

PROGRAM IMPLEMENTATION PART II

Fine words do not produce food.

-- Nigeria

He who makes preparations does not spoil the trip.

-- Guinea

Overview

In addition to the application of interpersonal skills, program implementation requires skills in designing, planning, and integrating specific activities. Knowledge of how to share program vision, goals, themes, and facts will ensure that the program reaches the greatest possible number of people in the community. Often programs can benefit from integration or collaboration—sharing of information, facilities, access to “clients,” personnel, and skills. This can engender goodwill between programs, increase the effectiveness of a new program by linking it with an established program, and save on costs. It can also help give a topic like FGM a context in which people can more easily assimilate the information they are receiving.

Objectives

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

DESIGN:

- Design an activity based on program objectives and use an activity plan to organize the activity.
- Incorporate key themes and factual information in fact sheets.
- Explain important principles and steps to keep in mind when planning and designing a learning event.

INTEGRATE:

- Develop criteria for integration of FGM with other community programs.
- Describe the steps and various approaches used in integrating FGM messages with other programs.
- Integrate an FGM-related activity into another program.

PLAN AND DO:

- Identify steps in carrying out a project activity.
- Develop and use facilitation aids as part of a project activity.

Activities

Criteria for Choosing Programs for FGM Integration	40-50 minutes
Approaches and Implementation of Integrated Programs	40-60 minutes
Integrating An Activity: Role-Play	60-75 minutes
Sharing Information: Key Themes and Fact Sheets	90 minutes
Skill Building: Designing an Activity	70-90 minutes
Skill Building: Developing and Using Facilitation Aids	2 hours
Planning a Workshop	60-90 minutes
Carrying Out a Program Activity	60 minutes
Estimated Module Length	9-11 hours

Materials

Newsprint and markers

Handouts

- HO X.1 Every Picture Tells a Story: Gender Activity
- HO X.2 PATH "Female Genital Mutilation: The Facts"
- HO X.3 Activity Worksheet
- HO X.4 Key Points Summary, Module X

Training Aids

- TA X.1 Ideas for Program Integration
- TA X.2 Stakeholder Groups and Channels for Reaching Them
- TA X.3 Some Guidelines for Planning Participatory Activities
- TA X.4 *Training for Transformation*, "Guidelines for Planning a Learning Event"

Additional Resource Materials (not included)

Training Course in Women's Health: Module Five: Health Effects of Female Circumcision

PATH *Life Planning Skills* curriculum (1998), Male and Female Physiology and Anatomy

Development Communication Report: "Women Learn with Visual Aids: Experiences in Peru"

Activity
CRITERIA FOR CHOOSING PROGRAMS FOR FGM INTEGRATION

Purpose:	Participants will be able develop criteria for integration of FGM with other community programs.
Format:	Discussion
Suggested Time:	40-50 minutes
Materials:	Newsprint, pens
Preparation:	Acquaint yourself with other programs in the area that might be amenable to sharing resources or integrating FGM messages and activities.

Procedure:

- ****Begin** by reminding participants about the earlier activity in which participants explored FGM as a health, women's rights, public health, or medical ethics issue. This raises the question, "Where does FGM fit?. This activity will attempt to address this question in another way.
- Ask participants to name some of the health and development programs they know about that are occurring in their communities.

Examples

- Income generation (crafts, food, animal husbandry, etc)
- Adult education/women's literacy
- Youth advocacy program
- FLE for in/out-of-school youth
- Job training for out-of-school youth
- Immunization campaign
- Nutrition program
- Agricultural training/assistance
- Family planning services/advocates
- Control of diarrheal diseases
- Water and sanitation/environmental health
- AIDS prevention

Questions for discussion:

1. Which of these programs, if any, are appropriate for inclusion of FGM activities? Why or why not?
2. Can these reasons be organized into pros and cons?
 - Negatives: Controversial (don't want to associate FGM with something even more controversial); lack of commitment on part of staff/volunteers of other project.
 - Positives: Well funded, well respected program, meets a strongly felt community need, has staff in common, touches on related topic, reaches similar people
3. How would you go about assessing whether a program might successfully integrate FGM messages and related activities?
4. How would you deal with concerns on the part of other programs that your FGM "agenda" might interfere with their program goals?

- Discuss the information in **KEY POINTS**. Ask participants for any additional questions/criteria they would like to add.
- Explain that participants are going to engage in a brief activity to assess a few local programs for integration potential. Ask participants to:
 - organize into small teams by locality
 - agree on a set of assessment questions or criteria to apply to candidate programs
 - choose 3 or 4 organizations or programs they are familiar with and apply the criteria
 - make a determination about the feasibility of working with the organization or programs they have selected.
- Resume the group after about 20 minutes and review briefly.

Key Points:

- Some criteria to judge the appropriateness of a program for integration of FGM include:
 - Is the program well established?
 - Are the program staff (e.g., nurses, community workers, teachers) trusted by the community?
 - Does the program serve segments of the of the community that you are also trying to reach?
 - Are their staff in a position to take on a new topic area?
- In practice, assessment for integration also includes discussion with the groups whose programs are under consideration. They may also have criteria for integration which your project will need to meet!

Activity

APPROACHES AND IMPLEMENTATION OF INTEGRATED PROGRAMS

Purpose:	Participants will be able to describe the steps and various approaches used in integrating FGM messages with other programs.
Format:	Discussion, mini-lecture, brainstorming/role-play
Suggested Time:	40-60 minutes
Materials:	TA X.1, "Ideas for Program Integration" Reference Material: <i>Development Communication Report</i> , "Women Learn with Visual Aids: Experiences in Peru"
Preparation:	Review TA X.1 and reference material

Procedure:

- Discuss with participants the steps and some approaches for each step to program integration. Ask participants how they would begin to establish a relationship with another project that appeared to be a good fit for integrated activities? Explain that:
The first step in program integration is to build goodwill and develop a reputation for a willingness to be involved.

Questions for discussion:

1. What are some approaches that would help achieve the first step and lay the groundwork for collaboration? (Refer to TA X.1, "Ideas for Program Integration").
2. From a nuts-and-bolts point of view, what steps are necessary to integrate FGM into other programs?
3. Give the following example: If you have identified an immunization program for integration of FGM activities, will you rely on their staff or members of your project team to carry out these activities?
4. What are the advantages and disadvantages?
5. What are some possible solutions to the problem of managers of other projects not wishing to be associated with FGM?
6. Program managers may be concerned about overloading their program with other information. How could this problem be addressed?
7. Are there other problems that should be addressed?
8. What are some practical ways of integrating FGM messages into at least two other programs. Specifically, what would they do?

Key Point:

- Many times, program can benefit from integration or collaboration—sharing of information, facilities, access to "clients," personnel, and skills. This can engender goodwill between programs, increase the effectiveness of a new program by linking it with an established program, and save on costs. Integration can also help give a topic like FGM a context in which people can more readily consider the information they are receiving.

IDEAS FOR PROGRAM INTEGRATION

First steps: Approaches to creating goodwill

- Offer visible support to a popular program. Example: In Narok, Kenya, the FGM project donates funds/time/labor to a needed borehole project. This support does not have to be kept a secret.
- Invite key people from other projects to serve on the project advisory committee or on specific task forces. Once they are invested, they are more likely to carry your messages back to their constituency.
- Offer an orientation to groups working on related topics. For example, ask members of the local family planning, youth advocacy, maternal health center, or other women's service organizations to attend an orientation on FGM.
- Invite staff/project team members from other projects to FGM project trainings, activities, or discussions.
- Share calendars of events. Offer to be present at other organization's or program events and invite guest speakers to FGM events.
- Distribute fact sheets to groups who are in a position to disseminate information.
- If you know a group is reluctant to "integrate," meet with a few key members to find out why. Offer to answer questions. Remain open, informative, and curious about other people's programs.
- Share resources: If you have something another project needs, can you afford to share? Probably, if it's a camera, a tape recorder, or staff.

Next steps: Nuts and bolts

- Meet with program managers and share with them your vision and goals.
- Ask them about their program goals.
- Present them with FGM facts, research results, and the goals of your program.
- Work with them to decide whether this issue is related to their program objectives and to identify ways of and opportunities for including FGM.
- If there is interest, determine whether you or member of your team will work within their program or will provide training/information to their staff to enable them to incorporate messages.

- Deal honestly; work with program managers to uncover potential benefits as well as drawbacks collaboration or integration might entail for both projects.
- Offer to monitor and evaluate activities involving FGM. Be sure to offer something constructive to the project.
- If there is concern about "message overload", offer to include your messages or activities on a limited basis (include FGM in an agreed upon number of mother's education groups per month).

Ideas for integrating messages and activities

Maternity: Doctors, nurse-midwives, or TBAs could be alert to look for tearing or potential tearing in excised or infibulated women. If they find that circumcised women are more prone to these procedures, the FGM project might use the opportunity (following the procedure, before discharge, for example) to explain to a woman that she needed an episiotomy, or stitching, or other procedure because of scarring from her circumcision. They might inform her to bear in mind her proneness to tearing in future deliveries and urge her to come on time for care. They could also use the opportunity to discuss with the woman her plans for her own daughters. They could dispel health and hygiene concerns. They could offer to address these concerns with other family members as needed.

Agriculture programs: If it is a program that targets men and men or elders are significant decision-makers in FGM, project staff could allow FGM project representatives OR "converts" in the agriculture project to give a talk on family health and include FGM. (Watch out for analogies about pruning plants, though!) Another way in which an agriculture project could be co-opted is to donate funds for seeds, or space for a community plot to improve the nutritional status of children (if this is a problem). Some tie-ins here: early nutrition for girls will contribute to lowering the likelihood of hemorrhage in pregnancy/delivery and obstructed labor due to stunted growth; discontinuing FGM will also help protect a woman's reproductive health.

Literacy programs: A good place to explore values about women, their accomplishments and importance in society; values-related activities can be tied into learning. Messages can be incorporated into drawing, writing, or setting poetry or other traditional modes (music, etc.) to written language. In some countries, women have written about their FGM experiences, domestic problems, and so on.

Types of information needed by different groups, organizations, and programs

- Medical personnel: focus on health and hygiene aspects of the practice.
- Youth advocacy groups: focus on behavioral aspects; dispel concerns that FGM itself changes behavior.
- Women's income generation/literacy: focus on issues of particular concern to women who attend the groups—health, sexuality, personal experience with FGM, marriageability of daughters, behavior. (Project teams could address different issues and include with other issues like nutrition, early marriage, etc.).

Activity
INTEGRATING AN ACTIVITY: ROLE-PLAY

Purpose:	Participants will have practiced integrating an FGM-related activity.
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Format:	Brainstorming/role-play
Suggested Time:	1-1 ½ hour
Materials:	TA X.1, "Ideas for Program Integration" HO X.1, "Every Picture Tells a Story Gender Activity" for an exercise on program integration
Preparation:	Review TA X.1 and HO X.1 The first part of this activity can be done one day, and the latter part (the facilitation by volunteers) can be done the next day, if preferred. If it is done this way, be sure the volunteer facilitators have a chance to read through the activity and gather or make additional materials, if they like. Other materials besides this story game can be employed.

Procedure:

- Distribute HO X.1, "Every Picture Tells a Story" Gender Activity and ask participants to suggest what kinds of programs this activity could be used in. Discuss ways the material could be used.

- Ask for one or two volunteers to facilitate this activity, with the rest of the participants role-playing one of the following groups: a men's agricultural cooperative; a women's literacy or income generation group; patients at an ante-natal or post-partum clinic. Explain to volunteer facilitators that:
 - The objective is to work a discussion of gender and FGM into the process.
 - They have a set amount of time facilitate the activity (40 minutes or more, based on workshop time-frame).
 - They can use any methods they like (for example, story with a gap, coloring, mini-play) with participants—it doesn't have to be strictly a guided group discussion.

- Discuss the process.

Questions for discussion:

1. How did the facilitators find the process of relating FGM issues to the topic area of the program into which you were integrating the activity?
2. How would facilitators and participants vary the questions/discussion for different groups?
3. What are some key points for facilitators to remember?
4. What comments or ideas do other participants have for similar activities?

EVERY PICTURE TELLS A STORY GENDER ACTIVITY

Purpose: Participants will gain a better understanding of their feelings about women's roles and rights.
Format: Discussion-storytelling
Materials: Picture
Preparation: Review questions
Procedure:

This exercise can be used to start a discussion about FGM with groups.

➤ Show the people the picture. After they have looked at it for a few moments, ask questions about the picture. Some conversation starters follow, but these are just examples.

- What do you see in this picture?
- What is the woman doing?
- What work will she have to do today?
- Where is her husband/man?
- How do you think she is feeling?
- Is this a familiar situation?
- What do you think about this woman?
- Do you think her daughter will have the same life as her?
- What has changed?
- Why has this changed?
- Besides work, what other differences are there between men and women's lives?
- Are men and women born different in these ways or do they become different as they grow up?
- If you could switch places (with a woman/with a man), would you? Why yes/why no?
- Is any change dependent on a change in the perception of women's roles generally?
- What are the characteristics of a good woman?

You could also ask questions about circumcision—has she been circumcised? What about her daughter? Does she want to circumcise her daughter or not? What will happen to the baby, etc.

Other ideas:

➤ Using this or a similar drawing, draw a second one that has a difference. Some ideas:

- Put the girl working in the field with her mother.
- Add the father working in the field.

➤ Ask people to compare the two drawings and say what is different and what they think about the changes.

Module X: Program Implementation Part II

Activity

SHARING INFORMATION: KEY THEMES AND FACT SHEETS

Purpose:	Participants will be able to incorporate key themes and factual information in fact sheets.
Format:	Mini-lecture and small group work
Suggested Time:	90 minutes-2 hours
Materials:	Resource materials on FGM, research data HO X.2*, PATH "Female Genital Mutilation: The Facts" Recommended Resource Material: PATH <i>Life Planning Skills</i> curriculum: Female Anatomy and Physiology, Male Anatomy and Physiology
Preparation:	Collect and review resource materials for use in constructing fact sheets. HO X.2 is a companion piece distributed with this curriculum but is not included within the training manual.

Procedure:

- Explain that members of other projects will need information about your program as well as factual information about the topic. Aside from seminars and group discussions, project staff need factual and thematic information they can refer to. Explain that simple fact sheets can be developed for different groups. Ask project staff to brainstorm the groups who could benefit from fact sheets and the type of information needed by the particular group. Ask them to explain their responses.
- Share the handouts and resource materials with participants.
- Ask the group to organize into teams of 3 and choose a group for whom fact sheets would be useful. They should:
 - Identify a target group (including potential advocates such as teachers and extension workers; policymakers; medical and health staff; celebrities)
 - Identify the main purpose of the fact sheet
 - Determine whether an overall theme would enhance the value of the information
 - Identify a use or series of use for the fact sheet (e.g., what do we want recipients of the fact sheet to do with these facts?)
 - Determine key areas and issues they wish to cover in the fact sheet
 - Draft messages related to the key issues
 - Identify the need for supporting graphics, quantitative data or quotations.
 - Draft a 1-2 page fact sheet for the chosen audience.
- After about 60 minutes, reconvene the groups for short presentations and critique. If time permits, have groups pretest their fact sheets with each other or representatives of the target audiences who are not directly involved in the workshop.

Questions for discussion:

1. How do the materials differ in emphasis by target group and why?

2. What are the characteristics of a useful fact sheet?
3. What are the advantages and disadvantages of a short fact sheet format?
4. Should fact sheets be stand-alone or supplements to other educational efforts? Discuss why/why not?

Key Point:

- Fact sheets are a concise, easy to read and understand, attractive way of communicating key themes and messages to literate audiences such as teachers, public health and medical officials, and politicians—anyone working in the relevant community whose opinions, practices, and policies affect those people on whose behalf you are advocating.

Activity
SKILL BUILDING: DESIGNING AN ACTIVITY

Purpose: Participants will be able to design an activity based on program objectives and use an activity plan to organize the activity.

Format: Discussion, small-team task, and presentation

Suggested Time: 3-4 hours (including time for "testing" out the activity)

Materials: Research results
HO X.3, Activity Worksheet
TA X.2, "Stakeholder Groups and Channels for Reaching Them" (distributed previously as a handout)
TA X.3, "Some Guidelines for Planning Participatory Activities"
Research results
Message worksheets
Newsprint, pens
HO I.1, Workshop Kit

Preparation: Make research results available

Procedure:

- Explain that in this session, small teams are going to choose a documented problem and design a project activity to address that problem with a specific interest group. In this exercise, participants will:
 - form small teams by locality, if appropriate
 - think about the purpose of the activity in terms of the outcome they envision to address the problem they have identified with a particular stakeholder group
 - combine the elements of strategy, channel, and message(s) to achieve this outcome.
 - use research results, the examples presented earlier, or other examples from their reading or experience.
- Provide examples from TA X.2 to stimulate thinking about strategies and channels. Instruct each group to design one activity for its selected interest group, using the different channels and media discussed. Hand out the Activity Plan Worksheet (HO X.3) and explain that this is a tool teams may use to help them think about and organize their activities. Emphasize group participation. Encourage participants to focus on participatory, community-based activities, rather than mass media or print (unless developed by the stakeholder group as part of an activity). Show on overhead or newsprint, or hand out TA X.3, "Some guidelines for planning participatory activities."
- Review key points with them prior to their small group work.
- Give the teams about 1-1½ hour to work on their activity and then reconvene the group to discuss their activity plans in the larger group.
- If time permits, allow teams to "try out" their activity on other group members or in the community.

Key Points:

- The group you are trying to reach will guide the expected outcomes, message content, and channels/format used. Non-literate elders who are used to learning through the spoken word will feel more at home and gain more from an activity that involves discussion than from a fact sheet or booklet.
- For multi-message materials especially, research notes are an important resource for specific language, etc. Pay attention to how people describe practices and express feelings and beliefs.
- Attention to resource persons (change agents, advocates) should focus on their knowledge of and credibility with the interest group. Recruitment and training of local resource persons may be a necessary preparatory component of many activities.
- Activity planners should also consider whether stakeholder groups (elder men and women, boys and girls, etc.) can be successfully combined. Combining groups may offer the advantage of promoting dialogue between two groups, such as mothers and fathers of teenagers or create a multiplier effect, but certain messages may become awkward or offensive or violate social taboos when discussed in the company of diverse groups. Preparation may involve testing an idea out with a small group of trusted advisors from the community.

STAKEHOLDER GROUPS AND APPROACHES FOR INVOLVING THEM

Stakeholder	Strategy	Channels
■ Elders	Interpersonal, peer ed. Entertainment	-Problem-solving meetings, Barazas -Traditional media
■ Mothers	Interpersonal: formal, non-formal, peer education; individual interpersonal Print media, ed. Mass media education and entertainment	-Women's Group Meetings -Literacy activities -Home economics activities -Job training sessions -Health fairs -Counseling sessions -Coloring books -Radio programs -Women's magazine or newspaper sections
■ Girls	Small group interpersonal Community interpersonal Print media	-Family life education -Diary Keeping projects -Writing or poetry groups -Initiation ceremonies -Comic Books
■ Boys and Girls	School-based interpersonal	-School Curriculum -Debates -Skits -Essay writing contests
■ Influentials	Print media Small group or community-wide interpersonal	-Fact Sheets -Meetings
■ TBAs	Print media Small group interpersonal Individual interpersonal	-Women's health info packets -Trainings -Peer counselor visits
■ Fathers	Small or large group interpersonal Individual interpersonal Mass media education/entertainment	-Community/workplace meetings -Elder visits -Newspaper or radio programs -Ads in commuter transport facilities

SOME GUIDELINES FOR PLANNING PARTICIPATORY ACTIVITIES

(from Tools for Community Participation:

A Manual for Training Trainers in Participatory Techniques, PROWESS/UNDP, p. 42)

If you want to SUCCEED, you need to:

- S** Set a brief, clear task rather than lecture or ask questions.
- U** Use hands-on, multi-sensory materials rather than rely only on verbal communication.
- C** Create an informal, relaxed climate.
- C** Choose a growth-producing activity.
- E** Evoke feelings, beliefs, needs, doubts, perceptions, aspirations.
- E** Encourage creativity, analysis, planning.
- D** Decentralize decision-making.

If you do, you will:

- Share power.
- Unfold and open up the base of participation.
- Cultivate equal status.
- Call forth talents, leadership, mutual respect.
- Ensure relevance.
- Enhance personal confidence, self-esteem, skills, resourcefulness.
- Develop capacity for practical action.

Module X: Program Implementation Part II

HO X.3

ACTIVITY WORKSHEET

GROUP	CHANNEL	PROBLEM /NEEDS	MESSAGE CONTENT	EXPECTED OUTCOME	MATERIALS	PREPARATION	RESOURCE PEOPLE	EVALUATION

Activity
SKILL BUILDING: DEVELOPING AND USING FACILITATION AIDS

Purpose:	Participants will be able to: <ul style="list-style-type: none">• Explain the use of facilitation aids such as exercises, games, role-plays, music, or visual aids in participatory activities.• Develop or adapt a simple exercise or visual to support a specific activity.• Demonstrate the use of facilitation aids.
Format:	Discussion, small group/individual work, and demonstration
Suggested Time:	2 hours
Materials:	Newsprint, tape, colored felt pens, blackboard, and chalk Drawing pins to attach the drawings to the wall, Felt, cardboard for flannelgraphs HO I.1, Workshop Kit Sample aids FGD reports
Preparation:	Collect materials that could be used as facilitation aids (including play scripts, videos, anatomical models, etc.)

Procedure:

- Explain that facilitators can use a number of exercises, games, and visual aids to break the ice or stimulate thinking, discussion and creative decision making in group activities. This session will provide an opportunity to explore and develop simple “stimulators” that are tied to learning or task objectives. Ask participants to suggest the kinds of aids they might need for the activities they designed, for group discussions, or even for evaluation. Suggest they think not only of print information, but exercises and other means of stimulating discussion or for keeping records.

Some ideas for facilitation aides:
Flipcharts with anatomical information,
flannelgraphs that tell a story; songs, poems,
or skits; village maps; forms for peer
educators to use to chart the incidence of
FGM in their area.

Questions for discussion:

1. How could these be used in a participatory setting?
 2. What are some examples of the purpose for which you would develop an aid?
 3. Brainstorm how our groups could use their own creative skills.
- Review sample aids that you have provided. Invite participants to review ideas or samples and choose materials they may want to use or adapt. Ask participants to organize in small groups, pairs, or work individually if they choose to develop a facilitation aid for a particular activity or program. Allow 45 minutes. At the end of 45 minutes, give each group an opportunity to demonstrate their aids as they would use them with a group of learners or

discussants.

Examples

- **Tell a “story without an end” (engage participants in finding solutions)**
- **Design a map to be colored in by women who are charting circumcisions in their area.**
- **Adapt proverb or local story to illustrate a new way of thinking or doing something related to FGM.**
- **Design before-and-after pictures to illustrate difference in girls’ status or consequences of FGM.**
- **Have women or girls do their own “roles” drawings to stimulate discussion about gender.**

Key Points:

- **Visual aids help people understand abstract ideas and are often good conversation starters. They are sometimes used in focus group discussions to stimulate responses.**
- **Music, stories, proverbs, and games put people in a receptive mood and create an atmosphere of familiarity. They may be adapted to include relevant themes while retaining a traditional flavor.**
- **Traditional media illustrate key points in a way that more “sophisticated” media such as charts and photographs may not, particularly among traditional people who have had little exposure to two-dimensional visual representations.**

Activity

PLANNING A WORKSHOP

Purpose:	Participants will be able to explain important principles and steps to keep in mind when planning and designing a learning event.
Format:	Mini-lecture and discussion
Suggested Time:	60-90 minutes (longer if this is a TOT and participants need to plan a next round of workshops)
Materials:	TA X.4, <i>Training for Transformation</i> , "Guidelines for Planning a Learning Event" Recommended Resource Material: <i>Training Course in Women's Health: Module Five: Health Effects of Female Circumcision</i>
Preparation:	Review TA X.4.

Procedure:

- Ask participants to reflect on the different images brought to mind by the expressions, "workshop," "training" and "learning event." Do these three ways of expressing a similar concept seem different? What are some differences in meaning, if any, and what do they think about them? Explain that we often focus on the "training" aspect of an educational activity, rather than the "learning" aspect, but that growth-oriented, participatory activities should must also be "learner-centered."
- Engage participants in brainstorming the steps involved in planning a training. Make sure that the points in HO X.6 are covered.

Questions for discussion:

1. What kind of information is needed from participants (or representatives of the participant group) to plan the workshop content?
 2. How can workshop planners help ensure that these four needs of participants are met:
 - Acceptance
 - Sharing information
 - Setting Goals
 - Organizing for Action
 3. What are some principles that they would like applied as adult learners?
 4. What are some helpful skills facilitators can use in implementing these principles?
- Briefly brainstorm potential change agents who would benefit from a training (you can suggest teen peer educators, parent peer educators, teachers, TBAs, nurses).
 - Ask participants to organize in small groups, choose one of these groups (it is all right if two or more teams choose the same group). Explain that the team's task is to:
 - develop a general aim for a training with this group
 - think of three or four learning objectives
 - decide on what they need to know about prospective participants' experience (skills, knowledge, and feeling) to plan the workshop.
 - Give them 45 minutes and reconvene the group. Ask teams to make brief presentations.

Key Points:

- An understanding of the participant group's knowledge, attitudes, and practice on a general level should be used to shape the overall aim and content of the training or education program. More specific pretest information helps shape a particular workshop to the expectations and stated needs of participants.
- The aim of the workshop or learning event needs to be specific enough to be accomplished in the time and with the resources available. All staff involved in implementing the training need to contribute to and agree on the aim. The aim needs to reflect the participants' felt needs and the level at which they need to deal with those needs.
- The learning event may have several objectives within its aim. Generally, the purpose of a training program is to enable growth in what people know, how they feel, and what they can do as it relates to a concern or topic.
- Workshop design should ensure these participant needs are met:
 - acceptance
 - sharing information
 - settings goals
 - organizing for action
- Opportunities for reflection on experience and planning for future action are key components of the design.
- The basic learning process includes:
 - DO
 - LOOK
 - THINK
 - CHANGE
- When carrying out a learning event, remember to:
 - Know your plan: Be clear on the details
 - Check details beforehand: Do you have the materials you need?
 - Trust your plan: You've worked hard on it and its as good as it can be to start with
 - Don't worship your plan: Be flexible; if something isn't working, make adjustments or change it completely.
 - Trust the group: They want the time to be productive too and they are also resourceful.
 - Trust yourselves: Find time to consult with each other.
 - Do not waste an experience: Mistakes can be valuable learning experiences.
 - Be human: You don't need to be perfect or know everything.
- Evaluation should be ongoing—spot checking—and summative and can assess both content and process. Participants can give valuable feedback on whether their needs were met. Evaluation is most valuable when training staff are able to leave their defenses at the door and learn from the experience.

GUIDELINES FOR PLANNING A LEARNING EVENT

A. PRE-PLANNING

1. **Broad aim:** Why is the workshop needed? What is the purpose? What is the long-term aim?
2. **Participants:** What kind of participants need to be invited (men, women, youth, educational background, common interests, etc.) Is it open to all or just by invitation? How many people should attend? Will we accept individuals or teams? Do we want definite replies or can the event be open to whoever comes?
3. **Data collection:** How do we plan to determine the knowledge, skills, needs and interests of the participants?
4. **Staff team:** Whom do we need? How many staff? Who is coordinator? What is his/her role? Do we need any special resource people? Will they expect compensation? How much planning time is needed? When? where? What are the staff's expectations and commitment to the program?
5. **Place:** Where will we hold it? Is it easy for the participants to reach (but not so close to home that they will be distracted by everyday responsibilities.) Is the working space suitable? Is the accommodation suitable? Is there overnight accommodation? Is it available and is the booking definite?
6. **Time:** How long should it be? How many sessions, hours, days? Is it a convenient time for participants and staff (consider school schedules, planting seasons, etc.). How long can participants be away (from work, children, etc.)? Should the training happen all at once or in segments?
7. **Publicity:** How are people to be invited (leaflets, posters, letters, word of mouth)?
8. **Housekeeping:** Cost, food, clothing, maps and directions, per diem, travel arrangements, honoraria.

B. GATHERING INFORMATION

We need the following information about participants:

- What are their main concerns, needs, hopes, and worries?
- What problems do they have in common?
- Why are they coming to this workshop?
- What are their attitudes to these problems?
- What skills do they want to practice?

C. ANALYSIS OF INFORMATION

Once we have learned the participants' interests, we need to find out at what level they want to deal with each subject. Do they want to develop their own awareness:

- To obtain information?
- To analyze the root causes of a problem?
- To make plans for action?
- To deal with the feelings involved?
- To practice particular skills they need/

The aim and design of the workshop should take answers to these questions into account.

D. DECIDING ON THE AIM OF THE EVENT

Long-term aims are usually too broad to accomplish in one workshop. We need to decide on a definite, limited aim which can be accomplished in the time available, with the staff and money available. It is important that all the workshop organizing and training team agree on this aim so that everyone is working in the same direction during the workshop. The aim should be written and should show the level at which the subject is being dealt with. Check the aim:

1. Is it relevant to the participants (not what we think they need, but what they think they need)?
2. Is it based on their life, experience, concerns?
3. Does it show either a process of discovery leading to deeper understanding or a process of planning or practice of a skill they want?
4. Is it clear?
5. Is it possible in the time available?
6. Is the problem area too large? Do we need to limit it further?
7. Can the staff carry it out or do we need extra resource people?

E. DESIGNING THE EVENT

The design needs to ensure that four needs of participants are all provided for so that a spirit of community and trust may grow in the group. These four areas are:

- Acceptance
- Sharing Information
- Setting Goals, and
- Organizing for Action

The basic learning process should take into account:

- DO
- LOOK
- THINK
- CHANGE

The design should provide for:

- Reflection on experience
- Planning for future action.

Every workshop should include:

1. An opportunity for participants to get to know each other and feel comfortable in the group.
2. An opportunity for participants to share with each other and with facilitators, their concerns, hopes, and worries, as well as their expectations of this workshop.
3. A common experience or a reminder of a common experience. This experience is one that all participants share and can link to their own previous experience. The experience is directly related to the common concerns of participants, starts discussion, and involves participants' hearts as well as their heads. This can include:
 - Looking at a poster, play, film
 - Listening to a story
 - Reading a case study
 - Singing a song
 - Creating a collage, symbol, display, drawing, dance
 - Choosing a photograph or image
 - Taking part in a role-play, simulation, exercise
 - Going on a field trip.
4. An opportunity for participants to look carefully at what happened, and describe it.
5. An opportunity to link this with their own experience, and share their insight into the problems related to this concern.
6. An opportunity to analyze the causes of the problems that have been raised.
7. Plan what can be done for the future, using a variety of tools that utilize theory, analysis, skill building.

Activity
CARRYING OUT A PROGRAM ACTIVITY

Purpose:	Participants will be able to identify steps in carrying out a project activity.
Format:	Mini-lecture and team task
Suggested Time:	60 minutes
Materials:	Newsprint and markers
Preparation:	Write "booklet for schoolgirls" "radio talk-show for men," "peer education program for women," and "fact sheets" for teachers on separate pieces of newsprint and distribute them around the room.

Procedure:

- Begin by explaining that in the previous modules we designed activities and draft materials. Ask participants to brainstorm some of the tasks involved in planning and undertaking the activity or disseminating the media messages to their intended audiences. Questions to stimulate responses include:
 - For media:
 1. Who would produce the messages or materials?
 2. Where would they be distributed, shown, or heard?
 3. For how long and how often would they be distributed, heard, or seen?
 4. How would they be used, and by whom?
 5. Is training required for their use?
 - For education programs:
 1. Who would train educators?
 2. What resources would be required?
 3. How many training programs for how many participants would be needed?
 4. What follow-up is needed?
- Ask participants to form small groups around each of the "media" listed on newsprint around the room. Each group should be roughly the same size. The groups are to plan out a production and dissemination plan for their medium. This plan should take into account:
 - each task or step required
 - the responsible party or parties
 - the time frame for each task
 - resources needed
- Give participants 40 minutes to complete this task. They should write their plans on newsprint in any format that seems appropriate and workable. At the end of 40 minutes, reconvene the groups. Ask them to place their newsprint in a central location where all can see. Ask a spokesperson to explain their plan and allow questions from the group. Encourage participants to make constructive suggestions and praise the efforts of each team.

KEY POINTS SUMMARY, MODULE X

CRITERIA FOR CHOOSING PROGRAMS FOR FGM INTEGRATION

- Some criteria to judge the appropriateness of a program for integration of FGM include:
 - Is the program well established?
 - Are the program staff (e.g., nurses, community workers, teachers) trusted by the community?
 - Does the program serve segments of the of the community that you are also trying to reach?
 - Are their staff in a position to take on a new topic area?
- In practice, assessment for integration also includes discussion with the groups whose programs are under consideration. They may also have criteria for integration which your project will need to meet!

APPROACHES AND IMPLEMENTATION OF INTEGRATED PROGRAMS

- Many times, program can benefit from integration or collaboration—sharing of information, facilities, access to “clients,” personnel, and skills. This can engender goodwill between programs, increase the effectiveness of a new program by linking it with an established program, and save on costs. Integration can also help give a topic like FGM a context in which people can more readily consider the information they are receiving.

SHARING INFORMATION: KEY THEMES AND FACT SHEETS

- Fact sheets are a concise, easy to read and understand, attractive way of communicating key themes and messages to literate audiences such as teachers, public health and medical officials, and politicians—anyone working in the relevant community whose opinions, practices, and policies affect those people on whose behalf you are advocating.

SKILL BUILDING: DESIGNING AN ACTIVITY

- The group you are trying to reach will guide the expected outcomes, message content, and channels/format used. Non-literate elders who are used to learning through the spoken word will feel more at home and gain more from an activity that involves discussion than from a fact sheet or booklet.

SKILL BUILDING: DEVELOPING AND USING FACILITATION AIDS

- Visual aids help people understand abstract ideas and are often good conversation starters. They are sometimes used in focus group discussions to stimulate responses.
- Music, stories, proverbs, and games put people in a receptive mood and create an

atmosphere of familiarity. They may be adapted to include relevant themes while retaining a traditional flavor.

- Traditional media illustrate key points in a way that more “sophisticated” media such as charts and photographs may not, particularly among traditional people who have had little exposure to two-dimensional visual representations.

PLANNING A WORKSHOP

- An understanding of the participant group’s knowledge, attitudes, and practice on a general level should be used to shape the overall aim and content of the training or education program. More specific pretest information helps shape a particular workshop to the expectations and stated needs of participants.
- The aim of the workshop or training program needs to be specific enough to be accomplished in the time and with the resources available. All staff involved in implementing the training need to contribute to and agree on the aim. The aim needs to reflect the participants felt needs and the level at which they need to deal with those needs.
- The training may have several objectives within its aim. Generally, the purpose of a training program is to enable growth in what people know, how they feel, and what they can do as it relates to a concern or topic.
- Workshop design should ensure these participant needs are met:
 - acceptance
 - sharing information
 - settings goals
 - organizing for action
- Opportunities for reflection on experience and planning for future action are key components of the design.
- The basic learning process includes:
 - DO
 - LOOK
 - THINK
 - CHANGE
- When carrying out a learning event, remember to:
 - Know your plan: Be clear on the details
 - Check details beforehand: Do you have the materials you need?
 - Trust your plan: You’ve worked hard on it and its as good as it can be to start with
 - Don’t worship your plan: Be flexible; if something isn’t working, make adjustments or change it completely.
 - Trust the group: They want the time to be productive too and they are also resourceful.
 - Trust yourselves: Find time to consult with each other.
 - Do not waste an experience: Mistakes can be valuable learning experiences.
 - Be human: You don’t need to be perfect or know everything.

- Evaluation should be ongoing—spot checking—and summative and can assess both content and process. Participants can give valuable feedback on whether their needs were met. Evaluation is most valuable when training staff are able to leave their defenses at the door and learn from the experience.

CARRYING OUT A PROGRAM ACTIVITY