibility of participants to follow them	

1.8	Topic: Meet your Mentor Exercise	Training technique: Activity Based	
1.0	Duration: 20 minutes	Brainstorming	
i	See IMYT 1.8 for activity details		
ii	Explain the activity by saying that everyone has to select one person as their mentee to whom they will give advice by writing it on a piece of paper and handing it over to them		
iii	Advise mentors not to disclose the name of their mentee to anyone		
iv	If there are any misconceptions, clear them now so that activity is carried out in the prescribed manner		

1.9	Topic: Award For Best Participant	Training technique: Activity Based Brainstorming		Training technique: Activity Based Brainstorming	
1.5	Duration: 20 minutes				
i	Explain that this award will be given at the end of each training day to the selected participants				
ii	Tell them that they will be assessed against various parameters in order to get the best participant award				
iii	Refer to IMT 1.9 for activity details Clarify participant queries (if any) and conclude the activity				
iii					

Session 2 : Why Training?

Key Learning **Objectives**

By the end of this session, participants will be able to:

- Realize the need and importance of the training
- Define the training
- Appreciate the various approaches to learning
- Distinguish between and agogy and pedagogy
- Reflect upon the philosophy of TOT
- Know the seven steps involved in planning a training

Session Overview

Sub Topic #	Subtopic	Method	Time in minutes
2.1	Why do we need training? The definition of training?	Brainstorming, power point presentation	20
2.2	Difference between training and education	Brainstorming, power point presentation	20
2.3	Various approaches to learning	Lecture, brainstorming, group activity: three approaches to learning	20
2.4	Difference between Andragogy and Pedagogy	power point presentation	20
2.5	Principles of adult learning?	power point presentation	20
2.6	What is Training of Trainers?	power point presentation	. 20
		Total Time	120

Han**douts**

- Handout 2A: Defining Training,
- Handout 2B: Training vs. Education
- Handout 2C: Andragogy and Pedagogy

Material required

Flipcharts, markers, Power point presentation

Instructional Material for Young Trainer

No required

Advance preparation for trainer

- Make copies of the handouts
- Ensure that all PowerPoint slides are numbered and in sequence of presentation

The Process

ſ	2.1	Topic: Why Do We Need Training? (The Definition of Training)	Training techniques used: Power Point Presentation
		Duration: 20 minutes	
Γ	i Start the session by asking participants why anyone needs a training?		
Γ	ii	Write their responses on a flipchartExplain the reason by presenting Slide to discuss the definition of training	
	ii		

2.2	Topic: Difference Between Training and EducationDuration: 20 minutes	Training techniques used: Brainstorming, PPP
i	Open the topic by giving a brief backgr (consult trainer's key 2.2 for explanatio	ound of the topic n)
ii	ii Present slide for highlighting the difference between train and education	

2.3	Topic: Various approaches to Learning	Training techniques used: Lecture,	
	Duration: 20 minutes	Brainstorming, PPP	
i	 i Link the topic with the previous one, ask participants to identify one key factor which is common in education and training. ii Tell them that both approaches rely on learning as without it there would be no education or training iii Talk about different approaches to learning iv Ask the participants to share their views about learning approaches v Explain that there are three approaches to learning. Present slide and for explaining each approach briefly (Consult handout 2C for defining the three learning approaches) 		
ii			
iii			
iv			
V			

2.4	Topic: Andragogy and Pedagogy	Training techniques used: Lecture,
	Duration: 20 minutes	Brainstorming, PPP
i	Ask the participants about their understanding regarding the concepts of Andragogy and Pedagogy	
ii If they have knowledge about the topic, then thank answering		ne topic, then thank them for
iii	iii Explain both concepts by presenting power point slide (consult Trainer's Key 2.4 for explanation)	

2.5	Topic: What is Training of Trainers (TOT)	Training techniques used: Lecture, Brainstorming,
	Duration: 20 minutes	Presentation,
i	i Ask the participants if they have ever attended a TOT workshop? If they did, tell them to share their experience	
ii	ii Engage them in a meaningful discussion about their views of TOT and highlight the main points which come up	
iii Present slide to explain the definition of TOT		nition of TOT
iv Explain that a trainer should facilitate the young during group work, and when they are making a prese by providing them tips for delivering a session etc.		hey are making a presentation,
V	 Conclude the topic by saying that it is important for trainers to learn training techniques during the TOT. E that they will learn about such techniques in the sessi training methodologies 	

TRAINER'S KEY 2.2 Topic: Education and Training

Society and economy has progressed with the passage of time and has become knowledge based which has resulted in diminishing the difference between education and training but historically both these concepts belonged to very different origins.

- Explain that historically, education was meant for rich and well to do people while training was received through practical work or apprenticeships.
- Over time, training has been linked to acquiring specific skills within shorter time frame. Whereas education has been concerned with teaching abroad set of skills.
- In current times, employers or companies are interested in training their employees for skills which are in greater demand which may possibly lead to more time to teach, whereas education nowadays is preparing students to apply the knowledge into practice so that they succeed professionally.

Source: https://collegeforamerica.org/differencebetween-training-education/



Andragogy: Malcom Knowles believed that adults as human beings are self-directed and are responsible for their own actions. All adult learning programs must be based upon this concept by following its four principles

- 1. Adults must be clear about the reason or objective for learning anything
- 2. They should learn in the form of experiential learning, which is actually learning jointly from each other's experiences
- 3. Learning should be viewed from the perspective of problem solving skill and
- 4. Andragogy makes sense when what adults learning is of greater value and applicability in their professional and personal life

Pedagogy: is essentially based on instruction; knowledge is transmitted formally from one who knows to one who does not know. This type of model has often been used in institutional settings, where it can be administratively easier to assume control of the learning experience, while ignoring the ability or needs of the person to engage in selfdirected learning



Session 3: Energizer – Lets Make a Car!

Key Learning Objective

To appreciate team members' level of efforts in achieving a given task

Session overview

Sub topic #	Subtopic	Method	Time in Minutes
3 a	Energizer – make a car	Activity	15 minutes
		Total time	15 minutes



Material required Flipchart

Advance preparation for trainer

None

Instructional Material for Young Trainer (IMYT):

IMYT 3.1 - Let's make a car

The Process

3 a	Energizer: Lets' Make A Care!	Training techniques used: Activity based group
	Duration: 15 minutes	Learning
i.	Refer to IMYT 3.1 regarding the details for conducting t	his activity
ii	Tell everyone to come and sit with their respective group members	
iii	Give them verbal instructions about what needs to be done	
iv	Ask the participants about the purpose behind this activity, besides fun once the activity is concluded,	
V	Conclude by saying that the main purpose of this activit other team members in completing a task because mar for success and do not recognize the contribution of the	y times some people individually take all the credit





Session 3.1: Closing of the Day and Quick Evaluation

Key Learning Objectives

By the end of this session, participants will be able to:

- Write cards for their mentees
- Provide name for the best participant of the day as per their individual perception
- Evaluate the day in a short time with some small activity

Session Plan

Sub topic #	Subtopic	Method	Time in Minutes
3.1a	Meet your mentor Activity	Group Activity	10 Minutes
3.1b	Best Participant Award and Closing Speech by the Nominated Best Participant	Discussion	10 Minutes
3.1c	Quick Evaluation of the day	Activity	10 Minutes
		Total time	30 minutes

Handouts:

No handouts needed

Instructional Material for Trainer (IMT)

None

Material Required

Flipcharts, markers, flash cards, note pad

Advance Preparation for Trainer

Review the process for each sub activity of the session

The Process

3.1a	Topic: Meet Your Mentor Exercise	Training techniques used: Activity Based
	Duration: 10 minutes	Brainstorming
i.	Refer to IMT 1.6	
ii	Make them understand the activity with its objectivity	
iii	Tell them they have to write some piece of advice for their mentees without putting their name on the card	
iv	Tell them that the name of mentee will be written on the cards	
V	Read out loudly the cards and enjoy the comments by mentors it	
vi	Keep the name of mentee secret until the last day	
vii	Ask for help to place the cards the corner of training hall titling it "Meet your Mentor	



3.1b	Topic: Best Participants Award	Training techniques used: Activity Based
	Duration: 10 minutes	Brainstorming
i.	Refer to IMYT 1.7	
ii	Explain and discuss the criteria for best participant	
iii	Facilitate participants to memorize who the one who is the best participant of the day meeting the criteria on merit	
iv	Ask the participants to write down the name in a chit	
V	collect folded chits from all the participants	
vi	Ask for help to open the chits and see the no of votes for different participants	
vii	Announce the names of the participants as per the no of votes and let the participant enjoy it	
viii	Announce the best participant along with the no of highest votes	
ix	Explain that the award for best participant is the s/he will be the chief guest of the day	
Х	Invite the best participant on stage as chief guest and ask him/her to share views and feedback about the	
	entire training day	
xi	Appreciate.	

3.1c	Topic: Quick Evaluation of the Day	Training techniques used: Chuff charts - Group
	Duration: 10 minutes	Activity
i.	Ask for the quick evaluation of the day	
ii	Give the participants one minute to think	
iii	Ask for their body gestures to reflect the day	
iv	Discuss their body gestures	
V	Explain if the day was participatory, enjoyable, helpful, adding knowledge, friendly etc.	
vi	Appreciate their feedback	
vii	Conclude the activity expressing best wishes for the next day of training	



Session 4: Training Cycle

Key Learning **Objectives**

By the end of this session, participants will have

- An understanding about the training cycle and its four stages
- Awareness about Training Needs Assessment (TNA) and its steps
- Knowledge regarding process of training design
- Clarity about the planning, organizing and delivering a training
- Familiarity regarding the importance of monitoring and evaluation of a training

Session Plan

Sub topic #	Subtopic	Method	Time in minutes
4.0	Review of the Previous Day	Discussions, Group Activity	30
4.1	Training cycle and its importance	Brainstorming, Q&As, power point presentation	20
4.2	Stages of training cycle Stage 1: Identifying training needs	PowerPoint Presentation, brainstorming	20
4.3	Steps for conducting a TNA	PowerPoint Presentation, Brainstorming, Q&As	40
4.4	Step 2 of training cycle – training design	Case study: Importance of training design, PowerPoint Presentation, group discussion	35
4.5	Step 3 of training cycle: Planning, organizing and delivering a training	Brainstorming, PowerPoint Presentation group activity: paper tower	50
4.6	Step 4 of training cycle - Monitoring & evaluation of training	Brainstorming, PowerPoint Presentation	15
		Total Time	210

Han**douts**

- Handout 4A: Training cycle
- Handout 4B: Case study result of faulty training design

Material required

Flipcharts, markers, PowerPoint presentations, handout

Instructional Material for Young Trainer (IMYT):

IMYT 4.4 - Case study on training design IMYT 4.5 – Group Activity: Paper Tower

Advance preparation for trainer

- Make copies of the handout 3B for all the participants.
- Ensure that all power point slides are numbered and in sequence of presentation









The Process

4.0	Topic: Review of the Previous Day	
	Duration: 30 minutes	
i.	Start the session by inviting Group for the review of previous day	
ii	Ask the participants to present a recap of previous day	
lii	Analyze the participants' reflection of previous day and engage them to share valuable insights	
iv	Encourage the group for creative demonstration of review methodology	
V	Thank and compliment the group for presenting the review	
vi	Guide the next group for the review activity of the next day	

4.1	Topic: What is Training Cycle and its Importance?	Training techniques used: Brainstorming,
	Duration: 20 minutes	Q&As, Presentation
i	Ask participants if they have heard of the term 'the training cycle'	
	Write their responses on flipchart	
ii	Present slide for defining training cycle	
iii	Present Slide which is a diagram of the four steps of training cycle. Briefly explain the diagram. (Consult handout 4A for reference)	
iv	Going into detail for each of these four steps	

4.2	Topic: First Step of Training Cycle – Stage 1: Training Need Assessment (TNA)	Training techniques used: PowerPoint Presentation, Brainstorming,
	Duration: 20 minutes	
İ	Ask the participants to share their experience if they have ever attended a training session whose contents were similar to another session they ever attended in the past?	
	Ask how they felt in such a situation?	
ii	Ask why this situation occurred? Once participants have answered, explain that this situation could be avoided if TNA is done. TNA provides data that highlights the performance gaps of an individual or group of individuals. This data helps in designing a training program which can address the real needs of the target group	
iii	Present Slide to describe the definition of TNA	

4.3	Topic: Steps for Conducting a TNA	Training techniques used: Brainstorming,
	Duration: 40 minutes	Q&As, PowerPoint Presentation
ii.	Explain that TNA determines the gaps between actual a	and desired performance
iii	For TNA, there are number of steps which are followed to get the results	
iv	Ask the participants if they have any idea about different steps of a TNA	
V	Present slide to define five steps of the TNA	
vi	Explain each of the five steps with the help of information given in the handout 4A	



4.4	Topic: Step 2 of Training Cycle – Training Design	Training techniques used: PowerPoint
	Duration: 35 minutes	Presentation, Discussion, Case Study
i.	Define training design, the second step of training cycle,	
ii.	Open the topic by saying that the designing process starts with preparing a training curriculum framework, which is actually a summary of the entire training and gives brief detail about the total number of topics, sessions and activities. Once this is complete, next step is to design a training module that is based on this framework	
iii	Present slide and explain the various steps involved in preparing a training design	
iv	Tell the participants that now a case study will be given to them which is about the importance of training design and they have to read it in ten minutes	
V	Give them handout 4B for the case study.	
vi	Ask them the questions which are given at the end of handout when participants are done reading the case study and have discussion on the given answers	
vii	Ask the participants about their learning from the case study	
viii	Appreciate the feedback and conclude the activity	

4.5	Topic: Step 3 of training cycle – Planning/Organizing and Delivering a Training	Techniques used: Brainstorming, Powerpoint Presentation, Group Presentation
	Duration: 30 minutes	
i	Activity Kickoff: Paper tower. See IMYT 4.5 for details re	egarding instructions for conducting it
ii	Explain that stage three is where the designed training comes to life and it is at this stage all the activities necessary for organizing/delivering the training are finalized	
iii	Tell the groups to prepare presentations on flipcharts about how they will organize and deliver a training by outlining the factors which need to be considered	
iv	Ten minutes time for the above activity	
V	Invite groups to present their findings and have a discussion towards the end	
vi	Present slide for complete list of activities to decide and do for step three, and describe them in detail	

4.6	Topic: Step 4 of Training Cycle – Evaluating the Training	Techniques used: Brainstorming, PowerPoint Presentation, Group Work, Group Discussion
	Duration: 15 minutes	
i	Refer to the fourth and last step of training cycle, the even important to evaluate a training	aluation of training, and ask the participants why it is
ii	Explain that through evaluation we are able to check the quality of a training such as whether the training is going as per schedule, are participants happy regarding the learning from the training, boarding/lodging arrangements etc.	
	Present slide to explain the training evaluation	
iii	Explain that getting results from the evaluation depends upon the nature of training, as there are some training whose impact is visible at their conclusion, such as vocational skills training like computer courses, drafting courses, etc.	
iv	Explain that there are training whose impact is not visible at the conclusion, such training may take few weeks, months or a year to evaluate them for success or failure.	
V	Ask them to give examples of such trainings, and once participants have answered, give examples of life skills training such as communication, presentation, problem solving etc. Tell them that they will learn more about life skill training in one of the upcoming sessions	
vi	Moving to tools for evaluating the training, explain that depending upon the nature of training, most common tools for evaluation are evaluation forms, questionnaires, interviews, and Focus Group Discussions	





Session 5: Who is an effective trainer?

Key Learning Objectives

By the end of this session, participants will be able to:

- Reflect upon what it's like to be a trainer
- Classify the difference between good and bad trainer
- Discuss the qualities of a good trainer
- Identify various categories of participants and method to handle them
- Relate the common mistakes made by trainers during a training and it's their preventions.

Session Plan

Sub topic #	Subtopic	Method	Time in minutes
5.1	Who is a trainer	Brainstorming, PowerPoint presentation	20
5.2	Traits of a good trainer	PowerPoint presentation, group discussion	30
5.3	Difference between a good and bad trainer	Group activity, group discussion, lecture/talk	20
5.4	Handling different types of participants	Brainstorming, Lecture, PowerPoint presentation	20
5.5	Common mistakes done by trainers	Group discussion, PowerPoint presentation Group activity: My mistake please	30
		Total Time	120

Handouts 同

- Handout 5A: Difference between a good and bad trainer
- Handout 5B: Answers for group activity 5.3
- Handout 5C: Common mistakes which trainers make

Material required

Flipcharts, Markers, PowerPoint slides, handouts

Instructional Material for Young Trainer (IMYT):

- IMYT 5.3, Good and bad trainer
- IMYT 5.5: My mistake please

Advance preparation for trainer

Photocopies of the handout 5B and 5C

The Process

5.1	Topic: Who is a Trainer?	Training techniques used: Lecture/talk,
	Duration: 20 minutes	Brainstorming, PowerPoint Presentation
i.	Start the session by asking participants to share their experience as a trainer	
ii	Have a discussion on the points identified by the participants	
iii	Present slide for definition/concept of being a trainer and link it with experiences shared by participants'	



5.2	Topic: Traits of an Effective Trainer Duration: 20 minutes	Training techniques used: PowerPoint Presentation And Group Discussion	Tip for Trainer Consult Handout 5A
i	Begin by saying that since many participants may have prior training experience can they state the qualities of a good trainer?		for explaining the points given in
ii	Thank the participants for their input		Slide
	Present slide to define various characteristics of an effective or good trainer, and explain them by stating examples where necessary		66

5.3	Topic: Difference Between an Effective and Ineffective Trainer	Training techniques used: Group Activity, Group Discussion, Lecture/Talk	
	Duration: 30 minutes		
i	Tell the participants that they will do an activity about a good and bad trainer		
ii	See IMYT 5.3 for conducting the activity.		
iii	Ask the participants to comment on the activity at the end		
iv	Link the activity with the topic, discuss the difference between a good and bad trainer		
5.4	Topic: Types of Participants	Training techniques used: Lecture/Talk,	
	Duration: 00 minutes	Brainstorming, PowerPoint Presentation	

J. T	Topic. Types of Tarticipants	Prainate main a Dever Daint Dresentation
	Duration: 20 minutes	Brainstorming, PowerPoint Presentation
i	Tell the participants that a training hall is a hub of different cultures	
ii	This hub is managed by a trainer who deals with people who come here for training. These people may be from different cultures, traditions, norms, languages etc.	
iii	Explain that every person has his/her own particular characteristics. Explaining further, say that these characteristics form the personality of a person and that is why we say that such and such person is smart while that person is intelligent	
iv	Ask the participants to think about the different types of trainees in a training workshop	
V	Encourage them to speak, provide facilitation in answering	
vi	Write their responses on a flipchart	
vii	Tell them about the different types of trainees by presenting slide and explain the methods to handle them	

5.5	Topic: Common Mistakes Done by Trainers	Training techniques used:
	Duration: 30 minutes	Group Discussion, PowerPoint Presentation, Group Activity
i	Talk about mistakes which many trainers make, let the participants know that many of us make mistakes that affect the quality of the training and learning ability of participants	
ii	Ask them to identify such mistakes made by trainers in a training workshop (if they know of any)	
iii	Present slide to narrate the common mistakes often made by trainers during a training event	
iv	Ask them if they make such mistakes	
V	Tell the participants that even the most experienced trainers make such mistakes, so there is no need to be shy about making such mistakes	
vi	Tell them that they will now do an activity related to the topic which is called My mistake please	
vii	See IMYT 5.5 for instructions and conducting the activity	
viii	Conclude the activity and the session by saying that through this activity we were able to identify methods which can help a trainer to avoid making such mistakes again. Tell them to remember these methods, so that they could use them during trainings and avoid the same situations from happening	

Session 6: Energizer Blindfolded

Key Learning Objective:

• To highlight the importance of leadership and communication skills for a leader

Session Plan

Sub topic #	Subtopic	Method	Time in minutes
6 a	Blindfolded	Energizer	20
		Total time	20



N/A

Material required

Get some small sized plastic objects such as a ball, toy, bottle etc. which are easily • available

Instructional Material for Young Trainer (IMYT):

IMYT 6.1: Energizer – Blindfolded •

Advance preparation for trainer

- Select an open or wide space for doing this activity •
- Set the area by spreading plastic objects at random •

The process

6 a	Energizer: Blindfolded Duration: 15 minutes	Training techniques used: Group Activity
i	Tell the participants that this energizer activity v	vould be done in groups
ii	Consult IMYT 8.1 for instructions Conduct the energizer according to the given set of instructions	
iii	Conclude the energizer and ask participants how they feel about it? Are they refreshed or tired?	
iv	Ask participants the purpose of this energizer and listen to their opinion carefully	
V	Explain that this activity highlights the importance of leadership and communication skills. Explain that if a leader does not have leadership nor communication skills, then the entire team suffers	
vi	Appreciate the participants input and conclude the activity	





Session 6.1: Closing of the Day and Quick Evaluation

Key Learning Objectives

By the end of this session, participants will be able to:

- Write cards for their mentees
- Provide name for the best participant of the day as per their individual perception
- Evaluate the day in a short time with some small activity

Session Plan

Sub topic #	Subtopic	Method	Time in minutes
6.1 a	, , , , , , , , , , , , , , , , , , , ,		10 Minutes
6.1 b	Best Participant Award and Closing Speech by the Nominated Best Participant	Discussion	10 Minutes
6.1 c	6.1 c Quick Evaluation of the day Activity		10 Minutes
		Total time	30



No handouts needed

Instructional Material for Trainer (IMT) None

Material Required

Flipcharts, markers, flash cards, note pad

Advance Preparation for Trainer

Review the process for each sub activity of the session

The process

6.1 a	Topic: Meet Your Mentor Exercise Duration: 10 minutes	Training techniques used: Activity Based Brainstorming
i	Refer to IMT 1.6	
ii	Make them understand the activity with its objectivity	
iii	Tell them they have to write some piece of advice for their mentees without putting their name on the card	
iv	Tell them that the name of mentee will be written on the cards	
V	Read out loudly the cards and enjoy the comments by mentors it	
vi	Keep the name of mentee secret until the last day	
vii	Ask for help to place the cards the corner of training hall titling it "Meet your Mentor	

6.1 b	Topic: Best Participants Award	Training techniques used: Activity Based Brainstorming
	Duration: 10 minutes	
i	Refer to IMT 1.7	
ii	Explain and discuss the criteria for best participant	
iii	Facilitate participants to memorize who the one who is the best participant of the day meeting the criteria on merit	
iv	Ask the participants to write down the name in a chit	
۷	Collect folded chits from all the participants	
vi	Ask for help to open the chits and see the no of votes for different participants	
vii	Announce the names of the participants as per the no of votes and let the participant enjoy it	
viii	Announce the best participant along with the no of highest votes	
ix	Explain that the award for best participant is the s/he will be the chief guest of the day	
Х	Invite the best participant on stage as chief guest and ask him/her to share views and feedback about the	
	entire training day	
xi	Appreciate	

6.1 c	Topic: Quick Evaluation of the Day Duration: 10 minutes	Training techniques used: Chuff Charts - Group Activity
i	Ask for the quick evaluation of the day	
ii	Paste three faces on a chart with smiling, crying and average facial expression	
iii	Give the participants one minute to think	
iv	ask for their feedback to tick the relevant face on the chart	
V	Analyze their feedback	
vi	Explain if the day was participatory, enjoyable, helpful, adding knowledge, friendly etc.	
vii	Appreciate their feedback	
viii	Conclude the activity expressing best wishes for the next day of training	



Session 7: Concepts and Values

Learning objectives

By the end of the session, participants will be able to:

- Understand the purpose and narrative of Human Rights.
- Define how they can align their practices and values with Human Rights?
- Explain the Universal Declaration of Human Rights (UDHR)
- Clarify how UDHR can be applied to Reproductive Health matters

Session Plan

Sub topic #	Subtopic	Method	Time in minutes
7.1	What is 'well-being' in context of Human Rights?	Brainstorming, PowerPoint Presentation	10
7.2	Narrative of human rights	Brainstorming, PowerPoint Presentation	15
7.3	Case study on the violation of Human Rights	Case study, Brainstorming, PowerPoint Presentation	25
7.4	Aligning our values for Human Rights	PowerPoint presentation, group activity: application of UDHR in daily to day life	10
7.5	Understanding Universal Declaration of Human Rights (UDHR) in context of Reproductive Health	Brainstorming, PowerPoint Presentation, group activity: application of Human Rights to RH	25
		Total time	85

Handouts 🗾

Handout 7A: Case study on RH Handout 7B: Narrative of Human Rights Handout 7C: Application of Human Rights for RH

Material required

Power point slides, flipcharts, and permanent ink markers

Instructional Material for Young Trainer (IMYT)

IMYT 7.3: Instructions for case study on human rights violation IMYT 7.4: Analyzing the application of UDHR in day to day life IMYT 7.5: Application of Human Rights to RH

Advance preparation for trainer

As an advance preparation, review the IMYTs to get familiar with the activities

Aligning our Values for Human Rights

Write down about three persons you know of a different a) gender; b) ethnicity; c) ability/health

- status. Reflect on how they are different from you and in what ways are you both similar?
 - Read the UDHR and identify 2 rights from UDHR that you have and they don't and vice versa.
 - Is that ok or unfair?
 - Do you believe it should change? Why?





7.1 Topic: What is 'well-being' in context of human rights? Training techniques used: Brainstorming, PowerPoint presentation i. Open the session by stating that in order to understand human rights, we need to first understand the basic concept of 'well-being' ii Ask if the participants are aware of such concept?

lii	Listen to their views and thank them
iv	Explain that Well-Being means having a chance to be healthy and happy. Say that we all want to be safe and
	respected as well as want to have opportunities to grow up and to learn.
V	Present slide to elaborate it further

7.2	Topic: Narrative of Human Rights	Training techniques used:	
	Duration: 15 minutes	Brainstorming, PowerPoint presentation	
i.	Explain that Human Rights are the basic protection and every human being is entitled to having them. These rights are inalienable which mean they cannot be taken away from anyone.		
ii	Ask what are the basic human rights for a person to live as resp	ected citizen of any country	
iii	Write participants' responses on the flipchart and thank them		
iv	Link your response with that of participants by saying that basic human rights include the rights to: food and shelter; education; health care; civic participation and expression; equal treatment before the law; and treatment with respect and dignity.		
V	Inform that these are universal and are enshrined in the Universal Declaration of Human Rights (UDHR) which was formed in 1948 and has been agreed upon by most of the governments		
vi	Explain that human rights does not always translate into people's lived experiences and there are various reasons why they cannot enjoy such rights. Ask the question that why some people are not content with human rights?		
vii	Building upon participants responses, reflect that the most common reasons are societal values and social norms which keeps some people from enjoying these rights		
viii	Elaborate these two attributes (social norms and values) through slide		

7.3	Topic: Case study on the violation of Human Rights	Training techniques used: Case study,	
	Duration: 25 minutes	Brainstorming, PowerPoint presentation	
i.	Linking the topic with previous one, say that to fully understand what human rights are, it is also important to understand what their violations look like and identify where such practices take root in our society.		
ii	To understand human rights violations, tell the participants that they will be given a case study to read		
lii	Give handout 7A to every participant for reading the case study		
iv	Time allotted for reading the case study is ten minutes		
V	Consult IMYT 7.3 for instructions regarding the case study		



7.4	Topic: Aligning our values for Huma	n Rights	Training techniques used: Brainstorming,	
	Duration: 10 minutes		PowerPoint presentation, group activity	
i.		unimaginable diversity	beings. Explain that there are currently close to of histories, cultures, languages, geographies,	
ii	Say that we have seen this diversity work wonders for humanity in terms of advancements in science and technology through collaboration but it also often clashes with each other in destructive ways over ideas, lands and resources			
lii	Elaborate further about progress and los a universal human rights framework	sses of the twentieth ce	entury which brought forward the need to have	
iv	Ask if they are aware of the principles of			
V	After participants have answered, thank factors.		· ·	
vi	handout 7B to explain the points given in	n slide)	an rights framework relies upon. (Consult	
vii	observed UDHR in their day to day life		the extent to which the participants have	
viii	Consult IMYT 7.4 for instructions and pro			
іх	Encourage the reserved and shy particip	ants to fully participate	in activity without hesitation	
7.5	Topic: Understanding Universal Declaration of Human Rights (UDHR) in context of Reproductive Health	Training techniques Brainstorming, Pow presentation	PerPoint REFLECTION Do you think the reproductive rights discussed in the session apply to your	
	Duration: 25 minutes		life? Write down which rights in particular	
i.	Inform the participants that (UDHR) has 3 rights and can be applied to any and all a in the world. In context of RH, the Reproc frameworks that uphold these rights have application to the specific matters related reproduction.	spects of human lives a luctive Rights and the also been derived from	anywhere Do you feel like these rights are currently fulfilled or feel confident that	
ii	the International Covenant on Economic, Civil and Political Rights (ICCPR, 1966) C Women (CEDAW, 1979); Convention on	l in various legally-bindi Social and Cultural Rig Convention on the Elimi the Rights of the Child (ng agreements by the United Nations such as hts (ICESCR, 1966) International Covenant on nation of All Forms of Discrimination Against	
iii	health as 'a state of complete physical, m absence of disease but full satisfaction of	ental and social well-be women and men with t	r example, the ICPD defines reproductive sing' where well-being does not mean only an their reproductive health and ability to freely veen children and other reproductive functions	
iv	To see how the general human rights can be applied to RH matters, a group activity would be done			
V			e how they can be applicable to RH context	
vi 	Explain the instructions for conducting the			
vii	Ensure that activity ends within the given			
viii	the answers to activity which they have ju	ist done	e participants and explain that this handout ha	
х			RH as shown in table presented in the handounn in the presentations in the activity which the	





Session 8: Making the Case for RHR

Learning objectives

By the end of the session, participants will be able to:

- Understand the historical perspective of reproductive and sexual health rights
- Discuss the 2030 Agenda for Sustainable Development' or '2030 Agenda'
- Define three imperatives for RHR
- Explain how the Universal Declaration of Human Rights (UDHR)
- Clarify how UDHR can be applied to Reproductive Health matters

Session Plan

Sub topic #	Subtopic	Method	Time in minutes
8.1	ICPD 1994 – 2030 agenda	Brainstorming, PowerPoint Presentation	25
8.2	Three imperatives for RHR: Rights, demographics and development	Brainstorming, PowerPoint Presentation	15
8.3	Group activity on RH experience sharing	Group activity	25
	^	Total time	65

Handouts

Handout 8A: ICPD 1994 – 2030 Agenda Handout 8B: Young people and Reproductive Rights

Material required

Power point slides, flipcharts, and permanent ink markers and printouts of instructions for activity 8.4

Instructional Material for Young Trainer (IMYT)

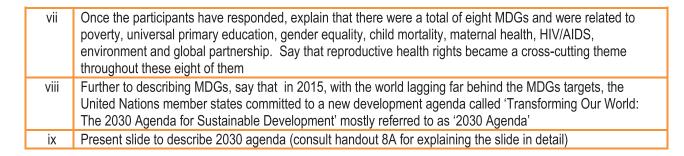
IMYT 8.4: instructions for RH experience sharing timeline activity

Advance preparation for trainer

Print the table format given in IMYT 8.4 which is to be used in RH experience sharing activity

			REFLECTION	
8.1	Topic: ICPD 1994 to 2030 agenda	Training techniques used: Brainstorming, PowerPoint	Were you born in 1990s?	
	Duration:25 minutes	presentation	Write the year you were born and draw a	
i	Start by saying that in the previous what is ICPD and its definition, in the developments which had taken agenda for 2030 asking the particip ICPD?	this session we will go through place post ICPD as well as RH	timeline of your life with respect to your puberty, curiosities, information sources, experiences of accessing and availing reproductive health information and services and/or your experience with relationships, gender and marriage etc.	
ii	Explain that ICPD made reproductive health and rights the cornerstone of population development. The years following ICPD, reproductive health policies were renewed and enacted in almost all countries. It was also the new mandate for United Nations Population Fund (UNFPA) worldwide through which countries were provided support by the UN agency to achieve their policy targets and progress.			
iii	Inform that immediately after ICPD, in 1995 Beijing Platform for Action further elaborated on reproductive health rights and devised targets for universal access by 2015			
iv	Ask if anyone has a knowledge about Beijing Platform for Action or Beijing's women conference.1995			
iv	Present slide to describe Beijing's women conference. (consult handout 8A for reference)			
V	Moving ahead with the historical perspective of RH, inform the participants that in 2000, the UN Millennium Development Goals (MDGs) were formulated which 191 member states of UN agreed to achieve by 2015			
vi	Ask participants if they have any knowledge about MDGs and their relevance to RH			





8.2	Topic: Three Imperatives for RHR: Rights, Development and Demographic	Training techniques used: Brainstorming, PowerPoint	
	Duration:15 minutes presentation,		
i	Describe that there are three imperatives of continued commitment of resources to reproductive health and rights agenda for the last 25 years. It is the single most universally crucial and deeply inter-linked set of rights to other aspects of human life and covers the life-cycle approach as they are relevant from birth to end-of-life for every human being on earth regardless of their spaces of origin, nationality, citizenship status, race, religion and gender etc.		
ii	Explain the first imperative and emphasize that every individual has a right to life, health and well-being. The rights imperative reinforces the twelve rights set out in the human rights instruments and conventions and rests on the fact that no individual should ever be denied their basic human rights. For example: It is the right of a girl child to be given equal attention, nutrition and opportunities as their male siblings and counterparts.		
iii	Describe the second imperative by saying that sustainable development in any area whether political, social, economic or environmental is dependent on human capital. Unless we invest in the well-being of all human beings, we will not be able to achieve significant development in any other areas. Human beings drive development and it is important that they are empowered to do so.		
iv	Explain that the third imperative is demographics.		
	Discuss that demographic dividend is a boost in economic productivity which occurs when there are growing numbers of people in the workforce relative to the number of dependents.		
v	Stress that investing in adolescent and young people - including preventing child marriages that may impede education and/or led to maternal mortality in young mothers - is a demographic dividend for countries that may be facing a large young population that will potentially be the driving force of the country in all aspects of life in a matter of few years.		

8.3	Topic: Group activity on RH experience sharing	Training techniques used:	
	Duration: 25 minutes	Group activity	
i.	Inform the participants that now they will be given an interesting activity which relates to their own life experiences related to RH		
ii	See IMYT 8.4 for instructions and details of the activity		
iii	During the activity, try to involve those participants who are hesitant to participate because of the nature of topic		
iv	Instruct the participants that they should keep in mind the social norms while discussing sensitive matters, and since it is a mix group, therefore everyone should be more careful not to offend anyone		
V	At the end of activity, ask the participants what were their thoughts when they were self – analyzing, do they thought that this information should be or should not be shared. What made them to share such personal details with the rest of group		
vi	Appreciate the experiences which participants have shared during the activity and thank them for their active participation		
vii	Conclude the activity and the session		



Session 9: Energizer - Find a Lie

Key Learning Objective

• To develop trust and understanding among the participants

Session Plan

Sub Topic #	Subtopic	Method	Time in minutes
9 a	Find a lie	Energizer	15 minutes
	-	Total time	15 minutes

Handouts

No handout required

Instructional Material for Trainer

IMYT 9.1: Energizer - Find a lie

Material required

No material required

Advance preparation for trainer

None

Number of participants required

At least ten

9 a	Energizer: Find a Lie	Training techniques used:
	Duration: 15 minutes	Group Activity
i	Explain that this energizer can also be done in pairs of two. In such case they need to think as a pair about truths and a lie	
ii	See IMYT 10.1 about instructions for conducting the energizer	
iii	Ask the participants about the purpose of this energizer once the activity is completed	
iv	Appreciate their feedback	
v	Explain the main purpose of the activity by saying that other than having fun we learned interesting facts about our colleagues some of which were a surprise to us and can aid in development of understanding among groups or teams	





Session 9.1: Closing of the Day and Quick Evaluation

Key Learning Objectives

By the end of this session, participants will be able to:

- Write cards for their mentees
- Provide name for the best participant of the day as per their individual perception
- Evaluate the day in a short time with some small activity

Session Plan

Sub Topic #	Subtopic	Method	Time in minutes
9.1 a	Meet your mentor Activity	Group Activity	10 Minutes
9.1 b	Best Participant Award and Closing Speech by the Nominated Best Participant	Discussion	10 Minutes
9.1 c	Quick Evaluation of the day	Activity	10 Minutes
	Total time		

Handouts 뒿

No handouts needed

Instructional Material for Trainer (IMT)

None

Material Required

Flipcharts, markers, flash cards, note pad

Advance Preparation for Trainer

Review the process for each sub activity of the session

9.1 a	Topic: Meet Your Mentor Exercise Duration: 10 minutes	Training techniques used: Activity Based Brainstorming
i	Refer to IMYT 1.6	
ii	Make them understand the activity with its obj	ectivity
iii	Tell them they have to write some piece of advice for their mentees without putting their name on the card	
iv	Tell them that the name of mentee will be written on the cards	
V	Read out loudly the cards and enjoy the comments by mentors it	
vi	Keep the name of mentee secret until the last day	
vii	Ask for help to place the cards the corner of training hall titling it "Meet your Mentor	



9.1 b	Topic: Best Participants Award Duration: 10 minutes	Training techniques used: Activity Based Brainstorming
i	Refer to IMYT 1.7	
ii	Explain and discuss the criteria for best partic	ipant
iii	Facilitate participants to memorize who the one who is the best participant of the day meeting the criteria on merit	
iv	Ask the participants to write down the name in a chit	
V	Collect folded chits from all the participants	
vi	Ask for help to open the chits and see the no of votes for different participants	
vii	Announce the names of the participants as per the no of votes and let the participant enjoy it	
viii	Announce the best participant along with the no of highest votes	
ix	Explain that the award for best participant is the s/he will be the chief guest of the day	
Х	Invite the best participant on stage as chief guest and ask him/her to share views and feedback about the entire training day	
xi	Appreciate participants	

9.1 c	Topic: Quick Evaluation of the Day Duration: 10 minutes	Training techniques used: Chuff charts - Group Activity
i	Ask for the quick evaluation of the day	
ii	Paste three faces on a chart with smiling, crying	ng and average facial expression
iii	Give the participants one minute to think	
iv	ask for their feedback to tick the relevant face on the chart	
V	Analyze their feedback	
vi	Explain if the day was participatory, enjoyable, helpful, adding knowledge, friendly etc.	
vii	Appreciate their feedback	
viii	Conclude the activity expressing best wishes	for the next day of training

Session 10: Pakistan's Commitments to SDGs

Key Learning Objective:

By the end of the session, participants will be able to:

- Describe the priority wise categorization of SDGs in Pakistan
- Reflect upon Pakistan's commitments to SDGs
- Explain Pakistan's reproductive health indicators, numbers, demographics and trends
- Discuss the national action plan and provincial policies
- Elaborate the National Education Policy with regards to LSBE
- Learn about the national legislation and relevant laws

Session Plan

Sub topic #	Subtopic	Method	Time in minutes
10.1	What are SDGs?	Short story, Power point presentation	30
10.2	Priority wise categorization of SDGs Pakistan	Brainstorming, Power point presentation	30
10.3	Pakistan's commitments to SDGs	Brainstorming, Power point presentation	30
10.4	Pakistan's Demographics, number, trends and reproductive health indicators	Case study, group work, Brainstorming, Power point presentation	40
10.5	National SDGs framework	Brainstorming, Power point presentation	20
10.6	National action plan on Population Control	Brainstorming, Power point presentation	30
10.7	Provincial Youth Policies	Brainstorming, Group work, Power point presentation	30
10.8	National Education Policy with regards to LSBE	Brainstorming, Group work, Power point presentation	30
10.9	National Legislation	Brainstorming, Group work, Power point presentation	40
	-	Total time	280

Handouts

Handout 10A – National SDGs Framework

Handout 10B - National Action Plan on Population Control

Handout 10C – Provincial Youth Policies

Handout 10D - National Education Policy with regards to LSBE

Handout 10E – National Legislation

Instructional Material for Trainer:

None

Material required:

Flipcharts, PowerPoint slides, permanent ink markers, multimedia



The Process

10.1	Topic: Introduction to SGDs	Training techniques used: Case study, brainstorming, PowerPoint	
	Duration: 30 minutes	presentation	
i	Start the session by telling the participants that in this session we will discuss SDGs. Ask what are SDGs and then explain that SDGs stands for Sustainability Development Goals		
ii	Facilitate a short case study related to SDG # 5 (see Trainer's key 10.1)		
iv	Explain that this short case study is from Ethiopia which describes a girl's struggle against a strange tradition which was followed by her community since time immortal		
V	Inform them that this case study relates to SDG # 5 i.e. gender equality and women empowerment		
vi	Explain that there are 17 SDGs which have been unanimously adopted by world leaders including Pakistan at the historic UN summit in Sept 2015, but came into force in Jan 2016		
vii	Inform the participants that Pakistan has adopted 15 SGDs and has left goal # 16 and 17		

10.2	Topic: Priority Wise Categorization of SDGs Pakistan Duration: 30 minutes	Training techniques used: Group activity, Brainstorming, PowerPoint
	Duration. 30 minutes	Presentation
i	To explain SDGs, play the following <i>Transitioning from the MDGs to the</i> S	SDGs by clicking the link below
	<u>From MDGs to Sustainable Develop</u> from 15 Years of Practice	<u>mentForAll:Lessons</u>
ii	Ask the participants what they have	learned from this video
iii	After participants have given their own opinion about the video	comments, briefly describe your
iv	Referring to the goals Pakistan has committed to, explain that the country's long-term development agenda, provincial development strategies and five-year plans are all aligned with the SDGs.	
V	Tell the participants that all tiers of government are actively participating in the implementation of SDGs	
vi	Explain that Pakistan has classified SDGs into three main categories according to need and priority	
vii	Enquire if they are aware of these categories	
viii	Present slide and discuss the SDGs and their sub categories	
xi	As the participants have become aware of the SDGs and Pakistan's achievements in this regard, therefore they will now work to prepare presentations regarding achievement of SDGs, goal three and five in their respective areas slide	
х	Give flipcharts to all the groups to make presentations	
xi	Give them ten minutes for group work	
xii	Invite the groups for presentation in order they have completed their wor to complete its group work)	
xiii	Provide comments at the end of eac	h presentation
xiv	Appreciate the group work done	

TRAINER'S KEY 10.1 Topic: Short case study on SDG # 5

This is a story of a girl named Hawa who is from Ethiopia. She belongs to a very conservative community that has many strange traditions which hey follow, religiously. One such tradition was female circumcision. a girl/woman could not marry without being circumcised. Hawa was one of the first persons to raise her voice against female genital mutilation and arranged marriage in her community. People in her community claimed that Hawa would die as witch because no one would marry her. According to their beliefs, if a woman did not marry, she would become a witch. With the mobilization efforts and trainings given by an NGO working on SDGs, people were able to realize that female genital mutilation was in fact very harmful to women's health and such practices should not be followed under any circumstances. Hawa got married to a person she liked. She and her husband were the pioneer change makers in their locality, where many young people followed their example.

Now every young man wants to marry an uncircumcised girl, whereas in the past the same men would not even dream of this. Now, Hawa has two children and she has managed to stay in school despite being a mother, with hopes to go to college in the near future.

United Nations, https://www.un.org/



Sit with your mother or mother-like/older person and interview them about their reproductive health journey - did she have a say in her marriage, choice in childbirth, access to healthcare, any experience with girl-child discrimination, experienced violence etc.? Did she ever reach out to someone for help in getting information or services? If you are not able to do this interview, please reflect and write why was that not possible for you or them?

, (first one to present be the first one



10.3	Topic: Pakistan's RH Commitments for Achieving SDG3 and ICPD	Training techniques used: Brainstorming, PowerPoint
	Duration: 30 minutes	Presentation
i	Explain that in contrast to Pakistan's experience regarding achievement of MDGs, the SDGs were adopted early on by following a bottom-up approach starting with localization plans, disaggregated data and above all, a strong political will and country ownership	
ii	Present slide to describe Pakistan's commitments to SDGs with reference to RH	
iii	Write SDG's Goal # 3 and 5 on the flipchart	

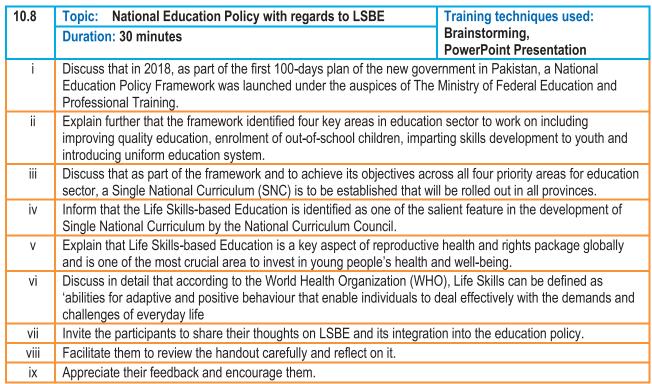
10.4	Topic: Pakistan's Demographics, number, trends and reproductive health indicators	Training techniques used: Brainstorming,
	Duration: 40 minutes	PowerPoint Presentation
i	Discuss the demographics of Pakistan, numbers and trends with regar	ds to reproductive health and rights
ii	Ask participants to see the handout with relevant information	
iii	Ask for the participants' feedback	
iv	Appreciate their contribution and encourage them to talk analytically with facts and figures	
V	Say that FPAP has stated Pakistan's reproductive health indicators for the years 2020	
vi	Present slide to describe these indicators	
vii	Consult handout 8A in advance for explanation of the slide	

10.5	Topic: National SDGs framework	Training techniques used: Brainstorming,	
	Duration: 20 minutes	PowerPoint Presentation	
i	Share the handout and ask participants to have a quick re	eview of the handout	
ii	Show the PPP about the national SDG framework		
iii	Explain that the Framework sets baselines and targets for SDG indicators and feeds into the SDGs' Monitoring and Evaluation Framework		
iv	Discuss that the framework is now guiding the provinces and federally administered areas to determine their development priorities, based on local needs.		
V	Inform that a dedicated SDGs Section has been formed at the federal level in the Ministry of Planning, Development & Special Initiatives (MoP&SI) to monitor and to coordinate as a national coordinating entity.		
vi	Give them ten minutes for a review and analytical talk in groups on the handout regarding the national SDGs framework.		
vii	Invite the groups for presentation in order they have completed their work, (first one to present be the first one to complete its group work)		
viii	Provide comments at the end of each group talk		
ix	Appreciate the group work done and go to the next session.		

10.6	Topic: National Action Plan on Population Control	Training techniques used:
	Duration: 30 minutes	Brainstorming, PowerPoint Presentation
i	Explain that the Ministry of National Health Services Regulation and Coordination devised a National Action Plan in line with the recommendations set forth by Council of Common Interest (CCI) and under the leadership of the Federal Task Force.	
ii	Discuss that the National Action Plan along with financial modalities and budget allocations serve as the new population policy that is adopted and implemented in all provinces.	
iii	Discuss in detail that the Action Plan spells out the actions required to implement each CCI Recommendation with timelines, budget, output / impact indicators as an evidence to the implementation.	
iv	Share the PPP about the aims of Action Plan	
V	Explain that the Action Plan touches upon other areas of reproductive health and rights such as legislations around child marriages, life-skills base education as well as counseling services for young people before marriages etc.	
vi	Ask for their opinion and feedback and assess their learning about the Action Plan.	
vii	Appreciate their learning and encourage them to participate actively.	
viii	Inform them about the handout to read out well.	
ix	Appreciate the group work done	

10.7	Topic: Provincial Youth Policies	Training Techniques Used:
	Duration: 30 minutes	Brainstorming, PowerPoint Presentation
i	Ask for participants' understanding about provincial youth policies	
ii	Encourage them to speak with confidence and appreciate their feedback	ck.
iii	Explain that Pakistan had a National Youth Policy developed in 2008, however, two years later due to the 18th Amendment, provincial authorities were to develop their local policies on youth in line with the priorities set in the national policy.	
iv	Discuss that in 2015, four years post-devolution, a National Forum on Provincial Youth Policies was held in which representatives of the four provinces (Punjab, Sindh, KP and Balochistan), Gilgit Baltistan, and Azad Jammu and Kashmir presented their youth policies and status.	
V	Inform that the youth policies of Punjab and Khyber Pakhtunkhwa have been approved in 2012 and 2016, respectively.	
vi	Explain that Sindh launched their youth policy in 2018 with renewed commitments with support from UNFPA and civil society organizations such as Bargad and Civil Society Support Programme.	
vii	Tell participants that unfortunately, Balochistan still have to draft a youth policy as the previously drafted policy in 2015 has been dismissed the same year by the government designated for youth affairs at the time.	
viii	Discuss that to fully operationalize policies in provinces, they must be integrated with other population policies and programs as well as seen as a crucial aspect of 2030 Agenda.	
ix	Ask participants to have a quick review of the handout on provincial policies	
х	Assign groups to have a quick review of the provincial policies and salient feature with critical analysis.	
xi	Invite groups for presentation and appreciate their work.	
xii	Discuss that Youth-led organizations and groups can play a crucial role in advocating and supporting with local governmental bodies and other civil society members to ensure such integration takes place and that youth policies are allocated the budget needed to address youth issues in the country.	





10.9	Topic: National Legislation	Training techniques used:	TRAINER'S
	Duration: 40 minutes	Brainstorming,	
		PowerPoint Presentation	Activity - 2
i	Brainstorm on the national legislati	on in Pakistan with regards to RHR.	
ii	Assess the level of knowledge and	appreciate the involvement of	Find out more about young people
	participants.		and reproductive health situation in your particular provinces by diving
iii	Discuss prominent aspects of the F	Protection Against Harassment of	deeper into the Situation Analysis of
	Women at the Workplace Act, 201	0	Reproductive Health of Adolescents
iv	Explain the Sexual Harassment Cr	iminal Law (Amendment) Act, 2010	and Youth in Pakistan compiled carried out by UNFPA in collaboration with
V	Discuss briefly about the Preventic	n of Anti-Women Practices Criminal	Population Council. Write a brief on how
	Law (Third Amendment) Act, 2011		much you can relate to young people's
vi	Tell briefly about the Domestic Viol	ence (Prevention and Protection)	experiences of their reproductive health
	Act, 2012		
vii	Explain briefly about the Reproductive Healthcare and Rights Act 2013		
viii	Discuss briefly about the Honor Crimes Criminal Law (Amendment) Act, 2016		
ix	Tell briefly about the Transgender Persons (Protection of Rights) Act, 2018		
х	Discuss briefly about the Child Mar	riages Restraint (Amendment) Bill, 201	19
xi	Ask participants to sit in groups an	d carry out fish bowl exercise to review	all the above discuss laws
xii	Collect their feedback and assess	their learning	
xiii	Share the required information if any necessary information is missing		
xiv	Appreciate their work		
XV	Ask for any local example from their native town where these laws were applicable but since people weren't		
	aware of these laws, they remained	•	
xvi	Encourage participants to keep updating their knowledge and spread it in their circle to have a strong civil		their circle to have a strong civil
	society.		
xvii	Express good luck to the participar	nts and close the session.	



Session 11: Energizer - Big Fish, Small Fish

Key Learning Objectives

By the end of this activity, participants will be able to:

Regain their level of lost energy and will be in joyful mood

Session Plan

Sequence	Subtopic	Method	Time in minutes
11 a	Big fish, small fish	Energizer	15 minutes
		Total time	15 minutes

Handout

No handout required

Instruction Material for Young Trainer-IMYT IMYT 11.1: Big fish, small fish

Material required

No material required

Number of participants required

25

11 a	Topic: Energizer – Big fish, Small Fish	
	Duration: 10 minutes	
i	Refer to IMYT 14.1 for instructions and conduct of the activity	
ii	Give a demonstration of the game by playing it with one participant	
iii	Inform participants that they have to play the game in the same manner as demonstrated by you	
iv	Change the position of last two or three participants (who keep doing their best)	
V	Conclude the activity when one player is left who will be the winner	
vi	Explain the objectives of activity and then conclude the activity	





Session 11.1: Closing of the Day and Quick Evaluation

Key Learning Objectives

By the end of this session, participants will be able to:

- Write cards for their mentees
- Provide name for the best participant of the day as per their individual perception
- Evaluate the day in a short time with some small activity

Session Plan

Sub Topic #	Subtopic	Method	Time in minutes
11.1 a	Meet your mentor Activity	Group Activity	10 Minutes
	Best Participant Award and Closing Speech by the Nominated Best Participant	Discussion	10 Minutes
11.1 c	Quick Evaluation of the day	Activity	10 Minutes
		Total time	30 minutes

Handouts

No handouts needed

Instructional Material for Trainer (IMT)

None

Material Required

Flipcharts, markers, flash cards, note pad

Advance Preparation for Trainer

Review the process for each sub activity of the session

11.1 a	Topic: Meet Your Mentor Exercise	Training techniques used: Activity Based Brainstorming
	Duration: 10 minutes	
i	Refer to IMT 1.6	
ii	Make them understand the activity with its objectivity	
iii	Tell them they have to write some piece of advice for their mentees without putting their name on the card	
iv	Tell them that the name of mentee will be written on the cards	
V	Read out loudly the cards and enjoy the comments by mentors it	
vi	Keep the name of mentee secret until the last day	
vii	Ask for help to place the cards the corner of training hall titling it "Meet your Mentor	

Topic: Best Participants Award	Training techniques used: Activity Based Brainstorming
Duration: 10 minutes	
Refer to IMT 1.7	
Explain and discuss the criteria for best partici	pant
Facilitate participants to memorize who the o	ne who is the best participant of the day meeting the criteria on
merit	
Ask the participants to write down the name in a chit	
Collect folded chits from all the participants	
Ask for help to open the chits and see the no o	of votes for different participants
Announce the names of the participants as pe	r the no of votes and let the participant enjoy it
R F n A C A	efer to IMT 1.7 xplain and discuss the criteria for best partici acilitate participants to memorize who the o herit sk the participants to write down the name in collect folded chits from all the participants sk for help to open the chits and see the no o







viii	Announce the best participant along with the no of highest votes
ix	Explain that the award for best participant is the s/he will be the chief guest of the day
Х	Invite the best participant on stage as chief guest and ask him/her to share views and feedback about the entire training day
xi	Appreciate The participants

11.1 c	Topic: Quick Evaluation of the Day Duration: 10 minutes	Training techniques used: Chuff charts - Group Activity
i	Ask for the quick evaluation of the day	
ii	Paste three faces on a chart with smiling, crying and average facial expression	
iii	Give the participants one minute to think	
iv	ask for their feedback to tick the relevant face on the chart	
V	Analyze their feedback	
vi	Explain if the day was participatory, enjoyable, helpful, adding knowledge, friendly etc.	
vii	Appreciate their feedback	
viii	Conclude the activity expressing best wishes for the next day of training	

Session 12: Communication Skills for RH Leader

Key learning objectives

By the end of this session, participants will be able to:

- Explain what is communication and its different types
- Identify situations which can create barriers to effective communication
- Give clear, precise and timely instructions to subordinates/colleagues for getting desired work/activities done

Session Plan

Sequence	Subtopic	Method	Time in minutes
12.0	Review of the Previous Day	Discussions, Group Activity	30
12.1	What is communication and its types	Brainstorming, presentation	10
12.2	Importance of communication	Group activity - Back to back communication	40
12.3	Barriers in communication	Group activity - no communication, Power Point Presentation	20
12.4	Communication at work place	Video, group discussion, Power Point Presentation	20
		Total Time	120

Handouts

Handout 12A: Overcoming barriers to communication at work place

Material required

Flipcharts, markers, Power point slide

Instructional Material for Young Trainer (IMYT)

IMYT 12.2: Back to back communication IMYT 12.3: No communication!

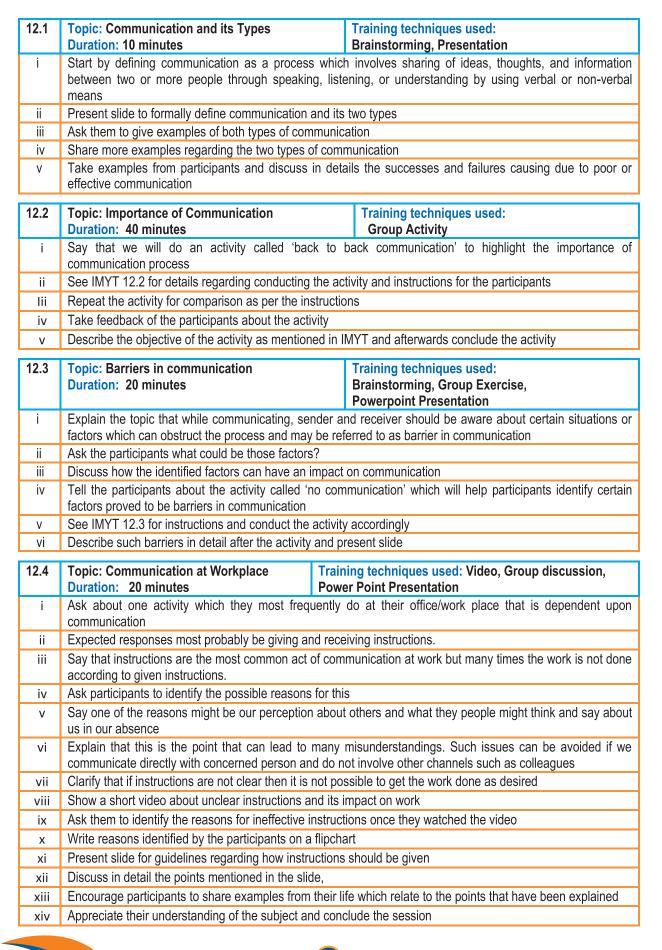
Advance preparation

- Five to six digital pictures that show different situations related to barriers in communication
- · Arrange a short video about unclear instructions and their impact at workplace

12.0	Topic: Review of the Previous Day	
	Duration: 30 minutes	
i.	Start the session by inviting Group for the review of previous day	
ii	Ask the participants to present a recap of previous day	
lii	Analyze the participants' reflection of previous day and engage them to share valuable insights	
iv	Encourage the group for creative demonstration of review methodology	
۷	Thank and compliment the group for presenting the review	
vi	Guide the next group for the review activity of the next day	









Session 13: Life Skills for Developing Positive Reproductive Health Behaviors

Key Learning Objectives

By the end of this session, participants will be able to:

- Understand what are essential life skills
- Explain how life skills can be beneficial for RH
- Define the core life skills (assertiveness, interpersonal relationships, problem solving, decision making, peer resistance and conflict resolution)

Session plan

Sequence	Subtopic	Method	Time in minutes
13.1	What are life skills	Lecture, Brainstorming, PPP	15
13.2	Core life skills and reproductive health	Brainstorming, PPP	15
13.3	Assertiveness	Brainstorming, story reading	15
13.4	Interpersonal relationship	Group discussion, brainstorming	15
13.5	Problem solving skills	Brainstorming, group activity	35
13.6	Decision making skills	Brainstorming, group discussion	10
13.7	Peer resistance	Brainstorming, group discussion	10
13.8	Conflict resolution	Brainstorming, group discussion	15
13.9	Practicing the application of life skills	Story reading, group discussion	20
	-	Total Time	150

Handouts

Handout 13A: Life skills in developing positive reproductive behaviors

Material required

Flipcharts, markers, Power Point Presentation, handouts

Instructional Material for Young Trainer (IMYT)

IMYT 13.5: Margolis wheel - a way to solve problems together

IMYT 13.10: Story of Sara and Ahmed

Advance preparation

Print the copies of short story Sara and Ahmed

Topic: What are life skills Duration: 15 minutes	Training techniques used: Lecture, Brainstorming, PowerPoint Presentation	
Ask participants about their understanding of life skills	3	
Explain that these skills have been defined differently by different organizations. According to WHO these skills are the abilities for adaptive and positive behavior which enable individuals to deal effectively with the demands and challenges of everyday life		
Present slide to describe the definition of soft skills		
13.2 Topic: Benefits of Reproductive Health Life Skills Training techniques used:		
Duration: 15 minutes	Brainstorming, Group Discussion, PPP	
Say that life skills are young persons' abilities or competences which help them in making informed decisions regarding RH, people		
Ask what can be the main benefits of life skills in context of RH for young people		
Brainstorm with participants about the benefits of RH I	life skills for youth	
	Duration: 15 minutes Ask participants about their understanding of life skills Explain that these skills have been defined differently are the abilities for adaptive and positive behavior wh and challenges of everyday life Present slide to describe the definition of soft skills Topic: Benefits of Reproductive Health Life Skills Duration: 15 minutes Say that life skills are young persons' abilities or com regarding RH, people Ask what can be the main benefits of life skills in cont	



iv	Listen to their opinion and appreciate their feedback
٧	Present slide for describing the benefits of RH life skills

13.3	Topic: Assertiveness Duration: 15 minutes	Training techniques used: Brainstorming,	TRAINER'S KEY 19.3 Tapic
i	Show a picture given in trainer's key 13.3	on multimedia	KEY 19.3 Topic: Assertiveness
ii	Explain different styles of leadership show	Explain different styles of leadership shown here	
iii	Ask what comes to their mind about each	of the three pictures	
	Collect their opinion and appreciate their l	knowledge	
iv	Explain that this is assertiveness which is the ability or competence to express one's feelings, needs or desires openly and directly but in a respectful manner		🔆 🕴 🕺
V	· · ·	plain further to it that an assertive person maintains a suitable balance tween being passive and being aggressive.	
vi	Explain that such a person not only convert others as well	eys his/her message but also listen to	
vii	Ask what kind of abilities should be present in a person to be assertive, and do th abilities?		hey themselves have such
vii	Write the responses on the flipchart		
viii	Share slide to present some other examp	les related to assertiveness	

13.4	Topic: Interpersonal Relationship Duration: 15 minutes	Training techniques used: Group discussion, Brainstorming,
i		to-one relationships with those they love and are committed to them and it is and respectful relationships that our sexuality can be expressed in a healthy
ii	 Ask if anyone has experienced this kind of relationship or any young person they know who has this one to or relationship? Tell that this sort of one to one relationship depends upon certain factors such as faithfulness, trust, willingness and commitment to friendship 	
iii		

13.5	Topic: Problem Solving Skills Duration: 35 minutes	Training techniques used: Brainstorming, Group Activity	TRAINER'S	
i	are big and some are smaller ones a	rries and problems in their life, some and as we move on in life, we learn to sitively with problems that we cannot	KEY 13.5 Topic: Examples of RH related instances in which youth has to u their problem-solving abilities	
ii	Say that problem solving is the abilit solutions to difficult or challenging si accomplish this through practice to r		 What to do when faced with an unwanted pregnancy, etc. How to access appropriate here 	
iii	Ask why RH related issues require p people	problem solving ability for young	services Identifying where to go for addition 	
iv	Use some of the examples given in	trainer's key 13.5	RH information. • What to do when your partner do	
V	Discuss the activity related to proble	m solving called Margolis wheel	not want to use contraception birth spacing.	
vi	See IMYT 13.6 for instructions regar	ding the activity	• What to do if you, or someone y	
vii	Conduct the activity and collect their	feedback	know, are in an abusive relationsh	

related outh has to use abilities

- ed with an STI, etc.
- ropriate health
- o for additional
- ur partner does ntraception for
- someone you ive relationship

	Topic: Decision Making Skills Duration: 10 minutes	Training techniqu Brainstorming, (Discussion		TRAINER'S KEY 13.6 Topic: Examples		
i	Say that as we grow up we are frequently confronted with making decisions. Some are small while other are big decisions to make, and when we have to make decisions about friendships and sexuality, we have to decide about them very carefully as these can have a substantial effect on our life.			 of youth's decision making in RH The ability to make decisions when faced with various alternatives, e.g. to say, "No, I don't want to have sex" or "Yes, I do want to have sex", 		
ii	making decisions. We feel like doing	Take it further, explain that our feelings have a greater role to play in making decisions. We feel like doing something and decide to do it, sometimes it works fine but in other instances it can have serious repercussions on our life.				
iii	Ask participants to share any exampl	es related to decisio	n making for RH	partner.		
iv	Thank the participants for their respo be many situations, use examples give			 To decide to avoid high risk activities, such as drugs To decide to visit a health clinic to be tested for STIs 		
13.7	Topic: Peer resistance Duration: 10 minutes		Training technique Brainstorming, C	ues used: Group discussion		
i	Ask what comes to their mind heari	ng the word peer re	sistance			
ii	Explain peer resistance as the abili want a young person to do and at the may threaten to expel him from frier	he same time he sho	ould not feel oblige			
iii		Facilitate the participants to discuss their experience of working in RH the instances in which youth generally gives up because of peer resistance and indulges in unsafe activities				
iv			Generate discussion on identified points			
	Could be the figure falls about DLL abilitie	a in maniation manua		le the fellouing		
V	Say that if we talk about RH, abilitie - Convince peers to have th - Tell them to refuse alcoho - Refuse having sex with frie	eir own beliefs abou I or drugs	It proving them to b	be a man		
13.8	Convince peers to have th Tell them to refuse alcoho Refuse having sex with frie Topic: Conflict resolution Duration: 15 minutes	eir own beliefs abou I or drugs	It proving them to b			
13.8 i	 Convince peers to have th Tell them to refuse alcoho Refuse having sex with friener Topic: Conflict resolution Duration: 15 minutes Ask when does a conflict occur? 	eir own beliefs abou l or drugs ends	It proving them to b Training technic Discussion, Pov	oe a man ques used: Brainstorming, Group verpoint Presentation		
13.8 i ii	 Convince peers to have th Tell them to refuse alcoho Refuse having sex with friend Topic: Conflict resolution Duration: 15 minutes Ask when does a conflict occur? Relate the participants' responses different views on a situation and other 	eir own beliefs abou l or drugs ends and say that conflic cannot have consen	Training technic Discussion, Pov thappens when a sus	pe a man gues used: Brainstorming, Group verpoint Presentation person or group of persons have		
13.8 i	 Convince peers to have th Tell them to refuse alcoho Refuse having sex with frie Topic: Conflict resolution Duration: 15 minutes Ask when does a conflict occur? Relate the participants' responses different views on a situation and o Explain that conflict can become p develop better understanding about 	eir own beliefs abou l or drugs ends and say that conflic cannot have consen- positive when throug ut different point of v	Training technic Discussion, Pov thappens when a sus h disagreement, dis views and learn to a	pe a man gues used: Brainstorming, Group verpoint Presentation person or group of persons have scussion and meditation, people can accept them		
13.8 i ii	 Convince peers to have th Tell them to refuse alcoho Refuse having sex with frie Topic: Conflict resolution Duration: 15 minutes Ask when does a conflict occur? Relate the participants' responses different views on a situation and o Explain that conflict can become p develop better understanding about 	eir own beliefs abou l or drugs ends and say that conflic cannot have consen- ositive when throug ut different point of v cators, they should	Training technic Discussion, Pov thappens when a sus h disagreement, dis views and learn to a	pe a man ques used: Brainstorming, Group verpoint Presentation person or group of persons have scussion and meditation, people can		
13.8 i ii iii iv	 Convince peers to have th Tell them to refuse alcoho Refuse having sex with frie Topic: Conflict resolution Duration: 15 minutes Ask when does a conflict occur? Relate the participants' responses different views on a situation and of Explain that conflict can become predevelop better understanding about Encourage them as being RH edu social change in their communities Ask how can conflicts be resolved 	eir own beliefs abou l or drugs ends and say that conflic cannot have consen- ositive when throug ut different point of v cators, they should l s generally	Training technic Discussion, Pov thappens when a sus h disagreement, dis riews and learn to a help to use conflict	pe a man gues used: Brainstorming, Group verpoint Presentation person or group of persons have scussion and meditation, people can accept them		
13.8 i ii iii iv	 Convince peers to have th Tell them to refuse alcoho Refuse having sex with frie Topic: Conflict resolution Duration: 15 minutes Ask when does a conflict occur? Relate the participants' responses different views on a situation and of Explain that conflict can become p develop better understanding about Encourage them as being RH edu social change in their communities 	eir own beliefs abou l or drugs ends and say that conflic cannot have consen- ositive when throug ut different point of v cators, they should l s generally	Training technic Discussion, Pov thappens when a sus h disagreement, dis riews and learn to a help to use conflict	pe a man gues used: Brainstorming, Group verpoint Presentation person or group of persons have scussion and meditation, people can accept them		
13.8 i ii iii iv v	 Convince peers to have th Tell them to refuse alcoho Refuse having sex with frie Topic: Conflict resolution Duration: 15 minutes Ask when does a conflict occur? Relate the participants' responses different views on a situation and of Explain that conflict can become predevelop better understanding about Encourage them as being RH edu social change in their communities Ask how can conflicts be resolved 	eir own beliefs abou l or drugs ends and say that conflic cannot have consen- ositive when throug ut different point of v cators, they should l s generally nple steps for resolv	Training technic Discussion, Pov thappens when a sus h disagreement, dis iews and learn to a help to use conflict ing conflict Training technic	pues used: Brainstorming, Group werpoint Presentation person or group of persons have scussion and meditation, people can accept them in a good way to bring about positive		
13.8 i ii iii iv v v	 Convince peers to have the Tell them to refuse alcoho Refuse having sex with friend the term of the term of the term of term of terms of the term of terms of	eir own beliefs abou l or drugs ends and say that conflic cannot have consen- ositive when throug ut different point of v cators, they should l generally nple steps for resolv cion of Life Skills	Training technic Discussion, Pov thappens when a sus h disagreement, dis riews and learn to a help to use conflict ing conflict Training technic Story Reading.	person or group of persons have scussion and meditation, people can accept them in a good way to bring about positive		
13.8 i ii iv v vi 13.9	 Convince peers to have the Tell them to refuse alcoho Refuse having sex with friend the term of the term of the term of term of terms of the term of terms of	eir own beliefs abou l or drugs ends and say that conflic cannot have consen- positive when throug ut different point of v cators, they should l generally nple steps for resolv cion of Life Skills on will discuss how	It proving them to be Training technic Discussion, Pov It happens when a sus h disagreement, dis riews and learn to a help to use conflict ing conflict Training technic Story Reading different life skills c	pe a man ques used: Brainstorming, Group verpoint Presentation person or group of persons have scussion and meditation, people can accept them in a good way to bring about positive in a good way to bring about positive ques used: , Group Discussion an be practically applied in real life		
13.8 i ii iii iv v vi 13.9 i	Convince peers to have th Tell them to refuse alcoho Refuse having sex with frie Topic: Conflict resolution Duration: 15 minutes Ask when does a conflict occur? Relate the participants' responses different views on a situation and o Explain that conflict can become p develop better understanding about Encourage them as being RH edu social change in their communities Ask how can conflicts be resolved Present slide to describe some sim Topic: Practicing the Applicate Duration: 20 minutes Say that the last part of the sessi Explain the short case study whice Distribute the printout of the story	eir own beliefs abou l or drugs ends and say that conflic cannot have consen- ositive when throug ut different point of v cators, they should l generally nple steps for resolv ion of Life Skills on will discuss how ch relates to the app of or reading	t proving them to b Training technic Discussion, Pov t happens when a sus h disagreement, dis- riews and learn to a help to use conflict Training technic Story Reading different life skills c lication of life skills	person or group of persons have scussion and meditation, people can accept them in a good way to bring about positive ques used: , Group Discussion can be practically applied in real life in context of RH scenario		
13.8 i ii iv iv v vi 13.9 i	 Convince peers to have th Tell them to refuse alcoho Refuse having sex with frie Topic: Conflict resolution Duration: 15 minutes Ask when does a conflict occur? Relate the participants' responses different views on a situation and of Explain that conflict can become predevelop better understanding about Encourage them as being RH edutes Social change in their communities Ask how can conflicts be resolved Present slide to describe some sime Topic: Practicing the Applicate Duration: 20 minutes Say that the last part of the session Explain that after reading the story 	eir own beliefs abou l or drugs ends and say that conflic cannot have consen- positive when throug ut different point of v cators, they should l s generally nple steps for resolv cion of Life Skills on will discuss how ch relates to the app of for reading ry we will have discu	It proving them to be Training technic Discussion, Pow It happens when a sus h disagreement, dis riews and learn to a help to use conflict Ing conflict Training technic Story Reading different life skills c lication of life skills	pe a man ques used: Brainstorming, Group verpoint Presentation person or group of persons have scussion and meditation, people can accept them in a good way to bring about positive ques used: , Group Discussion an be practically applied in real life in context of RH scenario ions given at its end		
13.8 i ii iii iv v vi 13.9 i ii iii	Convince peers to have th Tell them to refuse alcoho Refuse having sex with frie Topic: Conflict resolution Duration: 15 minutes Ask when does a conflict occur? Relate the participants' responses different views on a situation and o Explain that conflict can become p develop better understanding about Encourage them as being RH edu social change in their communities Ask how can conflicts be resolved Present slide to describe some sir Topic: Practicing the Applicat Duration: 20 minutes Say that the last part of the sessi Explain that after reading the story Explain that after reading the story	eir own beliefs abou l or drugs ends and say that conflic cannot have consen- ositive when throug ut different point of v cators, they should l generally nple steps for resolv cion of Life Skills on will discuss how ch relates to the app of for reading by we will have discu- their answers, and	Training technic Discussion, Pov thappens when a sus h disagreement, dis riews and learn to a help to use conflict Training technic Story Reading different life skills c lication of life skills	pe a man ques used: Brainstorming, Group verpoint Presentation person or group of persons have scussion and meditation, people can accept them in a good way to bring about positive ques used: , Group Discussion an be practically applied in real life in context of RH scenario ions given at its end		





Session 14: Leadership for Reproductive Health (RH)

Key Learning Objectives

By the end of this session, participants will be able to:

- Express their own style of leadership
- Understand and define the leadership
- Identify the characteristics of RH leader
- Define different styles of leadership

Session Plan

Sequence	Subtopic	Method	Time in minutes
14.1	Defining leadership	Group activity: Personal definition of Leadership, brainstorming, power point presentation	40
14.2	Who is a RH leader	Visualization, brainstorming, power point presentation	35
14.3	Different styles of leadership	Group discussion, power point presentation, group activity – leadership styles	45
		Total Time	120

Handouts

- Handout 14A: Leadership traits
- Handout 14B: Different styles of leadership
- Handout 14C: Instruction for activity leadership styles

Material required

Flipcharts, markers, Power point presentation

Instructional Material for Young Trainer (IMYT)

- IMYT 14.1 Personal definition of leadership
- IMYT 14.3– Leadership styles

Advance preparation

- For activity 14.1, select (around 20) pictures of different personalities who are leaders in their own fields. Glue the pictures on flash cards separately. Cards should be cut into 3-inch x 3-inch size. Pictures of leaders are given in IMYT 14.1. However, trainer can modify the pictures by adding new ones
- Make copies of the handout 14C
- Get the power point slides ready and in sequence

14.1	Topic: Defining leadership Duration: 40 minutes	Training techniques used: Group activity, Brainstorming, Power Point Presentation	
i	Open the session by placing picture flashcards on t	ne table,	
ii	Say that the session will start with an activity called	'personal definition of leadership'	
	Consult IMYT 14.1 for instructions to do this activity		
iii	iii Conduct the activity as per the instructions given in IMYT 14.1		
lv			
	Ask the participants to comment on it		
۷	Define the concept of leadership by presenting slide afterwards Take questions from the participants and respond to them politely		
V			



14.2	Topic: Who is a RH leader Duration: 35 minutes	Training techniques used: Visualization, Brainstorming, Presentation,
i		and visualize what their ideal RH leader is doing such as helping others,
	mobilizing community etc.	
ii	Tell them to feel relaxed and then vis	ualize
iii	Give them 5 minutes for visualization	
iv	Ask the participants what have they	visualized and reason for visualizing that way
۷	List their responses on flipchart	
vi		
vii	Explain that this means that their RH leaders should also possess the skills of a leader who they like personally	
viii	Say that we have identified some characteristics so now the session would cover the remaining ones	
ix	Present slide to explain various chara	acteristics of a RH leader
Х	Explain it with the help of handout 18	B in advance

14.3	Topic: Different Styles Of Leadership Duration: 45 minutes	Training techniques used: Group activity, Brainstorming, Group discussion
i	i Move to the next topic - styles of different leadership	
ii	 ii Explain that there are different styles of leadership which can help aspiring young leaders to select leadership style that matches closely with their own personality. Ask them to give example of any s leader iii Explain that a person intentionally or unintentionally use various leadership styles that will be discussed r and understanding them can help us develop and adapt our own leadership style to become an effect leader. 	
iii		
iv	Present slide to define various styles of leadership and	explain it
V	Say that them about the planned activity of the sessior	related to different leadership styles.
vi		
vii		
viii	Ask for participants' feedback about the activity	
iv	Appreciate participants for their participation and do a	quick recap of the session



Session 15: Energizer 7up game

Key Learning Objective

To recognize the importance of nonverbal communication in doing things as per instructions

Session Overview

Sequence	Subtopic	Method	Time in minutes
15a	7up game	Energizer	15 minutes
		Total time	15 minutes

Handouts

No handout required

Instructional Material for Trainer

IMYT 15.1: Energizer - 7up game

Material required

No material required

Advance preparation for trainer

Review the IMYT 15.1

Number of participants required

At least ten

15a	Topic: Energizer: 7 – up game Duration: 10 minutes	Training techniques used: Group Activity
i	Refer to IMYT 15.1 for details to conduct the	activity
ii	Invite participants to come into the center of	
iii	Give them instructions regarding the activity	
iv	Ask the participants of the game as well as audience about their opinion regarding the purpose behind this activity besides having fun when the activity is completed	
V	Compliment participants 'answers explaining that the main purpose of the activity was to understand the nor verbal communication and act accordingly because nobody was allowed to speak and it was through han gestures that they have to convey their messages and thoughts	
vi		





Session 15.1: Closing of the Day and Quick Evaluation

Key Learning Objectives

By the end of this session, participants will be able to:

- Write cards for their mentees
- Provide name for the best participant of the day as per their individual perception
- Evaluate the day in a short time with some small activity

Session Plan

	Sub Topic # Subtopic		Method	Time in minutes
ľ	15.1 a Meet your mentor Activity		Group Activity	10 Minutes
		Best Participant Award and Closing Speech by the Nominated Best Participant	Discussion	10 Minutes
ľ	15.1 c Quick Evaluation of the day		Activity	10 Minutes
	Total time			30 minutes

Handouts 🛃

No handouts needed

Instructional Material for Trainer (IMT)

None

Material Required

Flipcharts, markers, flash cards, note pad

Advance Preparation for Trainer

Review the process for each sub activity of the session

The process

15.1 a	Topic: Meet Your Mentor Exercise Duration: 10 minutes	Training techniques used: Activity Based Brainstorming	
i	Refer to IMT 1.6		
ii	Make them understand the activity with its obj	ectivity	
iii	Tell them they have to write some piece of ad	vice for their mentees without putting their name on the card	
iv	Tell them that the name of mentee will be written on the cards		
V	Read out loudly the cards and enjoy the comments by mentors it		
vi	Keep the name of mentee secret until the last day		
vii	Ask for help to place the cards the corner of training hall titling it "Meet your Mentor		
15.1 b	Topic: Best Participants Award	Training techniques used: Activity Based Brainstorming	
10.1 0	Duration: 10 minutes	Training teeninques used. Activity based brainstorning	
i	Refer to IMT 1.7		
ii	Explain and discuss the criteria for best participant		
iii	Facilitate participants to memorize who the one who is the best participant of the day meeting the criteria on		

 iv
 Ask the participants to write down the name in a chit

 v
 Collect folded chits from all the participants

 vi
 Ask for help to open the chits and see the no of votes for different participants

 vii
 Announce the names of the participants as per the no of votes and let the participant enjoy it







viii	Announce the best participant along with the no of highest votes
ix	Explain that the award for best participant is the s/he will be the chief guest of the day
х	Invite the best participant on stage as chief guest and ask him/her to share views and feedback about the entire training day
xi	Appreciate the participants

15.1 c	Topic: Quick Evaluation of the Day Duration: 10 minutes	Training techniques used: Chuff charts - Group Activity
i	Ask for the quick evaluation of the day putting a comment card in a basket	
ii	Give the participants one minute to think	
iii	Collect their comments	
iv	Analyze and discuss in detail	
V	Explain if the day was participatory, enjoyable, helpful, adding knowledge, friendly etc.	
vi	Appreciate their feedback	
vii	Conclude the activity expressing best wishes	for the next day of training



Session 16: Working Towards Change?

Key Learning Objective:

By the end of this session, participants will be able to:

- develop understanding about Three areas of work, awareness rising, Advocacy, community engagement
- Reflect upon principles and core values of partnership and basics of working in partnership
- Discuss the areas of engagement with regards to reproductive health and rights focusing on youth and adolescents.

Session Overview

Sequence	Subtopic	Method	Time in minutes
16.1	Three areas of work, awareness rising, Advocacy, community engagement		
16.2	Working in partnership: Why to form partnership? And why it is important?	Activity: lose to win, Power point presentation, group discussion	30
16.3	16.3 What are the principles and core values Power point presentation of partnership		30
16.4	Multi-sectoral Partnerships, Private Sector Partnerships, Innovative Partnerships	Power point presentation, group activity: finding a partner	30
16.5	Areas of Engagement i) Live skills based education LSB ii) Legislation on GBV iii) Quality and Youth Friendly services	Activity: Which way is Wright, Power point presentation, group activity: finding a partner	100
	-	Total time	280

Handouts:

Handout 16A: Three Areas of Work Handout 16B: Working in Partnerships Handout 16C: Areas of Engagement Handout 16D: Principles and Values

Instructional Material for Trainer:

- IMYT 16.1: Lose to win,
- IMYT 16.2: Group work
- IMYT 16.3: Finding a partner,
- IMYT 16.4: Common and unique,
- IMYT 16.5: Which way is Wright

Material Required:

Flipcharts, black permanent ink markers, multimedia, handout 12.2





The Process:

16.1	Topic: Three areas of work, awareness rising, Advocacy, community engagement	Training techniques used: Activity, Brainstorming, Presentation,
	Duration: 90 minutes	
i	Start the session by explaining that yo to the success of any initiatives, p devised in this regard.	programs and policies
ii	Explain that the young people are ofter involved in reproductive health and righ may feel that they do not have enough experience on these issues.	its related work as they
iii	Ask for the participants' opinion if involved in any programe and v experience?	they ever have been vhat has been their
iv	Encourage their feedback and ask for high level participation by the young pe	
v	Refer to the feedback of participants, e is just a matter of paying attention to yo	
vi	Tell them that it also refers to the peers, observing those in your communities that are marginalized, challenging your beliefs and biases and finding a way to integrate them into a vision for change in your life, and that of your peers and your community.	
vii	Discuss that this initiative can be a good starting point that will open curiosities and opportunities to find more from experts in the field - such as the resources compiled in the training module provided to the participants, are full of creative and positive ways of working towards a change from the best in the field of reproductive health and rights	
viii	Do share some example from the more for a quick review by the participants a cascade training.	nd how to use it for the
ix	Ask participants to work in group for the three areas of engagement separately to have full-fledged discourse of each area of work; awareness rising, Advocacy, community engagement	
х	Refer to the IMYT 16.2 for the group ac	tivity
xi	Give enough time to participants to work as per the guidelines provided in IMYT	
xii	Facilitate groups to work with confid experience and knowledge.	ence and their lived -
xiii	Invite them for presentation one by one	
xiv	Appreciate their work and share your thoughts on the presentations	
xv	Go to the next topic.	

Guide for Group Work on Awareness Rising

There are a number of ways in which you can engage in BCC in your communities around reproductive health and rights of young people. Activities can include the development and dissemination of posters, flyers, leaflets, brochures, booklets, radio broadcasts, TV spots, dramas, and theatre etc. To develop effective BCC activities, here are some useful tips:

- · ensure your information is factual
- use media and technology e.g. social media
- be creative with your messaging and delivery (e.g. using arts and theatre)
- · speak collectively with other young people
- speak from your lived experience
- speak as part of the community, do not separate yourself
- Use popular role models

Guide for Group Work on Community Engagement

Some important things to keep in mind for community engagement include:

- demonstrate potential impact on community development
- make clear asks and give people their due power
- build capacity of young people in communities to understand, integrate and speak up
- share resources with community members and young people
- ensure that your program design and implementation is informed by their needs

Guide for Group Work on Advocacy

Advocacy - what policy changes are needed for young people's reproductive health and rights?

Advocacy process can broadly comprise five steps:

- Understanding the issue: A clear articulation of the problem or issue, what needs to change and what do you want to happen as part of that change.
- Setting goals and objectives: Use the language of objective setting for the change you want to see. Map who has the power to initiate or bring that change. Make calculations of time and targets to set realistic indicators of success.
- Making a Plan: Identify like-minded partners, devise key messages, identify resources needed and mobilize those, develop materials to use during the process, be aware of risks and challenges of the process.
- Act and Assess: Implement the plan in partnership and evaluate your messages and tactics as you go, shifting according to the changing circumstances and socio-political landscape etc. Reflecting on lessons learnt and repeat the process, if goals are yet to be achieved.

16.2	Topic: Working in partnership: Why to form partnership? And why it is important?	Training techniques used: Activity, Brainstorming, Presentation,		
	Duration: 30 minutes			
i	Introduce the participants to an interesting activity called 'lose to win' which is about partnership between two people			
ii	See IMYT 16.1 for instructions regarding the activity			
iii	Inform the participants that this is the activity in which on group is going to be silent observes	Inform the participants that this is the activity in which only two persons will participate while, the rest of the aroup is going to be silent observes		
iv	Conduct the activity as per guidelines given in IMYT 16.1			
V	Ask the participants to explain if their organizations ever entered into any type of partnership with someone?			
vi	Ask them to elaborate about the type of partnership along with its objective			
vii	Have a discussion on the responses given by the participants			
viii	Thank them for sharing their experiences			
ix	Discuss the reasons for undertaking partnership			
х	Present slide to highlight the reasons for undertaking partnership			
xi	Explain that they need to do a activity called "which way is Wright" which is about one of the four principles of partnership, and at the end of activity, participants need to tell that it was about which one of the four partnership principles. See IMYT 12.3 for instructions of the activity			

16.3	Topic: What are the Principles and Core Values of Partnership	Training techniques used: Power Point Presentation,	Tip for Trainer
	Duration: 30 minutes		Consult Handout
i	Conduct activity to energize participants unique	and refer to IMYT 16.4: Common and	12B for explaining the points given in
ii	Ask the participants what do they think could be the guiding principles of forming a partnership		Slide
iii	Explain that there are three fundamer Transparency and 3. Mutual benefit	ntal principles of partnership 1. Equity, 2.	
lv	Explain these principles by presenting s	lide	
v	Ask for their experiences from their organizations		
V	Listen to their feedback and appreciate	their knowledge and analysis	

16.4	Topic: Multi-sectoral Partnerships, Private Sector Partnerships, Innovative Partnerships	Training techniques used: Brainstorming	
	Duration: 30 minutes		
i	Explain that a comprehensive intervention requires a variety of expertise and resources ranging from research, community outreach, policy knowledge, public sector outreach, technical expertise and funding etc.		
ii	Discuss that in multi-sector partnerships organizations have a expertise and target groups, they share risks, responsibilities greater productivity and efficiency.		
iii	Ask for some examples and experiences from the participants	3	



iv	Share the example: Potential partners for a an alliance to make family planning services youth friendly could include: a research institution, a gender minorities representative organization or group, a youth-led organization, technical and policy expert agency, a government representative, a private-sector representative, NGOs, healthcare providers among others.	
v	Discuss the private sector partnerships and innovative partnerships	
vi	Ask participants to share some examples of partnership they have been enjoying in games and different ventures	
vii	Elaborate the reasons for such partnerships and the results and how these partnership have been successful and if not what has been the reasons	
viii	Share few examples from the programme and projects	
ix	Encourage their feedback and appreciate their knowledge	
х	Conduct activity using IMYT 16.3: Finding a partner	
xi	Thank the participants for their views then elaborate that the purpose was to highlight how to do multi sectoral partnerships and what are the requirements that need to be met in order to carry on the partnership	
xii	Elaborate the reasons for such partnerships and the results and how these partnership have been successful and if not what has been the reasons	
xiii	Share few examples from the programme and projects	
xiv	Encourage their feedback and appreciate their knowledge	

16.5	Topic: Areas of Engagementi) Live skills based education LSBii) Legislation on GBViii) Quality and Youth FriendlyDuration: 100 minutes	Training techniques used: Group Activity, Brainstorming, Presentation,	REFLECTION What are some of the myths in your community related to young people's reproductive health and rights? how
i	Conduct activity using IMYT 16.: Which way is W	right	are those myths impacting your life
ii	Start the session part by explaining some example engagement in promoting reproductive health and Pakistan.		and that of your peers? can you think of some ways in which you can raise awareness on those issues?
iii	Discuss that the specific areas mentioned are most relevant to young people and could benefit tremendously from youth-driven advocacy.		RESOURCE TO CHECK: http://womendeliver.org/wp- content/uploads/2016/04/A_Toolkit_
iv	Explain that youth advocacy can add value to RHR work in Pakistan that youth-led organizat explore in their specific provinces and communitie	ions are encouraged to	for_Young_Leaders.pdf
v	Present slide and explain the three areas of enga	gement	
vi	Explain that we will do a group activity on three a	reas of engagement	
vii	Ask the participants what are their views on GBV and how advocacy on RH can impact GBV		
viii	Guide them for group work and encourage them to participate actively		
ix	Invite them once the group work is finished and appreciate their hard work		
х	Conclude the session		





Session 17: Energizer - Knots

Key Learning Objective

By the end of this activity, the participants will be able to:

- Regain their energy level
- Realize the importance of problem solving within a group during difficult situations

Session overview

Sequence	Subtopic	Method	Time in minutes
17a	Knots	Activity	10 minutes
		Total time	10 minutes

Handouts 🗐

• No handout required

Material required

Video camera

Instruction Material for Young Trainers - IMYT

IMYT 17.1: Energizer: Knots

Advance preparation for trainer

- Review the IMT 17.1
- Check video camera to ensure its functioning properly

Process

17a	Topic: Energizer, Knots Duration: 10 minutes	
i	Refer to IMYT 17.1 for details of the activity	
ii	Keep an eye on all participants to make sure no one opens their hand	
iii	Explain the objective of activity at the end	
iv	Explain the importance of problem solving in a difficult setting and how psychosocial support augments it	





Session 17.1: Closing of the Day and Quick Evaluation

Key Learning Objectives

By the end of this session, participants will be able to:

- Write cards for their mentees
- Provide name for the best participant of the day as per their individual perception
- Evaluate the day in a short time with some small activity

Session Plan

	Sub Topic #	Subtopic	Method	Time in minutes
I	17.1 a	Meet your mentor Activity	Group Activity	10 Minutes
	17.1 b	Best Participant Award and Closing Speech by the Nominated Best Participant	Discussion	10 Minutes
ľ	17.1 c	Quick Evaluation of the day	Activity	10 Minutes
			Total time	30 minutes

Handouts

No handouts needed

Instructional Material for Trainer (IMT)

None

Material Required

Flipcharts, markers, flash cards, note pad

Advance Preparation for Trainer

Review the process for each sub activity of the session

17.1 a	Topic: Meet Your Mentor Exercise	Training techniques used: Activity Based Brainstorming	
	Duration: 10 minutes		
i	Refer to IMT 1.6		
ii	Make them understand the activity with its objectivity		
iii	Tell them they have to write some piece of advice for their mentees without putting their name on the card		
iv	Tell them that the name of mentee will be written on the cards		
V	Read out loudly the cards and enjoy the comments by mentors it		
vi	Keep the name of mentee secret until the last day		
vii	Ask for help to place the cards the corner of training hall titling it "Meet your Mentor		

17.1 b	Topic: Best Participants Award	Training techniques used: Activity Based Brainstorming		
	Duration: 10 minutes			
i	Refer to IMYT 1.7			
ii	Explain and discuss the criteria for best participant			
iii	Facilitate participants to memorize who the one who is the best participant of the day meeting the criteria on			
	merit			
iv	Ask the participants to write down the name in a chit			
V	Collect folded chits from all the participants			
vi	Ask for help to open the chits and see the no of votes for different participants			
vii	Announce the names of the participants as per the no of votes and let the participant enjoy it			
viii	Announce the best participant along with the no of highest votes			
ix	Explain that the award for best participant is the s/he will be the chief guest of the day			
х	Invite the best participant on stage as chief guest and ask him/her to share views and feedback about the			
	entire training day			
xi	Appreciate			

17.1 c	Topic: Quick Evaluation of the Day Duration: 10 minutes	Training techniques used: Chuff charts - Group Activity			
i	Ask for the quick evaluation of the day				
ii	Post a flip chart on wall with the titling of all sessions of the day				
iii	Ask participants that to tick good or bad the learnt session				
iv	Ask them to provide feedback in one word i.e. interactive, knowledgeable, interesting, I learnt etc. under each				
	session head				
V	Give the participants one minute to think				
vi	Let them work and analyze their feedback				
vii	Explain if the day was participatory, enjoyable, helpful, adding knowledge, friendly etc.				
viii	Appreciate their feedback				
ix	Conclude the activity expressing best wishes	for the next day of training			



Session 18: Training Techniques

Key Learning Objectives

By the end of this session, participants will have:

- An understanding about the importance of training techniques
- Knowledge about commonly used training techniques at community level
- Learned the advantages and disadvantages of different training techniques
- Identified factors that can be helpful in selecting appropriate training techniques
- Explored the relationship between effective learning and training techniques

Session Plan

Sub topic #	Subtopic	Method	Time in minutes	
18.0	Review of the Previous Day	Discussions, Group Activity	30	
18.1	Introduction to training techniques	Discussion, brainstorming,	30	
18.2	Commonly used training techniques at community level	Brainstorming, PowerPoint presentation	30	
18.3	Factors responsible for selecting appropriate training techniques	PowerPoint presentation	30	
18.4	Advantages and disadvantages of different training techniques	Group activity – good and bad training technique, Q&As, group discussion	35	
18.5	Relationship between effective learning and training techniques	Group discussion, PowerPoint presentation	25	
		Total Time	180	

Handouts

- Handout 18A: Training techniques
- Handout 18B: Relation of effective learning with training methods

Material Required

Flipcharts, markers, PowerPoint slides, paper slips, small box, handout 21A

Instructional Material for Young Trainer (IMYT):

• IMYT 18.4: Good and bad training techniques

Advance preparation for trainer

- Prepare the photocopies of Handout 18A as per number of participants
- For activity 21.4 write the names of 12 different training techniques on 12 paper slips (one name per slip) and put them in a box

The Process:

18.0	Topic: Review of the Previous Day		
	Duration: 30 minutes		
i.	Start the session by inviting Group for the review of previous day		
ii	Ask the participants to present a recap of previous day		
lii	Analyze the participants' reflection of previous day and engage them to share valuable insights		
iv	Encourage the group for creative demonstration of review methodology		
V	Thank and compliment the group for presenting the review		
vi	Guide the next group for the review activity of the next day		

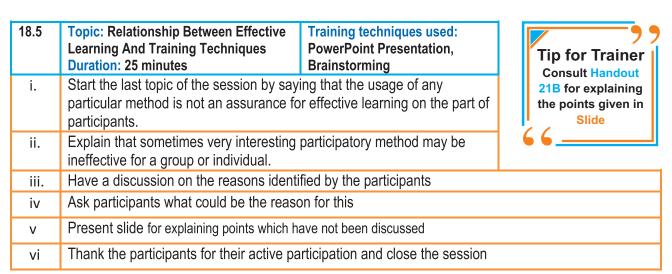


18.1	Topic: Introduction to Training Techniques Duration: 30 minutes	Disc	i <mark>ing techniques (</mark> ussion, Brainsto t Presentation		TRAINER'S KEY 18.1 Topic: Definitions
i.	Begin the session by saying that a trainer can change the course of learning by engaging or disengaging trainees through the use of different training techniques.			<i>Knowledge:</i> information that is stored in a person's mind <i>Attitudes:</i> Display of emotions and traits in a	
ii	Explain that if the trainer uses the right technique, learning level of trainees can go up, but the situation gets reversed if such a technique is used that is not compatible with the situation. As a result, participants may get confused and disinterested				
iii.	Say that the session will discuss different traccreation of interest and retention of knowled	aining te			certain situation Skills: The ability of a
iv.	Tell them that training techniques aim at bringing change in trainees' behavior, by			person to perform a specific task	
iv	Explain the difference between knowledge,	skills and	d attitude		
٧	Explain the three terms (consult trainer's ke	y 6.1 for	explanation)		
vi	Present slide to define commonly used train	ning tech	niques		
18.2	Topic: Commonly Used Training Technic Community Level Duration: 30 minutes	ques at	Training techn PowerPoint Pre		rainstorming,
i.	Ask participants if they had already worked as trainers and if yes which training techniques they have mostly used while delivering any session or training				
ii.	Probe the reason for using those technique	s and wr	ite their responses	s on the flipchar	t
ii	Say that lecture is the most commonly used	l training	technique particu	larly at commur	nity level
iv	Show slide to define lecture and its advanta				
18.3	Topic: Advantages and Disadvantages of Different Training Techniques Duration: 30 minutes		ng techniques us y, Group Discus		TRAINER'S KEY 18.3 Group Activity 18.3
i.	Start this topic with a group activity called, g	jood and	bad training tech	niques	
ii.	See IMYT 18.3 regarding the instructions for conducting the activity			Group activity 18.3 can guide the trainer in	
iii	techniques, and in coming days they will come to know about some other ones			assessing participants' knowledge regarding training techniques. This information will aid	
iv.	Say that the session will discuss advantages and disadvantages of some of the the tra		the trainer in focusing on points which are not		
۷	Distribute handout 18A and read it, familiar to the participan				
vi	Explain the five training techniques which have been mentioned in the handout and discuss their advantages and disadvantages.				
vii	Involve the participants in this process				
18.4	Topic: Factors Responsible for Selecting Training Techniques Duration: 35 minutes	J Approp	priate	Training tech PowerPoint P Brainstormin	resentation,
i	Say that apart from pros and cons, there are	o cortain	other factors whit		T

I I	Say that apart from pros and cons, there are certain other factors which trainer must consider for using
	different training techniques
ii	Ask the participants to describe such factors referring to TOT techniques too, which should be considered for selecting learning aids

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iii Present slide to discuss such factors





Session 19: Use of Innovative Learning Aids

Key Learning Objectives

By the end of this session, participants will be able to:

- Have knowledge about learning aids and their types
- Name common learning aids used during training
- Describe different uses of learning aids in a training
- Narrate the characteristics of a good learning aid
- Explain the pre requisites for using learning aids
- Tell the important tips for making professional PowerPoint slides
- Practically prepare professional PowerPoint slides

Session Plan

Subtopic #	Subtopic	Method	Time in minutes
19.1	What are learning aids, and their types,	Brainstorming, PowerPoint presentation	15
19.2	Uses of learning aids	Brainstorming, PowerPoint presentation	15
19.3	Characteristics of good learning aids	Brainstorming, PowerPoint presentation experiential learning	15
19.4	Prerequisites of learning aids	Group activity – match the tools, PowerPoint presentation	20
19.5	Rules for making professional PowerPoint slides	PowerPoint Presentation, Group activity: Making professional PowerPoint slides	35
		Total Time	100

Handouts

Handout 19A: Learning aids

Handout 19B: Guidelines for making PowerPoint slides

Material required

Flipcharts, Markers, PowerPoint slides, laptops with internet, and digital pictures of learning aids

Instructional Material for Young Trainer (IMYT):

IMYT 19.4 - Match the tools

IMYT 19.5 - Making of PowerPoint slides

Advance preparation for trainer

- For activity 19.4, write the names of the learning aids on a flipchart
- Arrange digital pictures of learning aids whose names have been written on flipchart
- Make copies of the handout to be given to participants.
- For activity 19.5, arrange three to four laptops connected to internet
- Prepare and sequence the power point slides

19.1		Training techniques used: PowerPoint presentation, Brainstorming
i	Open the session by informing the participants that learnir	ng aids are means for enhancing learning.
ii	Explain that learning aids are either audible, visual, or both	
iii	Present slide to define A/V learning aids	
iv	Ask the participants to identify any learning aids they see in the training hall	
V	Describe various types of A/V learning aids by presenting	slide 19.2 🗆





19.2	Topic: Uses of learning aids Duration: 15 minutes	Training techniques used: Brainstorming, PowerPoint presentation, Experiential learning
i	Say that now we will discuss their different uses since	earning aids and their types have been defined,
ii	Tell them to think and then explain about the possible uses of learning aids present in the training hall	
iv	Write their responses on flipchart	
۷	Thank the participants for their input	
vi	Present slide to describe different uses of learning aids	;

19.3	Duration: 15 minutes	Training techniques used: Brainstorming, PowerPoint presentation, experiential learning
İ	Refer to the good learning aids, inform that they possest type	s certain characteristics, which vary according to their
ii	Say that these characteristics are the basis which or characteristics, it means that using such learning aids is	· · · · ·
iii	Ask participants to reflect upon such characteristics referring to their experience as trainers	
iv	Appreciate their responses if they share any experience	
V	Present slide to explain characteristics of good learning a	aids

19.4	Topic: Prerequisites for using learning aidsTraining techniques used:Brainstorming,Duration: 20 minutesPowerPoint presentation, group activity	
i	Say that since we have reviewed different learning aid and have understood their uses, therefore now we are in a position to discuss the factors which plays an important part in selecting them	
ii	Present slide and briefly describe the factors linked to the selection of the learning aids	
iii	Inform them about the group activity called 'matching the tools'	
iv	See IMYT 19.4 for instructions for conducting the activity	
V	Ask them that are they clear now regarding the relevancy between the selection of learning aids and nature/ topic of training	
vi	Tell the participants to clarify them now, if there are any confusions regarding the topic,	

19.5		Training techniques used: Brainstorming, PowerPoint presentation, group activity
i	Explain that PowerPoint slides are the most common typ	
li	Discuss that there are certain rules which need to be for slides	ollowed when making and presenting the PowerPoint
iii	Ask the participants to share if they know of any such rule	es
iv	Say that the rules which are about to be told, must be lis test related to this subject	tened to carefully because after that there would be a
V	Present slide to describe important guidelines for making	professional PowerPoint slides
vi	Encourage the participants to ask questions about points	which need further clarification
vii	Tell the participants that now we will do a activity called -	Making professional PowerPoint slides
viii	Explain what needs to be done in this activity. For comple	ete details, check out IMYT 19.5
ix	Leave the slide open as a guide for the activity	
Х	Tell the participants that those who are still confused about breaks. Further that this skill to make good PowerPoint s	
xi	Encourage them to keep on practicing it for use in train session	ing or at office Thank the participants and close the





Session 20: Energizer - Balloon Bop

Key Learning Objective

By the end of this activity, the participants will feel happy, active, and energized

Session overview

Sequence	Subtopic	Method	Time in minutes
20a	Finding happiness, balloon bop game	Activity	10 minutes
Total Time 10 minutes			



No handout required

Instruction Material for Young Trainers – IMYT IMYT 20.1 Find happiness, the balloon bop game

Material required

Balloons of two colors (at least 20 in quantity), video camera

Advance preparation for trainer

Review the IMT 20.1

20a	Energizer: Balloon bob
	Duration: 10 minutes
i	Refer to IMT 20.1 for details of the activity
ii	Keep participants energy level high
iii	Cheer them while they are trying to keep the balloon in the air
iv	Keep them on track
v	Record the video of the activity
vi	play the video on multimedia after the activity
vii	Ask the participant to express their feelings after watching the video
viii	Explain the purpose of activity and conclude





Session 20.1: Closing of the Day and Quick Evaluation

Key Learning Objectives

By the end of this session, participants will be able to:

- Write cards for their mentees
- Provide name for the best participant of the day as per their individual perception
- Evaluate the day in a short time with some small activity

Session Plan

Sub Topic #	Subtopic	Method	Time in minutes
20.1 a	Meet your mentor Activity	Group Activity	10 Minutes
20.1 b	Best Participant Award and Closing Speech by the Nominated Best Participant	Discussion	10 Minutes
20.1 c	Quick Evaluation of the day	Activity	10 Minutes
		Total time	30 minutes

Handouts 🗐

No handouts needed

Instructional Material for Trainer (IMT)

None

Material Required

Flipcharts, markers, flash cards, note pad

Advance Preparation for Trainer

Review the process for each sub activity of the session

20.1 a	Topic: Meet Your Mentor Exercise Duration: 10 minutes	Training techniques used: Activity Based Brainstorming
i	Refer to IMT 1.6	
ii	Make them understand the activity with its objectivity	
iii	Tell them they have to write some piece of advice for their mentees without putting their name on the card	
iv	Tell them that the name of mentee will be written on the cards	
V	Read out loudly the cards and enjoy the comments by mentors it	
vi	Keep the name of mentee secret until the last day	
vii	Ask for help to place the cards the corner of training hall titling it "Meet your Mentor	



20.1 b	Topic: Best Participants Award	Training techniques used: Activity Based Brainstorming
	Duration: 10 minutes	
i	Refer to IMT 1.7	
ii	Explain and discuss the criteria for best part	cipant
iii	Facilitate participants to memorize who the one who is the best participant of the day meeting the criteria on	
	merit	
iv	Ask the participants to write down the name in a chit	
V	Collect folded chits from all the participants	
vi	Ask for help to open the chits and see the no of votes for different participants	
vii	Announce the names of the participants as per the no of votes and let the participant enjoy it	
viii	Announce the best participant along with the no of highest votes	
ix	Explain that the award for best participant is the s/he will be the chief guest of the day	
Х	Invite the best participant on stage as chief guest and ask him/her to share views and feedback about the	
	entire training day	
xi	Appreciate	

20.1 c	Topic: Quick Evaluation of the Day Duration: 10 minutes	Training techniques used: Chuff charts - Group Activity
i	Ask for the quick evaluation of the day	
ii	Explain the concept of five fingers i.e. thumb for a bit good with new learning, index finger refers to enjoyable day; middle finger indicates need further explanation, ring finger they didn't like something in the day, small finger for very good	
iii	Tell them that they will put different activities of the session in the different fingers	
iv	Give the participants few minutes to think	
V	See their feedback and provide an analytical view	
vi	Explain if the day was participatory, enjoyable, helpful, adding knowledge, friendly etc.	
vii	Appreciate their feedback	
viii	Conclude the activity expressing best wishes	for the next day of training



Session 21: Allocation & Preparation of Mock Sessions

Key Learning Objectives

By the end of this session, the participant groups have:

- Been allocated the topics for developing the mock sessions
- Understood the debrief about mock session

Session Plan

Sub Topic #	Subtopic	Method	Time in minutes
21.1	Review of the Previous Day	Discussions, Group Activity	30
21.2	Mock session defined	Lecture, discussion	30
21.3	Preparation time for developing and presenting mock session	Group work	210
21.4	Debrief of mock session	Lecture	30
		Total Time	300

Material Required

Multimedia, flipcharts, markers, laptops, any other material needed by groups for developing their mock sessions

Instructional Material for Young Trainer (IMYT)

None

Advance Preparation

Any item or service needed by groups for development and presentation of their mock sessions, such as photocopying, printing, multimedia, soft board etc.

21.1	Topic: Review of the Previous Day	
	Duration: 30 minutes	
i.	Start the session by inviting Group for the review of previous day	
ii	Ask the participants to present a recap of previous day	
iii	Analyze the participants' reflection of previous day and engage them to share valuable insights	
iv	Encourage the group for creative demonstration of review methodology	
V	Thank and compliment the group for presenting the review	
vi	Guide the next group for the review activity of the next day	





21.2	Topic: Mock Session Defined	Training techniques used:
	Duration: 30 minutes	Lecture, Discussion
i	Tell the participants that we have come to a point where we have acquired necessary knowledge and skills related to training. So, it is time for groups to present the crux of this learning in the form of mock sessions	
ii	 Explain mock session as an activity in which groups are given time to: Select a group leader Group leader to assign work responsibilities i.e. who will do what Design a training session on any topic Prepare learning aids needed for use during session Present the prepared session Two minutes for responding to queries by others at the end of mock session 	
iii	Inform them that they have half day and entire night for preparation of the mock session	
iv	 Assign topics to the groups or let the groups decide for themselves. However, this list can be consulted for topics Defining reproductive health Defining leadership and its styles Communication skills 	
v	Tell each group to select one person as a group leader who can oversee the entire process and assign responsibilities	

21.3	Topic: Preparation Time for Developing and Presenting Mock Session Duration: 210 minutes	Training techniques used: Group Work
i	Announce the preparation time for mock session is half day	
ii	Facilitate groups during preparation time. Tell the participants that if they are confronted with some problem during the preparation of the mock session, they can ask you	
iii	Respond to the queries of the participants and provide them guidance	

21.4	Topic: Debrief of Mock Session Duration: 30 minutes	Training techniques used: Lecture
i	Inform the participants that at the end of each	mock session, participants will comment on each session.
ii	 Write down the following points on a flipchart and say that they should give their feedback and comments on mock session keeping in mind the following points Trainer's training style Trainer's ability to involve participants in the session Quality of session contents Group's ability to handle queries Delivery of session as per the TOT Manual 	



Session 22: Closing of the Day and Quick Evaluation

Key Learning Objectives

By the end of this session, participants will be able to:

- Write cards for their mentees
- Provide name for the best participant of the day as per their individual perception
- Evaluate the day in a short time with some small activity

Session Plan

Sub Topic #	Subtopic	Method	Time in minutes
22.1	Meet your mentor Activity	Group Activity	10 Minutes
	Best Participant Award and Closing Speech by the Nominated Best Participant	Discussion	10 Minutes
22.1	Quick Evaluation of the day	Activity	10 Minutes
	•	Total time	30 minutes

Handouts 🖥

No handouts needed

Instructional Material for Trainer (IMT)

None

Material Required

Flipcharts, markers, flash cards, note pad

Advance Preparation for Trainer

Review the process for each sub activity of the session

22.1	Topic: Meet Your Mentor Exercise Duration: 10 minutes	Training techniques used: Activity Based Brainstorming
i	Refer to IMT 1.6	
ii	Make them understand the activity with its ol	pjectivity
iii	Tell them they have to write some piece of advice for their mentees without putting their name on the card	
iv	Tell them that the name of mentee will be written on the cards	
V	Read out loudly the cards and enjoy the comments by mentors it	
vi	Keep the name of mentee secret until the last day	
vii	Ask for help to place the cards the corner of	training hall titling it "Meet your Mentor

22.2

i ii

iii

iv

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vi vii

Topic: Best Participants Award Duration: 10 minutes	Training techniques used: Activity Based Brainstorming		
Refer to IMT 1.7			
Explain and discuss the criteria for best participant			
Facilitate participants to memorize who the one who is the best participant of the day meeting the criteria on merit			
Ask the participants to write down the name in a chit			
Collect folded chits from all the participants			
Ask for help to open the chits and see the no of votes for different participants			
Announce the names of the participants as per the no of votes and let the participant enjoy it			

Announce the best participant along with the no of highest votes viii

Explain that the award for best participant is the s/he will be the chief guest of the day iх

Invite the best participant on stage as chief guest and ask him/her to share views and feedback about the Х entire training day Appreciate xi

22.3	Topic: Quick Evaluation of the Day Duration: 10 minutes	Training techniques used: Chuff charts - Group Activity
i	Ask for the quick evaluation of the day	
ii	Paste three faces on a chart with smiling, crying and average facial expression	
iii	Give the participants one minute to think	
iv	Ask for their feedback to tick the relevant face on the chart	
V	Analyze their feedback	
vi	Explain if the day was participatory, enjoyable, helpful, adding knowledge, friendly etc.	
vii	Appreciate their feedback	
viii	Conclude the activity expressing best wishes for the next day of training	

Session 23: Delivery of Mock Sessions

Key Learning Objectives

By the end of this session, groups will be able to:

- Present a mock session which they have prepared based upon the gained knowledge
- Use different teaching methods and learning aids
- Evaluate the performance of fellow participants in presenting mock session

Sequence	Subtopic	Method	Time in minutes
23.1	Presentation of mock session by group 1	Presentation	50
23.1	Comments of penal and audience for group 1	Q&As	10
23,2	Presentation of mock session by group 2	Presentation	50
23.2	Comments of penal and audience for group 2	Q&As	10
23.3	Presentation of mock session by group 3	Presentation	50
23.3	Comments of penal and audience for group 3	Q&As	10
23.4	Presentation of mock session by group 4	Presentation	50
23.4	Comments of penal and audience for group 4	Q&As	10
	General feedback by the participants of expert		60
		Total time	300

Material Required

Multimedia, flipcharts, markers, laptops, any other material needed by groups for delivery of their mock sessions

Instructional Material for Young Trainer (IMYT) None

Advance preparation

Any item or service needed by groups for delivery of their mock sessions, such as photocopying, printing, arrangement for multimedia, soft board etc.

23.1	Topic: Presentation by Group One Duration: 60 minutes	Training techniques used: Presentation, Q&As
i	Invite group one for mock session and presentation	
ii	Invite panel to share feedback and observations about the performance of group one by highlighting first the positive aspects and then those which needs improvement	
iii	Collect feedback and comments of the audience for group one	
iv	Take comments from the individual trainers and how did they feel about it (session delivery and presentation)	

23.2	Topic: Presentation by Group Two Duration: 60 minutes	Training techniques used: Presentation, Q&As
i	Invite group two for mock session and presentation	
ii	Invite panel to share feedback and observations about the performance of group one by highlighting first the positive aspects and then those which needs improvement	
iii	Collect feedback and comments of the audience for group one	
	Take comments from the individual trainers and how did they feel about it (session delivery and presentation)	



23.3	Topic: Presentation by Group Three Duration: 60 minutes	Training techniques used: Presentation, Q&As
i	Invite group three for mock session and presentation	
ii	Invite panel to share feedback and observations about the performance of group one by highlighting first the positive aspects and then those which needs improvement	
iii	Collect feedback and comments of the audience for group one	
	Take comments from the individual trainers and how did they feel about it (session delivery and presentation)	

23.4	Topic: Presentation by Group Four Duration: 60 minutes	Training techniques used: Presentation, Q&As
i	Invite group four for mock session and presentation	
ii	Invite panel to share feedback and observations about the performance of group one by highlighting first the positive aspects and then those which needs improvement	
iii	Collect feedback and comments of the audience for group one	
iv	Take comments from the individual trainers and how di presentation)	d they feel about it (session delivery and



Session 24: Energizer - Find the Missing Piece

Key Learning Objectives:

By the end of this activity, participants will be able to:

- Use their analytical thinking ability for quickly completing the task in a short time
- Regain their energy level

Session overview

Sub topic #	Subtopic	Method	Time in Minutes
24.1	Find the word	Activity	10 minutes
		Total time	10 minutes

Handouts

No handout required

Instruction Material for Young Trainers – IMYT

IMYT 24.1: Find the word!

Material required

Small pieces of paper according to double the total number of participants

Advance preparation for trainer

- Write half word on one paper slip and other half on the other. In the same manner write on slips which are equal to total number of participants. But the total number of slips will be double, because each word is split into half. So if there are 15 words, then there will be 30 slips
- Trainer should search for such words in advance and then write them on paper slips, however the words mentioned below can also be used along with trainer's words
- List of compound words: coca butter, milestone, ice-cream, sunflower, makeup, airplane, bodyguard, bookstore, earth quick, daydream, father in law, fisherman, football, forget, goodnight, lifetime, newsletter, newspaper, postcard, rainbow, raindrop, overestimate

24.1	Energizer: Find the word Duration: 10 minutes
i	Tell the participants about the fun activity, which will help the participants think analytically
ii	Explain the instructions regarding the activity
iii	See IMYT 24.1 for instructions details and conduct the activity accordingly
iv	Involve all the participants by cheering them during the activity, those who are inactive,
V	Help them who are finding it difficult to complete the other first or second part of the word
vi	Make it fun and facilitate the process enjoyably
vii	Give five minutes for this activity to make it quick and healthy game
viii	Ask the participants how they felt during the activity at the end
xi	Ask them about the purpose of activity
Х	Collect their answers,
xi	Complement them, and link their responses to the given objective,
xii	Say that main purpose of doing this activity was to not only energize the participants but also to enable them to speed up their thinking capabilities by completing the words
xiii	Clap for the participants and appreciate their analytical thinking and participation



Session 25: Planning for Cascade Training

Key learning objectives

By the end of this session, participants will be able to:

- Understand the concept of cascade training
- Develop tentative training roll out plans with details about training teams, dates, locations, and total number of events
- Gain Knowledge about the guiding note of the lead trainer and co trainer

Session Plan

Sequence	Subtopic	Method	Time in minutes
25.1	What is a cascade training	Lecture	10
25.2	Objectives of the training	Group discussion	15
25.3	Training teams formation	Group discussion	20
25.4	Finalization of training roll out plans	Group discussion	20
25.5	Guiding note by lead trainer	Lecture	20
		Total time	90

Handouts

Handout 25A: Cascade Training Plan

Material required

Flipcharts, markers, white A4 size paper (according to total number of participants)

25.1	Topic: What is a Cascade Training	Training techniques used:
	Duration: 10 minutes	Lecture
i	Brainstorm about the concept of cascade training	
ii	Define it as a series of field training, each occurring as follow up to the previous one,	
iii	Explain by giving example of people from different NGOs who attended a training course on communication skills, then each one of them goes back to their organization and provide the same training to the other relevant people within the organization and this continues until the target is achieved	
iv	Explain that the cascade training which the participants will conduct as young trainers will be of five days duration and it will cover all the topics on RH which have been taught in this TOT training	
v	Tell them to ask questions if they have regarding ca	scade training

25.2	Topic: Objective of Training	Training techniques used:
	Duration: 15 minutes	Group Discussion
i	Ask the participants to explain the objective of training which they are going to deliver (cascade training)	
ii	Explain that training is on RH, therefore objectives should correspond to it	
ii	Tell them to write down the objectives on a paper and don't share with one another	
iii	Ask some of them to read the objectives they have written down	
iv	Explain that by the end of this session, this paper will become their planning document for cascade training	





25.3	Topic: Training Teams Formation	Training techniques used:
	Duration: 20 minutes	Group Discussion
i	Tell the participants to write down the complete deta areas by writing the name of team members, gende	ils of the team for delivering cascade training in their r, and location
lii	Explain to the participants from one organization that they should jointly decide about the training team comprising of lead trainer and co trainer as per the feedback of panel	
iv	Ask them if there is a possibility for this collaboration	those from the same area can also partner in this
v	Ask some of them to share the details of training team	
vi	Make a plan and take the suggested dates, venue, group of participants from them	
vii	Tell them about the shadowing support process	
viii	Encourage them that they can conduct independent training with the guidance and support of shadowing Expert (Training Expert)	
ix	Listen to their concerns and plan accordingly	

25.4	Topic: Training Roll Out	Training techniques used:
	Duration: 20 minutes	Group Discussion
i	Tell them about the time frame for training roll out	
ii	Ask them to prepare a tentative training roll out plan which should include number of trainings to be delivered along with dates and locations and expected number of participants	
iii	Give them enough time to discuss and plan with the fellow friends	
iii	Review their plans and say that they need to finalize	the dates as soon they get back

25.5	Topic: Guiding Note to the Young Lead Trainer	Training techniques used:
	Duration: 20 minutes	Group Discussion
i	Read the guiding note to the young lead trainers whic conducting the cascade training such as skills require list of arrangements which need to be done in advance	d as young trainer, expected outcomes from the training,
ii	Read the note by explaining various points given in it	
iii	Tell them that the TOT manual and handbook on the subject is translated in Urdu so they can consult the document English or Urdu whatever is convenient to them	
iv	Ask for clarification, if any and respond to their queries in detail	
v	Thank the participants and close the session	





Session 26: Closing Ceremony

Key learning objectives

By the end of this session, participants will

- Evaluate the training workshop by filling out the training evaluation forms
- · Write comments and thoughts about their fellow participants on memory cards
- Meet their mentors and mentees
- Receive training certificates from the chief guest

Session Plan

Sequence	Subtopic	Method	Time in minutes
26.1	Evaluation form filling	Activity	15
26.2	Memory cards	Activity	25
26.3	Meet your mentor	Activity	15
26.4	Feedback from participants	Activity	10
26.5	Certificate Distribution	Activity	10
26.6	Closing Comments	Activity	10
26.7	Vote of Thanks	Activity	05
	<u>.</u>	Total time	90

Material required

Flipcharts, markers, training evaluation forms, certificates

Instructional Material for Young Trainer (IMYT) None

Advance preparation

- Training certificates to be ready
- Printouts of training evaluation forms
- Check the availability of chief guest/s and confirm his/her تجزىاتى participation at least five days before the training

26.1	Topic: Filling of Evaluation Forms	Training techniques used: Activity
	Duration: 15 minutes	
i	Provide training evaluation forms to all participants	
ii	Tell them indicators of evaluating training and say that this form has been developed on the basis of such indicators	
iii	Answer the queries if any	
iv	Instruct the participants to fill the forms keeping in mind the indicators for evaluating the training	
V	Collect the forms and don't read them in front of par	ticipants





26.2	Topic: Memory Card	Training techniques used: Group Activity
	Duration: 25 minutes	
i	Say that we have now come to the end of this ten-d with the entire group of participants.	ay workshop, and in this time, we have become familiar
		cipants were not familiar with each other, but now after have increased and we may have learned personality nown to us on first day
ii	Explain that now we will do an activity called memor fellow participants	y card, which is based upon your understanding about
iii	Give everyone a white flashcard of size 8 x 12" with black marker (marker can be shared)	th a picture of the participants and their name tag and a
iv	Explain that they have to write comments, feedback	, positive statements on flashcard on each memory card
٧	 v Giving instructions to complete the process vi Explain the process, that everyone has to write on all the cards by moving from one chair to the next 	
vi		
vii	Say that participants will continue doing it until everyone has commented about everyone	
viii	Start the activity and tell the participants to move the card, they should move to the other next seat and s	e seat next to theirs, and when they have written on the on on
ix	Ensure that everyone is involved in the process	
Х	Facilitate the process and join it	
xi	Ask them to find their individual cared	
xii	Tell them to read their memory card and share with	entire group if they want to
xiii	Appreciate few comments from few cards and conc	lude the activity

26.3	Topic: Meet your Mentor	Training techniques used: Group Activity
	Duration: 15 minutes	
i	Ask the participants to come and stand in form of a	circle
ii	 Ask that the training workshop is about to conclude, so do they have any idea who their mentor is? Remind them that on day one it was agreed that both the mentor and mentee have to give gift to each oth so now everyone should have two gifts, one for their mentor and other for their mentee 	
iii		
iv Initiate the activity and ask participants to share their guess about their mentors		ir guess about their mentors
	Let the participants enjoy the process and ask one	participant to give his/her gift to his/her mentee/mentor
V	Keep the process going until everyone has exchange	ged gifts
vi	Let them enjoying the entire activity, making photos	and exchanging gifts
vii	Take pictures of this happy moment, their smiles ar	nd surprises
viii	Conclude the activity	

26.4	Topic: Feedback from Participants	Training techniques used: Experience Sharing
	Duration: 15 minutes	
i	Ask the participants to share their feedback about th aspects	e training, by highlighting the positive as well as negative
ii	Say that we should listen to other participants' comn	nents and opinions and respect what they are saying
iii	Thank the participants for sharing their experience a	and expressions regarding the training
iv	Provide feedback on the negative remarks mentione not all of them in the next training.	ed by participants, say that we will try to address some, if
V	Say that participants feedback has always been an i	important source to improve the training programs

26.5	Topic: Certificate Distribution	Training techniques used: N/A
	Duration: 15 minutes	
i	iRequest the guest of honor to come on stage and share his/her viewsiiThank the guest of honor and then request him/her to present the certificates to all participantsiiiAnnounce the name of every participant to come and take his/her certificates from the guest of honor	
ii		
iii		
iv	thank the guest of honor for taking out time for visitir	ng the training

26.6	Topic: Closing Comments	Training techniques used:
	Duration: 15 minutes	Experience Sharing
i	 Share your final thoughts by saying a big thanks to participants for their active participation and contininterest throughout the event. Thank the training support team who worked in the background to keep the event going smoothly in a trouble-free manner. 	
ii		
iii	Ask everyone in the hall to clap for one another	
iv	Let the participants who want to share any closing comments, express their thoughts Take a group photo of the closing ceremony	
V		
vi	Say good bye and express best wishes for their futu	re plans on promotion of RHR

26.7	Topic: Vote of thanks'	Training techniques used:
	Duration: 15 minutes	N/A
i	Thank the chief guest for taking time out to visit the training	
ii	Give vote of thanks to the participants for their patience and support for one another Appreciate their group work and commitments	
iii		
iv	Thank them all and officially close the training works	shop







IMYT 1.2

Introduction of the participants and training team - Weaving a web

- Invite all the participants and training team to come to an empty space and sit in a circle
- Introduce the activity by saying that explaining its two-fold purposes, •
- Say that first purpose is to get acquainted with one another by introducing ourselves in a unique manner
- For second purpose, say that we will talk about it after the activity is done
- Show them the thread ball
- Giving instructions, say that the first participant who has this ball, will introduce him/herself by telling name, • profession, organization and any non-work-related hobby or activity that they like to do.
- Once done, that person will throw the thread ball towards any other random participant by holding the knot tight in his/her hand
- The catcher will tell the name of the thrower and then introduce themselves •
- They then will throw the ball towards someone else while holding on to the rope/thread •
- This will continue until all the participants have introduced themselves •
- By the end, because everyone is holding on to the rope/thread therefore it will take the shape of an intertwined • web
- Say that this web has been formed with collective efforts. •
- Relating web making to the workplace, say that if everybody works in harmony in a team, difficult tasks could • be achieved through joint efforts
- Ask anyone to let go of the thread/rope •
- Doing so will tangle and disfigure the web •
- Say that one or few persons are enough to destroy or ruin an organization that is running smoothly. •
- Conclude by saving that second purpose of this activity is to recognize everyone's input and holding on to one • another is the key factor for success

IMYT 1.3

Permanent groups' formation – Unscrambled words!

- Give every participant a list of scrambled words •
- Giving instructions, say that everyone has to unscramble as many words as they can within three minutes •
- Explain that scramble means rearranging •
- scrambling the words means to move the letters in the words in back and forth manner •
- Give Similarly example of the word health, when unscrambled it can take many shapes such as aelht •
- Once three minutes are over, ask the participants how many words they were able to unscramble •
- Make groups on the basis of number of words participants have unscrambled such as those who were able to unscramble two words, would form a group, similarly those with three words would form another group and so on.
- Those participants whose number (of unscrambled words) does not corresponds to any group can be accommodated in groups which have less group members, or they may be assigned to randomly
- Once groups have been formed, check out their composition to see each group represents a balanced mix of age, gender and experience. In case one or all groups does not have a balanced mix, if so, then shuffle the participants between the groups e.g. one group has all the women, and other has just men, or all senior people are in one group than members need should be reassigned to other groups.
- Give groups five to ten minutes for interminaling and settling down

IMYT 1.4

Participants' expectations – The expectation tree

- Give each group a marker and a flipchart •
- Ask the groups to first draw a picture of a big tree
- Tell the groups to brainstorm about their expectations from the training.
- Instruct them to write these expectations on the flipchart on which they have drawn a tree.







- Explain that when they are writing, expectations should appear like flowers, or fruits
- They can draw flowers and write their expectations with/in them
- When all the groups have prepared the expectations charts, instruct them to place the charts on different walls
- Afterward ask group representatives to share their collective expectations.

IMYT 1.5 Matching training objectives with participants' expectations

- Present slide 1.1 to define the training objectives
- After the training objectives have been explained, match them with participants expectations
- Note first those expectations which relate directly to the training objectives. For such expectations say that these will be met during the training
- Then note those expectations along with the participants, which are not met as they do not relate to any training objective
- For such expectations, tell that there can be two options, 1) these can be addressed in the follow-up training. 2) if time allows then one or more topics can be added in the existing training schedule
- Say that participants will be informed about the final decision after some time

IMYT 1.7 Establishing the ground rules for training



- Since the participants come from different cultures and have different attitude, it is important for a facilitator to facilitate the participants to establish ground rules or norms for the training sessions and longer working hours.
- The facilitator will introduce the importance of having norms for running a disciplined event and development of learning environment.
- Explain that each norm has to be agreed by the whole group while trainer has to facilitate the process.
- One of the participants may be requested by the facilitator to write down the agreed norms.
- Once; these norms are established, the trainer can nominate three participants from different groups to monitor the process for each day. Their respective groups will ensure that the trainees observe these norms and rules and would charge the agreed penalty for the violation of any norm
- Norms or rules do not restrict the learning process but help the participants to learn in a well-organized setting.
- The trainer may paste this chart of written norms/ ground rules at a prominent place in training hall

IMYT 1.8 Meet my mentor

- Tell participant that everyone will be a mentor and mentee at same time.
- Clear the concept of mentor and mentee by saying that mentor is a guide who provides consecutive advice for success while mentee is the one who receives such advices from the mentor.
- Ask every participant to write his/her name on a paper. Ask them to put the papers in a bowl.
- Tell them to pick one paper from bowl and If the picked paper turns out to be their own, then they need to put it back in the bowl and pick another one
- Explain that each one of them is a mentor for the person whose name was on the paper which they picked from the bowl
- The mentor will write the advice on the piece of paper and fold it securely and then write the name of the mentee on the outer side of folded paper and put it in the bowl during any time during the day
- Mentees will pick up the folded paper on which their name is written and read what their mentor has advised them
- Remind them that name of mentor should keep secret which will be disclosed on the last day of training
- Every mentor and mentee will give one gift to each other on the last day of training
- The trainer will facilitate the concluding discussion on the final day

IMYT 1.9

Best participant award

- Explain that this award would be given every day to one different participant at end of the day, based upon his/her:
 - Active participation
 - Facilitation to other colleagues
 - Punctuality
 - Adherence to training rules and norms
 - Enhancement of learning process
- Tell participants to take out a small piece of paper from their notebooks
- Instruct the participants to write on it the name of one person who they think should be best participant of the day according to laid out criteria.
- Ask someone to collect the chits or do it yourself
- Count number of votes. Person whose name is written in majority is to be given the best participant of the day.
- · Afterwards, ask the participants to share their thoughts about the selection process and activity
- This activity will create a sense of competition among the participants to outdo each other with respect to active participation, facilitation to others, involvement in group discussions and learning cycle

IMYT 3.1 Energizer: Let's make a car



- Divide the participants into four or five groups
- Draw an outline of the car's body on a flipchart which should be big enough to be visible to everyone. This chart can also be prepared in advance
- Giving instructions, say that each group should first draw a similar outline of a car's body and afterwards add different components such as wheels, side mirrors etc. Since the outline is of outer body, instruct them to draw only those objects which are located on the outer side or if they are within the car, they should be visible such as car seats, steering etc.
- Giving further instructions, tell them that they should tell the function of each of drawn object and link it to their
 professional life. Clarify by giving an example of wheels which keeps the car moving. Linking it to participants,
 tell them to think of anything that works as wheels to keep them moving ahead in life. Other examples can be
 of side view mirrors that are used for keeping an eye on the incoming traffic at the back, headlights help in
 finding path in the darkness and so on
- Give 20 minutes for drawing, and five minutes for each group to present their drawings. The total time depends on the number of groups you have
- Praise every group at the end of its presentation

IMYT 4.4 Group activity: Case study Training design

- Instruct the participants to sit with their respective groups
- Distribute handout 3B for reading the case study on training design
- Instruct them to read the case study carefully
- Say that there are four questions given at its end, which we will discuss after reading it
- Give them ten minutes for reading the case study
- Once the time is up, ask them to share their overall learning from this study
- Afterward, ask them the questions given at the end of case study and discuss with them the answers
- At the end, thank everyone for their active participation and close the activity
- It is very important that trainer should keep track of the time because if activity goes beyond the allotted time then it will disturb the training schedule



IMYT 4.5 Group activity: Paper Tower

- This activity is to be conducted in groups
- Give one sheet of paper to each group
- Giving instructions, say that each group has to construct a tower with the sheet of paper. ٠
- Remind them that they should not use anything else other than the sheet of paper for making the paper tower
- Group whose structure/tower is the tallest would be the winner
- Tell that only those towers would be considered which are able to stand on their own without using additional • support
- Give ten minutes to the groups to construct the tower •
- Once time is up, go around and see which group's tower is the tallest as well as standing •
- Having discussion on the activity, ask the groups to identify the reasons for not being successful
- Afterwards ask the wining group to share the reason/s for its success •
- Conclude the activity by saving that planning is the central part of any project or training activity which takes • into account factors such as the objective/purpose for doing it, time at hand, available financial and human resources etc. Probability of success increases if these factors are given due consideration.

IMYT 5.3

Group activity: Good and bad trainer

- Say that we are now going to do a activity about a good and bad trainer with the help of certain pictures
- Everyone is given handout 5B which has different pictures of good and bad teaching styles. •
- Instruct that groups have to guess which teaching style is for good trainer and which one is for bad trainer.
- Explain that below each picture is the description of what it is about which will help them in guessing
- Give ten minutes to groups to do the task
- Once groups are done, ask whether they faced any difficulty in guessing the answer or
- Then say that answers would be displayed via multimedia •
- Tell that those who have guessed the right answer should clap for others to know •
- Show all the pictures one by one and discuss their positive and negative traits •
- When all the pictures have been shown and discussed, announce the winner •
- Winner would be the one who has all or most of the correct answers •
- Lastly thank the participants and close the activity •

IMYT 5.5

- Group activity: My mistake please
- Give everyone handout 5C •
- For instructions, say that everyone need to read and analyze the two situations given in the handout
- Tell them that they need to give feedback to the both the trainers in both the situations for the mistakes they have made. In the feedback they have to tell the trainer what he has done wrong and how such wrong doings can be fixed
- Instruct them that they have to write recommendations on dotted lines given in the handout. Remind them that they just have to write in points so they could remember them when asked later in the activity
- Give fifteen minutes to the participants to read, and analyze situation one and two, and then write recommendations
- After the time is up, ask what recommendations they have suggested
- Have a discussion on the recommendations given by participants. Discussion should include how they have suggested a certain action, and what better options are there





IMYT 6.1 Energizer: Blindfolded

- Say that this is group activity and every group will do it individually
- Giving instructions, tell the groups to select one leader who can lead their group in this activity
- Say that all members of the four or five groups should blindfold by tying cloth strip around their eyes.
- Say that leaders will not be blindfolded
- Explain the scenario by saying that leader is leading his blindfolded team to cross a dangerous area which is filled with landmines. Leader has to lead his team out of the dangerous area without touching any landmine. Anyone who touch a landmine would be out of the game
- Leader should lead the groups in the form of human train with everyone holding on to person in front.
- For minefields, use any objects readily available in the training hall.
- Do remember to conduct this activity in a very spacious area, which should be ready in advance
- If there is not ample space than all four/five groups should not do the activity at same time.
- In such instance, one group should do it at one time while others would become spectators
- Four minutes should be given to each group for performing the activity
- Caution the groups to be very careful while moving so that no one falls and gets hurt
- the findings of all the groups
- Afterward, conclude the activity

IMYT 7.3 Instructions for case study on human rights violation

- Distribute handout 7A among the participants and tell them that the handout contains a case study on violations of human rights
- Giving instructions say that participants should consider the case study in the handout and analyze it according to the values and social norms which were discussed earlier
- Tell them to identify what is happening in the story i.e. what rights are getting violated, what social values and norms are playing a role in the violations, who is in power, who is marginalized, what are the factors of their marginalization etc.
- Instruct them to think and reflect what are some other things they have noticed in the case study which were not be covered in the concepts discussed earlier
- Give them ten minutes for reading the case study and ten minutes for analyzing it
- When participants have read and self-analyzed the case study, ask them about their opinion in the light of given instructions

IMYT 7.4

7.4 Activity : Analyzing the application of UDHR in day to day life

- Explain that in this activity participants will be given three tasks which they have to complete in given time frame
- Giving instructions for the first task say that everyone is to write down about three persons which they know who belong to different a) gender; b) ethnicity; c) ability/health status.
- Once such persons have been identified, participants need to reflect how such persons are different from them and in what way they were similar to them?
- Give everyone handout 7C outlining the rights given in UDHR
- Instruct them to read the UDHR and identify two rights from UDHR which they have and the different persons don't have vice versa.
- Lastly ask them to reflect upon whether it is alright to have these rights while people which they know from different gender, ethnicity and ability don't have? Is it fair or unfair and do they think that it need to be changed?
- Total time for self-analysis and reading UDHR is 15 minutes and ten minutes for reflection



25

Minutes



IMYT 7.5 🔰 Gi

Group activity: Application of Human Rights to RH

- Explain the purpose of conducting the activity is to see how human rights can be applicable to the context of RH
- Giving instructions for the activity say that there are ten basic human rights which are to be viewed in RH context
- Present slide 7.6 for displaying the ten human rights and read the text
- Every group is given two rights to see their relevance to RH. The number of rights given to groups depends upon their number, if there are three groups, then two groups would be given three rights, while one would be given four and vice versa
- Giving further instructions, say that each group has to prepare a presentation on flipchart,
- Directing them about making a presentation, say that they should make a table with two columns. In first they need to write the human rights given to them while in the second column they have to describe how these rights can be applied to RH
- Give flipchart and a marker to all the groups for making a presentation
- Inform them that we will discuss the answers to this activity once its concluded
- Time for discussing and making the presentation is ten minutes, while three to four minutes for presenting it. Therefore the total time for this activity is 25 minutes
- At the end of each presentation give your input about the presentation and its accuracy

IMYT 8.4

Instructions for RH experience sharing timeline activity



- Explain that this activity is about sharing our own experiences related to RH as we grew up and became adults.
- Distribute the copies of the printed instructions which were prepared prior to the start of session
- Explain that instructions include a table in which few questions are given and they need to write their answers
- Describing the table say that there are two columns in which two stages of human growth timeline are given, first is adolescence (youth and teenage years) while other is adult (when a person is 18 years old and above)
- Moving on, explain the following points that are mentioned under these two timeline stages: puberty, curiosities, experiences of accessing and availing reproductive health information and services, experience with: relationships, gender and marriage
- Instruct that they have to write their experiences regarding such matters.
- Tell them that they should write beside each of the given point in the table
- If they are feeling difficulty in writing or understanding anything then they can consult you
- Give them fifteen minutes for reflection and writing, while ten minutes for generic discussion (about their written views)
- Moderate the discussion by going over each of the points given in the table and discuss them
- If it is foreseen that participants are reluctant to discuss anything then don't force them
- Lastly thank the participants for their valuable input



Life timeline table format

Adolescence (12 to 18 years)	Adult (18 – onwards)
Puberty	Experiences of accessing and availing reproductive health information and services
Curiosities	Experience with: relationships, gender and marriage
Experiences of accessing and availing reproductive health information and services	
T 9.1 Energizer: Find a lie	

- Need to build a little camaraderie amongst the staff? Let them get to know each other and have some fun.
- Giving instructions, say that everyone needs to think about two truths and one lie about themselves
- Going ahead with Instructions, say that each person will share their truths and a lie, while others have to guess which statement is a lie.
- Give examples such as "I went skydiving in Thailand, I love painting, I once met a famous film star in a restaurant."
- Give them three minutes to think about two truths and a lie about themselves
- Tip: participants should think of a lie which might be difficult for others to detect
- Moral: Players will

IMYT 11.1 Energizer: Big fish, small fish



N.,....N

- Get participants to stand in a circle.
- Extend your hands as widely as possible and tell participants that this is "small fish". Then, bring hands together so they're only about 10 cm apart and explain that this is "big fish".
- Explain that big fish swims clockwise and small fish swims counter-clockwise.
- Clarify that it may sound complicated but it's not.
- When first player turns to his/her left to player two, he/she does "big fish" by bringing her hands close together. Second player can either turn to player three and do another "big fish" or do a "small fish" back at player one by extending his/her arms out wide and thusly the game continues.
- Players get out if they get the actions wrong (put their hands together for small fish etc.) or get the directions wrong.
- Point out that fish swim fast and players should similarly react quickly.
- Repeat the instructions for clarification
- In five minutes, everyone will be laughing and energized

IMYT 12.2 Group activity: Back to back communication

- Split the entire group of participants into pairs
- Tell the pairs to adjust their chairs in a manner that both can sit back to back
- Give handout 10.1 to only one member of each pair. The handout has picture of a diagram
- Tell the second pair members to get a paper and a pencil for themself
- Instruct the participants (who have the handout 10.1) to explain the shape of the diagram given in the handout, to their partners
- The listener will draw the picture of diagram based on the instructions given by other partner
- The listener will not be allowed to either see the picture nor can ask any question from their partners
- Give ten minutes for this activity
- When time is up, stop the activity and ask every pair to compare the final result, and analyze how much similar are original and drawn diagram pictures
- For clarity in understanding the concept, repeat the activity with the same pairs.
- This time allow the both the partners to talk with each other for clarification and understanding
- Once the activity is done for the second time, tell the pairs to compare the outcome of both the efforts and see which drawn picture is closer to the original one. Naturally the outcome of the second effort would be more closer as pairs were allowed to converse
- Ask the reason for this
- Say that communication has a central role in our life where feedback has prominent role to play just like what happened here in the activity
- Ask everyone about what they have learned about communication from this activity
- Lastly ask them how the lesson learnt can be helpful in their day to day communication at work as RH leaders
- Briefly discuss some of the responses and conclude the activity

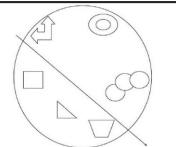
IMYT 12.3 Group activity – No communication!

- Tell the participants to come into their respective groups
- Giving instructions say that all group members should think and recall in their mind a situation when they tried to have communication with anyone or some person wanted to communicate with them, but communication failed in both situations
- Think of the reasons or factors responsible for failed communication
- Members should discuss such factors within their groups
- Every group should finalize a list of barriers based on mutual discussion

IMYT 13.5

Margolis wheel – a way to solve problems together

- Explain that this is activity in which we are going to help each other to find solutions to our problems.
- Say that we will do this by forming a 'Margolis Wheel', in which some will be 'helpers' while others are going to be 'people having problem' and are looking for ways to find solutions
- Divide the entire group in two by making one group of 'helpers' while other of the people with the problem.
- Tell everyone to think of a problem for which require a solution, clarify they should choose a problem which they feel comfortable to share with entire group and which will not take too long to explain and get help for.
- Tell the 'helpers' to take their chairs and make a circle in a manner that they are sitting facing outwards.
- Ask the 'people with problems' to take their chairs and sit opposite the 'helpers' so that everyone has a partner.









- Explain that the people with problems will tell a problem to their helpers and the helpers have three minutes to suggest solutions.
- Instruct the people with problems that they need to remember all the solutions.
- Remind them that when you will clap after three minutes people with problems will stand up and move one chair to the left. This will result in people with problems facing a new helper
- They need to again share the same problem with new helpers and again get their advice within three minutes.
- Once its done two times, roles will change, with helpers becoming people with problems and so on
- Clarify that people with problems need to move one place to the right so that they meet a different counsel
- Repeat the activity like before
- After a total of four rounds, ask people to think about all the suggestions they received from the helpers and what steps they will now take to solve their problem.
- Ask the participants if they want to share their problem, the solutions and steps they will take, with the larger group, they should come now
- In debrief say that problem solving skills rely on sharing, which is to meet people to get information and views, which could help in solving problems by giving us different options and its up to us to decide which one to select. This is what has happened in this activity as well

IMYT 13.10 Story of Sara and Ahmed

- Explain that everyone will be given a short story to read, which is about practical application of life skills in relation to RH
- Give everyone the story printed on the paper
- Tell them to read the story carefully
- There are some questions given below the story, which they have to answer
- Explain that based upon the life skills which they have just learned, identifying which life skill is the answer to which question
- Give ten minutes to read the story and analyze the questions
- After time is up, ask them the questions,
- Write the name of life skills as identified by participants
- In case of wrong answer, correct them
- Lastly ask whether this exercise was useful for learning life skills or mot?

Questions to be asked from the story

- 1. What kind of person was Ahmed?
- Ans: Ahmed was cunning person who took advantage of other peoples' vulnerability
- 2. Why Sara remained silent in the hotel, what was her fear?
- Ans: She remained silent because if she will scream, Ahmed will beat him 3. When Sara threatened Ahmed, what kind of life skill she was using?
- Ans: Peer resistance and assertiveness

IMYT 14.1

> Group activity: Personal definition of leadership

- Open the session by placing flashcards on the table, on which pictures of different leaders have been pasted
- Invite participants to come and select one card whose picture resembles their own style of leadership
- Afterwards, ask everyone the reason for selecting a particular card.
- Tell them that before answering, everyone should think about one leadership quality of the selected leader which resembles their own leadership skill needed for performing their present roles.
- Write all the identified skills on a flipchart







- Say that this shows that leadership skills or qualities vary from person to person and situation to situation, just like here as most of the participants have described a different skill for being an effective leader.
- Announce the skill which has been repeated by most of the participants. Say that these skills according to this entire group is a pre requisite skill for becoming a leader and a person must have it to become one
- Given below are the pictures which can be used for this activity. However, trainer can always make changes as per need. Size of the pictures has been reduced for saving space, trainer however can adjust the size as per need. Picture size of 3x3 is appropriate for this activity

Pictures for activity 9.1



IMYT 14.3 Group activity: Leadership styles

- Tell the participants to sit with their respective group members, or make new groups for this activity
- Give handout 19C to everyone
- Say that five different situations are given in this handout according to different leadership styles which were discussed earlier
- Recall those five styles of leadership which are 1) Authoritarian/Autocratic 2) Bureaucratic 3) Democratic/ Participative 4) transformational /delegative and Charismatic
- Instruct that they have to identify style of leadership which has been used in each situation
- After identifying the leadership style, discuss whether using this style was a correct action or not.
- In case they think that a wrong leadership style has been used, groups have to recommend an alternate style and give reason for using it
- To further clarify say that what would be your style if you are put in that situation
- Instruct that answers should be written on the handout against each situation
- Give 15 minutes for this activity
- Once groups have completed their task, ask all of them to share their findings
- Afterwards, conclude the activity by giving a final comment based upon your own analysis
- Ask them to clap as a thank you gesture for their fellow group member's support
- Close the activity

IMYT 15.1 Energizer: 7 – up game

- Ask the participants to form a circle
- Tell the participant standing at the beginning of circle to say one
- As this participant says 'one', s/he has to put his/her hand on right shoulder.
- Person on the right side of that participant, following the same pattern will say' two' and put his/her hand on right shoulder
- This will continue until the game reaches the seventh person who after saying 'seven' will put his/her hand on head as 7-UP.
- Anyone not following this pattern will be out of the game
- Repeat the process s several times until all the participants are eliminated



IMYT 16.1 Activity: Lose to win

- Ask any two participants to come forward to do this activity
- Explain that this activity will be between these two people while the rest of the group are going to be observers
- Giving instructions to the two selected participants, say that one person will be partner A while other to be partner B
- Instruct partner A to think about any hypothetical dark incident in her life and share it with partner B
- Explain to partner A that she is to going to share the same experience again for the second time
- But this time A should be able to focus on the positive aspect of that dark experience with the encouragement and moral support provided by B
- Afterwards, both will switch roles and repeat the same process
- At the end of the activity, ask the observers to share their understanding from it
- Then ask both the partners to share how they felt while doing the activity?
- Explain the objective of this activity was to highlight that a good partnership can help in overcoming failure, letting the person to explore positivity in dark times and take it as an opportunity to move ahead in life to become successful
- Conclude by narrating the famous saying: beyond every dark cloud is a silver lining

IMYT 16.2 Sroup Work

- Giving the instructions for the activity, explain that each group will prepare a presentation regarding how changes can be brought about in policy and legislatives through advocacy
- Further to the instructions, say that groups should just write sub headings in bullet form and explain the rest while delivering presentation.
- Instruct the groups to select one person from amongst them who will prepare the presentation and one who will deliver it, while the rest will give input and do brainstorming
- Give flipcharts and a marker to each group
- Give them 15 minutes to do brainstorming and preparing the presentation and two four minutes (depending upon the content in presentation) for delivering it
- Inform them that if groups are unclear about what needs to be done, they should ask now
- Support the groups during group work by going around and asking them that if they need any support from you?
- When given time is up, invite the group who has completed its presentation ahead of all.
- In the same manner, invite the remaining groups
- At the end of each presentation, give your input about presentation's contents relevancy to the topic and how the presenter presented it
- Concluding the activity give an overview regarding the topic containing points from presentations as well your own views
- Afterwards, have a discussion with all on both the perspectives

IMYT 16.3 Activity: Finding a partner

- Inform that this activity is a role play between a big and small organization
- Explain that groups have prepare a dialogue in which they have to make the final decision whether to partner
 or not
- Say that group A is the big RH organization who does not want to do partnership, while B is a small NGO who wants to do partnership with A, and has to convince A to do that
- In contrast C is a big RH organization who want to do partnership with D, a CBO working on RH rights in a remote area. Here D is a reluctant one, and C has to convince D
- Remind that they while preparing the role play, groups should keep in mind the decision-making tool which has been discussed earlier





Minutes



- Give them 15 minutes to prepare and five minutes for the presenting the role play dialogue
- Inform that these two situations will help in understanding the perspective from point of view of a large organization as well as small one
- Afterwards, have a discussion with all on both the perspectives

IMYT 16.4 Activity: Common and unique

- Giving instructions about the activity, tell the whole group to stand and form a one big circle
- Explain that you will read a statement and if it applies to you, take one step into the circle. For example, if you are an only child, step into the circle.
- Have students take turns making statements (but remind them that statements should be respectful).
- Give three seconds and then tell them to look and take note of who is in the circle with them
- Instruct that six to seven persons can read their statements
- When statements have been read, stop the activity
- Ask the participants to share what did they learned about the activity
- Then say; circle one is the larger circle where partners are identified and start to know one another
- When they stepped into the circle two, this gave them the opportunity to get to know more about each other's strengths and weaknesses
- Thank the participants and conclude the activity

Activity: Which way is Wright

- Instruct everyone to stand in a circle with only one to two feet distance between them.
- Tell them you'll be reading a story where every time they hear the word right (any spelling), they should pass the object(s) to the right.
- When they hear the word 'left', they should pass the objects to the left.
- Read the story given below,

IMYT 16.5

- Start by reading slowly, then increase the reading speed to normal and then to fast
- For object, choose something such as pen, chocolate, any small toy etc.
- Wrap the object as a small gift that can be shared and can be used as the Passover object for the activity
- At the end, whoever ends up with the object would be told to unwrap it and share it with the rest of the group.
- After the activity, ask the participants about their understanding about the activity
- Once participants have shared their learning, conclude the activity by telling the objective for doing it by saying that the partnership deliverables can be achieved if there is good planning and right communication in place.
- Explain that in the activity, reader was partner A, while listener was the partner B. Their partnership was success when A communicated the instructions clearly while partner B carefully listened to the instructions and acted accordingly

IMYT 17.1 Energizer: Knots

- Have everyone stand in a circle shoulder to shoulder.
- Ask everyone to reach out and grab two other hands (they cannot have both of the hands of one person, and neither the hands of persons on each side of you).
- Say that they should try not to crisscross if possible.
- When everyone has managed to hold two other hands and most possibly will be overlapping each other, tell them to try to untangle standing in the circle without letting go of each other's hands while they are untangling

IMYT 18.4 Group activity: Good and bad training techniques

- In advance write the names of different training techniques on slips of paper
- Write one name per slip and then fold it
- Put all the folded slips in a box











- Invite one person from each group to come and randomly pick two slips from the box
- Once every group has got its two slips, instruct them that they should prepare a presentation on a flipchart
 regarding those two training techniques
- Explain that presentation should include definition of the techniques, their advantages and disadvantages and when these techniques should be used in the training and are suitable for what type of participants
- Once done, ask groups to present their work
- Encourage participants to ask questions from the presenting group at the end of presentation.
- Provide input at the end of each presentation.
- Ask them which points in the presentations were difficult for them and why?

IMYT 19.4 Group activity: Match the tools

- Display the flipchart (prepared earlier) on flipchart stand to show the list of learning aids
- Explaining the activity say, that every group will be given three training topics for which they need to select learning aids keeping in view all the factors discussed in the previous topic
- Instruct that it's not necessary to use only one learning aid per topic, they can choose multiple ones
- Give them random topics such as the ones given below
 - Fundamentals of reproductive health
 - Community mobilization for reproductive health
 - Functions of various parts of human body
 - Running a family planning community center
- Trainer must have a list of topics ready for this activity before the session
- Give them five minutes for the activity
- After five minutes, ask each group to explain what learning aids they have selected and why?
- Once a group finishes describing the details of the assigned task, provide them feedback in terms of the relevancy between the types of tools they have selected tools and the given topics
- Lastly, thank the participants for their interest and attention
- Close the activity

IMYT 19.5 Group activity: Making of PowerPoint slides

- Laptops should be ready with MS PowerPoint running
- Instruct the participants to use the information given in slide 7.6 as a guide for this activity
- Explaining the activity, say that each group will prepare a PowerPoint presentation comprising of three slides on a particular topic
- Assign a different topic to each group for making presentation
- Give them fifteen minutes for preparing the slides
- Inform them that laptops have ready internet which they can use for making their presentations
- Say that once they are done making slides, then they will present them by showing on multimedia like it is done by the trainer in a training workshop just like this TOT
- Each group will get two minutes for presentation
- Groups should decide who needs will prepare the slides and who will present, but ensure each group member gets a chance to participate
- As the activity progresses, remind the participants about how much time is left
- When given time is up, instruct the groups to stop working
- Invite the first group to present its slides
- Instruct the rest of participants to be observers and notice the positive and negative aspects of the slides, based on the guidelines given earlier



- At the end of each presentation share your own observation about how the slides have been made and presented
- Lastly, say that everyone must have learned something out of this activity, and with the research and practice, they can improve this skill
- Conclude the activity

IMYT 20.1 Energizer – Find happiness, the balloon bop game

- Ask eight participants to stand in a circle.
- Toss a balloon in the air
- Call any participant's name as well as body part of that person which that person has to use to keep the balloon in the air
- Then the person trying to keep the balloon in air will call the name of another participant along with the name of body part for keeping the balloon in air'
- Continue in the same manner until all participants names have been called

IMYT 24.1 Energizer – Find the word!

- The paper slips prepared earlier should be ready for use in this activity
- For participants understanding, write the same words on flipchart
- Explain the instructions, by showing the paper slips and saying that on these slips words have been split into two, with first half on one and second half on another slip
- Say that such words are called compound words, because they are made by compounding two or more words. Give example by saying that suppose the word is milestone, then 'mile' and 'stone' will be written separately on two slips separately
- Furthering the instructions say that everyone will be given one slip
- They have to find the person who has the second part of the word that they have
- Point towards flipchart and say that all the words have been written on the flipchart and now it's up to the participants to find out which word they have
- Give them five minutes to complete their sentences
- Instruct them to mingle and ask around to find other half of the word
- During the activity, remind them after every minute, how much time they have
- When time is up, ask them to stop
- Ask how many people have completed their words and then clap for them
- Thank the participants and close the activity











Handout 1A: Pre & Post Training Assessment Form

Name: _____

Instruction: Answer the following questions, by selecting <u>one option</u> from the given three. Mark the correct answer with \swarrow sign

Part 1

- 1 What are Andragogy and Pedagogy?
 - a) Andragogy is the study of animals, while Pedagogy is the study of plants
 - b) Andragogy is the study of human anatomy while pedagogy defines history of world
 - c) Andragogy relates to adult learning, while Pedagogy is teaching young children
- 2 What is a training cycle?
 - a) It is the process of Training Needs Assessment (TNA)
 - b) It is the name of a training activity
 - c) It is a central approach for development of training programs
- 3 A good trainer has the following quality
 - a) Brings about change in the attitude of trainees
 - b) Talkative
 - c) Is the center of attention in a classroom
- 4 How does RH Leader make decisions?
 - a) Listen to others but follow own decision
 - b) Decide in consensus with community
 - c) Decide themselves what is right and wrong
- 5 Importance of communication for RH professionals at work place
 - a) It is not important for RH professionals
 - b) Communication has central role to play at office
 - c) Communication is only involved when RH professionals talk to their colleagues
- 6 Following is a type of training technique
 - a) Showing a video
 - b) Making a PowerPoint slide
 - c) Using multimedia in a training
- 7 The ICPD is:
 - a) International Conference on Planning and Development
 - b) International Conference on Population and Disease
 - c) International Conference on Population and Development



8 – UNFPA - Universal Declaration of Human Rights (UDHR) says

- a) Human rights apply to everyone and that no one should be or can be excluded
- b) Human beings when born do not have any rights, which are later given to them by the society
- c) Some human rights are more important than others

9 –One of the four factors on which Comprehensive right based reproductive health rights depend is:

- a) Social mobilization
- b) Diversity
- c) Women political participation

Answer the following questions by ticking in the appropriate box

10 - Learning aids are not audio visual

Yes
No

11 – Training Needs Assessment (TNA) is a method to determine the training requirements of an individual or group of individuals

Yes 🛛 No 🗆

- 12 IPPF charter on RH, 1994 talks about the right to liberty and security of the person Yes
 No
 No
- 13 –Pakistan has successfully accomplished Sustainable Development Goals (SDGs)? Yes
 No

14 – Youth focused Reproductive Health (RH) approach target youth which has been rejected by the society

Yes 🗆 No 🗆

15 – Purpose of organizational partnership for RH is to expand the delivery of products and services for RHR programs

Yes

16 -Youth Friendly Health Services package includes HIV testing also

Yes 🗆 No 🗆



Part 2:

1. What age range does adolescence refer to? (Circle one)

a. 7-15

b. 15-19

c. 10-30

d. 10-19

e. 15-24

2)	
3)	

3. Name three reasons why adolescents in your community do not seek reproductive health services?

1)	
2)	
3)	

- 4. Having specially trained providers serve adolescents seeking reproductive health services is important because: (Circle all that apply)
- a. Communicating with adolescents can require special care with regards to language, tone, and establishing trust
- b. Adolescents are very demanding and require a trained provider to navigate rude attacks
- c. Healthy life-long habits are established in adolescence
- d. Adolescents may ask to see a training certificate
- e. Adolescents are particularly vulnerable to poor reproductive health outcomes

5. Name three essential characteristics of youth-friendly services:

1)	
2)	
3)	

- 6. What are the three most important concerns that young people have when it comes to reproductive health and gender-based violence service delivery? (Circle three)
- a. Privacy
- b. Nonjudgmental care
- c. Confidentiality
- d. Respect
- e. Television or games at the health center
- f. Brochures that they can take home with them

- 7. Which of the following are good counseling techniques for adolescent's clients? (Circle all that apply)
- a. Ask close-ended questions (yes/no questions) so that the client feels more comfortable
- b. Speak in understandable terms, avoid overly technical language
- c. Look directly at the patient, nod your head, and listen actively
- d. Sit behind a desk or above the patient so there is distance and the element of respect
- e. Avoid using questions that start with "why" and/or other judgmental language

8. Write three reasons why young people should use contraceptives

1.	
2.	
3.	

9. Which is the best way for young couples to prevent both unintended pregnancy and STIs?

- a. Emergency contraceptives
- b. Implants
- c. Correct and consistent use of condoms, or use of condoms plus another contraceptive method (Called dual method use)
- d. Oral contraceptives
- 10. Which of the following aspects must be considered when counseling young clients on contraception? (Circle all that apply)
- a. Risk of sexually transmitted infections
- b. Effectiveness of method
- c. Patient preference for a particular method
- d. Availability and access to methods
- e. Concerns that might be more relevant such as weight gain, skin complexion, and discreteness of the method
- 11. Write three consequences of not providing the right information and reproductive health services to young people

1.	
2.	
3.	

12. How have you handled cases of gender-based violence where you work?

Handout 1B: List of scrambles words

#	Scrambled Words	Unscrambled word
1	alppe	
2	demre	
3	acre	
4	ouseh	
5	Hoser	
6	Inkg	
7	Ppyha	
8	Das	
9	Ealth	
10	Joyen	
11	Koob	
12	Rtee	
13	Tars	
14	Noom	
15	Bdri	





Handout 2A

Defining Training

What is Training?

- Training is about acquiring knowledge, skills and attitudes (where **Knowledge** is about current theories, concepts, **Skills =** Technical and Managerial and **Attitude =:** Behavior modification)
- An exercise to bring desired behavioral modification in an individual by exposure to a simulated environment, for improved performance
- Training is the process to fill the gap between the desired performance and the actual performance

Definitions:

Knowledge: holding on to information about any particular topic or many topics and subjects.Attitudes: It is the behavior which s person exhibits in certain situation through feelings, and emotionsSkills: The capability of a person to something specific either physically such as skill to make a table or mentally by presenting an intellectual perspective

How to Teach:			
Knowledge	Attitudes	Skills	
 Only teach those facts which the learner needs. Start with the learner's own experience Use all possible additional resources Make learning activities participatory. Use visual aids and handouts. Review and summarize often. Verify that learning has taken place (evaluate). 	 Provide information. Provide examples or models. Provide direct experience. Provide opportunity for discussion Provide role playing exercises 	 Describe the skill Demonstrate the skill Have the trainee practice the skill Verify that the skill is being done correctly (evaluate). 	





Handout 2B

Training vs. Education

Source: https://www.difference.wiki/training-vs-education/

Training and education are generally used interchangeably and are considered as being same. But there are many difference between both, which have been stated below

Training	Education
Process to teach a particular skill or skill set to trainees needed for performing any specific job or task in a relatively shorter period of time under certain terms and conditions	It is a whole designated system of step by step learning in an institution such as school, college or university for development of an intellect in students over a longer period of time
Training refers to the act of delivering a specific skill or action to a person	education is the whole designated system of learning in an institution which develops intellect gradually in a person
Training is learning by working together under someone's supervision.	Education means learning within the classroom to attain knowledge
Training is a program organized for a particular period under certain terms and conditions	Education is a step by step program, organized for a relatively long period and designed to reach an ultimate goal
The training aims at developing certain skills and knowledge for mental development.	Education aims at learning the lessons during the whole process which later helps a person to face upcoming future challenges.
Training is the idea of human resource growth targeted to improve the role, creativity, and competence of the eligible employee.	Education does not only refer to schooling; rather it refers to the things a person gains while he is in school, college or university.
Training delivers the skills to do the job effectively and efficiently.	Education delivers knowledge about events, realities, morals, beliefs, values, general concepts, beliefs, etc.
Training can be paid or unpaid, full time or part time, depending on the contract with the employer.	Education gradually helps in developing a complete sense of reasoning, understanding, judgment, and intellect in an individual





Handout 2C

Andragogy and Pedagogy

Source: https://www.skillsyouneed.com/learn/learning-approaches.html

Andragogy and Pedagogy are terms derived from the Greek words meaning 'child' and 'man' respectively. **Andragogy**, however, provides us with a process model in which the learner discovers knowledge at a pace to suit him/herself, supported by a facilitator, perhaps a coach or mentor. Andragogical theory is based on four assumptions that define its unique position, as against pedagogy or traditional learning methods:

- The learner needs freedom to develop his/her own learning.
- The existing experiences of the learner are fundamental for understanding and new learning to take place effectively.
- The person needs to be ready to learn, as opposed to being motivated by fear or coercion.
- The orientation to learning is paramount: in other words, it is not subject-orientated but learner centered

Pedagogy is essentially based on instruction; knowledge is transmitted formally from one who knows to one who does not know. This type of model has often been used in institutional settings, where it can be administratively easier to assume control of the learning experience, while ignoring the ability or needs of the person to engage in self-directed learning – for example in schools and other educational establishments. Unfortunately, this model can engender resistance or rebellion, particularly in older children, adolescents and adults. It could be claimed that pedagogy actually misses the point: providing training or education does not necessarily mean that the learner will enjoy or remember the experience, even less transfer it to useful settings

Approaches to learning

Traditionally learning has been classified into three broad approaches, Cognitive,

Behaviorist learning:

Learners respond to some form of stimulus. This approach to learning is based on the idea that learners respond to stimuli in their environment. The role of the learning facilitator, therefore, is to provide relevant and useful stimuli so that the learner responds to and gains the required knowledge or experience.

The behaviorist approach to learning centers around the belief that appropriate behavior can be taught through constant repetition of a task combined with feedback from the facilitator. Positive feedback encourages and reinforces success while negative feedback and immediate correction discourages the repetition of a mistake or undesirable behavior. One of the main ways to use the behavioral approach to learning in training and teaching is to specify clear behavioral objectives at the start and then supply learning opportunities that ensure that the objectives are met.

Cognitive learning: It is based on knowledge and knowledge retention. **Cognitive theories** are concerned with the role of the active mind in processing learning opportunities and developing. One of the examples is of experiential learning in which participants observe something happening and reflect on their observations. This experience and reflection is then incorporated into the theoretical knowledge that the person already possesses, or is supported by reading and training, building up a framework into which to fit their experience.

Humanist: Relies on the experience of individuals. The more recent **humanist theories** take into account the way that, in our society, previously polarized views of right and wrong have dissolved into a variety of potentially equally valuable truths, i.e., a pluralistic approach. The stress on valuing diversity in many organizations and in society generally is a reflection of this ideology. An emphasis on active learning is at the core of these humanistic approaches to learning. The terms '*andragogy*' and '*pedagogy*' highlight the difference between earlier models of training and the more usual approach nowadays



Why ToT?

- Learning about the different methods of Training
- Identification of Training Weakness
- Chalk out the strategies to improve Training
- Learn techniques of Participatory training
- Improve Skills and Techniques in giving presentation, facilitation, facilitating discussions, using small groups, designing training sessions, evaluation etc.
- An exposure to NEW TRAINING TECHNIQUES new energizers, process observation, buzz groups, rotational brain storming, picture Discussion, group dividers
- More confidence and less nervousness in conducting training
- A clear understanding of WHY behind various training approaches and need to use VARIETY of training methods to maximize learning
- Learn Training Cycle and development of skills in Objective setting, developing training schedules, session plan and training material

Some guidelines for the trainer...... How learning can be effective?

Learning is effective only when:

- it respects and values the participants' views and opinions;
- It begins from participants' needs and existing understanding of the concepts;
- It is vigorous, lively and filled with varied activities;
- It has clarity of objectives and they are understood both by trainer and participant; and
- More time is spent on participants' activities than on trainer talk.
- It breaks the geographical, political and ethnic ties
- It considers the practical needs of people and relates the learning with the professional requirements



Handout 4A Training Cycle

What is training cycle?

Training is a continuous cycle of learning, and development for its learning and a way of improving the training program in terms of its systems, content and delivery. Going through the each of the four steps in the training cycle when designing training provides opportunity to reflect on each aspect of the training, helping to make well informed decisions right at the start of the training design process.

Knowledge requirement of individuals change with passage of time because of employment or other needs and same goes for training systems which undergo changes due to technological advancement and requirements of organizations

Training cycle is composed of four interrelated steps as shown in figure below



Given below are the details of each of these steps

Stage 1:

Training Needs Assessment (TNA)

It involves a series of six steps, as explained below

Step 1: Identification of problem: It is to assess an organization in terms of its policies, objectives, goals, hierarchy, and responsibilities of the target group. A gap analysis is done to compare trainee's present performance and skills with his/her job description or given responsibilities. This is done to find out whether or not a person is performing in desirable manner as per the assigned responsibilities. Once problems and needs have been identified, the overall objective of the training is defined. For example, for this TOT, the overall objective can be to improve the capacity building and training skills of its participants

Step 2: Design of need assessment strategy: This includes the finalization of the following,

- Target group of people that need to be trained
- Sample size of target group
- Tools needed such as questionnaires, interviews, Q&As, focus group discussion and workshop. These are to be selected on basis of available time and human resource
- Date and time to conduct the survey
- · Schedule of responsibilities for the survey team i.e. who is going to do what



Information and data gathered afterwards serves as basis for designing a training program: Example:

For a donor funded project, a contractor organization has to train the heads of Rawalpindi district-based NGOs which are working on reproductive health. A TNA was done to determine the type of training this target group needs. Table below defines the findings of this activity

Target group to be trained	Identified problems	Trainings need	Non-Training Needs	Number of persons to be trained
Heads of NGOs	 Difficulty in managing conflicts among office team Difficulty in writing technical reports Work pressure and anxiety Poor time management skills 	 Conflict resolution Effective report writing skills Time management 	Yoga or daily walk for reducing stress and anxiety levels	25

Step 3: Conduct of TNA for data collection: Perform TNA by doing the following:

- Select sample size of the target group using sampling techniques such as random, systematic and stratified sampling.
- Data is collected by reviewing secondary sources of information such as documents of trainings which have been attended by target group/trainees
- Interviewing the trainees using the selected tool such as questionnaire,
- With selected tool, collect the data by using methods like formal interviews, focus group discussions and meeting

Step 4: Analysis of collected data: This comprises of:

- Collected data is than analyzed using qualitative methods to assess aspects like skills, education, performance level, working style etc. While quantitative methods are used for assessing age, number of training attended, gender etc.
- Analyzed data is than prioritized to determine which training is highly needed by trainee, and which are of moderate level
- Based on prioritization, conclusions are derived and recommendations are given
- A comprehensive TNA report of the entire process is than prepared

Step 5: Presentation of TNA report and feedback: A meeting is held in which presentation of findings is given to the concerned officials who than provide their feedback in the form of recommendations for the findings. After these recommendations are incorporated in the TNA report and final draft is prepared.

Stage 2:

Design of Training

: https://www.convergencetraining.com/blog/how-to-create-an-effective-training-program-8-steps-to-success

Training cycle and design of training program by Voravate Chonlasin - Asian Institute of Training

- As a guiding principle, keep the learning objectives at the forefront of training design process
- While designing a training, keep in mind the principles of adult learning which is a problem centered and not the content centered approach
- Relate the selected content to objectives in terms of knowledge, skills and attitude.
- Specify core and supporting topics. Always start with simple topics and gradually move on to more complex ones.
- But at the same time, focus on the learning needs of the target group and not on what is easy to teach
- Education and professional skills of the participants need to be considered while selecting and including topics in the training design



- In training design, mention the amount of time required to teach each topic along with training methodologies and learning material to be used during teaching
- Remember that adult is more interested in learning about those concepts and skills which have direct relevance to their professional and personal life
- Training design should incorporate a mix of theory and practical work such as group activities, games, energizers etc. Learning by doing approach can accelerate the learning process
- Feedback mechanism must always be built into the training design. Feedback provides a window of opportunity for improving the quality of training. To achieve this, both formal and informal methods feedback methods should be considered
- Very lengthy sessions should be avoided because participants tend to lose interest and may not be able to retain knowledge because of longer duration. To avoid this, long and difficult topics should be split up into more sessions as per requirement
- Training design should also incorporate such activities that involves the use of different senses such as sight, hearing, touch, smell and taste (when appropriate). Sight and hearing are the most important ones from learning perspective, but sometimes adding other ones can enhance the learning process

Stage 3

Planning, organizing and delivering a Training

This is the stage where the designed training comes to life. It is to be planned whether training will be delivered in - house or out sourced to a training institution/entity. If it is to be in - house, following tasks must be completed before the training is delivered

- Inform the target group to be trained, and confirm the number of trainees
- Prepare the training schedule
- Prepare the task responsibility matrix which is the delegation of tasks and responsibilities to training team
- Finalize the training venue
- Finalize and confirm the availability of trainers, resource persons or speakers
- Prepare the training material such as photocopying the handouts, reading material, instructions for group or individual activities
- Prepare participants training folders
- Arrange stationery such as flipcharts, permanent ink markers in different colors, masking tapes, ball pens and other necessary items which are needed for conducting various group activities.
- Arrange the equipment needed within the training hall such as multimedia, flipchart stand, white boards, soft board, laptop and printer
- Make lunch and tea arrangements
- Arrange accommodation and transport for out of station participants
- Before the start of training, do a final inspection of the training venue to check whether everything is in place or not such as equipment like multimedia is operational
- Training monitoring systems should be in place to monitor participants progress, skills of the trainer, and workshop administration and coordination
- Prepare the process report of entire duration of training

Stage 4

Training Evaluation

It tries to determine:

- How far was the training program successful in achieving the objectives of Training Needs Assessment (TNA) and of trainees'
- What did trainees learned specifically and how much of it will they be able to practically apply at their work place or in personal life



- Later on, were participants successful in developing and then implementing their action plans and was their management supportive in this regard
- To what extent the organizational goals have been achieved because of trainees increase in level of knowledge and skills

Answers to these questions can be found by doing evaluation at following four levels:

Participants' reaction: How participants felt about the training/ did they liked it? This can be acquired from feedback forms, verbal expressions of the participants, and also follow up in the form of post training surveys

Level of learning: Were they able to grasp the knowledge given to them during the training? What was the level of increase in knowledge or skills after training? The most common method to monitor this increase or decrease in knowledge level is by use of pre and post-test/evaluation forms. These forms can be a good measure for assessing quantifiable skills. Other methods may include observation or asking the participants directly

Applicability level: What is the level of applying the gained knowledge at trainees' work place or personal life? This change in behavior/skills and their applicability and sustainability can be assessed several months after the training by observation, and interviews with the trainees

Results: What was the impact of training on organizational capacity, has it increased or decreased or remained the same. Or in other words, whether participants' capacity in terms of performing their duties has increased because of increase in knowledge and skills. This can be assessed by making individual development plan which is a self-assessment tool and an effective one to measure the level of increase or decrease in one's performance as a result of getting trained



Handout 4B

Case Study: Result of a faulty training design!

United for Health was an international NGO working on tertiary and reproductive health care in Pakistan. Its program area covered three provinces of the country. The organization was expending its program portfolio and opened new field offices in new program areas

Organizational staff consisted of more than 300 people of which 80 percent were based in the field areas. Other than the main office, it has thirteen field offices located in three target provinces.

Ahmed was a newly appointed training officer based at the training unit located in the country office. He was hired to assist the training manager Saeed Khan.

With the guidance from training manager, Ahmed recently conducted a comprehensive training need analysis (TNA) of the entire staff of the organization including the drivers and has written the analytical TNA process report. Since he was new, and did not had much experience of TNA, his supervisor, Saeed guided him during the design stage later in conducting it with the sample population.

Lately, lot of complaints have been received about the drivers (who were driving the official vehicles) regarding their rude attitude, lack of knowledge about driving rules and practices, poor manners and rash driving, Moreover, majority of complaints were about drivers working in field areas,

Keeping in view this, management decided to impart training to the drivers, with the objective to address the complaints and to help them in diligently perform their duties

Being new in the organization, Ahmed was not aware about the complaints against the drivers. That's why he asked Saeed the reason for giving first priority to drivers training. Saeed told him that many complaints have been received against drivers so that's why management has decided to give them a training, as an answer to those complaints. He told him the details about the complaints

Saeed gave Ahmed the task of designing the training. He reminded him that training should be based upon the topics addressing the complaints. The training was to be organized as soon as possible because HR department was pressing hard for it.

Ahmed started working on designing the training and also consulted the TNA report to see which topics/skills had drivers recommended as their training need. He prepared a list of topics by including the ones which Saeed told him about and also some which drivers have suggested

In the meanwhile, Saeed's father who was living faraway in another city, got very sick. Saeed took the first available flight and went to see his ailing father. Before leaving, he gave some instructions regarding general matters concerning the training unit and went away on a ten days leave

After preparing the topics list, he has to decide about the training methodology. He did not have much knowledge about different training methodologies except for lecture based PowerPoint presentations. So, he included it as the training methodology for all the session. There were no activities in the design which could ensure the involvement of participants. Upon completion, he emailed the training design to Saeed for his comments. Saeed was too tied up at hospital looking after his father. He asked Ahmed that has he followed the instructions given by him (Saeed). Ahmed confirmed that he did then Saeed gave him the go ahead to organize the training

Getting a go ahead, Ahmed announced the training date as four days from the present day. He started making arrangements with support from admin department and informed Saeed when they were done



On the day of training, Saeed came back to the office and met Ahmed and went with him to the training hall to check the arrangements. Everything was fine. He commended Ahmed on this. Suddenly he remembered about training design and asked Ahmed for a copy of training schedule. Ahmed handed him a copy of the schedule

He reviewed the schedule and found it satisfactory. But he was not aware that the no interactive learning methodologies were included, and the trainers were not known to him. He opened the training by welcoming the participants. And afterwards went back to his office

The training went on, and first day was over, at the end of day, Saeed went to meet participants to get their feedback about day one of training. But to his surprise found that all the participants looked bored and unhappy. Upon asking the reason, participants were off the opinion that they were not able to understand majority of what trainer said as he was speaking in English mostly and slides which he showed were also in English so they were not able to comprehend anything.

Participants said that was better to cancel the training because it was not serving any purpose and they felt more confused and bored at the end of the day one

Questions for discussion:

What would you do if you were in Saeed's place after hearing participants' comments about training? What were the flaws in training design? How the training design would have been improved? What have learned from this story?





Handout 5A

Difference between a good and bad trainer

Who is a trainer?

A person who is able to bring about change in the attitude of his/her trainees to prepare them for meeting their organization's goal or to build their capacity to perform certain tasks



Abilities of a professional trainer

The traits listed below can be a guide for person who wants to become a trainer. It's also important to remember that a person does not necessarily need all these abilities, some of them can be achieved with practice and experience. This list is sufficient enough to provide an idea to the new entrants about the type of skills which are need on day to day basis for work:

a. Let's take a closer look at what it takes to be a good trainer:

A trainer must possess certain skills which are absolutely non-negotiable for being a good trainer. These skills include, ability to listen carefully, asking the right questions, and understanding learners' needs.

The process of Training Needs Assessment heavily relies on carefully listening to the target audience and assessing what they need most? A skilled and seasoned trainer has this ability to listen carefully to what target audience thinks they need, and what is actually needed to fix the problem.

For example, a group of office assistants describe their urgent training need as letter and report writing. A good trainer might analyze the situation and determines that target group has sufficient knowledge about letter and report writing, but they face problem in writing letters and reports because their English writing skills are unsatisfactory

b. Encourages engagement

A good trainer always turn the training into a two-way learning process in which both the trainer and trainees learn from each other. For learning to really take place, trainees need opportunities to share their ideas, answer questions, and practice what they've learned. The traditional trainer centered approach isn't effective for achieving meaningful learning, even though the trainer is highly experienced.

The best trainers encourage trainees to ask questions, involve them in group activities, and be active in their learning rather than passively absorbing the material.

c. Be organized

Some trainers are inspiring one day, and unexciting the next. This is usually due to a lack of effective organization. Trainer constantly need to take time to plan their training materials and facilitation delivery Well-organized lessons and materials help a trainer to remain focused on the topic at hand, instead of jumping around. This prevents sessions from being dragged out resulting in losing participant's attention.

d. Appreciate good instructional design

It's strange that often times, trainer's ability to design well-structured courses and custom-made content is overlooked as a quality. Rather, a trainers' personality and session delivery skill are often mistaken as the determining factor of their effectiveness. Truthfully, a lot of work goes into planning training programs to create seamless learning experiences.

Trainer must have the ability to design courses using different training techniques along with variety of materials that can engage and motivate the trainees

e. An eye on new and popular learning trends

In order to be considered a great trainer, one needs to have an awareness of the latest training trends. Trainers keep up with current research in adult education and try to incorporate such trends into their training. Though trainers need to know new and popular trends but it's equally important that they have the ability to analyze which trends they need to use in their training. Incorporating trends on the basis of popularity is a risky approach, because a popular method can easily undermines the effectiveness of training if it does not meet the training dynamics

f. Analyze and improve

Best trainers are not only focused on developing their trainees' knowledge, but also their own skills.

Trainers can improve their performance by analyzing the feedback in evaluation forms, which is given by trainees regarding their different abilities. Good trainers always see criticism as an opportunity to reconsider their skills for next time. Good trainers also evaluate their training materials regularly. Old or irrelevant materials are phased out in favor of content that is more engaging and aligned with learner feedback about the course.

A professional trainer must

- The ability to design and conduct a Training Needs Assessment process
- Design effective and participative training programs and training material
- Deeper and complete understanding of subject on which he/she has to deliver a training
- Organized and fully prepared for training delivery
- Effectively manages the time
- Attentive and sensitive to participants needs
- Ready to accept any change that takes place during any training situation
- · Energetic, confident, enthusiastic and focused
- Possess excellent communication and public speaking skills
- Good mediator with good conflict resolution ability for tackling challenging situations or participants in a training

Bad trainer

- Not a strategic planner who does not have much knowledge or interest in how training is going to impact its trainees over a period of time
- Does not mingle with participants. This creates a gap between both and results hampers the flow of information
- Not attentive to participants needs and aspirations
- Does not like being asked too much questions
- Does not have good interpersonal and communication skills
- Many times, does not feel comfortable while delivering session particularly in situation which is beyond his/her comfort zone
- Does not use principles of adult learning and is not skillful in delivery of participative learning techniques
- This trainer is not comfortable in handling difficult situations which may result in escalating tension within the class/training room

Handout 5B Answers for group activity 5.3



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Handout 5C

Common mistakes which trainers make!

Directions for activity 5.5

Given below are two situations which need to be analyzed. After reading each of the situations, provide recommendations to the trainers for not making such mistakes again Write your recommendation points on dotted lines given for each trainer

Situation 1

Waqar Khan is an experienced training specialist who has just concluded an activity with the participants during a training session. He was well prepared and has clear understanding of the content, but did not confirm participants understanding. In addition, when explaining activities, the directions were not clear and there was never an opportunity to ask for clarification. What recommendations would you give to Waqar?

Recommendations to Wagar

Situation 2

Amir Ali has just completed an activity followed by a group discussion. The activity went well, but debriefing at the end of activity did not. He had trouble getting the participants to answer his questions. They did not appear to be very engaged. What recommendations should be given to Amir so he could get participants to participate with full interest?

Recommendations to Amir





Handout 7A A Case study on RH

"It was a Friday morning. Hoda had woken up at 5 am, washed her hands and her polio-twisted feet and kneeled down to say her morning prayers. She then went into the kitchen to light the cook- ing fire and begin preparing the morning meal for the family. Her mother-in-law came into the kitchen a few minutes later and seeing that Hoda's cooking was half done, she accused her of skipping the Morning Prayer. She slapped and kicked her, and told her she would go straight to hell. Hoda said nothing and went on with her work.

The cooking done, Hoda sat down to begin her embroidery work. Everyday, Hoda embroidered scarves and shawls and jackets for a local merchant, to supplement the meager earnings of her husband who worked in a local tea shop. But the work was becoming harder. The merchant said the market was slow, and Hoda had to work for many more hours a day, in addition to her housework, to earn the same amount she used to earn 5 years ago. In the evening, after the children returned from school and she gave them some food, Hoda set out with her day's work. She veiled her face and body as was the custom of her community.

When she arrived at the merchant's shop, she was met with the usual taunts. "Ah there she is, the woman in a black sack! The deaf and dumb cripple who neither speaks nor listens. The one with the useless third-rate embroidery that I can barely find a customer for! Show me what pitiful work you have done today!" Hoda silently handed over the dozen scarves she had embroidered the past few days, bent over the work for almost 10 hours a day, her neck and 29 shoulders aching, her fingers growing numb.

The merchant gave the work a cursory glance and then grudgingly handed over even less money than he had paid last week for the same amount of work. "But sir...." Hoda began to protest. "What? What?" shouted the merchant. "Don't like the money? Then take your wretched work and get out!" Hoda knew she was beaten. She was poor, a woman, illiterate, physically disabled, and from a minority community. She was up against not one, but many different power structures working together to keep her down."¹

¹ Batliwala, Srilatha. All About Power: Understanding Social Power and Power Structures. Crea, 2019, 28-29.





Handout 7B The Narrative of Human Rights

To begin, we need to first understand one basic concept that is the foundation for all the definitions we discuss here. That basic concept is that of 'well-being'.²

Well-Being means having a chance to be healthy and happy. We all want to be safe and respected. We want to have opportunities to grow up and to learn. We want to matter in the world and to pursue our dreams. And we want to live together in peace. We want these things for ourselves, our families, and our communities. And we must respect the fact that all the people around the world, each one of us, want their well-being.

Each one of us in this world have a right to well-being. This is the basic premise of human rights discourse across the globe.

Human Rights are the basic protections and entitlements due to every human being. These rights are inalienable. That is, they cannot be taken away from anyone. A partial list includes the rights to: food and shelter; education; health care; civic participation and expression; equal treatment before the law; and treatment with respect and dignity. These are universal and are enshrined in the Universal Declaration of Human Rights (UDHR) that was formed in 1948 and is agreed upon by most governments. Governments have responsibilities to respect, protect, and fulfill these rights for every person living in their jurisdiction regardless of their race, ethnicity, sex and gender identity, citizenship, social origins, religion, political beliefs and health status.

Although human rights as the basis for ethical treatment of all people everywhere is a widespread concept, it does not always translate into people's lived experiences. There are various reasons why some people cannot enjoy their human rights. Some of the most common reasons lie in the making of a society through values and social norms

Values are the set of beliefs that govern what people view as right and wrong. Values vary across individuals, families, and cultures. Some values, however, are accepted virtually universally as characteristic of ethical human behavior.

Social Norms are expectations for how people in a community should act or think. Growing up, people come to think of the prevailing norms as "natural" or "normal." In fact, norms vary from place to place and over time. Prevailing norms often pressure people to meet social expectations. They influence people's attitudes and behavior. People who act or think in ways that are different from the norm may be viewed as inferior rather than independent.

Although Values and Social Norms bind us into communities, they can often be exploited by certain dominant individuals and groups to control resources, relations and systems that may violate the human rights of other vulnerable individuals and groups. This occurs when power and privilege are at play and are sustained through reinforcing harmful values and social norms.

Power is the capacity of individuals or groups to determine who gets what, who does what, who decides what, and who sets the agenda and determine social norms.³

Privilege is the resultant status, resources and opportunities that individuals and groups have as a result of power structures and power relations in a society.

Individuals and groups that are negatively affected by such power structures are marginalized in societies. Two relevant markers of marginalization that are most prevalent in our societies are identity and gender.

² Haberland, Nicole et. al. Its All One Curriculum. Population Council, 2009, <u>www.itsallone.org</u>.

All the definitions of concepts in this section are taken from Its All One Curriculum unless otherwise stated. The resource can be accessed at:

³ Batliwala, Srilatha. All About Power: Understanding Social Power and Power Structures. Crea, 2019.

Identity is the way people think of themselves, or describe themselves to others. The way that others perceive someone's appearance or behavior does not necessarily match that person's own sense of his or her identity. People typically have more than one aspect to their identity. For example, a person can identify as a girl, a Muslim, and also as a student. Identity can come from belonging to a community. The way people identify themselves may change over time. ("Identity" may also refer to formal recognition of a person by the state, such as having a name, birth registration, and nationality.)

Gender refers to differences in the social roles and responsibilities that societies and families expect from males and females. Gender is not the same as biological differences by sex. People often experience differences in power in their families and societies by virtue of their gender.

Our lives are shaped by our identity and gender from as early as birth and continue to have implications on our abilities and access to resources, opportunities and overall well-being as long as power structures and social norms remain unchanged. Three of the most common types of marginalization that occur on everyday basis are stigma, discrimination and violence. These can be seen on a spectrum of subtle forms such as stigma to more pronounced forms such as violence.

Stigma is severe social disapproval based on an individual's personal characteristics. It may also arise when a person's beliefs or actions do not comply with social norms. For example, in some places people face stigma because of their weight, religion, or health status.

Discrimination is unfair or unequal treatment of people based on their appearance, behavior, or (presumed or real) identity.

Violence refers to actions that implicate direct harm (through harsh words/tone, aggressive behaviors or use of force) on people who are in disagreement to our ideas of accepted and normal.

Around the world, these concepts provide an analytical lens for people working on human rights. People adapt these words and their meanings creatively and sensitively to their own social and political contexts and often translate them in their own languages to develop a better shared understanding of the concepts. In Pakistan, in the diversity of our many languages, we have local words for most of these words. Some words have existed in our linguistic landscape historically while others are newly formed. For example: In Urdu, the word 'right' translates as 'haq'. It is interesting that the word 'haq' has other meanings such as 'Truth'.

Handout 7C Application of Human Rights to RH

The right to life	No one's life should be put at risk or endangered by pregnancy, childbirth or gender.
The right to liberty and security of the person	Everyone should be protected from abuse, exploitation, harassment, and forced harmful practices
The right to equality and non-discrimination	All persons are born free and equal. No one should be discriminated against on the grounds of race, ethnicity, colour, poverty, gender and identity, marital status, family position, physical or mental disability, age, language, religion, political or other opinion, national or social origin, property, birth or other status.
The right to privacy	The right to make autonomous decisions regarding one's reproductive life, and to have the privacy to do so respected.



The right to freedom of thought	All individuals have the right to make decisions about reproductive health and rights, and the right to seek, receive and impart information and ideas via any media.
The right to information and education	The basic right to education includes the right of access to information and education on reproductive health and rights.
The right to choose whether or not to marry and to found and plan a family	All persons have the right to choose voluntarily whether or not to marry and to found and plan a family.
The right to decide whether or when to have children	All persons have the right to decide freely and responsibly on the number and spacing of their children. This includes the right to decide whether or when to have children and access to the means to exercise this right.
The right to health care and health protection	All persons have the right to the highest attainable standard of physical and mental health and access to the highest possible quality of health care, and the right to be free from traditional practices which are harmful to health.
The right to the benefits of scientific progress	All persons have the right to access to available reproductive health care technology and to gender-sensitive research practices.
The right to freedom of assembly & political participation	The right to form an association or organization which aims to promote reproductive health and rights.
The right to be free from torture and ill treatment	The right to be free from all forms of violence, exploitation and abuse as well as to be free from ill treatment in medical practices and interventions and have a right to free and informed consent.

A reproductive health and rights package may include, but is not limited to, interventions around:

Maternal Mortality: Maternal death is the death of a woman while pregnant or within 42 days of termination of
pregnancy, irrespective of the duration and site of the pregnancy, from any cause related to or aggravated by
the pregnancy or its management but not from accidental or incidental causes.⁴ Maternal deaths are often
preventable and happen due to the lack of adequate healthcare and/or gender-based violence. Maternal
mortality is one of the leading causes of death for women worldwide and hence, one of the key global
development indicators.

⁴ World Health Organization. "Health Statistics and Information Systems". Accessed 11 August 2020. <u>https://www.who.int/healthinfo/statistics/indmaternalmortality/en/</u>

⁵ United Nations Population Fund. "Family Planning". Accessed 11 August 2020. <u>https://www.unfpa.org/family-planning</u>

- Family Planning and Contraceptive Services: Family planning is the information, means and methods that allow
 individuals to decide if and when to have children. This includes a wide range of contraceptives including pills,
 implants, intrauterine devices, surgical procedures that limit fertility, and barrier methods such as condoms as
 well as non-invasive methods such as the calendar method and abstinence. Family planning also includes
 information about how to become pregnant when it is desirable, as well as treatment of infertility.⁵ It offers a
 range of potential non-health benefits that encompass expanded education opportunities and empowerment for
 women, and sustainable population growth and economic development for countries and is therefore one of the
 key programmatic area to acheive global development.
- Unsafe Abortions: Women with unintended pregnancies or complications during pregnancies often terminate their pregnancies or need/desire to do so. There can be a plethora of reasons for abortion and must be performed by a trained healthcare practitioner with provision of post-abortion care and services. However, worldwide most women resort to unsafe abortion in the absence of access to safe abortion. Barriers to accessing safe abortion include: restrictive laws, poor availability of services, high cost, stigma, the conscientious objection of health-care providers and unnecessary requirements, such as mandatory waiting periods, mandatory counselling, provision of misleading information, third-party authorization, and medically unnecessary tests that delay care.⁶
- Sexually-Transmitted Infections and Diseases: STIs and STDs are caused by more than 30 different bacteria, viruses and parasites and are spread predominantly by sexual contact. Many STIs including chlamydia, gonorrhoea, hepatitis B, HIV, HPV, HSV2 and syphilis can also be transmitted from mother to child during pregnancy and childbirth.⁷ STIs have profound impact on reproductive health of men and women worldwide. They are often curable but go untreated due to the stigma attached to contracting STIs that prevent people from seeking healthcare. It is therefore one of the key provision area of RHR and healthcare providers are trained to break the stigma around STIs and provide treatment in a non-disriminatory and non-judgemental way.
- HIV/AIDS: Human Immunodeficiency Virus (HIV) is an infection that attacks the body's immune system, specifically the white blood cells called CD4 cells. HIV destroys these CD4 cells, weakening a person's immunity against infections including tuberculosis and some cancers. People who may be at risk of contracting or diagnosed with HIV should be offered and linked to antiretroviral treatment as soon as possible.⁸ However, due to stigma attached to HIV due to contraction primarily through sexual contact and fear of social exclusion people often do not seek healthcare. However, unlike popular belief that HIV is only transmitted through sexual contact, transmission also takes place through blood. It is therefore most common amongst injecting drug users (IDUs) in Pakistan. However, further spread can occur amongst women of IDUs families and must be addressed as a package of RHR for women and men. To improve HIV prevention, it is important that HIV testing services follow the 5Cs: consent, confidentiality, counselling, correct results and connection with treatment and other services.

https://apps.who.int/iris/bitstream/handle/10665/329888/WHO-RHR-19.22-eng.pdf?ua=1

⁶ World Health Organization. Evidence Brief: Preventing Unsafe Abortions. 2019. Accessed 11 August 2020. <u>https://apps.who.int/iris/bitstream/handle/10665/329887/WHO-RHR-19.21-eng.pdf?ua=1</u>

World Health Organization. Evidence Brief: Sexually Transmitted Infections. 2019. Accessed 11 August 2020.

⁸ World Health Organization. "Key Facts: HIV/AIDS". 2020 Accessed 11 August 2020. <u>https://www.who.int/news-room/fact-sheets/detail/hiv-aids</u>

⁹ World Health Organization. Introduction and Guidelines to Facilitate the Development and Implementation of Life Skills Programmes. WHO/MNH/PSF/93.7 A.Rev.2. Geneva, 1997.

¹⁰ United Nations. Guidelines for Integrating Gender-based Violence in Humanitarian Action. Inter-agency Standing Committee 2015. Accessed 11 August 2020. <u>https://www.un.org/sexualviolenceinconflict/wp-content/uploads/2019/06/report/handbook-for-</u> coordinating-gender-based-violence-interventions-in-emergencies/Handbook_for_Coordinating_GBV_in_Emergencies_fin.01.pdf

¹¹ United Nations Population Fund. State of the World Population Report: Against My Will. 2020. Accessed 5 August 2020. https://www.unfpa.org/swop

- Life-Skills Based Education: LSBE is a key aspect of reproductive health and rights package globally and is one of the most crucial area to invest in young people's health and well-being. According to the World Health Organization (WHO), Life Skills can be defined as 'abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.'⁹ WHO's Department of Mental Health identified five key areas that can be applied across cultures and settings to promote life skills-based initiatives for the promotion of the health and well-being of children, adolescents and youth. These areas include: decision making and problem solving, creative thinking and critical thinking, communication and interpersonal skills, self-awareness and empathy, coping with emotions and stress.
- Gender-based Violence: Gender-based violence is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.¹⁰ Gender-based violence is not only a violation of individual women's and girls' rights. The impunity enjoyed by perpetrators, and the fear generated by their actions, has an effect on all women and girls. It also takes a toll on a global level, stunting the contributions women and girls can make to international development, peace and progress.
- Harmful Practices: Child, early and forced marriages, son preference, female genital mutilation are among the
 most prominent examples of harmful practices that arise from the lack of power and rights among women and
 girls. Such practices result in acute and often irreversible harm but may be accepted as normal, even beneficial.
 In many cases, they embed disempowerment and inequality at the very start of life—in the body and
 traumatized mind of an infant or adolescent girl. Into adulthood and throughout her life, they may deny her
 prospects to get an education, give birth safely, make a decent livelihood or speak up for her rights.¹¹

Handout 8A

ICPD 1994 to 2030 Agenda

The 1994 International Conference on Population Development was seen as no less than a revolution by many who had been involved in the population and development global discourse at the time. United Nations had started convening world leaders and representatives around population development issues as early as 1954 and subsequently every ten years after that under the banner of UN World Conferences. During this period, most of the population development debate was around control of the ever expanding population and the deteriorating natural resources around the globe. For the first time in 1994, at the biggest convening of 179 government representatives and many civil society leaders, focus of the discourse on population and development was shifted from controlling population growth by making strict policies to that of empowering people - women and men - to make healthy decisions through facilitating them with quality education, services and choices. It also recognized gender-inequality as the driving force behind poor population development outcomes and that women's health and rights had to be central factors of any population and development agenda. This was a historically brave and bold agenda and required a new understanding through the lens of human rights.

Providing a new vision, ICPD made reproductive health and rights the cornerstone of population development. The years following ICPD, reproductive health policies were renewed and enacted in almost all countries. It was also the new mandate for United Nations Population Fund (UNFPA) worldwide through which countries were provided support by the UN agency to achieve their policy targets and progress.

¹² UN General Assembly. United Nations Millennium Declaration: Resolution A/RES/55/2. New York, 2000.

¹³ UN General Assembly. 2005 World Summit Outcome: Resolution A/RES/60/1. New York, 2005.

¹⁴ World Health Organization. Universal Access to Reproductive Health. 4. 2011.

¹⁵ United Nations. Secretary General's Report on Monitoring of Population Programmes. E/CN.9/2009/4. 2009. Accessed 23 July 2020. <u>https://digitallibrary.un.org/record/647988?ln=en</u>

¹⁶ UN General Assembly. Transforming Our World: 2030 Agenda for Sustainable Development. A/RES/70/1. New York, 2015.

Reproductive Health and Rights is a vast field in its own right and intersects with larger population and development issues such as poverty, education, food security, gender-equality, climate change and humanitarian disasters etc. Hence, reproductive health and rights are part of almost every global development agenda for the last 25 years since ICPD. Immediately after ICPD, in 1995 Beijing Platform for Action further elaborated on reproductive health rights and devised targets for universal access by 2015.

In 2000, the Millennium Development Goals¹² were formulated to be achieved by 2015 where reproductive health rights became a cross-cutting theme throughout the 8 development goals and more specifically articulated in the MDG 3: Achieve Gender Equality and Empower Women; and MDG 5: To Improve Maternal Health. Although not entirely reflective of the comprehensive reproductive health and rights agenda set by ICPD and Beijing Platform Action, MDGs was the first time specific indicators were formulated for each goal that were to be monitored by all countries for progress in relation to 1990s levels.

At the 2005 World Summit, it was recommended that access to reproductive health should be explicitly integrated into MDG monitoring mechanisms.¹³ In 2006, the United Nations General Assembly agreed to include "universal access to reproductive health" by 2015 as a target to MDG 5 on improving maternal health.¹⁴ This continued reinforcement of the importance of reproductive rights agenda as set in ICPD and renewed commitments in progressive development agendas was the cornerstone of important changes on the ground. For example, in 2010 at the MDGs Summit which was fifteen years after ICPD, approximately 86 per cent of countries had adopted institutional changes to promote or enforce reproductive health and 54 per cent had formulated new policies.¹⁵

In 2015, with the world lagging far behind the MDGs targets, the United Nations member states committed to a new development agenda called 'Transforming Our World: The 2030 Agenda for Sustainable Development' mostly referred to as '2030 Agenda'.¹⁶ It is a framework of 17 goals and 169 targets across social, economic and environmental areas of sustainable development. This time the commitments to Reproductive Health Rights were more explicitly mentioned in the targets to achieve the goals by 2030:

SDG 3	Ensure healthy lives and promote well-being for all at all ages
3.1	By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births
3.7	By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
SDG 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a
	culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
SDG 5	Achieve gender equality and empower all women and girls
5.2	Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
5.3	Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation







5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
 SDG 10 Reduce inequality within and among countries
 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

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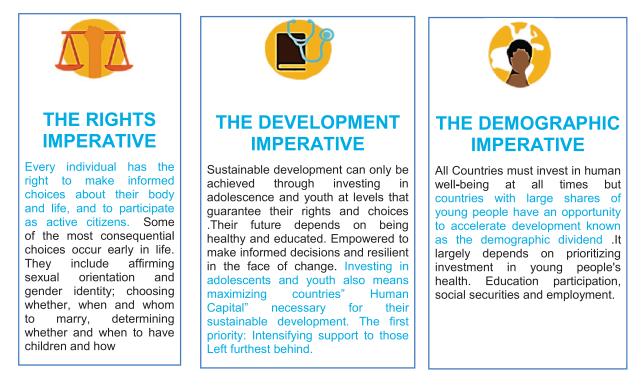


Handout 8B

Young people and Reproductive Rights

Currently, the world is home to 1.8 billion young people under the age of 25.¹⁷ This is the largest generation of young people, ever, and are a vastly diverse group of individuals. 42% of young people worldwide live in poverty.¹⁸ According to the State of the World Population Report on Youth in 2014, almost 9 out of 10 young people live in developing countries. That makes up to 89% of the total youth population living in countries with limited access to information and opportunities making them vulnerable to poor reproductive health and related matters.

In developing countries, 12 million girls aged 15 to 19 years and 2.5 million girls under 16 years give birth each year.¹⁹ In addition, some 3.9 million girls aged 15 to 19 undergo unsafe abortions. Indeed, complications during pregnancy and childbirth are a leading cause of death for 15 to 19 year old girls globally.²⁰ Without access to evidence-based information and services about reproductive health, young people are at higher risk of violence and other harmful practices. Poor reproductive health and rights and lack of information and services is among the most important contributing factors to poor mental health condition amongst young people.²¹



The early years of our life are the single most important phase of our life in determining our quality of life in the future. This is recognized worldwide by advocates of reproductive health and rights. It is for this reason that since the beginning of reproductive health and rights agenda, youth has been a priority and a determinant factor in achieving development goals. The UN Secretary General launched UN Strategy Youth 2030²² aimed at advancing action to rights and participation of young people to achieve Sustainable Development Goals by 2030.

²² United Nations. Youth 2030: The United Nations Youth Strategy. 2018. Accessed 5 August 2020. https://www.un.org/youthenvoy/youth-un/



 ¹⁷ United Nations Population Fund. State of the World Population: The Power of 1.8 Billion. 2014.
 ¹⁸ ibid.

¹⁹ World Health Organization. Adolescent Pregnancies: Key Facts. 2018

²⁰ ibid.

²¹ United Nations Population Fund. State of the World Population: The Power of 1.8 Billion. 2014.



Handout 10A National SDGs Framework

In February 2016, the parliament of Pakistan passed a unanimous resolution to adopt the 2030 Agenda as the national development agenda. a comprehensive National SDG Framework was approved by the National Economic Council (NEC), the country's highest economic policy-making forum, in March 2018. This Framework sets baselines and targets for SDG indicators and will feed into the SDGs' Monitoring and Evaluation Framework. The framework is now guiding the provinces and federally administered areas to determine their development priorities, based on local needs. A dedicated SDGs Section has been formed at the federal level in the Ministry of Planning, Development & Special Initiatives (MoP&SI) to monitor and to coordinate as a national coordinating entity. With the establishment of federal and provincial SDG units, Pakistan has instituted monitoring and evaluation processes that are critical for supporting the SDGs' implementation. To ensure an enabling institutional environment, Parliamentary Taskforce are operating in national and provincial assemblies, closely overseeing progress on the SDGs.

The two underlying focus that is necessary to achieve progress on SDGs in the country remain poverty alleviation and universal health coverage.²³ The National SDGs framework recognize that without these basic indicators, the challenge of achieving 2030 Agenda will be impossible. Ehsaas (compassion), was launched in 2019 to expand social protection, safety nets and support human capital development throughout the country. This programme complements and expands the on-going, robust social protection programme for poor women in Benazir Income Support Programme (BISP). Along with that a new universal health coverage initiative, the Sehat Sahulat Programme, was launched in 2019 to provide health insurance coverage for those in need. These programs are targeted at the poorest to ensure that no one is left behind as a principle of the global 2030 Agenda.

²³ Government of Pakistan. Implementation of the 2030 Agenda: Voluntary National Review. 2019. Accessed 5 August 2020. <u>https://mail.google.com/mail/u/0/#inbox/KtbxLxGcFwTlpcGqPLbgHJSkwkvpFcFRjq?projector=1&messagePartId=0.1</u>





Handout 10B National Action Plan on Population Control

In July 2018, while most provincial population policies were underway for approval, the Supreme Court of Pakistan took suo-moto action on increase in population declaring a 'population emergency' and ordered the formation of a task-force on population control headed by the Prime Minister of Pakistan.²⁴ The Task Force was mandated to formulate a National Action Plan on population control in line with the narrative formulated by Council of Common Interests (CCI). The Federal Taskforce is comprised of the chief ministers of all the provinces, the seven federal ministers headed by the Prime Minister and includes other governmental bodies and civil society representatives. It also includes chairman of the Council of Islamic Ideology, chairperson of Benazir Income Support Programme, secretary of national health services, provincial chief secretaries and country directors of Population Council and United Nations Fund for Population (UNFPA) among others.

The Ministry of National Health Services Regulation and Coordination devised a National Action Plan in line with the recommendations set forth by Council of Common Interest (CCI) and under the leadership of the Federal Task Force. The National Action Plan along with financial modalities and budget allocations serve as the new population policy that is adopted and implemented in all provinces.

The Action Plan²⁵ spells out the actions required to implement each CCI Recommendation with timelines, budget, output / impact indicators as an evidence to the implementation. It also indicates the responsible body to carry out the Action Plan and other stakeholders involved in the implementation of the particular action. This Action Plan aims to:

- increase the present contraceptive prevalence rate (CPR) of 34% to 50% by 2025 and 60% by 2030;
- reduce the present Fertility Rate of 3.6 births per woman to 2.8 births by 2025 and 2.2 birth per woman by 2030;
- lower the present Average Population Growth Rate of 2.4% to 1.5% by 2025, and to 1.1% by 2030.

The Action Plan touches upon other areas of reproductive health and rights such as legislations around child marriages, life-skills base education as well as counseling services for young people before marriages etc. This Action Plan is to be implemented in all provinces with rigorous reporting and monitored by the CCI.

²⁵ UNFPA and Population Council. National Symposium on Alarming Population Growth in Pakistan. 2018 Accessed 5 August 2020. <u>https://www.familyplanning2020.org/sites/default/files/Brief%20on%20Population%20Symposium_aa7.pdf</u>



²⁴ Supreme Court of Pakistan. "Human Rights Case No.17599". Islamabad, 2018.



Handout 10C Provincial Youth Policies

Pakistan had a National Youth Policy developed in 2008, however, two years later due to the 18th Amendment, provincial authorities were to develop their local policies on youth in line with the priorities set in the national policy. In 2015, four years post-devolution, a National Forum on Provincial Youth Policies was held in which representatives of the four provinces (Punjab, Sindh, KP and Balochistan), Gilgit Baltistan, and Azad Jammu and Kashmir presented their youth policies and status. The youth policies of Punjab and Khyber Pakhtunkhwa have been approved in 2012 and 2016, respectively. Sindh launched their youth policy in 2018 with renewed commitments with support from UNFPA and civil society organizations such as Bargad and Civil Society Support Programme. Unfortunately, Balochistan still have to draft a youth policy as the previously drafted policy in 2015 has been dismissed the same year by the government designated for youth affairs at the time.

Youth Policies in the country are important and present a potential to address issues related to young people's reproductive health. It is widely believed that reproductive health and rights are only relevant to young people who are married, therefore, population and health policies and programs are often silent on information and services related to unmarried youth. Hence, policies that are specific to youth are crucial to address this aspect. Although, not specifically addressing reproductive health issues of youth, most of the provincial policies touch upon the need for provision of life-skills based education, counseling helplines for youth and integration into health services. These are important commitments that can be built upon to introduce programmes that can address young people's information and services needs related to reproductive health and rights. However, in the absence of a coordinating federal administrative authority on youth affairs, youth policies in Pakistan lack the rigorous commitment, integration and budget required to operationalize the vast agenda of youth Affairs, Sports, Archaeology and Tourism" in Punjab, "Environment, Sports and Youth Affairs" in Balochistan, "Sports, Tourism, Culture, Archaeology, Museums and Youth Affairs" in KP, and "Sports and Youth Affairs" with support from UNFPA in Sindh.

To fully operationalize policies in provinces, they must be integrated with other population policies and programs as well as seen as a crucial aspect of 2030 Agenda. Youth-led organizations and groups can play a crucial role in advocating and supporting with local governmental bodies and other civil society members to ensure such integration takes place and that youth policies are allocated the budget needed to address youth issues in the country.





Handout 10D

National Education Policy with regards to LSBE

In 2018, as part of the first 100-days plan of the new government in Pakistan, a National Education Policy Framework was launched under the auspices of The Ministry of Federal Education and Professional Training. The framework identified four key areas in education sector to work on including improving quality education, enrolment of out-of-school children, imparting skills development to youth and introducing uniform education system.

As part of the framework and to achieve its objectives across all four priority areas for education sector, a Single National Curriculum (SNC) is to be established that will be rolled out in all provinces. Life Skills-based Education is identified as one of the salient feature in the development of Single National Curriculum by the National Curriculum Council.

Life Skills-based Education is a key aspect of reproductive health and rights package globally and is one of the most crucial area to invest in young people's health and well-being. According to the World Health Organization (WHO), Life Skills can be defined as 'abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.'26

WHO's Department of Mental Health identified five key areas that can be applied across cultures and settings to promote life skills-based initiatives for the promotion of the health and well-being of children, adolescents and youth. These are listed below:

- Decision making and Problem solving
- Creative thinking and Critical thinking
- Communication and interpersonal skills
- · Self-awareness and Empathy
- Coping with emotions and stress

Based on this framework of LSBE, National Curriculum Council with support from UNFPA has been working for the last two years to embed in the Single National Curriculum, culturally and locally contextualized modules of life skills-based education. The first phase of the process has been completed and a uniform syllabus for class 1 to 5 incorporating LSBE modules has been developed. The syllabus covers thematic areas such as gender equality, protecting oneself, communicating about one's needs and opinions etc. Inclusion of psychosocial issues is a gateway for young people to find ways of information-seeking from trusted adults and develop healthy behaviors that will eventually contribute to their overall well-being including reproductive health.

The government plans to launch SNC by the end of September 2020, books to be published by October 2020, teachers will be trained on LSBE Guidelines and the curriculum is to be launched in Pakistan in 2021. SNC for secondary and higher secondary education will be developed in the second and third phase of the process later.

²⁶ World Health Organization. Introduction and Guidelines to Facilitate the Development and Implementation of Life Skills Programmes. WHO/MNH/PSF/93.7 A.Rev.2. Geneva, 1997.





Handout 10E National Legislation

Protection Against Harassment of Women at the Workplace Act, 2010

The Act was passed by parliament according to which organizations are obliged to set up and implement a code of conduct at their workplaces. Any unwelcome sexual advances, requests for sexual favours or other verbal or physical conduct of a sexual nature that interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment constitute sexual harassment. The law requires all public and private organizations to adopt an internal Code of Conduct aimed at establishing a safe working environment, free of intimidation and abuse, for all working women. This law obligates employers' to set up an Inquiry Committee to investigate a harassment related complaint. Victims of sexual harassment at workplace can send their complaints to the federal or provincial ombudspersons as well.

Sexual Harassment Criminal Law (Amendment) Act, 2010

In light of the Protection Against Harassment of Women at Workplace Act, an amendment to Pakistan Criminal Code Section 509. It widens the definition of 'sexual harassment' and 'workplaces' to be applicable to women being harassed in public spaces, effectively criminalizing it. The law replaces the original sections which were vague in defining certain terms such as 'violating the modesty' of women with sections from the above-mentioned law. The corresponding punishments include imprisonment which may extend to three years or fine up to five hundred thousand rupees or with both.

Prevention of Anti-Women Practices Criminal Law (Third Amendment) Act, 2011

The Prevention of Anti Women Practices law makes amendments to the PPC, including within the PPC a number of offenses considered to be customary practices. It expands the existing clause on prohibition on exchange of women for purposes of resolution of a dispute to include prohibition of customs such as Wanni and Swara²⁷ or any other such custom. New sections added include prohibition of depriving women from inheriting their property; creating an offense for forced marriages of women; and marriage of a woman to the Holy Quran. These amendments target those who force women into such situations, depriving them or their rights or coercing them against their will. Moreover, provincial government are mandated to not suspend, remit or commute punishment awarded in rape cases. Punishment for the above offenses ranges from maximum of 10 years to the minimum of 3 years. The amount of the fine ranges from Rs one million to Rs five hundred thousand.

Domestic Violence (Prevention and Protection) Act, 2012

The Domestic Violence Act makes violence against women and children an offense, punishable by time in jail and imposition of fines. Besides children and women, it also provides protection to the adopted, employed and domestic associates in a household. The law defines domestic violence as acts of physical, sexual or mental assault, use of force, harassment, confinement and deprivation of economic or financial resources.

The court is required to fix the first date of hearing within seven days of receiving a complaint, and fix the next date of hearing within 30 days, while the petition should be disposed of within a period of 90 days. The expedited process is an indication that there is an understanding that domestic violence is an emergency situation and must be addressed accordingly. Under this law, the court has been granted the power to pass "protection orders" and "residence orders" that prohibits the accused person from committing further acts of violence, and from making any attempts to communicate in any form with the victim. Any breach of these orders can earn the accused further jail time and increased fines.

²⁷ These customs are tied to blood feuds among different tribes and clans where young girls are forcibly married to members of different clans in order to resolve the feuds. Vanni could be avoided if the clan of the girl agrees to pay money called Diyat. Otherwise the young bride may spend her life paying for the crime of her male relatives. However, in reality the practice is not limited to just child marriages.Source: Aurat Foundation, Violence Against Women Report, 2014.



The bill has been adopted as a legislation only in Islamabad, Sindh and Balochistan so far while it is still debated in KP. In Punjab the legislation that covers domestic violence and others issues is called 'Protection of Women Against Violence Act' and was passed by the provincial assembly in 2016. In KP, a new draft of the bill has been presented in the assembly in 2018 but it has not been passed due to staunch opposition.

Reproductive Healthcare and Rights Act 2013

A private member bill on reproductive health care and rights was collectively passed in the national assembly to promote reproductive health care in accordance with the Constitution and international commitments made under CEDAW. The legislation states that complications related to pregnancy and childbirth are among the leading causes of mortality and morbidity for women of reproductive age therefore it is expedient to enact a law on the subject matter.

The bill is developed in close consideration of Pakistan's commitment to CEDAW and the minimum standards of reproductive healthcare. It mandates providing reproductive healthcare information to raise awareness regarding mental and physical health and well-being of individuals and families and allow service users to make all decisions on the basis of full, free and informed consent. It also encourages parental responsibility, which ensures the right of parents as educators and by including reproductive health education in the curricula at the secondary and higher secondary school levels as 'life skills'. Furthermore, it recognizes that a couple has the right to information whether to start or plan a family including spacing, timing and the number of their children. According to the Act, legal course of action can be taken against those who spread information on RHR that are not based in sound scientific evidence and licenses of service providers can be cancelled in the absence of the quality and accessibility measures outlined in the bill.

Currently, the RHR Act is only applicable in the Federal Capital and was passed by the Sindh assembly in 2019. While it is still debated in KP assembly and no mention of such a bill draft is made in Punjab.

Honor Crimes Criminal Law (Amendment) Act, 2016

Pakistan had adopted a colonial law that was primarily instituted in the sub-continent in the 19th century to abolish customs like Sati.²⁸ Honor-killing cases were primarily tried under this law whereby some sections (300 and 304-I) of the law provided for a partial defense of "grave and sudden provocation" to a husband who had killed an adulterous wife, converting the charge of murder into reduced sentences. Since then many amendments have been done to the law targeting the exception of 'provocation' to term a case of honor-killing as murder. The section was taken out in an amendment in 2004, however, there were inconsistent views of judges and other sections regarding pardoning by family members of the victim were used for leniency in cases.

The Amendment Act of 2016 repealed the loophole which allowed the perpetrators of honour killings to avoid punishment by seeking forgiveness for the crime from another family member, and thus be legally pardoned. In addition to that, the act established a punishment of 14 years imprisonment to life in prison for crimes committed 'on the pretext of honour'. However, honor killings continue to happen in Pakistan and loopholes in the law are exploited. For example: since most honor killings are done by family member, most cases fall through the cracks of no victim to file the case and since it is still not stated as a crime against the State, it becomes almost impossible for people unrelated to the victim to file a case.

Transgender Persons (Protection of Rights) Act, 2018

The Transgender Persons Protection Bill was passed after nine years. Under the law, transgender people have the right to have all their official documents changed and reissued in line with their self-identified gender, and the Act provides for legal recognition of gender identity as a matter of right without any medical or diagnostic requirements.

The law explicitly bans any discrimination against transgender citizens by employers, educational institutions, healthcare providers, transportation service providers and any private business or service provider. It also calls for the establishment of government-run protection centers for transgender citizens who feel at risk. Furthermore, it guarantees

²⁸ An old, now non-existent, tradition where a widow voluntarily burn herself to death upon the passing of her husband.



transgender citizens their right to inheritance - often disputed under some interpretations of Islamic law - to run for public office, to assembly, to have access to public places and several other specific rights. The aggrieved transgender people may file complaints with the Federal Ombudsperson, the National Commission for the Status of Women (NCSW) and the National Commission for Human Rights (NCHR).

UNFPA provided technical assistance to Human Rights and Minorities Affairs (HRMA) in developing a draft implementation plan under the Transgender Persons (Protection of Rights) Act 2018. The efforts are continued to implement the legislation at provincial levels and support the government to fulfill their obligations under the law.

Child Marriages Restraint (Amendment) Bill, 2019

The Child Marriages Restraint Bill was first moved in the legislative realm in 1927. It proposed the adoption of a minimum age for contracting of marriage, and provided penalties for guardians giving away their minor wards in marriage. The age of marriage for girls was set to 16 years and for boys was 18 years. However, the law is barely punitive where the punishment was just a fine of Rs. 1000 and one month imprisonment. That is the law that stands even today in most of Pakistan i.e. Balochistan and KP.

Amendments to the Child Marriages Restraint Acts were enacted in Sindh and Punjab in 2013 and 2015, respectively. In Sindh, the law establishes the minimum lawful age of marriage for both men and women at 18 years. Offense is non-bailable and non-compoundable. In Punjab, the amending law stipulates harsher punishments for parents and/or guardians of the minor who is to be married, however, the Act retains the minimum age of marriage of 16 years for girls and 18 years for boys.

The Child Marriages Restraint (Amendment) Bill of 2019 strives to set a national standard for age of marriage to be 18 years for everyone and make CNIC mandatory for Nikah. It also calls for holding other elders of the society such as nikah-khwans and nikah registrars responsible for the act in case of violation in addition to parents and guardians. However, the bill is yet to be passed as a legislation nation-wide despite much efforts by various stakeholders understanding the gross violations and health consequences it is posing for girls and women across the country.



Handout 12A

Overcoming barriers to communication at work place

https://www.trainingcoursematerial.com/free-training-articles/communication-skills/overcoming-barriers-to-communication

There are a number of things you can do to overcome the common barriers to effective communication;

- 1. Evaluate before you actually speak it
- 2. Check listener's level of understanding
- 3. Common mistakes to avoid

1. Evaluate before you actually speak it

There are six ways by which one can evaluate what they want to speak about.

What:

First be clear about do you want to communicate to the others?

It is always good to know how much do the listeners knows regarding what you want to communicate to them so that you do not repeat the already known information

When:

Time plays a critical role in communication. If listeners are busy in their work or speaker is in a hurry then such a time is inappropriate. Such a time need to be selected when both parties are not occupied and can communicate with ease and clarity

Don't be in a rush when communicating. Provide enough time to yourself to communicate the information/question or message properly and afterwards get a feedback from listener about whether the conveyed communication has been understood or not.

Why:

Do you know why you are communicating? What is the purpose? It is very important to be clear about the purpose because if it (purpose) is not clear to the speaker then listener/s will get totally confused

How:

Speaker must be clear about the effectiveness of the medium he/she has selected. For example, in today's world most common medium of communication is cellphone. If telecom signals are weak at speaker or listener's end then listener would not be able to understand anything nor can convey to the speaker that nothing has been understood

Where:

There should not be any disturbance or distraction at or around the place where communication is being done such as too many people are talking there or that place is located close to a congested road etc.

2. Check understanding:

Many times, speaker assumes that listeners have understood what has been communicated to them and therefore speaker does not get feedback from listener. Many miscommunications simply occur because of this reason

Often there are instances when speaker asks listeners to tell whether they have understood the communication or not. The response to this question is mostly yes whereas in reality it should be no. This happens because they don't want to give the impression of having weak understanding ability

To avoid this from happening, speaker should not give "YES" or" NO" as an option to the listeners for giving feedback. Speaker should clarify by asking related questions for example: "what have you understood from this training session"



Important considerations

Speaker should not:

- Assume that what was communicated has been understood by the listener
- Use difficult or foul language or jargon.
- Use a commanding tone such as I want to know what you have understood. It should have been "can you please tell what have you understood

Listener should not:

- Assume that he/she has heard correctly, for clarity, speaker should be asked to confirm
- Give too much attention to minor details while ignoring major ones
- Close the process of listening and comprehending too early. Sometimes very important point comes at a time when listener has closed his mind to further comprehend or listen



Handout 13 A

Life skills in developing positive sexual behaviors

Source: DSW (German Foundation for World Population), RH training manual for young people

What are life skills?

Life skills have been defined in various ways including:

- "Abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO 1994).
- "Personal and social skills required for young people to function confidently in the community" (Ugandan, Life Skill Initiative, P.6).
- "Skills required for positive living and survival".
- "Life skills provide a link between motivating factors and behavior by translating knowledge of 'what to do' and the attitudes and values of what 'one should do', into abilities for 'how to do'.

For the purpose of this guide the following working definition will be used:

"Life skills are the strategies, abilities, expertise or competences that enable adolescents to develop positive attitudes and responsible sexual behaviors, leading towards a healthy lifestyle. As such a life skill refers to a person's ability or competence."

Aim of reproductive health life skills

The main aim of the following life skill exercises is to promote abilities in:

- 1. Making positive reproductive health choices,
- 2. Making informed decisions on sexual matters,
- 3. Practicing healthy sexual behaviors,
- 4. Recognizing and avoiding situations and behaviors that are likely to pose risks to reproductive health.

Benefits of life skills

Life skills promote health behaviors that may reduce early sexual involvement, early pregnancy and the risk of STIs, including HIV transmission.

They are designed to empower young people to act positively and effectively when confronted with difficult situations. Furthermore, life skills enable young people to protect their own reproductive health as well as that of others.

Types of life skills

Life skills are numerous and it is difficult to limit their type and number. However, for the purpose of this guide, the following core life skills have been identified:

Core life skills

1	Assertiveness	2	Effective communication
3	Interpersonal relationship	4	Self-esteem
5	Problem solving	6	Peer resistance
7	Critical thinking	8	Decision making



Assertiveness

Assertiveness refers to the ability or competence to express one's feelings, needs or desires openly and directly but in a respectful manner. The following are examples of abilities:

- To stand firmly by your beliefs without putting down others in the process.
- The ability not to be exploited or used against your will.
- The ability to reject undesirable behavior.
- The ability used to reject unequal treatment.
- The ability to overcome submissiveness and uphold one's decisions, e.g. saying No to unwanted sexual activity.

Effective communication

Effective Communication is the ability of expressing oneself clearly and effectively during interactions with other people in any given circumstances.

Verbal or nonverbal communication forms the essence of human relationships. It is one of the most important life skills. Simply exchanging words or ideas does not ensure good communication. Effective communication is a skill that can be learned and developed through constant practice. It involves, among others; active listening, effective use of verbal and body language, observation, and respect for others' feelings. Although good communication does not guarantee an end to problems, it can go a long way in improving relationships and minimizing possibilities of conflict.

The following are examples of abilities in effective communication:

- The ability to communicate ideas skillfully and be able to persuade but not bully a partner.
- The ability to use the appropriate tone of voice in expressing anger, sadness, happiness, nervousness, respect, shame and understanding.
- The ability to use the appropriate verbal and non-verbal language in asking for and presenting information, influencing and persuading.
- The ability to use non-verbal methods during negotiations by sustaining eye contact and using appropriate facial expressions.
- The ability to use verbal hints to communicate i.e. "Yes", "I see" etc.
- The ability to demonstrate active listening and to communicate empathy, understanding and interest.
- The ability to use body language and smiling, a facial expression that inspires trust and friendliness.
- The ability to provide facts and raise awareness.

Interpersonal relationship

"Interpersonal relationships" refer to the abilities to:

- · Coexist amicably with other people and construct meaningful and healthy associations with them.
- Understand, form and develop mutually beneficial friendship.

To understand that people form deep one-to-one relationships with those they love and are committed to. It is only in the context of these loving and respectful relationships that our sexuality can be expressed in a healthy and full way. Examples of interpersonal skills are:

- The skills to establish a lasting partnership.
- The ability to enter into an intimate relationship.
- The ability to end a temporary or undesirable sexual partnership.
- The ability to be faithful to a partner.
- The ability to make contacts.
- The willingness to be committed to friendship.
- The skills to develop respect and trust with a partner.
- The skills to develop positive relationships through effective communication.
- The desire to help, care, and sympathize with others.
- The ability to overcome an unequal relationship.



Self-esteem

Self- esteem, the basis of all life skills is the way an individual feels about her/ himself and how they believe others feel about them. It has been described as an awareness of one's worth as a unique and special person endowed with various attributes and great potential. A person's self-esteem can be either damaged or enhanced through relationships with others. High self-esteem tends to encourage and reinforce healthy behavior. Low self-esteem tends to encourage unhealthy behavior.

Examples of self-esteem are abilities to:

- Develop a positive self-image.
- Respect oneself and one's choices.
- Not be unnecessarily influenced by what others think.

Problem solving

Problem solving is the ability to identify, cope with and find solutions to difficult or challenging situations. Problem solving is related to decision-making and the two may often overlap. It is only through practice in making decisions and solving problems that young people can develop the skills necessary to make healthy choices for themselves. Examples of reproductive health related problem-solving abilities are:

- What to do when faced with an STI, unwanted pregnancy, etc.
- How to access appropriate health services, including VCT.
- Identifying where to go for additional RH information.
- What to do when your partner does not want to use a condom.
- What to do when your partner does not want to use contraception for birth spacing.
- What to do if you, or someone you know, are in an abusive relationship.

This training guide uses the problem-solving approach. During the sessions, participants explore their experiences, analyze causes and effects, identify solutions, and then implement them.

Peer resistance

Peer resistance is the ability to consciously resist the desire "to go along with the crowd". It means not taking part in undesirable/unsafe activities without feeling obliged to make explanations to peers who may have conflicting ideas and threaten you with exclusion from the group for not participating. If the group is engaging in negative influences and habits, peer resistance is a very important skill for young people.

Examples of abilities in resisting peer pressure:

- Maintain your own beliefs about when to become reproductively active.
- Refuse alcohol or drugs, even if others do not.
- Decide to remain faithful to one partner, no matter what others say.

Critical thinking

Critical thinking is the ability to think through a situation properly, assessing the advantages and disadvantages so as to be able to make appropriate decisions concerning one's course of action. Young people are confronted by multiple and contradictory issues, messages, expectations and demands. They need to be able to critically analyze sexual situations and challenges and confront them.

Examples in critical thinking are abilities to:

- · Identify the positive and negative aspects of a partner's behavior (sexual or otherwise).
- Assess a potential partner.
- Assess promises that a partner/potential partner might make.
- Assess and judge a risky sexual situation.
- Differentiate between myths and facts.
- Recognize risky behaviors.





Decision-making

Decision-making is the ability to utilize all available information to assess a situation, analyze the advantages and disadvantages, and make an informed and personal choice. As a person grows up he/she is frequently confronted with serious choices that require his/her attention. These situations may present conflicting demands that cannot possibly be met at that same time. ("I want to have sex but I am afraid of STIs and I don't know my partner's status"). One must prioritize and make choices, but at the same time be fully aware of the possible consequences of those choices. One must learn to understand the consequences before making a decision. Examples of abilities in decision-making:

- The ability to make decisions when faced with various alternatives, e.g. to say, "No, I don't want to have sex" or "Yes, I do want to have sex", and understand the consequences of both decisions.
- To decide on the appropriate contraceptive (condom, the pill) to use if you do have sex.
- To decide to remain faithful to one partner.
- To decide to avoid high risk activities, such as drug and alcohol use.
- To decide to visit a health clinic to be tested for STIs and HIV.

Conflict resolution

Source: Alliance, Sexuality and life skills, participatory activities on RH with young people

- Conflict happens when a person or group of persons have different views on a situation and cannot have consensus.
- Conflict can have bad results if it leads to harmful behavior such as stress, fighting, lack of working together and taking energy away from trying to change things for the better. The conflict may be mild or reach the level of violence. This happens if people do not handle conflict well or do not take any notice of it
- Community educators can help young people to use conflict in a good way to bring about positive change. Causes of conflict include: not being able to talk to each other, disagreeing over what is important, and solutions to problems and gender inequality, especially between sexual partners.

Steps to resolve conflict

.

- It is helpful to talk to both persons/groups in conflict alone and individually
- As a mediator, make some ground rule such as
 - One person to speak at one time,
 - No one to use foul/offensive language
 - Everyone to listen to other person and understand their opinions
- Identify the problem clearly for everyone to understand it
- · Brainstorm openly to think of as many solutions as possible
- Together, select those solutions which is acceptable to both the groups
- Get their consensus on the solutions
- Make a verbal or written agreement (if possible)





Handout 14A Leadership Traits

Visionary: A leader must have a vision for the future and is capable of analyzing the situation. He/she sets targets about what he/she wants to achieve and defines a timeline. Leader gives direction to his/her followers for achieving the best possible results in a given timeframe. To be a visionary, a person needs to be systematic, organized and must have high analytical skills to assess present and future situation

Competency: A leader needs to be seen by his followers, stakeholders and community as an expert in his/her field or an expert in leadership. Unless these people don't see their leader as an individual who has advance academic degree or possess specialized experience--and capable of leading them, it will be more difficult for the leader to be respected, admired or followed.

Good Communicator: A great leader communicates clearly, precisely and consistently. S/he communicates neither too much nor too little and must understand when and how to communicate. More importantly, a leader needs to know which information s/he can share with followers for motivating and guiding them. Occasional communication does not build relation with the followers who may lose confidence in their leader. On the other hand, loading the followers with too much communication may mislead or confuse them

Inspiration: Normally followers of any leader look up to him/her for direction, guidance, and motivation. There are times when many of them need their leader to inspire them by word or action. A good leader, even if everything is going well, may personally offer a suggestion or encouragement to ensure his/her followers perform their duties in an optimal manner.

Coordination with all stakeholders: Stakeholders which are central to the success of a Listener Group such as government line departments, CSOs, NGOs, corporate service providers etc. A LGC as a leader should be able to maintain coordination with these stakeholders in the best interest of the Listener Group as well as community members

Adaptive skills: Such skills that enable a leader to recognize and respond to changing contextual demands over a longer period of time

Honest and humble: Honesty is a leader's biggest strength. A true leader can't exist if people don't believe him and people would not follow him if they don't trust him. Trustworthiness is the source of the real authority. Honesty displays the sincerity and integrity in all the leader actions.

Collective decision maker: A true leader doesn't impose decision on his/her followers, rather adopts a approach which takes in to account the views and suggestions of all the members/followers, and gives the equal weightage, based on this makes a final decision

Problem solver: A good leader always observes the situation from different lens, which could be customary or put out of the box ideas to uncover the root of many problems. The great leader identifies the root problem, faces it, and solve the problems using the right policy and gets the right people involved in right ways. When root problem has been identified, leader does not spend too much time to gather too much detail and immediately starts action





Handout 14B Different styles of leadership

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Newstrom, Davis, 1993).

Given below are five categories of leadership:

Autocratic Leadership

Autocratic leadership is an extreme form of leadership, where leader has absolute power over his or her team members who don't have much opportunity for making decisions

Bureaucratic Leadership

Bureaucratic leaders work according to the rules only and also they ensure that their staff follows procedures exactly. This is a very appropriate style for work involving serious safety risks (such as working with machinery, with toxic substances or at heights) or where large sums of money are involved (such as cash-handling).

Charismatic Leadership

This leader creates great enthusiasm among his team and is very energetic. However, charismatic leaders tend to believe more in themselves than in their team.

Democratic/Participative Leadership

Although this leader does make the final decision, but invites other members of the team to contribute to the decisionmaking process. This not only increases satisfaction level of the members or workers but it also helps to develop their skills.

People-Oriented Leadership

In this style of leadership, the leader is totally focused on organizing, supporting and developing the members of his/her team. A participative style, it tends to lead to good teamwork and creative collaboration.

Transformational Leadership

A person with this leadership style is a true leader who inspires his or her team constantly with a shared vision of the future. This leader is always among his/her followers/team members and spends a lot of time communicating with them. It's not necessary that transformational leaders lead from the front, some other team member may be given the responsibility of leading the team as they tend to delegate responsibilities within their team.

Situations for using a particular leadership style

A good leader uses all three styles, depending on what forces are involved between the followers, the leader, and the situation. Some examples include:

- Using an authoritarian style on a new employee who is just learning the job. The leader is competent and a good coach. The employee is motivated to learn a new skill. The situation is a new environment for the employee.
- Using a participative style with a team of workers who know their jobs. The leader knows the problem, but does not have all the information. The employees know their jobs and want to become part of the team.
- Using a delegative style with a worker who knows more about the job than you do. You cannot do and know everything and the employee needs to take ownership of job! In addition, this allows you to be more productive.



- Using all three styles: Telling your employees that a procedure is not working correctly and a new one must be established (authoritarian). Asking for their ideas and input on creating a new procedure (participative). Delegating tasks in order to implement the new procedure (delegative).

Forces that influence the style to be used include:

- Amount of time available
- Are relationships based on respect and trust or on disrespect?
- Who has the information—you, the employees, or both?
- How well your employees are trained and how well you know the task
- Internal conflicts
- Stress levels.
- Type of task, such as structured, unstructured, complicated, or simple?
- Laws or established procedures, such as OSHA or training plans



Handout 14C

Instruction for Activity - the leadership styles

Instructions:

Given below are some situations pertaining to different leadership styles. Participants have to identify for each of the situation:

- What leadership style has been used in that situation
- Explain whether it was appropriate to use that style in such a situation or another style would have been a better option.
- Participants can assume themselves in that particular situation and analyze what would have been their own reaction in response to that style in such a situation
- 1. A senior research consultant is leading a team of researchers to analyze the impacts of family planning on livelihoods of women in Punjab. Though the team members analyze and discuss data collection means and strategies to use in different situations/areas, but senior consultant keeps to himself the authority of making the final decision
- 2. A new manager has just been hired for a training unit of a development organization. She after joining, immediately start telling what changes need to be made. When someone gives any suggestion, she simply ignores it
- 3. A manager and his team are working together for the last three years on a girls' education project. He always involves his entire project team in decision making process and final decision is made jointly with consensus of everyone
- 4. The owner of a grocery store starts every day by telling the four employees what they have to do today and that would be done
- 5. There are seven people on a special project team and each individual is from a different department. Although a leader was elected, for a decision to pass it must have the approval of each individual.
- 6. The finance manager of a NGO is the only person in the finance team to send any kind of financial to the other units or outside via email. Very rarely he calls a meeting for sharing information
- 7. An electrician is fixing a faulty main electric supply line without wearing protection gear like plastic gloves and shoes. His supervisor observes this discrepancy and very sternly tell him not to do such kind of mistake ever again. Supervisor also notes electrician's negligence in his log book
- 8. Task of doing the TNA of a large organization is not going as per agreed timelines. The manager decides a number of immediate steps to be taken for putting the task back on time. After few days, she calls a meeting of the key persons involved in doing TNA for deciding the strategy to keep TNA activities going as per schedule.
- 9. A manager is working on some important task when he is told to launch another project immediately. He calls a meeting of his staff to explain the project to them. At the end of meeting, he tells them to get the project up and going while he completes his important task
- 10. A newly hired program officer is not allowed to make any decisions unless it is approved by the manager first.





Handout 16A Three Areas of Work

As we have discussed above that reproductive health rights is a vast field of work with many opportunities as well as barriers to achieve universal access to health and rights. Young people are central to the success of any initiatives, programs and policies devised in this regard. Despite growing evidence that reproductive health and rights issues impact young people the most and that in Pakistan especially where youth makes more than half the population, they are often overlooked in development strategies (e.g. Health Vision 2025 does not mention the term 'youth' at all) and are rarely seen on decision-making tables. Hence, young people have to speak up for themselves.

Young people are often apprehensive to get involved in reproductive health and rights related work as you may feel that you do not have enough information or experience on these issues but more often it is just a matter of paying attention to your lived experience and that of your peers, observing those in your communities that are marginalized, challenging your beliefs and biases and finding a way to integrate them into a vision for change in your life, and that of your peers and your community. This can be a good starting point that will open curiosities and opportunities to find more from experts in the field - such as the resources compiled in this module are full of creative and positive ways of working towards a change from the best in the field of reproductive health and rights.

There are many ways in which young people can engage in healthy and productive ways in shaping norms, policies and programs that affect them and here we discuss some of those strategies:

Awareness Raising - what do people need to know about young people's reproductive health rights?

Although young people's reproductive health and rights are recognized and given prominence in global health discourses and development agenda to which Pakistan is a signatory, this often does not get reflected at local levels. One of the reasons is that many of reproductive health related subjects are considered a taboo in our society, or there is great shame and embarrassment attached to the idea of seeking information on reproductive matters, and sometimes it is myths like 'if we know too much, it will complicate our lives' or 'if young people find out about their rights, they will not listen to elders'. etc. Such myths can be severely detrimental and propagate poor health and harmful practices in communities that impact young people's lives, their opportunities for education, employment and enjoyable lives.

Raising awareness is an approach to affecting change that aims to focus people's attention on a particular issue and increase their knowledge and understanding of it in order to achieve a specific goal. The goal is often to promote behavior change or shift attitudes to ultimately change social norms. It is also why awareness raising is often technically called Social and Behavior Change Communication (BCC). BCC is the strategic use of various tools of communication to change behavior and decision-making patterns around a particular issue.

The tools of communication to be used in any specific awareness raising program depends on the community, the language they speak, the stories and people that they are most influenced by, prevalence of media and technology amongst community members. It also depends on whether the desired change is at individual level or targeted at a community and societal level. For example: if the goal is to shift risky and abusive behaviors amongst young men to address violence against women in your communities, you will use platforms such as social media to reach them and create materials highlighting positive male role models etc. On the other hand, if the goal was to address societal norms around violence against women such as child marriages then you will most probably use traditional media that is watched by masses and use TV dramas and theatre to show negative impacts of child marriages on everyone in society etc.



There are a number of ways in which you can engage in BCC in your communities around reproductive health and rights of young people. Activities can include the development and dissemination of posters, flyers, leaflets, brochures, booklets, radio broadcasts, TV spots, dramas, and theatre etc. To develop effective BCC activities, here are some useful tips:

- · ensure your information is factual
- use media and technology e.g. social media
- be creative with your messaging and delivery (e.g. using arts and theatre)
- speak collectively with other young people
- speak from your lived experience
- · speak as part of the community, do not separate yourself
- Use popular role models

Changing norms, behaviors and attitudes are one of the most difficult aspect of any work. But it is also one of the most important, widely impactful and sustaining aspect of any long-term change.

Community Engagement - how can more young people and their communities be mobilized and engaged in promoting reproductive health rights?

There is power in numbers. The way certain ideas, social norms and values are upheld or status quo is maintained is that a large number of people are either supporting it or are uninformed and hence silent about it. While awareness raising can help inform people about the issues and their impact on communities, engaging people can show them a path towards solutions. When people are engaged to work towards the same cause, it helps everyone. Engaged communities can help decision-makers understand the needs and realities of communities and attend resources accordingly. Similarly, more people that are informed and empowered in achieving progress for their communities can bring change effectively through concerted efforts. This becomes especially important when working on issues that may not be mainstream and require a large number of people to own the cause to make it a norm such as reproductive health and rights.

Some important things to keep in mind for community engagement include:

- · demonstrate potential impact on community development
- make clear asks and give people their due power
- build capacity of young people in communities to understand, integrate and speak up
- share resources with community members and young people
- ensure that your program design and implementation is informed by their needs

As youth-led organizations we must engage first and foremost other young people in communities that we live and work in. Given that young people are a significant portion of our population and are diverse in their own identities and experiences, there are multiple benefits of bringing youth together. First, it can foster solidarity and make the voice of youth stronger. Second, it can inform and diversify that voice with everyone's representation and unique experiences.

²⁹ Y-Peer. "About". Accessed 5 August 2020. <u>http://www.y-peer.org/about/index.php</u>

³⁰ United Nations. "Office of the Secretary General's Envoy on Youth". Accessed 5 August 2020. <u>https://www.un.org/youthenvoy/</u>

Engaging other young people can take two distinct and often intertwined strategies: first, engaging young people in our programs to inform, educate and mobilize them for outreach to a wider population of young people is often done through peer-to-peer networks. An example of such a network is UNFPA's initiative for young people called Y-Peer Network. They spread high quality education and training on SRHR through creative and entertaining BCC methods through creating peer networks in all small and large communities.²⁹ Second, identifying young leaders within communities and engaging them as youth representatives to influence programs, policies and plans at all levels in close partnership with like-minded adults is called meaningful youth participation. There is a growing global support and evidence for meaningful youth participation amongst RHR organizations globally at levels including within organizations, at policy-level, decision-making, and managing resources etc. One of the strongest example of meaningful youth participation is the appointment of UN Youth Envoy to the Secretary General of the United Nations.³⁰

In Pakistan, where most of the youth-led organizations are are primarily run and managed by older male youth, it is crucial to meaningfully engage girls and young women in your network as well as at decision-making levels in the organization. Engaging young women often bring credibility, unique and deeper perspectives to the work and can be real change-makers for the society at large.

Advocacy - what policy changes are needed for young people's reproductive health and rights?

Securing practical gains for young people's reproductive health and rights such as policy and legislative changes, resource commitments and youth-friendly services are critical for long-term change. This is done through advocacy. Advocacy is the process of building support for a specific issue (e.g. child marriages) and influencing others to take action in order to achieve change (e.g. to pass the child marriage restraint act to turn it into a legislation). Advocacy process can broadly comprise five steps:

- 1. Understanding the issue: A clear articulation of the problem or issue, what needs to change and what do you want to happen as part of that change.
- 2. Setting goals and objectives: Use the language of objective setting for the change you want to see. Map who has the power to initiate or bring that change. Make calculations of time and targets to set realistic indicators of success.
- 3. Making a Plan: Identify like-minded partners, devise key messages, identify resources needed and mobilize those, develop materials to use during the process, be aware of risks and challenges of the process.
- 4. Act and Assess: Implement the plan in partnership and evaluate your messages and tactics as you go, shifting according to the changing circumstances and socio-political landscape etc. Reflecting on lessons learnt and repeat the process, if goals are yet to be achieved.

The success of advocacy process depends on the larger environment around the issues you are trying to address but with realistic goals for advocacy and the rights tools and approaches of advocacy, much can be achieved in the process. There are five distinct tools that are essential parts of an advocacy process and can be applied throughout the process:

- Assessment: A comprehensive assessment and analysis of the issue being addressed and the factors that may explain it, the people affected, the extent of the problem, and how it may be addressed or resolved. This could include situational analysis via needs assessments, demographic analysis and gender analysis etc.
- Stakeholder analysis: The identification of stakeholders of an issue and an assessment of their interests and the ways in which their interests affect the issue's viability, is referred to as stakeholder analysis. Such an analysis will identify and explore: (a) beneficiaries, (b) partners, (c) decision makers and (d) adversaries for a particular issue.
- Packaging and delivery of information: Formulating and delivery of key messages is one of the most crucial steps of the advocacy process. There are five key elements to a message: (a) content/ideas, (b) language, (c) source/messenger, (d) format and (e) time and place.

- Persuasion techniques: They form the means by which you will make your arguments and attempt to sway your target audience to support your issue. Such techniques may include: lobbying, petitioning, debating, media techniques and negotiating and conflict resolution. The choice of the technique will largely depend on the issue at hand and the stakeholder you are working with.
- Media relations: Media is an organized system for delivering information to large numbers of people simultaneously. Mass media can include radio, television, newspapers, magazines, trade journals or community newsletters. It is an important aspect when trying to gather public support for an issue or raise awareness. Some suggested message formats for the media include news releases, press conferences or media events, issue briefings for journalists, fact sheets or background sheets, media packets/press kits, letter to the editor, guest editorials, pictures or graphic illustrations, or buying space or time.

As outlined in section 3, Pakistan has made various global commitments to ensure universal access to reproductive health and rights including that of young people. There are many on-going efforts at all levels to achieve these goals including making policies, legislations and introducing or improving public health services in this regard. In a country as diverse as Pakistan and with competing political priorities on federal and provincial levels, making policy and legislative changes in reproductive health rights is a huge success and is often a result of concerted and consistent advocacy efforts over a period of years by all stakeholders.

Some aspects of advocacy for youth reproductive health and rights could include:

- ensure that key decision-makers in your communities, districts and provinces are informed about existing policies related to reproductive rights and their responsibility in implementing policies
- inform key decision-makers of young people's needs and realities on the ground and the desired change in policies to make them more effective
- ensure that sufficient resources in your provincial budgets are allocated to young people's reproductive health issues
- generate evidence for how policies are impacting youth reproductive health and rights in your communities and share that with decision-makers and policy makers
- offer young-citizen monitoring and evaluation of public services as a way to improve services and help government bodies achieve their development targets
- collaborate with adult organizations, join their advocacy efforts as youth advocates to be more effective and help make their programs inclusive through meaningful youth participation





Handout 16B Working in Partnerships

The case for working in partnerships is based on the single most reason that no human rights and development issue stands in isolation of other social development phenomenon. There are deep linkages and implications between development issues as wide ranging as environment, climate change, conflicts, and humanitarian emergencies. The interlinkages of development issues make it critical to work in partnerships so that programs are informed by the larger country, regional and global contexts. Moreover, effective programs are those that can integrate and connect other indirect factors affecting reproductive health indicators. The most recent manifestation of deep linkages of all human development related issues is that of COVID-19 public health emergency. In a matter of months, COVID has impacted our economy as well as exacerbated gender-based violence³¹, two deeply connected issues yet not often addressed in the same program or policy. Partnerships are required so that programs are informed by research and expertise (e.g. in multi-sectoral partnerships), resources can be used most efficiently (e.g. peer partnerships or youth-adult partnerships) and long-term change can be enacted in the most effective way (e.g. through public-private partnerships).

Multi-sectoral Partnerships

A comprehensive intervention requires a variety of expertise and resources ranging from research, community outreach, policy knowledge, public sector outreach, technical expertise and funding etc. In multi-sector partnerships organizations have access to a wider variety of ideas, knowledge, expertise and target groups, they share risks, responsibilities and resources and there is potential for greater productivity and efficiency. For example: Potential partners for a an alliance to make family planning services youth friendly could include: a research institution, a gender minorities representative organization or group, a youth-led organization, technical and policy expert agency, a government representative, a private-sector representative, NGOs, healthcare providers among others.

Private Sector Partnerships

Private sector partners already play an important role in Pakistan's family planning infrastructure such as Rahnuma FPAP and Population Council. Engaging the private sector for its expertise in supply chains, information technology, data analytics, and client service can also improve youth-friendly service provision more efficiently, with greater impact, and on a more sustainable basis. However, the current infrastructure is limited to private sector that is related to healthcare strictly such as pharmaceuticals and healthcare providers. Expanding private sector to engage telecommunication companies for messaging, media agencies to create progressive content, and/or education providers for curriculum integration can be critical to achieve sustainable development goals with a youth-friendly focus.

Innovative Partnerships

In addition to expanding private sector partners to include telecoms, media and other partners, there is an upcoming start-up industry and young entrepreneurs with investments that can be leveraged to realize youth reproductive health and rights are prioritized and achieved. Start-ups are always keen to design, prototype and experiment with new ideas and tools for the most challenging conventional problems. Fostering partnerships with young innovators to create content for enabling environment, make apps that can ensure safety and privacy for young people, invent tools that can facilitate access, diversity and inclusion of young people, and/or create methods for pedagogy and dissemination of life skills-based education are not only creative ways to explore but utterly necessary at this potent moment of technology and creativity. One such example is Aurat Raj that is a creative social enterprise co-founded by young Pakistani women. They create engaging products to educate and entertain girls while imparting crucial information on menstrual hygiene and other reproductive health issues in Pakistan.³²

³² Aurat Raj. "Educate. Entertain. Empower". Accessed 5 August 2020. <u>https://www.auratraaj.co/</u>



³¹ United Nations Population Fund. "COVID-19 Situation Report". Islamabad, 2019. Accessed 5 August 2020. <u>https://pakistan.unfpa.org/en/publications/unfpa-pakistan-covid19-situation-report-issue3</u>



Handout 16C Areas of Engagement

Following are some examples of areas of engagement in promoting reproductive health and rights agenda in Pakistan. The specific areas mentioned are most relevant to young people and could benefit tremendously from youth-driven advocacy. However, youth advocacy can add value to many other aspects of RHR work in Pakistan that youth-led organizations are encouraged to explore in their specific provinces and communities.

Life Skills-Based Education

Prior to the 18th Amendment, Life Skills-Based Education was included as part of the Education Policy of 2009. As part of devolution, it is now under provincial governments' discretion to uptake policymaking and implementation in this regard. Since education curriculum is primarily devised for young people and to ensure that young people are prepared and well-equipped for healthy and successful lives, advocating for LSBE is crucial in this regard.

Legislations on Gender-Based Violence

One of the key areas of significant change is to help devise new policies, bills and legislations related to reproductive health and rights. In light of the Reproductive Healthcare and Rights Act 2013 and pending legal instruments related to domestic violence and child marriages etc., youth advocacy can greatly benefit policy advocacy efforts on securing such legislative changes while using federal-level gains and progressive legal court decisions as grounds for change at provincial levels.

Quality and Integrated Youth-Friendly Services

There is a renewed commitment to family planning services as part of FP2020 by the government. FP2020 is a global partnership to empower women and girls by investing in rights-based family planning and enable universal access to contraceptives as part of commitment to SDGs 3 and 5. Government of Pakistan is a member of this partnership and has made a commitment to achieve the goal of universal access to contraceptives at national level.

As part of this goal, integrating family planning in all basic health facilities in even the farthest and remote areas of Pakistan is crucial. It is also crucial to make these services youth-friendly. Youth-Friendly services means they are affordable, available and accessible to young people. For guidance on standards for quality and integrated youth-friendly health services, please consult WHO's Guidelines.





Handout 16D Principles and Values

Working on reproductive health and rights is a rewarding yet challenging field. The issues can be vast, complex and multi-dimensional. Some key principles and values can help stay focused and aligned while navigating issues on ground and making an impact:

Rights-Based: Earlier in development work, it was important to create evidence of needs of communities and then create programs that were needs-based. While this can be a tempting framework to work with especially in conservative societies like Pakistan where packaging 'needs' can feel more convincing, it is important that reproductive health and related development agenda is approach from the human rights framework. In simpler words, in addition to ensuring needs are met, we prioritize realization of rights. A rights-based approach integrates international human rights and humanitarian law norms, standards and principles into plans, policies, services and processes of intervention and development.

Gender-Transformative: A gender-transformative approach means that promoting gender equality—the shared control of resources and decision-making—are central to an intervention. In the context of reproductive health, a gender-transformative approach entails not only improving women's access to key services and contraceptive methods but also helping communities understand and challenge the social norms that perpetuate inequalities between men and women. It also involves engaging men and boys in ways that address their reproductive health needs and that support women's and girls' family planning and reproductive health decision-making. Moreover, gender-transformative approach also means to go beyond the men-women equality dichotomy and expand to other genders such as transgender population in our programmes, advocacy and policies.

Leaving No One Behind: There are often parts of our society and communities that are marginalized to an extent that they are forgotten or challenging to count for even by the most progressive and well-intentioned amongst us. For example: we often overlook the fact that people with disabilities could have reproductive health needs and certainly do have reproductive rights. Moreover, other marginalized groups include gender minorities, transgender, religious minority groups, people of other ethnicities and/or migrants, internally-displaced persons and refugees living in our communities. They are all part of our communities and must be accounted for in policies and programs regardless of their social origins, status or capabilities. Leaving No One Behind is one of the principles of SDGs and Agenda 2030, emphasizing that to achieve SDGs for everyone, our programs, policies and national plans have to reach those first who are furthest behind. Principally, we must put those who are the most vulnerable, at the forefront of our work.





Handout 18A Training techniques

Lecture:

Lecture is the most common and widely used training technique. It is a formal verbal process composed of informative talk, presentation of power point slides and question answers for clarification. If lecture is not interactive than it will most likely result in one-way communication. Making lecture a useful training method depends upon the skill of lecturer

Advantages

- Lecture enables the trainer to share additional useful information which is not a part of training session
- Information can be shared with the entire group at the same time
- If trainer has the skills, he/she can provide an opportunity to link the theoretical knowledge with the real-life situations

Weaknesses and limitations

- Biggest disadvantage of lecture is that most of the lectures are entirely theoretical and are entirely a one-way communication
- Participants are not provided any problem-solving opportunities
- It does not give much idea to the trainer about the learning progress of individual participants
- As participants are passive listeners, they may lose interest if lecture is too long or poorly delivered
- There is less chance of knowledge gained by participants to retain it

Demonstration

It is a visual as well as verbal presentation in which the trainer explains and demonstrates the process for any particular task or objective

Advantages

- Combination of visual and verbal display can lead to better retention of knowledge by participants
- Like lecture, this also relates theoretical with practical knowledge
- It provides opportunity to observe what is being demonstrated thereby strengthening observational skills of the participants
- It may lead to better understanding as trainer can practically demonstrate the answers to questions asked by participants

Weaknesses

- Demonstration cannot be very effective for large group of participants
- More time is needed to demonstrate

Discussion

Participants or trainees share their point of views/experiences within their own group or with the entire class using their cognitive skills

Advantages

- It is a platform for sharing/exchange of ideas and knowledge
- Discussion enables the development of analytical skills in participants when they try to explore various reasons in search for finding the right answer
- Participants learn to accept others point of view or idea. This creates a sense of respect among them
- This method ensures active involvement of the participants
- When a participant's point of view is appreciated and approved by fellow participants, this helps in strengthening their confidence
- This form of training method enables trainer to analyze participants' knowledge and learning attitude towards the topic



Weaknesses

- In order for discussion to be effective, participant who is carrying on the discussion must be a good and knowledgeable speaker
- If the trainer is not able to handle the ongoing discussion, it may lead to noise and disorder
- It would be a loss of time and resources if discussion becomes lengthy and off track. This is very common and depends upon the ability of trainer to keep the discussion on track and within the stipulated time
- Participants gets uncomfortable and disinterested if their opinion is criticized and ridiculed
- Many times, there are some participants who highjacks the discussion and does not give others a chance to
 express their opinion. Trainer must not let this happen by keeping an eye on such participants' right from the
 very beginning

Role play:

Trainer selects the participants either during or before the session and gives them time to prepare. It is always better to do this before the session to save time during the session plus it gives an opportunity to role players to get more preparation time. Generally, the situation in the role paly has one or more character/s as problem creator while remaining ones are problem solvers or are passive to the situation. The acting ability of participants is of not much importance. The important aspect is that trainer should give instructions which are clear enough for the actors to understand the objective of role play and given situation. Trainer should interrupt or stop the role play if it is dragging on or getting off track. Duration of a role play should not be more than twenty minutes

Advantages

- It makes the process of learning more enjoyable:
- Participants' level of understanding may increase because of the presentation of a visual situation of the topic in front of them

Weaknesses

- Participants gets confused or disinterested if role player/s are not able to perform or convey the message properly
- May not be appropriate for all topics and situations because of their nature

Field Trips

Participants are physically taken to any place for observing a person/s effort for a particular cause, any related technological innovation or a service delivery of any entity such as community-based family planning center. Field trip provides a chance to participants to observe the practical application of theoretical knowledge to real life situation which in most cases cannot be brought about within the classroom like a clinic, factory, industry etc.

Advantages

- Develops observational skills of the students with exposure to real life situation
- It adds diversity to the process of learning

Weaknesses

- It is very expensive in current times to organize a field visit particularly to places far away because of high transportation, fuel and food cost,
- Because cost factor, it is only suitable for big budget training
- Sometimes it becomes difficult for trainer to evaluate field visit's learning outcome
- Person organizing and coordinating the field visit must have sufficient planning and management skills

Group Work

This is the most common method used during training to provide opportunity for participants to interact with each other which helps in developing an enabling learning environment. Trainer gives a specific task to a group that is to be completed within given time.



Advantages

- Group members take responsibilities for tasks assigned to them
- Gives an opportunity to group members to understand each other
- Enables group members to make a collective effort or decision
- Work gets done quickly when given in small groups

Weaknesses

If trainer is not used to this method or has little experience of it, group work may end up in a waste of time, efforts and purpose

Considerations for selecting training methods/techniques for a workshop

- Take into consideration participants' level of knowledge, age, gender, professional experience, education and social background
- Total number of participants. For large group select short activities and for smaller group size, choose those which require more time
- What learning aids are needed?
- Time required to prepare learning aids which are going to be used during the selected techniques
- Trainer's experience and comfort level for using the required learning aids
- Backup plan of trainer in event of unsuitable situation for using the selected methods
- Time available at hand





Handout 18B

Relation between effective learning and training methods

The usage of any particular method/s is not an assurance for successful accomplishment of training objectives. Given below are some aspects which can play an important role in this regard

- If the presentation of training materials and learning aids is interesting, there is a higher possibility that participants' motivation for learning increases
- Trainer's ability to linking the theoretical knowledge to real life situation
- If trainer actively involves the participants in the learning process through participative learning, motivation for learning can increase and may reduce the monotony, boredom and lack of interest leading to higher levels of knowledge retention and its applicability to real life
- It is important to note that a particular training method may not lead to involvement of every participant in the training group. This is dependent upon how the training session has been conducted and certain other factors
- If participants remain passive during the training workshop or any training session than it may means that trainer's teaching style is ineffective, or participants are not happy with the training material given to them during the session/workshop
- Other than learning in groups, training programs must support individual learning as well and may provide opportunities for critical thinking, reading, and practicing the applicability of learned knowledge on individual bases. This may be achieved by giving individual homework assignments, such as reading, listening to audio tapes or watching videos related to the topic etc.
- The trainer must give feedback to the trainees for their performance or competence level for any group or individual activity

Types of participants

Trainer must be aware of the following types of the participant which can either enhance or hamper the learning process

- "Dominating" participant: He/she is the person who tries to dominate every opportunity to express opinion such as group discussions, presentation, group activities etc. Generally, they rush to let their voice be heard before anyone else does, and speaks in a loud voice to attract everyone's attention, If trainer is not vigilant about a dominating participant, chances are that other members of his/her group may become passive or silent observers
- The "Shy/Silent" participant: These types of participants are introvert and hardly express their opinion and feelings or ideas. They don't participate much in group activities. Trainer must make sure to involve such participants into group activities and ask them to during any discussion to express their views
- The "Argumentative" participant: This type of participant leaves no opportunity to argue or disagree with opinions of other participants. Such people are in the habit of arguing and feel comfortable being in such a situation
- The "Cooperative" participant: Such participant is a pleasant person, always willing to help others. They are always supportive of the trainer/participants and contribute to creation of congenial environment.

The "Idea" participant: This participant is never short of ideas to his/her group or entire class to achieve certain task. During group work such participants' wants someone else in the group to write down their ideas and when formally presenting such ideas, they want other members to do that



Handout 19A

Learning aids

What are learning aids?

They are tools which can be visual, audible or audiovisual to be used during training by the trainer for enhancement of learning, ease in understanding and remembering the topic particularly abstract concepts

List of learning aids: Given below are some of the commonly used A/V learning aids

- Posters
- Pictures
- Multimedia
- Power point slides
- Overhead slide projector
- Transparencies
- Handouts and reading material
- Flashcards
- Ivory cards
- Flipchart and its stand
- Soft board
- Models
- Audio/video tapes
- Learning aids related to the topic of group activity for example balls, ropes, threads etc.
- Pointer

Uses of learning aids

The use of audio-visual aids must be carefully designed to support a lesson and to suit a particular audience and situation. This requires time, thought, and imagination in: • selecting salient points to be visualized • translating ideas into suitable visual forms • choosing an appropriate medium • designing lay-out and selecting color • preparing the aid for future use

Considerations for selecting learning aids

Selection of appropriate learning aid largely depends upon the skills and experience of the trainer who assess them keeping in mind the points given below, however it is to be remembered that there is no single learning aid which has proved to work in all training situations

- Objectives of the session/training workshop: Trainer has to analyze what types of learning aids should be
 used in training so that training objectives of the workshop or session are met which means participants
 understand the imparted knowledge and be able to retain it which will be reflected in their behavior. If
 participants are happy and confident, it means that right kind of learning aids were used along with right kind of
 teaching methods.
- Social/cultural environment of the area where training is held: Trainer has to use learning aids keeping in view the cultural and social values of the areas where training is being held. For example, in rural areas and small towns of Pakistan where women and men don't mingle because of social setup. In such scenarios, organizing a joint training of both the sexes is not feasible. Similarly, for a mixed group of professionals, using learning aids that require men and women to be close to each other would not be acceptable
- **Size of training group:** It plays a very important role in selecting learning aids. If group is large then those tools which require more time to use them should be avoided such as showing a video documentary,
- **Subject of the topic:** Nature of the topic is an important determinant for selecting learning aids. For example, complex topics can be easily taught through visuals such as pictures and videos



- Ability of the trainer: Before selecting and using any learning aid, trainer must ensure that he/she has
 required knowledge and skills for using it. If the trainer has not used a tool before, then it is risky to use it. For
 example, trainers will not be able to deliver training. For example, if trainer has prepared power point slides and
 has no knowledge about different functions of multimedia tool, and during session delivery multimedia stops
 functioning and there is no one around to help, there is a likely hood of training coming to an end if trainer does
 not have planned any alternative
- Participants' profile: Such as education, age, and experience are also factors to be considered. For example, in community where trainees are not educated, use of a sophisticated learning aids would prove to be futile in achieving training objectives. For participants of this profile, pictures related to the topic can be a good option Instead showing simple pictures related to the topic can be a good option. These pictures can be pinned on a soft board so everyone can see them clearly. Learning requirements of aged people are different compared to that of young. For example, showing complex and small pictures on multimedia would be difficult for aged people to see and understand. In such cases, big and clear pictures should be used.
- **Cost effectiveness:** When expensive learning aids are used at field level, there is a higher risk of damage. Those tools which have considerable number of pre requisites can increase the operation cost. For example, a certain training method involves the use of IPad by every participant



Handout 19B

Guidelines for making PowerPoint slides

5/5 rule

Not to confuse the participants, text on each slide should be short and to the point. Some experts suggest using the 5/5 rule which is to use not more than five words per line and, **five** text lines per slide

Colors

The wrong choice of font and background colors can make a presentation almost unreadable. The most common mistake is to use white background having a black text on it. A white background creates a very bright light on the screen and in that light, even a bold black text, will almost disappear. Generally, a dark background with light text is recommended. If a white background is used, then text color must be in contrast so that it doesn't distract the participants. See the picture of background and text contrast below

Slide layout

The layout of the slides should be simple. There can be a single title line, and if there is a need, small graphic can be used along the heading. Do not extend your text till the end of right and left edges of the slide.



Text selection and size

PowerPoint is designed organize a person's thoughts into a presentation. So, it should be one thought per slide. it will help to break the presentation down into various segments that will fit into five or at most six text lines on one slide.

Font size and style

The standard guideline is to have no more than six lines of text and the headline on each slide. This should allow to use a font size of 32 pt. - 36 pt.

Text should be in a single font style and size, such as Arial, which is simple and readable font. All text should be in the same color. Only those fonts should be used which are available in Windows; otherwise they may not be supported by computer in a training hall



Bullet points

Each bullet should start with a text of five or six words. It is always easy to read brief and concise phrases instead of complete sentences.



Pictures

Heavy size pictures should not be used in PowerPoint slides because they can stuck the presentation. It is feasible to use =JPEG picture files. Pictures should be kept as small as possible (less than 100kB). Always use the pictures in a presentation and not their links for viewing them

File size

The size of one presentation should not exceed 500 MB

Special characters

Special characters (e.g. «, Ö, Ø, ñ, ε, ®, ý,}, {, etc.) should not be used to name the presentation because computer might not understand such characters as names

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Cascade Training Plan to be Completed in TOT	# of Participants Coordinators/ Organizer	TBD TBD	TBD TBD	TBD TBD	TBD TBD														
	Venue # of Part	твр тв	TBD TB	TBD TB	твр тв														
	Shadowing Expert \	TBD	TBD	TBD	TBD														
	Co-Trainer	TBD	TBD	TBD	TBD														
	Lead Trainer	TBD	TBD	TBD	TBD														
	Date	TBD	TBD	TBD	TBD														
Events	Events		Training Event 2	Training Event 1	Training Event 2														
City		Islamabad		Mardan															

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Handout 25A: Cascade Training Plan



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