

Note: This training material is continually being evaluated and updated to reflect current needs and best practices therefore it should be viewed as work in progress.

Any person, organization, or institution making use of these materials must acknowledge that they were developed by the Tanzania Institute of Social Work, Jane Addams College of Social Work, and the Midwest AIDS Training and Education Center with support from the US President's Emergency Plan for AIDS Relief (PEPFAR), USAID/Tanzania, and the American International Health Alliance's HIV/AIDS Twinning Center.

Chapter II — Training Methods Overview

Training of Trainer Program

The Para Social Work Program was developed at the Institute of Social Work in Tanzania in partnership with Jane Addams College of Social Work and the Midwest AIDS Training and Education Center and in collaboration with the Tanzanian Ministry of Health and Social Welfare's Department of Social Welfare.

The program was field tested in the summer of 2007, refined, and developed as a Training of Trainer (TOT) model based on stakeholder input. The TOT model was initiated in December 2008 and, to date more than 100 participants have completed the TOT program and are being deployed throughout the country in various roles. The training approach is described in Chapter I and this chapter provides additional detail about the implementation of the trainer efforts. A more detailed explanation of the Para Social Work Program TOT process and learning methodology is currently under development.

This Facilitated Training Model relies on community-based human resources to learn the curriculum and training methods and then participate with support and back-up from a more experienced facilitator to address content questions and provide quality control. The program consists of a 5-day TOT workshop followed by participation in a TOT Practicum. During the practicum, TOT participants deliver the content in tandem with an experienced trainer and facilitator, receiving group feedback in a daily debriefing and individual feedback as needed to ensure mastery of both content and adult learning strategies.

A number of sources were used to develop this TOT program, including:

- Centre for Development and Population Activities, *Training Trainers for Development*, 1995
- International Training and Education Center on HIV, *Building a Training Program*
- Illinois Department of Public Health Training Resource Center, *Train the Trainer*, 2000
- Centers for Disease Control and Prevention
- Monica Dea, MPH

TOT Content

The content of the TOT workshop is provided through a set of PowerPoint presentation slides, which are also provided in both English and KiSwahili to the prospective trainers in a manual

format. The slides also include the content of the Para Social Work I training with appropriate teaching methods described. Participants also receive copies of case scenarios, skills workbooks, and other materials (see Appendices).

A vital part of the TOT is the Teach-back exercise. At the end of Day 1, each participant completes a form selecting three topic areas they will teach in upcoming sessions. By Day 2, the TOT facilitators assign two participants to each topic. The paired participants are then given some time to work together to prepare a Teach-back presentation, which will be done on Days 4 and 5. On Day 4, each pair has 25 minutes to do a shared presentation in a small group setting of 10-14 participants, including facilitators. After each presentation, participants comment on what went well and what needed more work, providing constructive feedback; this process is then repeated with feedback from the facilitators. The second part of the Teach-back occurs on Day 5, when each pair has 20 minutes to present their final presentation, which they refined based on the feedback they received on the previous day.

While participants sometimes question why they are asked to teach the same content twice, the second Teach-back is particularly crucial because it affords the opportunity to show how the individuals use additional feedback to improve their presentation skills. Often the second Teach-back is much improved over the first. The facilitators then determine if the participants have successfully completed the TOT workshop and show promise as trainers. If so, they are invited to attend a TOT practicum where they observe the entire PSW I curriculum being presented, co-facilitate group skills sessions, and co-teach key sessions with experienced trainers. They receive additional feedback on these activities to further hone their knowledge and skills. If successful, they then can be assigned to a training team, which usually consists of at least three trainers and a facilitator, and participate in ongoing Para Social Worker training courses. A similar but condensed model is used for TOT workshops for Para Social Work II and Para Social Work Supervision training courses with existing Para Social Work I trainers.

Following is an overall outline of the TOT content followed by the TOT Workshop Agenda:

- A. Review of Objectives of Para Social Worker Training
- B. What is a Para Social Worker?
- C. Review of Objectives: Para Social Worker Training
- D. Social Work Process for Working with Orphans and Vulnerable Children Affected by HIV
- E. What is a Good Trainer? (exercise)
- F. Discussion of What is a Good Trainer Exercise
 - a) How do we learn best?
 - b) How to we teach best?
 - c) What is adult learning?
- G. Important Training Concepts
- H. Seven Myths About Learning

- I. Training Basics
 - Know Your Audience
 - Use Adult Learning Principles
 - Be Prepared to Train
 - Manage the Training
 - Communicate Effectively
 - Engage the Participants
- J. Training Methods and Content
 - Lecture/Discussion
 - Using Slides (Powerpoint)
 - Brainstorming
 - Video or Live Case Example
 - Group Leadership and Participation
 - Election of Leaders
 - Recaps
 - Ground Rules
 - Problem Solving
 - Plenary Discussions
 - Presenting content including use of PowerPoint
Large group techniques
 - Large Group Techniques
 - Brainstorming
 - Exercises
 - Interactive Discussions
 - Small Group Exercises
 - Providing Useful Feedback
 - Working with Groups and Answering Questions
 - Using Materials
 - Preparing for Training Events
 - Launching the Training

A sample timetable and agenda for the TOT Workshop appears on the next page.

SAMPLE TRAINING OF TRAINERS AGENDA

Day One	
0800-0830	Arrival and Registration, Pre-training Quiz
0830-0915	Opening Ceremony, Workshop Objectives, Ground Rules, Selection of Leadership
915-930	Exercise to Introduce Participants
930–1030	Overview of Para Social Worker Training <ul style="list-style-type: none"> • Objectives • Content • Structure of training
1030-1100	Tea Break
1100-1200	Overview of Training Methods <ul style="list-style-type: none"> • Principles of Adult Learning • Review Training Methods • Using the Curriculum <ul style="list-style-type: none"> ○ Understanding the purpose of each activity ○ Using the participant manual and PowerPoint slides ○ Sticking to the curriculum
1200-1245	<i>Training Method:</i> Launching the Training <i>Content:</i> Opening Ceremony, Objectives, Electing officers, setting the tone, Icebreaker, expectations and ground-rules (both how to do it and review 1 st morning activities), participant information/pretest
1245-1300	Questions and Discussion
1300-1400	Lunch
1400-1445	<i>Training Method:</i> Facilitating Expert Partner Presentation: DSW Presentation <i>Content:</i> Overview of concepts: Orphans/Most Vulnerable Children, Impacts of HIV-- National Guidelines for Community based Care, Support and Protection of OVCs. Social Work Process How do we find OVC? Outreach and Identification
1445-1600	<i>Training Method:</i> Lecture Discussion and Brainstorming <i>Content:</i> Life of the Child I: Human Development <i>Process:</i> Demonstration Exercise on Brainstorming, Using PowerPoint, Engaging the large group
	<i>Training Method:</i> Video Case Example <i>Content:</i> Case Presentation video or live <i>Process:</i> Demonstrate and Discuss
1600-1615	Drink Break
1615-1645	<i>Training Method:</i> Lecture Discussion (covered above) <i>Content:</i> Legal and Ethical Issues <i>Process:</i> Content review and discussion
1645-17:15	<i>Training Method:</i> Large Group Discussion <i>Content:</i> Plenary, Opportunity for group participants to raise issues of concern to them
1715-1745	Sign-up sheet for Teach-backs
1745-1815	Discussion, Questions and Closing for the day
Day Two	
830-900	Recap and Overview of Day
900-1000	<i>Training Method:</i> Large Group Lecture and Discussion

	<i>Content:</i> Engaging OVC and their Families, Issues in Communication with Children <i>Process:</i> Content Review and Discussion
1000-1115	<i>Training Method:</i> Large Group Lecture/Discussion, Small Group Activity and Poster Session <i>Content:</i> Life of the Child II: Crisis and Trauma <i>Process:</i> Content Review, Demonstrate exercise
1115-1145	Tea Break
1145-1300	<i>Training Method:</i> Small Group Skills Workshop, Preparation and Facilitation of skills group <i>Content:</i> Interviewing to engage clients obtain major information. <i>Process:</i> <ul style="list-style-type: none"> • Overview of Small Group Skills Workshop • Guidelines for Group Activities • Breakout and Demonstration of Group Activities (Refer to all Group Case Scenarios)
1300-1400	Lunch
1400-1445	Skill Development Exercises and Workbook <ul style="list-style-type: none"> • Trainer responsibilities • Participant activities • Practice
1445-1600	<i>Training Method:</i> Large Group Lecture/Discussion, <i>Content:</i> Assessment, Needs and Strengths, Eco-mapping <i>Process:</i> Content Review, Demonstration of eco-mapping, Ask TOT participants to do own eco-map
1600-1615	Drink Break
1615-1645	<i>Training Method:</i> Group Case and Process Discussion <i>Content:</i> Participants present cases for discussion, need for confidentiality <i>Process:</i> Review guidelines for participant presentations of cases, Brief demonstration of case presentation and discussion
1645-1745	Work on Teach-back topics preparation
1745-1800	Discussion, Questions and Debrief for the day
Day Three	
830-900	Recap
900-1015	<i>Training methods:</i> Lecture/Discussion, Brainstorming, Mapping Exercise and Poster Session <i>Content:</i> Developing and Implementing A Plan of support and Working with Systems (Case Management), Case Conferencing <i>Process:</i> Content Review, Demonstration of mapping exercise
1015-1045	<i>Training Methods:</i> Lecture/Discussion <i>Content:</i> Self care and support and avoiding burnout <i>Process:</i> Content Review
1045-1115	Tea Break
1115-1145	<i>Training Methods:</i> Lecture/Discussion and Brainstorming <i>Content:</i> Counseling of OVC, Risk Reduction and Behavior Change <i>Process:</i> Content Review
1145-1215	<i>Skills in Working with Groups</i>

1215-1245	<p><i>Training methods:</i> Small group discussion and addressing participant responses and feelings</p> <p><i>Content:</i> Participant feedback on personal eco-maps</p> <p><i>Process:</i> Group discussion</p>
1245-1315	<p><i>Training Method:</i> Skills Workshop</p> <p><i>Content:</i> Case Conference using case</p> <p><i>Process:</i> Brief review of exercise</p>
1315-1415	Lunch
1415-1500	<p><i>Training Methods:</i> Large group activity, Lecture/Discussion</p> <p><i>Content:</i> Life of the Child III: Stigma and Loss</p> <p><i>Process:</i> Large Group Demonstration and content review</p>
1500-1615	<p><i>Training Method:</i> Lecture/Discussion and Brainstorming</p> <p><i>Content:</i> Helping HIV Affected Children and Orphans, Prevention of Mother/Child Transmission, Counseling and Testing Adherence to HIV Medications, Skill Building Exercise</p> <p><i>Process:</i> Content Review and Discussion</p>
1630-1645	Drink Break
1645-1745	Work on Teach-backs Preparation
1745-1800	Discussion, Questions and Closing for the day
Day Four	
830-930	<p><i>Training Methods:</i> Coordination, Organization, Problem Solving</p> <p><i>Content:</i> Preparing for training event</p> <ul style="list-style-type: none"> ○ Agendas ○ Logistics and venue ○ Participant criteria ○ Promotion and Inviting participants ○ Equipment ○ Materials ○ Supplies ○ Checklists ○ Per diems ○ Other things that come up <p><i>Process:</i> Explanation, use of coordination materials (e.g. checklists, calendars), demonstration</p>
930-1030	<p><i>Training Method:</i> Lecture/Discussion and Brainstorming</p> <p><i>Content:</i> Parenting and Supporting Families</p> <p><i>Process:</i> Content Review and Discussion</p>
1030-1100	Tea Break
1100-1300	<p>Teach-back presentations</p> <p>4 groups</p> <p>30 minute modules</p> <p>Work in pairs to:</p> <p style="padding-left: 40px;">Present Information</p> <p style="padding-left: 40px;">Facilitate Exercise</p> <p>Feedback</p>
1300-1400	Lunch
1400-1730	Teach-backs Continued
1730-1800	Discussion, Debriefing, Preparation for Day 5

Day Five

830-100	Final Teach-back in order of curriculum (large group)
1300-1400	Lunch
1400-1530	Teach-back Continued
1530-1630	Break
1630-1800	Closing Event <ul style="list-style-type: none">○ Presentation of certificates○ Next Steps