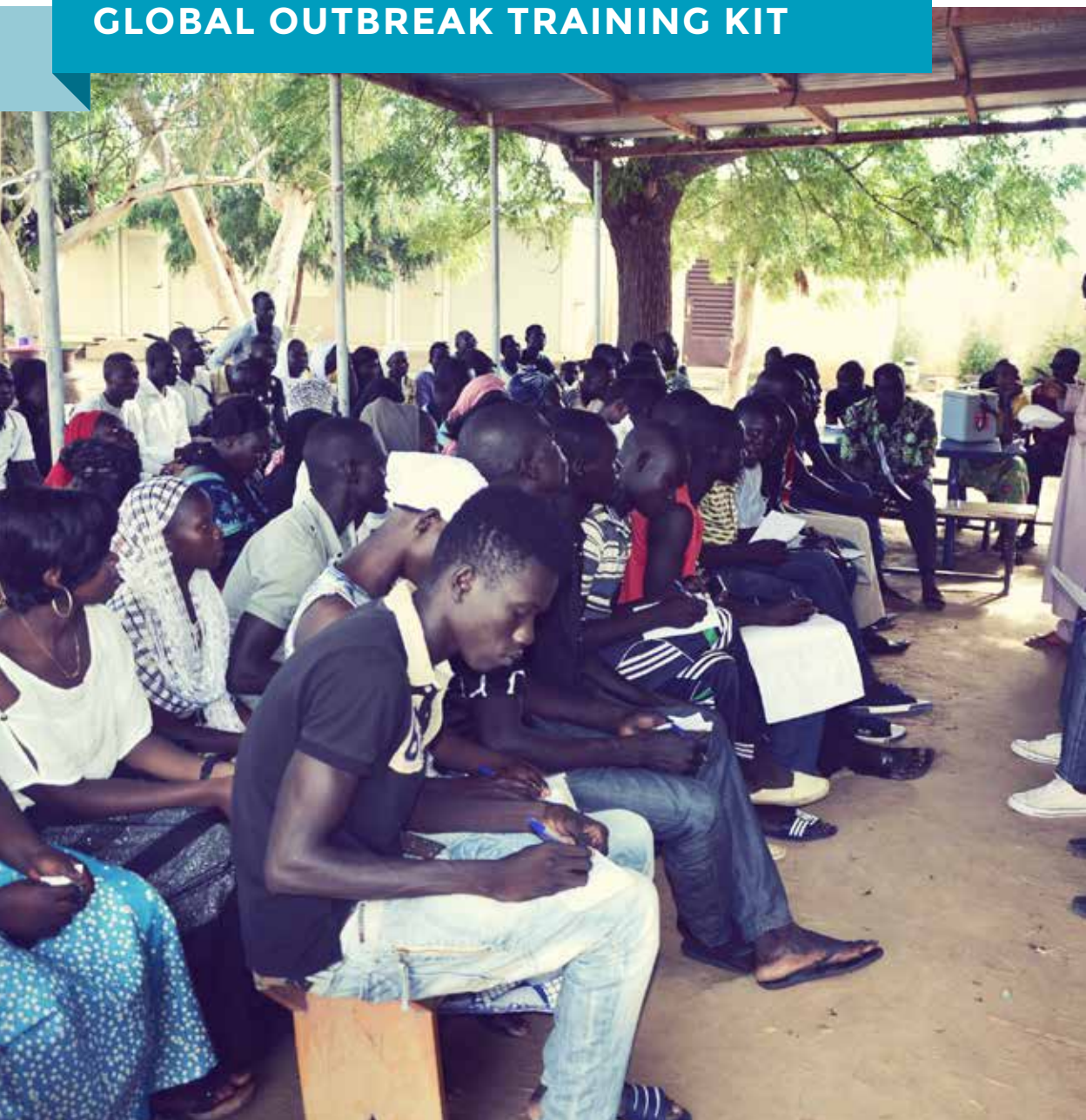


# TRAINING GUIDE FOR MASTER TRAINERS

GLOBAL OUTBREAK TRAINING KIT



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## OVERVIEW

This Master Trainer Manual and the accompanying Supervisor Curriculum are grounded in the belief that people learn best through hands-on experience, and that training is as much about building confidence in presenting knowledge and working with tools as it is about the knowledge and tools themselves. Vaccinators and other front-line workers in the fight to eradicate polio work tirelessly and in difficult conditions. Their training should



be as participatory and stimulating as possible to enable them to respond to an outbreak or similarly stressful campaign scenario. Quality training can be a motivating experience, instilling confidence and pride in the skills acquired and their essential role in interrupting transmission. Rather than being simply a required task, quality training can be seen as an opportunity and even a benefit of being part of the polio teams.



## TRAINING

This Master Trainer Manual is based on a three-day training of trainers (ToT) session for 25 participants, ideally made up of those who train vaccinators directly. Regardless of the tiers and supervisory levels, it is imperative that the training given to vaccinators is of the highest possible quality.

One experienced trainer with logistical support and the required technical experts on hand should be able to manage a group of this size. Consider adding more trainers if the group size must be larger. However, in order to ensure that the group participates actively, it is recommended to keep participation at around 25 people.

### ***The primary objectives of the training are:***

1. To improve the training of vaccinators, resulting in enhanced performance, motivation and impact;
2. To ensure that participants have confidence in and detailed knowledge of the Supervisor Curriculum content and methodology that they will be asked to deliver to vaccinators;
3. To introduce and practise participatory adult learning techniques.

***In short, this manual is designed to provide support in bringing the Supervisor Curriculum to life. Experiential learning that draws on examples and learning from the participants themselves creates an environment for feedback and hands-on practice. It also keeps the training relevant and, in many ways, participant-led.***

## THE ROLE OF A MASTER TRAINER

The role of a Master Trainer is to help teach less-experienced instructors how to be effective trainers. As a Master Trainer, you can direct the attention of the participants and guide them to become effective in their work. A Master Trainer creates a safe and positive learning environment in which participants feel heard, can share their knowledge, and are free to ask questions. In the role of a Master Trainer you are not only an expert; you are also a coach and mentor.

A Master Trainer's role is to help participants recognize how much they already know, to help them reinforce their knowledge through encouragement, to ensure that they understand the training materials, and to empower and motivate participants to be effective trainers themselves.

**A Master Trainer creates a safe and positive learning environment in which participants feel heard, can share their knowledge, and are free to ask questions.**





## 1. GOALS

The Master Trainer will help prepare instructors to present information effectively, respond to participants' questions, and lead activities that reinforce learning.



## 2. ACTIVITIES

A Master Trainer helps teach instructors how to apply adult learning principles. This can include a mix of methodology — such as role-play activities, discussions and exercises — to help encourage creative learning. These activities can help participants use their own experiences to increase their self-confidence by giving them the opportunity to understand the situation, and even feel empathy for other people's viewpoints; thus building participants' knowledge and knowledge-retention.



## 3. PRACTICE

This guide has been developed to provide tips to Master Trainers in preparation for training sessions on how to deliver effective training through observation, the use of learning tools, and constructive criticism.

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The guide is to be used with the training kit that consists of a

### ***Training manual***



### ***Learning Tools:***

### ***Flipbook***



### ***Comic Book***



### ***Flashcards***



and any handouts and equipment required for the training.

## A SEQUENCE FOR LEARNING

**Master Trainers will regularly ask participants to:**

- 1. Participate:** To participate in an exercise, group work, knowledge-sharing.
- 2. Reflect:** To reflect on that experience.
- 3. Generalize:** To apply the lessons learned to their lives and work.
- 4. Apply:** To consider how these lessons can be applied in their own training of participants.

**Keep this sequence in mind during training. This can be your guide, whether participants have limited technical knowledge or are experts in vaccination and polio campaigns. Drawing on a guided exercise and the participants' experiences provides an excellent structure to guide their learning.**

REMEMBER THAT PEOPLE GENERALLY REMEMBER:



**20%**

of what  
they hear.



**40%**

of what  
they see.



**80%**

of what they discover  
by themselves.

The average attention span when listening to someone speak is between seven and ten minutes. To keep your audience engaged, plan for pauses, breaks and interactivity every seven minutes. This manual will provide you with some ideas.



## CREATING A POSITIVE LEARNING ENVIRONMENT

A positive learning environment is the responsibility of the trainer. Unless trainees feel secure and open to sharing information, emotions and experiences, participatory learning techniques will fall short.

This is where role plays, energizers, group work and trust exercises can help facilitate a positive learning environment.



### 1. SET GROUND RULES

Having participants help define ground rules for the time together ensures a process where everyone can contribute. Encourage them to think about the time together as a place where everyone's time and opinions are valuable.

Some common ground rules include:

- Respecting each other, even when you disagree
- Agreeing that everyone will be present and participate actively, but;
- That you have the right not to participate in something that makes you feel uncomfortable
- Active and supportive listening to others without interruption;
- Turning off cell phones
- Not using laptops except as instructed
- Being on time
- Not being negative or insulting about the input of others

***Start with these and see if the group can come up with more. Review them at the end of each day to take stock of how the session is going.***

**A positive learning environment is the responsibility of the trainer.**



## 2. USE ENERGIZERS AND OTHER TEAM-BUILDING TECHNIQUES

Energizers can be useful to re-energize a room or to create a break between sessions. Choose activities that are culturally sensitive, particularly if they involve touch or mixed groups in environments where this may not be appropriate.

Try to use energizers to promote cohesion and cooperation in the group, and avoid those that are unnecessarily competitive. Remember, you are trying to build a team.

***You can read more about energizers further on in this manual.***

### DEALING WITH CONFLICT

***Conflict can easily arise in groups where people have strong opinions, are emotionally involved and misunderstand each other when expressing an idea. As conflict in group settings tends to build slowly, the best way to avoid it is to be sensitive to the mood in the room and to develop conflict-avoidance techniques.***

- Create common ground rules to help ensure that differing opinions are respected during the training.
- Prepare participants in advance if any of the topics to be covered are likely to provoke conflict, such as when discussing aspects of culture, gender, religion or language in the context of refusals.
- If you see overly dominant participants, rotate the group members, set time limits for feedback and/or introduce strategies for a speaking order (hands, a 'speaking ball', or simply careful facilitation).

## HOW TO RESPOND TO CHALLENGING FEEDBACK

Receiving negative or challenging feedback can be discouraging. Try to see these statements as a way of gathering information that can be used to improve training. Be sure not to confuse one difficult participant's views as representative of the entire group, but handle any form of feedback pleasantly and objectively.

### ***Use responses that acknowledge the participant's right to express their views, such as:***

"I'm glad you brought that up. It's an interesting question."

"Perhaps you could explain that a little more before we have a look at it."

"I can understand how you feel about the matter, but try and look at it this way."

"I understand your concerns. Let's try to come up with some alternatives."

"I can see that the matter is of great concern to you. Let's discuss it personally during the break."

### ***Other kinds of conflict:***

Sometimes conflict is less direct and confrontational, but can be more damaging in its ability to both disrupt and spread to other participants.

### ***Be aware of and deal with participants that:***

- Are always late (in the morning, after a break, after lunch)
- Continue using cell phones and laptops (outside of break times)
- Are constantly talking to others during presentations and at other inappropriate times
- Treat others with disrespect, talk over others or in general dominate discussions

***In addition to some of the tips above (referring to ground rules, rotating participants etc.), it can be very effective to simply take these participants aside early to ask why they are behaving in such a way. There may be a reasonable answer. If not, ask them to refrain from the disruptive behaviour; highlighting its disruptive impact on others in the training session can often be enough to stop or limit these disturbances.***



## NOTES

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## A. PREPARING FOR TRAINING



## PREPARING FOR TRAINING



### REVIEW: HOW PEOPLE LEARN BEST

To be a successful trainer, it is important to understand that simply lecturing participants is not an effective way to conduct a training session. The best way for students to learn is through a mixed methodology that also includes practical experiences through dialogue, discussion, and role-play activities that allow them to use experiences and their imagination to resolve problems. The more that people participate in a learning process, the better they will learn. Your goal is to make the entire training session as participatory as possible.

### DISTINGUISH BETWEEN LEARNING AND TEACHING

As a Master Trainer, try to make training interesting by blending teaching methods. In a trainer-centred approach, a trainer is regarded as being an expert/authority, which leads to learners being more passive with little or no involvement. On the other hand, a learner-centred approach reminds trainers that they can learn from their own training sessions and can be a resource rather than an authority.



## ✗ Trainer-Centered Approach

Trainer is presumed to be more knowledgeable/experienced than the trainees

Trainer's role is to tell trainees what they need to know

Learning is limited to what the trainer knows

Trainer shares his/her knowledge with the students primarily through lecturing

Trainees play a more passive role — just listening and taking notes

Trainees are expected to learn the “right answers” from the trainer

Training is more one-way and mechanical, and everything is decided beforehand

Trainer has total control over the learning process

## ✓ Learner-Centered Approach

Assumes that both trainers and trainees are knowledgeable and experienced

Trainer's role is to ask questions, facilitate discussions and generate information from trainees

Everyone's knowledge contributes to the learning process

Everyone reflects on his/her own experience and understanding and then share their ideas, skills and experiences

Trainees are active and analytical, asking questions and exploring alternatives

Trainees develop and evolve their own answers and often there are many different answers or solutions

Training is two-way, interesting and informal

Both trainers and trainees share control over the learning process. Trainees' perspectives and experiences are trusted and respected.



## REVIEW: ACTIVE LISTENING

Active listening is fully engaged listening in a spirit of learning and sharing information and experiences. When you demonstrate active listening in your training class, participants will appreciate the respect you are showing them, and they will remember to be active listeners when they are training their own teams.



### Not Listening

Looking elsewhere while someone is talking

Texting or talking on the phone

Not looking at the speaker

Frowning

Asking the speaker to repeat what they said (because you were not listening)

Interrupting the speaker

Not remembering what was said

Showing little empathy or concern for others



### Active Listening

Making eye contact with the speaker

Facing the speaker

Nodding encouragingly

Smiling

Repeating what was said. Saying things like “yes” and “I understand”

Asking relevant questions

Remembering what was said

Showing empathy for the speaker’s concerns





## REVIEW: PREPARING FOR TRAINING

Think about these factors when preparing for training.

### KNOWLEDGE

#### ***Know the subject matter***

Study the topics well, and be prepared to present and discuss.

Help learners see how the information is relevant to them, and highlight key points.

#### ***Know your audience***

Know your audience and their skill level, and find ways to understand what their expectations are.

Calls learners by their name.



## ATTITUDE AND BODY LANGUAGE

### ***Be democratic and respectful***

Show respect for your audience. Treat learners as equals and praise effort as well as achievement.

### ***Act as a role model to learners***

Demonstrate professionalism and respect and stay calm.

### ***Dress appropriately***

Dress professionally and with cultural sensitivity.

### ***Display confidence***

Show comfort and ease in interacting with the participants and answering questions.

### ***Be lively, enthusiastic and original***

Use humour, contrast, metaphor and suspense. Keep listeners interested and challenge their thinking.

Use personal experiences and stories as appropriate.

### ***Use a variety of vocal qualities***

Vary pitch, speaking rate, and volume as per the importance of the topic.

Avoid speaking in monotone.

### ***Use body language effectively***

Use natural and intentional body posture, gestures, and facial expressions to reinforce the subject matter.

Look at learners and respond to their facial expressions.

### ***Continuously work to improve teaching and training***

Regardless of experience and skill level, continue to seek opportunities to learn new skills.

Use constructive criticism as an opportunity to improve.

### ***Be an active listener***

Listen attentively to what learners say. Make eye contact. Repeat and summarize the main points.

## MANAGING GROUP DYNAMICS

### ***Engage learners and encourage group dynamics***

Facilitate inclusive training, encourage participation.

Involve learners in decisions about their own learning where appropriate.

### ***Encourage inclusiveness***

Encourage all learners to share their experiences and contribute to the group-learning process in their unique ways.

Treat learners as equals.

### ***Manage differences of opinion***

Encourage key learning by facilitating learners to express their different viewpoints and to bring their own perspectives to the training session.

Manage potential conflict by allowing people to be heard and guiding the discussion to a productive outcome.

### ***Manage the energy in the room***

Track the participants' engagement and interest, and the group energy level. Modify activities and introduce energizers as needed.

### ***Manage the time effectively***

Ensure that sessions start and end on time. Manage sequencing to ensure that content is covered and that there is time for engagement.

Makes informed decisions when flexibility is required.



# PLANNING AHEAD



## REVIEW: CHECKLISTS BEFORE TRAINING

1. Read the training manuals carefully, and familiarize yourself with all the tools.
2. Review all trainer notes and plan how you will incorporate the exercises.
3. Check to make sure you have any handouts and presentations you need.
4. Make sure you and all other trainers/facilitators know all the background information of your participants.
5. Make sure you know the local situation and guidance regarding polio and routine immunization.
6. If you need language interpretation, make sure arrangements are in place prior to the training session.
7. Ensure that a proper venue has been identified, participants invited and informed of training, and that training starts and ends on time.
8. Prepare a training kit using the following checklist as a guide. The kit should contain all of the materials that you will require to ensure you have everything.

	ITEMS OR ISSUES FOR TRAINING SESSION	COMPLETED (YES/NO)
1.	Copies of the agenda	
2.	Documents: <b>- List of participants</b> <b>- Registration form</b> <b>- Two copies of the pre- and post-test questionnaire</b>	
3.	Training Guide for Master Trainers	
4.	Supervisor Curriculum	
5.	Training tools (flipbook, flashcards, comic book)	
6.	Vaccine carriers	
7.	Sample vaccine vials	
8.	House-marking chalk	
9.	Finger-marking pen	
10	Meals: <b>- Tea supplies</b> <b>- Have lunch arrangements been made?</b>	
11.	Determine opening and closing ceremonies if needed	

## PRACTICE AND PEER EVALUATION

Much of this curriculum is based on improving the skills of trainers by introducing principles and tools. The Master Trainer Manual outlines each module, highlighting how the module is set up and how to best communicate the key messages using the resources available.

In addition, participants must have chance to practice delivering the training and to put themselves in the shoes of future trainees. It is therefore recommended that practice modules be interspersed throughout the Master Trainer sessions to provide a constant feedback loop throughout the three days.



### ACTIVITY

1. Break the group into pairs, or groups of four if dealing with a larger group.
2. Assign a module to each pair/group and ask them to prepare to deliver a training session. Choose similar-sized modules with substance. Suggested modules include: B-7: Microplan; B-8: Intro to Communication; B-9: Polio Basics; C-1: How to vaccinate; C-7: Missed Children.
3. Ask the team to review the module and be prepared to deliver it to the rest of the class. Each member should play a role in delivering the training session.
4. Ask the audience of non-presenting participants to consider the session delivered, particularly against the categories and characteristics of a good trainer that you have already covered.

#### ***These could include topics such as:***

- a. Active listening
- b. Knowledge of the subject matter
- c. Knowledge of and sensitivity to the audience
- d. Attitude

- e. Use of body language
- f. Dress
- g. Enthusiasm
- h. Use of voice
- i. Managing the group, including promoting participation

***If you feel the group is engaged and positive, feel free to assign roles to the non-presenting participants. These could include difficult participants, disruptive or inattentive participants, 'grandstanders' who distract or derail learning by going off on tangents, or the laptop and cell phone user. Be creative and find ways to make the training relevant to the situations that participants are likely to experience.***



#### **OBJECTIVES:**

1. To allow participants to become familiar and comfortable with delivering the material, and the concepts of training being introduced.
2. To give all participants chance to help design and provide productive feedback for actual modules in the curriculum
3. To break up modular training with real application of techniques and principles being applied.

**Be creative and find ways to make the training relevant to the situations that participants are likely to experience.**





## NOTES FOR THE TRAINER

Remember that this exercise is not about highlighting poor or excellent performance and should not be presented as a competition. It is instead a way to internalize the principles of participatory learning and to become familiar with the curriculum and related tools. It should promote creativity and discussion.

Feedback should be productive and encouraging, with areas for improvement used as a springboard to future learning and as points of reference during the training.



## USING THIS GUIDE AND TOOLS

This guide will help provide guidance on using the training curriculum modules, tools or other supporting materials to easily help the trainer navigate through the preparation and training process. Review the modules before the training session, and adapt the materials according to your training style or resources available.

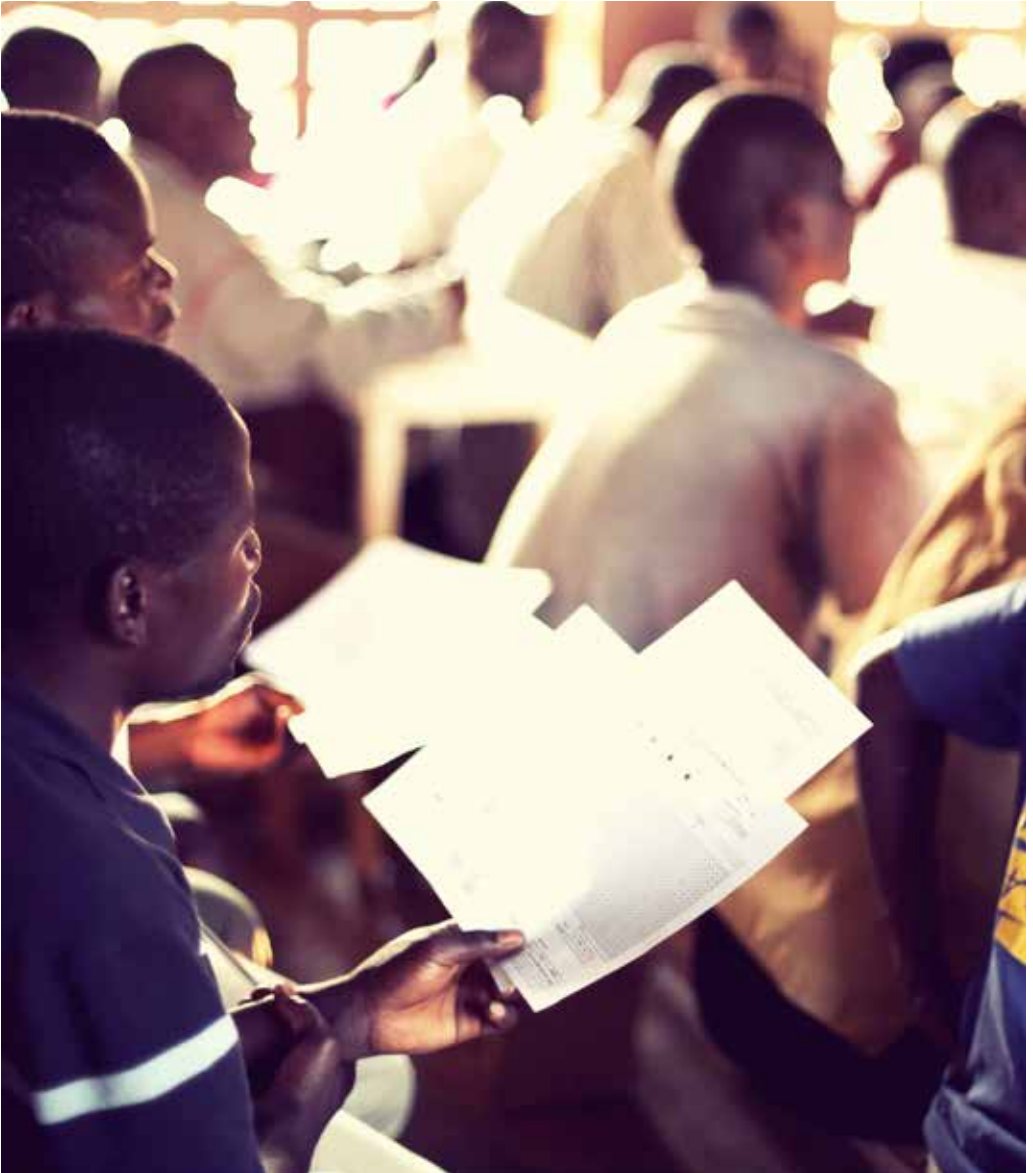




## NOTES

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## B. BEFORE THE KNOCK AT THE DOOR



## 1A. GETTING STARTED



### NOTES FOR THE MASTER TRAINER

The first few minutes of every training session are critical because this is when participants form their own expectations for the training. Help the participants feel welcomed and relaxed, making sure you are welcoming and positive when greeting and interacting with everyone in your training group.

Set the expectations that it is going to be a great day, and you are very happy to be with them. By showing the importance of a good welcome, you can make sure that the participants have the skills to interact with their training participants in the same way. All these reasons make the “Getting Started” portion of the training so important.



### RECOMMENDED STEPS:

**Step 1 :** Turn to the objectives section in the training manual.

Welcome everyone and introduce yourself and the other facilitators.

**Step 2 :** Ask the participants to briefly introduce themselves. Longer introductions will take place during the ice-breaker exercise.

**Step 3 :** Ask the participants to complete the sign-in form.

**Make sure you are welcoming and positive when greeting and interacting with everyone in your training group.**

## 1B. WHAT MAKES A GOOD TRAINER?



### NOTES FOR THE MASTER TRAINER

This session should make it clear that participants are here to learn how to be better trainers themselves and to incorporate these ideas into subsequent training sessions with front-line workers. This is not about the content exclusively; in fact the majority of the training should be about how to use participatory techniques to improve their training sessions and the training sessions of those they will train.

Feel free to encourage a debate. Different cultures, professional backgrounds, and occasionally even age and genders will have different views on this. What is the balance between expert and facilitator; between authority and resource person; and a trainer-centred versus learner-centred approach?

Ultimately, regardless of this debate, the objective of this manual and approach to vaccinator training is to encourage participatory learning, rather than an expert-student kind of dynamic.



### EXERCISE: WHAT ARE THE CHARACTERISTICS OF A GOOD TRAINER?

**Ask the group to identify characteristics of a good trainer and explain their reasons. Some possibilities might include:**

1. Good public speaker
2. Knowledgeable about the topic
3. Good facilitator and encourages participation from everyone
4. Keeps the group motivated
5. Keeps the group on topic
6. Keeps the group on time

**There will also be other characteristics. Encourage an explanation for each contribution. If there are disagreements, discuss them openly.**

## 2. GLOBAL, NATIONAL AND LOCAL POLIO UPDATES



### NOTES FOR THE MASTER TRAINER

With this session, we move to the content of the curriculum. Make sure people have the content in front of them as you discuss this.

The success of the effort to vaccinate all children against polio depends upon everyone involved in the work understanding its importance and ensuring that there is a worldwide effort to vaccinate all children. This is a health care priority worldwide, and this training session helps people learn skills to participate in this global, national and regional effort to protect all children.

When people understand these points, they feel pride in helping a global effort and being part of something that is much larger than just themselves. In some countries, this pride can be more motivating in a local and community context; that their efforts will protect the children of their town, village, tribe or region. Ask participants to think about the local motivation and adapt accordingly.

This hopefully will inspire them to do outstanding work to try to vaccinate every child.



### RECOMMENDED STEPS:

**Step 1:** Turn to the objectives section of the training manual and review it with the participants.

**Step 2:** Share any relevant handouts on the national and global situation.

**Step 3:** Facilitate discussion with the participants.

**Ask participants to think about the local motivation and adapt accordingly.**

### 3. INTRODUCTION OF THE PARTICIPANTS AND ICE BREAKER



#### NOTES FOR THE MASTER TRAINER

The term “ice breaker” is used to describe activities in a session that help build a sense of comfort and familiarity among a group of people. This is particularly important in these training sessions because we expect that the participants will not know each other, yet we want to them to interact with one another comfortably and openly, as this creates the best environment for learning. Consequently, ice-breaker activities help people have fun and laugh together, learn a bit about one another, and set the stage for an easy time talking and learning together throughout the rest of the training.

The best ice-breaker activities are fun and also build a sense of community. In the suggested ice breaker, asking people to stand according to various categories helps them see that they have things in common with others in the groups. When people feel that others are like them, they are more trusting and willing to share.



#### RECOMMENDED STEPS:

**Step 1:** Turn to the objectives section of the manual and review it with the participants.

**Step 2:** Conduct a short ice-breaker activity in small groups. You can use your own ice-breaker activities or refer to the manual.

Additional examples can be found in the annex.

**When people feel that others are like them, they are more trusting and willing to share.**

## 4. PRE-TEST

(Optional)



### NOTES FOR THE MASTER TRAINER

The purpose of the pre-test is to help the trainer assess the participants' existing knowledge level. This is immediately useful because it suggests how you should deliver the training for maximum effectiveness. If, for example, the pre-test shows you that the participants already have a very high level of understanding of the polio programme, then your training can focus on the finer points that will help them to be even more successful in their work. On the other hand, if the pre-test shows that the participants have a lesser understanding, or perhaps many misconceptions, then the training should focus on covering the basics.

When you invite the participants to take the pre-test, it is important to explain that the purpose is not to show them to be “wrong” or to judge them in any way; this is simply a method to help you prepare and deliver the training materials in the way that will be most beneficial for them.

Before delivering the pre-test, it is also important to assess the group's level of literacy. If the group has low reading and writing skills, then the pre-test should be done as a group discussion, with the trainer posing the question, and asking for a show of hands from those who know the correct answer (please refer to the annex in the training handbook).



### RECOMMENDED STEPS:

**Step 1:** Turn to the objectives section of the manual and review it with the participants.

**Step 2:** Review the instructions and use the audience-appropriate tests in the annex.

**The purpose is not to show them to be “wrong”  
or to judge them in any way.**



## 5. PERSONAL SAFETY



### NOTES FOR THE MASTER TRAINER

Personal safety is a vitally important aspect of the polio programme. In a few countries where the programme is active there have been personal security issues, so this portion of the training may be relevant if your country or region has had issues or problems in the past. In these regions it is particularly important that everyone in the programme is attentive to protecting themselves.

In some communities, the work of polio vaccinators is misunderstood, and the workers themselves may be treated with mistrust or suspicion. If this is true in your city or region, the personal safety training content is particularly important.

***One of the reasons that this training module is delivered very early in the training is that we want the participants to know that their personal safety is considered very important, and the leaders of the polio programme take it very seriously.***



### RECOMMENDED STEPS:

**Step 1:** Turn to the objectives section of the manual and review it with the participants.

**Step 2:** Review the note for the trainer section in the manual and facilitate discussion with the participants based on the safety subtopics.

**It is particularly important that everyone in the programme is attentive to protecting themselves.**

## 6. PAYMENT



### NOTES FOR THE MASTER TRAINER

In some regions and countries, payment methods can be complicated. Therefore, if the participants are expected to fill out any forms, collect the signatures of their supervisors or submit paperwork, it is important that they have a detailed understanding of exactly what is required so that they can do it properly and be paid promptly.

You should therefore have copies of any required paperwork or forms, and should take the time to make sure that each person knows how to fill them out properly, to whom they are to be submitted, when this should happen, and when they should expect to be paid.

By addressing all of these questions in the early part of the training, the participants can then further relax and pay close attention to the other topics that you will cover during the training.



### RECOMMENDED STEPS:

**Step 1 :** Review the objectives section of the manual with the participants.

**Step 2 :** Hand out relevant fact sheets and registration forms.

**Step 3 :** Use the manual to facilitate discussion with the participants.

**You should have copies of any required paperwork or forms, and should take the time to make sure that each person knows how to fill them out properly.**

## 7. REVIEWING THE TEAM'S AND SUPERVISORS' MICROPLAN OR DAILY ITINERARY

(\* Consider this as a practice module)



### NOTES FOR THE MASTER TRAINER

The purpose of the microplan is to map out the community in detail. This ensures that participants know where each child lives and where the schools and play areas are so they can find and vaccinate each child during each vaccination round. The microplan also helps to identify and find influential people in the community who can help to persuade anyone who is reluctant to vaccinate their children.

Microplans require constant updating, since people move frequently and babies are born each month. Hence, a big part of a participant's job is to maintain accurate microplans; therefore, each microplan is to be reviewed and updated to add new information before each vaccination round.



### RECOMMENDED STEPS:

**Step 1:** Review the objectives section of the manual with the participants.

**Step 2:** Review the notes for the trainer and facilitate the microplan discussion.

**Step 3:** Review the notes for the trainer and conduct the microplan activity.

**Step 4:** Have the participants work in groups and update their microplans.

**Step 5:** Have the participants use their flipbook, comic book and flashcards and review the sessions on microplanning.

**The microplan also helps to identify and find influential people in the community.**

## 8. INTRODUCTION TO COMMUNICATIONS

(\* Consider this as a practice module)



### NOTES FOR THE MASTER TRAINER

For vaccinators to be effective, they must ensure that parents and caregivers feel confident that vaccination for their children is a good idea. As good communication skills help build confidence in parents and caregivers, this module introduces some of the key ideas concerning these skills. The topic will be revisited in-depth later in the training session, but introducing it here helps the participants understand its importance.

We have all had the experience of interacting with someone who was kind and pleasant, and who carefully and thoughtfully explained to us something that we had difficulty understanding. Perhaps this person was a teacher in school or a parent or family member. We remember them fondly and appreciate the time and care they took to help us understand. This is the experience that workers in the polio programme should create in each and every interaction they have with caregivers, parents and the entire community. Teaching health workers in the polio programme skills to be positive and effective communicators helps ensure that the programme is successful in reaching every child and creates a positive working environment.



### RECOMMENDED STEPS:

**Step 1:** Review the objectives section of the manual with the participants.

**Step 2:** Review the notes for the trainer. Use the flipbook and facilitate the discussion.

**Step 3:** Review the communication tips with the participants.

## 9. POLIO BASICS

(\* Consider this as a practice module)



### NOTES FOR THE MASTER TRAINER

It is essential that every worker in the polio programme has a complete and detailed understanding of polio so that they can answer any questions or concerns that caregivers, parents and community members have. It is also essential that health workers deliver the vaccines properly, record all the necessary information on the tally sheet, and ensure that houses or doors are marked properly.

As you deliver this information, it is essential that you go slowly and make sure that each participant fully understands each and every detail. Stop and ask questions to make sure that the information is clear. If it appears that someone is not paying attention, gently bring them back to the conversation.



### RECOMMENDED STEPS:

**Step 1:** Review the objectives section of the manual with the participants.

**Step 2:** Review the notes for the trainer. Use the flipbook to facilitate the discussion and answer the topic questions.

**Step 3:** Have the participants break off into small groups and conduct the activity. The participants should work with available tools (flipbook, comic book and flashcards). Facilitate the activity.

**Stop and ask questions to make sure that the information is clear.**



## NOTES

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## C. VACCINATION AND INTERACTING WITH CAREGIVERS







# 1. HOW TO VACCINATE



## NOTES FOR THE MASTER TRAINER

One of the best ways for people to learn is through hands-on activities. Whereas ideas and concepts are often easy to forget, an activity helps reinforce the learning process. Therefore, as you teach the content of this module, take time to enable the participants to hold the vaccine vials and to see for themselves the differences on the vaccine vial monitor (VVM). This will make it very easy for them to do the right thing in the field. Inviting participants to practice delivering the drops will help them learn how to hold the vial at the correct 45 degree angle.

***This training seeks to simultaneously build knowledge, skills, understanding, competence and confidence. By working on all of these levels at the same time you, as the trainer, create a positive experience for the participants to make them effective workers in the polio programme.***



## RECOMMENDED STEPS:

- Step 1:** Review the objectives section of the manual with the participants.
- Step 2:** Review the notes for the trainer. Use the flipbook and facilitate discussion with the participants.
- Step 3:** Review the section on how to check the VVM in the field, including tips from the manual, and explain it to the participants.
- Step 4:** Review how to administer vaccine drops, and the sections on tips and vial waste disposal. Facilitate discussion with the participants.
- Step 5:** Review the exercise section of the manual and have the participants practice administering the vaccine correctly.

## 2. INTERPERSONAL COMMUNICATION (IPC)

(\* Consider this as a practice module)



### NOTES FOR THE TRAINER

Interpersonal communication skills are the skills used in face-to-face communication with one or more people to get messages across effectively. Most individuals communicate extra information using non-verbal signals such as facial expressions, body language and appearance, while listening is a critical interpersonal communication skill which can act as an introduction to a subject. Good skills enable people to work more effectively and can help with problem-solving by giving advice, and in the decision-making process. This section of the curriculum will mainly be conducted through role-play activities and discussion.



### RECOMMENDED STEPS:

- Step 1:** Review the objectives section of the manual with the participants.
- Step 2:** Review the notes for the trainer. Use the flipbook and facilitate discussion with the participants.
- Step 3:** Review the activity in the manual. Have the participants practice a role-play exercise. Examples can be found in the annex of the manual.
- Step 4:** Have the participants critique the role-play exercise and share their experiences.

**Good skills enable people to work more effectively and can help with problem-solving by giving advice**

### 3. FINGER MARKING



#### NOTES FOR THE MASTER TRAINER

Finger marking is a simple but important action that we take. In just a few minutes, everyone can learn how to mark and how to care for the markers. This also makes a good hands-on activity.



#### RECOMMENDED STEPS:

- Step 1:** Review the objectives section of the manual with the participants.
- Step 2:** Review the notes for the trainer. Use the flipbook and facilitate discussion with the participants.
- Step 3:** Conduct the participatory exercise in the training manual.

### 4. TALLY SHEETS



#### NOTES FOR THE MASTER TRAINER

Tally sheets are important in tracking overall progress and helping ensure that no children are missed. It is important for teams to be thorough and accurate in their work.

However, because the forms are detailed, it is sometimes too easy for the workers to fill them out sloppily or not in full. An important part of your job as a trainer is to make sure that people understand why completing the forms properly is important, and that they have the knowledge and understanding to do so. Set aside time in the session to review the tally sheet forms. While reviewing the forms, you may need to pay special attention to any participants who cannot read or write, to tell them exactly what they are to mark. Since you are also training people who will in turn deliver this training to their own teams, make sure that they are sensitive to the needs of others.



## RECOMMENDED STEPS

**Step 1 :** Review the objectives section of the manual with the participants.

**Step 2 :** Review the notes for the trainer. Use the flipbook and facilitate discussion with the participants.

## 5. DOOR OR HOUSE MARKING



### NOTES FOR THE MASTER TRAINER

Once the principle of a house or door marking is well understood, it is easy for people to do it correctly. This is also a skill that should be practised until each person automatically knows which information goes in each square of a marking.



### RECOMMENDED STEPS:

**Step 1 :** Review the objectives section of the manual with the participants.

**Step 2 :** Review the notes for the trainer. Use the flipbook and facilitate discussion with the participants.



## 6. COMPILING REPORTS

### NOTES FOR THE MASTER TRAINER

Reporting can vary in different programmes and at different levels (i.e. district level), but a standard template is generally used. Make sure you have a designated staff member who can compile the supervisor's report accurately.

## 7. MISSED CHILDREN / REFUSALS / RETURNS

(\* Consider this as a practice module)

### NOTES FOR THE MASTER TRAINER

The success of the polio programme requires that all children under 5 years of age are vaccinated. Therefore, when children are missed, or when the parents or caregivers refuse the vaccine, the information must be tracked correctly so that the correct actions can be taken.

Sometimes vaccinators have long workdays, at the end of which they are tired and just want to go home. However, taking the extra time and effort to note the complete information on the tally sheet, and to communicate about any missed children to the supervisor, is critically important.

***When delivering this section of the training, make sure you emphasize its importance, and the need for everyone to be thorough and careful.***

### RECOMMENDED STEPS:

**Step 1:** Review the objectives section of the manual with the participants.

**Step 2:** Review the missed children and refusal guidance chart prior to the session so that you can better facilitate discussion.

**Step 3:** Review the notes for the trainer. Use the flipbook and facilitate discussion with the participants on missed children and refusals.

**Step 4:** Review the activity session in the manual and consider the practice activity. You may want to refer to the IPC section of the module for relevant discussion.

## 8. SPECIAL TEAMS (TRANSIT AND MIGRANT POPULATIONS)



### NOTES FOR THE MASTER TRAINER

Families that are migratory or simply transiting from one place to another present a special challenge for all types of vaccination, including polio, because they often lack consistent access to health care services, and their movements often prevent them from adhering to vaccination schedules or from participating in vaccination campaigns.

When conducting this session, help the participants better understand the differences between transit and migrant populations, and the challenges in reaching these populations. Special efforts must be made to reach these populations by positioning vaccination stations in locations where they are likely to be, such as bus and train stations, border crossings checkpoints. The vaccination work performed at these locations is referred to as “fixed point,” which is different from the door-to-door vaccinations that are conducted in cities and towns.



### RECOMMENDED STEPS

**Step 1:** Review the objectives section of the manual with the participants.

**Step 2:** Review the notes for the trainer. Use the flipbook and facilitate discussion with the participants on transit and migrant populations.

## 9. POST-TEST

(Optional)



### NOTES FOR THE MASTER TRAINER

The post-test presents an opportunity to help gauge the effectiveness of the training by comparing the results with the pre-test. It can also serve as a continued learning opportunity to clarify or explain anything that was not clear during the training session. It is important to remember that if the participants have a low level of literacy, the test should be conducted through discussion, dialogue or a show of hands.



### RECOMMENDED STEPS

**I Step 1:** Review the post-test prior to the session.





## NOTES

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## D. BEYOND POLIO



# 1. ROUTINE IMMUNIZATION



## NOTES FOR THE MASTER TRAINER

While the polio programme gives special emphasis to polio vaccination and eradication, it is important to remember that routine immunization (RI) is critically important for the health of all children. Therefore, vaccinators need to be aware of the recommended RI schedules and should encourage parents and caregivers to ensure that all children under their care receive all vaccinations according to this schedule. In this session, you will review the RI schedule with the participants.



## RECOMMENDED STEPS

**Step 1 :** Review the objectives section of the manual with the participants.

**Step 2 :** Review the notes for the trainer. Use the flipbook and facilitate discussion with the participants.

# 2. WASH (WATER, SANITATION AND HYGIENE)



## NOTES FOR THE MASTER TRAINER

One of the simplest and yet most effective ways to prevent disease is through good hygiene habits. The purpose of this section is to raise the participants' awareness of the importance of good hygiene so that they may promote WASH messages during their work.



## RECOMMENDED STEPS

**Step 1 :** Review the objectives section of the manual with the participants.

**Step 2 :** Review the notes for the trainer. Use the flipbook and facilitate discussion with the participants on key WASH messages.

**Step 3 :** Review the activity session in the manual and consider the practice activity.



## NOTES

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# E. ANNEXES



# ACTIVITY: HOW TO CONDUCT THE SUPERVISOR'S FIELD REVIEW



## OBJECTIVE

The purpose of this activity is for the participants to learn how the supervisor conducts the field review prior to a vaccination campaign.



## INSTRUCTIONS

Divide the participants into sub-groups of approximately five per group. Ask the participants to write their answers to the following questions on a flip chart:

1. What is the supervisor field review?
2. Why is it important to do a field review?
3. What should be done during the field review?
4. When should the field review be completed?



## DISCUSSION

Have the participants discuss their answers.

### ***What is the supervisor field review?***

The microplans need constant updating and modifications as the campaign approaches, until all the details of the activities and events have been finalized. Therefore, microplans are working documents.

The supervisor needs to have a full understanding of his/her area physically, which requires the supervisor to visit the area prior to the vaccination campaign to perform the following field review tasks.

### ***Why is it important to do a field review?***

- The microplan should be thoroughly reviewed to make sure it is accurate.
- Updating microplans consists of more than changing the date on the old plan; it is thorough and involves making all the necessary updates to the plan.
- There may have been many changes in population distribution, particularly in urban areas, so the field review updates are important in ensuring that there are no missed children.

### ***What should be done during the field review?***

- Conduct a field walk-through of the entire microplan area to confirm that the descriptions in the microplan and map match the ground facts.
- Assess the area that each vaccination team must cover to ensure that each has a suitable workload and area assigned.
- Review the total number of houses covered in the previous round and the following details:

***Number of refusal children (houses) from last campaign***

***Number of missed children from last campaign***

***Number of schools where children under 5 years of age are studying***

***Number of settlements of nomadic population***

***Number of camps for Internally Displaced Persons (IDPs)***

***Number of hard-to-reach areas and areas with compromised security***

***Settlements requiring special attention (M, migrant; R, refusal)***

- Based on the estimate of the total target population, the supervisor needs to determine the supply needs and logistic requirements, including vaccine vials, tally sheets, finger markers, chalks, cold boxes, ice packs, fuel and vehicles.
- The field review should also consider the security plan situation. Are there specific risks or dangers that team members should be aware of? Is it necessary to provide protection or anything else to vaccination teams?

**When should the field review be completed?**

Microplans should be validated and updated about 20 days before the launch of a campaign.

Perform a more in-depth review of microplans two or three times each year, particularly in high-risk areas, to assess if the vaccination team areas and workload assignments are still appropriate and match the reality in the neighbourhoods..





# 1. CAMPAIGN SUPERVISION



## PURPOSE

The purpose of this discussion is for the participants to learn how to supervise each campaign day.



## ACTIVITY INSTRUCTIONS

Have the participants work in teams of between four and six people. For example, if you have 12 – 18 participants, you may want to create three teams:

**Team 1:** What does the supervisor do in the morning of a campaign day?

**Team 2:** What does the supervisor do during the campaign day?

**Team 3:** What does the supervisor do at the end of the campaign day?

**Give the teams 15 minutes to discuss their answers and write them down. Ask each team to read out their answers, and discuss them with the entire group. The trainer should make sure that all points are covered and facilitate any questions.**

## A. IN THE MORNING

### ***Facilitate the team's deployment in the morning at the Team Support centre***

1. Ensure that each team has the right number of people.
2. Provide the early morning briefing to the team members, with some specific information about what they need to do during the day.
3. Make sure that all team members have received adequate training.
4. Provide immediate training to any teams or team members that need support.
5. Ensure timely deployment in the area of work.
6. Make sure adequate vaccines are given to all the teams.
7. Make sure all the required tally sheets are available and each team has the day's area map.
8. If there are new teams that have just joined, the supervisor must orient them before the start of the day's work and also monitor them two to three times a day to observe their work and suggest improvements.

## B. DURING THE DAY

### ***Field visits should:***

1. Check on the polio teams to make sure that things are going well.
2. Pay attention to high-risk areas and go where the teams do not like to go.
3. Prioritize low-performing or new teams to make sure that they have the support and encouragement they need.

### ***Check seven houses covered by the team***

1. Check zero marked houses.
2. Check that all children under 5 years of age have received two drops of vaccine.
3. Pay particular attention to areas that teams may have difficulty reaching or do not like to visit, such as upper floors, congested areas, multifamily houses, etc.
4. Check that children's fingers are well marked to indicate their vaccination status.
5. Check that chalk markings are correct for households.
6. If poor activity is discovered, ask teams to revisit and encourage them to do better.
7. Check that unavailable children/locked houses and refusals are properly recorded on tally sheets.
8. Be alert for missed children and be prepared to vaccinate any that you find.

## C. AT THE END OF THE DAY

1. Team members should meet with their supervisor after each day is completed to hand over all the logistics and tally sheets. Discuss any problems faced in the field and the total target covered.
2. After compiling the report, the supervisor should meet with their supervisor to discuss the daily coverage data.



### DISCUSSION QUESTIONS

***Lead a discussion with the group and explore the following. Ask the supervisors what actions they would take if they come across a vaccination team that was:***

1. Not working as per the microplan.
2. Not visiting all the houses.
3. Not asking relevant questions to gather information on children under five, especially newborns, infants and toddlers.
4. Discovering missing children without recording them.
5. Providing incorrect tally sheets, house marking or finger marking.



***The final topic for discussion of campaign supervision is a reminder to the supervisors that they should always have the following with them:***

1. Identification card
2. A vaccine carrier with sufficient amount of oral polio vaccine (OPV)
3. Extra chalk and finger markers
4. Tally sheets for mobile, fixed and transit teams
5. All microplans for the area supervised
6. Register of missed children
7. Supervisory checklist
8. Daily summary sheet
9. FAQ sheet



## NOTES

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PURVA SAWANT







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Rhizomè <sup>BY</sup> GPEI

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