

**GUIDE FOR
TRAINING THE TRAINERS
OF COMMUNITY SURVEILLANCE
COORDINATORS**

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**The CHANGE Project
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The Manoff Group, Inc**

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INTRODUCTION

This guide, which is part of the Community Surveillance Kit, is intended to assist organizations planning to use the Kit to plan and carry out a training of trainers (TOT) of Community Surveillance Coordinators.

What is a TOT?

A TOT prepares various individuals to assume responsibility for training others in the specific knowledge, skills and/or attitudes they need to do their work. Participants should leave the TOT with a shared agreement about the training outcomes, objectives and techniques that they will use to prepare a specific group of trainees to carry out their tasks.

During the TOT, participants have several opportunities to practice new skills and techniques and to receive specific feedback from their peers as well as from the TOT facilitators.

Why do the TOT?

When a group of collaborating organizations decides to adopt and use the Community Surveillance Kit to improve the detection, reporting and follow-up of cases of acute flaccid paralysis (AFP) and other diseases and conditions, they should take several steps to ensure that the country's surveillance procedures are carefully and consistently followed. One important set of steps involves ensuring that the training of all personnel involved in doing community surveillance activities is appropriate and consistent. Once the Kit has been adapted to most accurately reflect and respond to the needs of the particular country, training at all levels must be carefully and consistently applied.

Whether the country training plan incorporates the use of a team of core trainers who will travel throughout the country and train all of the Community Surveillance Coordinators as well as the personnel who supervise them; or whether the plan stipulates that the Coordinators will be trained and supervised by regional training teams, who have previously been trained and are then supervised by staff at the central level, a training of trainers will need to be carried out. This very important initial training will help establish standards and clarify expectations regarding the proposed outcomes of training and its contributions to overall community surveillance activities.

When should the TOT take place?

The TOT should take place after the coordinating committee has carried out an initial adaptation of the various components of the Kit to local realities. Ideally, a final adaptation of the training component of the Kit will take place after the TOT – perhaps even after one or two trainings of Coordinators have taken place -- so that results from actual field tests of the training exercises may be used to inform the final adaptation of

the Kit. If possible, materials may be photocopied for use until final adaptations may be done and the finalized materials may be printed.

Goal and objectives of the TOT

The goal of the TOT is that as a result of participating in all of its exercises, individuals will be able to use the *Guidelines for Training Community Surveillance Coordinators* to help prepare the Coordinators to carry out their responsibilities.

Specifically, by the end of this TOT course, participants should be able to:

1. Describe the purpose of the Community Surveillance Kit.
2. Name the components of the Community Surveillance Kit
3. Describe how community surveillance works in their setting
4. Explain what a Surveillance Coordinator does
5. Explain what a Surveillance Volunteer does
6. Plan the training of the Coordinators
7. Create and maintain a positive learning environment
8. Use appropriate vocabulary
9. Do a demonstration
10. Lead an exercise
11. Evaluate the training of the Coordinators

Profile of the trainers

One important assumption of this TOT guide is that its users will already have considerable experience in training, preferably in the area of health, and specifically in organizing training workshops that incorporate the principles of adult learning. In addition, the trainers are assumed to have at least a secondary school education and perhaps even some professional training beyond secondary school. They should ideally have experience in designing and delivering training exercises that incorporate discussion, role-plays, and demonstrations; however, this guide includes a review of the use of these training techniques.

Adapting the training guide

Although these guidelines should certainly support the task of training the trainers of Community Surveillance Coordinators, the persons planning the TOT in each country will need to adjust the guide to accommodate:

- The education and experience levels of the trainers;
- Changes made in the handbooks during the country adaptation process, including the Coordinators' and Volunteers' job descriptions, the diseases to be included, and the procedures and forms for reporting and following up case reports; and

- Changes in the length of training from the two full days contemplated in this guide. Constraints on people's time may make it necessary to shorten the TOT. Where feasible, other country programs may decide to lengthen it to provide for additional practice time.

It is always important that adaptation decisions be made on the basis of careful observation and reflection. A careful revision of the managing organization's existing procedures, as well as of the preparation and the current responsibilities of the TOT participants, may reveal the need to add, change or delete certain elements to create an appropriate training program for this cadre of workers. A guiding principle of the planning, however, should be that the TASKS that the participants will be expected to carry out must be the main focus of the training. Each training exercise should be targeted to preparing the participants to carry out one or more of their tasks, and the success of the exercise may be judged on the basis of how well they can demonstrate those tasks after participating in the exercise.

NOTE: *Each training exercise in this guide as it is written now includes an opportunity for each participant to demonstrate his or her ability to meet the objective(s) of the exercise. Trainers who make changes or adjustments to the training exercises should keep in mind that their participants should be able to show that they have mastered the new skills of each exercise before beginning the next exercise.*

Using the training guide

Each of the six exercises of this guide has the same basic format: **exercise number**, **title**, **introductory box** and **training steps**.

The **exercise number** and **title** help identify the sequence in which the exercises are designed to be carried out. It is recommended that the present order be followed, because in most cases each exercise builds upon the exercises that came before.

The **introductory box** provides the trainer with an overview of the exercise and is designed to assist the trainer in preparing for the exercise. The box includes the following elements:

- X Objectives: These are the learning objectives, which express what the learners will be able to do as a result of participating in this exercise.
- X Duration: If the exercise is carried out as suggested, the trainer may assume that it will take this amount of time to complete it.
- X Materials: what the trainer should gather before beginning the exercise.
- X Prepare in advance: the materials to be developed prior to starting the exercise.
- X Contents: The steps that make up the exercise.

The **training exercises** include specific suggestions about how to proceed. Each exercise has been sub-divided into segments, such as Introduction, Reading, Discussion, Small Group Work, etc., and each segment includes a series of steps that the trainer may follow. The segments, as well as the steps, have been sequenced to

build upon the participants' prior knowledge and experience and to help them develop the new skills and attitudes that will help them in their work. For trainer convenience, segments are numbered and their titles appear in bold type, and the first word of each step is printed in bold type. (See example below.)

Example:

↙ Segment title

3. Reading

↙ Step

Ask participants to open their Coordinator handbook and read pages 1 to 4 silently. Each participant should look up when finished reading.

Due to the highly participatory nature of the training, trainers will often ask participants to draw from their reading or from their own experience to answer questions and generate lists. When this occurs, the training guide includes a step that begins “**Ensure**” and provides trainers with possible answers.

Example:

Ask participants what people are involved with community disease surveillance. Write their answers up on large sheets of paper or on the board. (Be sure that the writing is large enough for all to see.)

Ensure that the following people are included in the resulting list:

- X Community Volunteers
- X Community Coordinators
- X Victims of disease
- X Victims' families
- X Community members in general
- X Local health facility staff/district staff
- X Ministry of Health staff

If participants do not mention all of the points that are listed in “Ensure”, trainers may use probes such as the following to solicit the anticipated answers:

Example:

“What about other people in the community?”
“What about people outside of the community?”
“What about people at the central level?”

Planning the TOT

At least two options for carrying out the TOT can be explored – using *external* facilitators or having the trainees themselves take turns performing as facilitators. Both options have advantages as well as disadvantages, as shown in the chart below:

Option	Advantages	Disadvantages
Outside facilitators*	<ol style="list-style-type: none"> 1. They are experts in the field of training. 2. They can concentrate on learner mastery because they have already mastered the material themselves. 3. Having the same one or two facilitators throughout the training helps ensure a consistent training style. 4. Trainees can concentrate on learning and practicing instead of exercise preparation. 	<ol style="list-style-type: none"> 1. There is an extra cost in having one to two additional people involved in the training.
Trainees take turns as facilitators	<ol style="list-style-type: none"> 1. They may learn more as they guide the learning of others. 	<ol style="list-style-type: none"> 1. They may learn less as they attend to the needs of other learners. 2. Other trainees may not respond well to their peers as facilitators.

** It is assumed that the “outside” facilitators would be experts in training delivery, whether they were from the same country or came from another country.*

In either case, the Community Surveillance Coordinating Committee should make general plans for the TOT, but should then designate two or three people who will make detailed plans and serve as core trainers. These persons should have training experience and should be available to participate throughout each training.

The ratio of trainer to participants should be kept small (1:5 – 7) because the training exercises are designed to be highly participatory and they incorporate the practice of new skills as an integral element. As each participant practices newly acquired skills, he or she receives feedback and suggestions from trainers as well as from fellow participants. Such close monitoring of learner progress keeps trainers apprised of the

need for additional reinforcement of particular skills for individual participants as well as for the group as a whole. When the ratio of trainer to participants is large, however, close supervision of participant mastery is hard to ensure.

Several days may need to be spent adapting this general training guide and planning the specifics of the TOT. Some obvious points to remember as the adaptation is done include:

- Scheduling training at a time convenient to participants,
- Trying not to mix trainees with significantly different levels of experience and education in the same training,
- Arranging for a convenient and reasonably comfortable place with space for whole group and small group activities,
- Making all arrangements for financing, meals, board, supplies, etc. well before the training itself, and
- Dividing up responsibilities for each part of the TOT before the training begins.

Evaluation

This guide includes two evaluation tools that may be used to solicit participant input regarding the TOT. The “Daily Evaluation” consists of 3 open-ended questions about the participants’ reactions to the day’s exercises and activities. Participants are asked to state what they found useful about the day; what could have been improved about the day; and what comments or suggestions they would like to make about the day.

The “Final Evaluation” asks participants to evaluate their own achievement of the TOT objectives. At the end of training, each participant is asked to rate on a scale of 0% - 100% his or her competence in carrying out each of the objectives at two specific points in time: one, at the beginning of the TOT, and the other, at the end of the TOT. This provides participants and trainers alike with insight into learner achievement, highlighting where the participants feel that progress has been made as well as where they perceive the need for additional skill-building.

Sample Schedule for the Training of Trainers

Day One	
ACTIVITY	DURATION
Opening <ul style="list-style-type: none"> • Welcome • Icebreaker • Norms and expectations • Review of agenda 	1 hour
Exercise One: Training Adult Learners	1 hour
Break	15 minutes
Exercise Two: Establishing a Learning Climate	2 hours
Lunch	1 hour
Exercise Three: Using Appropriate Vocabulary	30 minutes
Exercise Four: Introduction to Community Disease Surveillance	1 hour
Exercise Four: Introduction to Community Disease Surveillance (continued)	1 hour
Daily evaluation	10 minutes

Day Two

ACTIVITY	DURATION
Exercise Five: Doing a Demonstration	1 hour 30 minutes
Break	15 minutes
Exercise Five: Doing a Demonstration (continued)	1 hour 30 minutes
Lunch	1 hour
Exercise Six: Leading a Training Exercise	2 hours 30 minutes
Break	15 minutes
Exercise Six: Leading a Training Exercise (continued)	2 hours 30 minutes
Final evaluation	15 minutes

TRAINING EXERCISES

Exercise One: Training Adult Learners

Objective:	1. The participants will be able to name two characteristics of adult learning.
Duration:	1 hour
Materials:	Large sheets of paper, markers
Content:	<ol style="list-style-type: none"> 1. Introduction 2. Brain-storming 3. Discussion 4. Summary

1. Introduction

EXPLAIN that when we were children and we attended school, we were often expected to absorb material presented by our teachers without question ... or at least without questioning why we were learning the material they presented to us. We studied history, geography, spelling, etc., and we were often told that what we were learning would serve us well someday. But now we are adults.

ASK “As adults, how are our learning needs different?”

ENSURE that the following answers, or answers very similar to the following, are given:

- Adults approach learning in a different way.
- We draw upon our experiences and the knowledge that we have already gained to build new knowledge and skills in our lives and our work.
- We have many responsibilities and make many choices every day.
- We need to see how we can use the new knowledge and skills being offered before taking the time to learn them.
- When we learn a new skill, we want to use it in our lives or work right away.

2. Brain-storming

EXPLAIN that you would like participants to do a brainstorming activity.

ASK participants to explain what brainstorming is.

ENSURE that the following guidelines are mentioned:

- Everyone may make suggestions.
- No one should comment upon suggestions as others make them.
- All of the suggestions will be written up where all can see them.
- At the end of the brainstorming, people will be able to make comments about the list.

[NOTE: *If no one can define brainstorming, the trainer should do so, making sure to mention the guidelines given above.*]

PLACE a large sheet of paper on the wall where all can see.

ASK participants to brainstorm how to complete the following sentence: “Adults learn best when ...”

ENSURE that the following ideas are represented in the statements made by participants:

- **Training is relevant.** (Learning experiences relate directly to the learner’s job responsibilities.)
- **The new learning acknowledges and takes advantage of the wealth of experience they bring.** (Trainers and participants learn from each other.)
- **Training is participatory.** (Learners are actively involved in the training/learning.)
- **Learning is pleasant** (involving a low level of stress. This may include having a comfortable training environment, free from major distractions.)
- **Feedback is positive.** (Corrections are made in as positive a way as possible.)
- **Learning goals are clear and progress is measurable.** (Objectives are clear, so that progress can be measured not only by the trainer, but also by the learners themselves.)
- **Expectations are clear and appropriate.** (There is a good match between learners’ abilities coming into the training and the expected results of training.)
- **Participants have opportunities to practice their new skills.**

WRITE all responses on the sheet. Add more sheets as needed. Ensure that no one comments upon the suggestions made by others.

END the brainstorming when it seems that participants have no more to add.

3. Discussion

ASK participants to comment upon the list. For example:

- Are there two or more suggestions that are the same?
- Is each suggestion clear or do some suggestions need an explanation?

MAKE only those changes to the list that all (or most) participants can agree upon (for example, to eliminate duplications or clarify meanings).

ASK one participant to read over the list as the group has finalized it.

4. Summary

ASK participants to group themselves in pairs. If there are an odd number of participants, one group should have 3 members.

ASK the members of each pair to take turns naming for each other at least two characteristics of adult learning.

CIRCULATE among all pairs to support each group and its members as they answer the questions, providing individual assistance as needed.

EXPLAIN to the whole group that you will leave this list up for all to see, and that every so often during the training, participants and trainers alike may check the list to see whether the suggestions made about how adults learn are being followed in this training. Add that when the participants carry out trainings, they may want to keep such a list handy to remind them of how adults learn best.

Exercise Two: Establishing a Learning Climate

Objective:	1. The participants will be able to explain how to establish a learning climate.
Duration:	2 hours
Materials:	Large sheets of paper, markers
Content:	<ol style="list-style-type: none"> 1. Introduction 2. Small group work 3. Discussion 4. Practice 5. Summary

1. Introduction

EXPLAIN that we trainers must prepare our training sites carefully before participants arrive. In our homes, we establish a warm, welcoming climate to make our guests comfortable. When we invite participants to attend a training, we establish a “learning climate” that supports them in their efforts to try out new activities and build new skills. In this section of the training, we will explore some ways to set up and to maintain a learning climate.

2. Small group work

DIVIDE participants into four groups.

GIVE each group two large sheets of paper and markers.

PLACE on the wall, where all can see, a large sheet of paper with the following headings:

- BEFORE THE TRAINING
- UPON ARRIVAL OF THE PARTICIPANTS
- DURING THE TRAINING
- AT THE END OF TRAINING

ASSIGN each group one of the headings.

ASK all groups to list on the two sheets of paper that you have given them the MAIN TASKS that a trainer carries out to create a “learning climate” for his or her trainees during the part of the training that they have been assigned.

EXPLAIN that they should use their own experiences as trainers, as well as trainees, to come up with their list. They should include in their list the best practices they have done or seen done.

ADD that they will have 15 minutes to complete the task and choose a spokesperson for the group.

CIRCULATE to provide assistance, as needed.

GIVE the groups 15 minutes to work. At the end of 15 minutes, call the groups together.

3. Discussion

ASK the spokesperson from the first group to present the group’s list.

ASK participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?

EDIT the list as the participants mention duplications, missing items, etc. until the large group is satisfied with the list.

ENSURE that the following tasks are included in the final list:

- **BEFORE THE TRAINING**
 - **Select the site.**
 - **Set the time.**
 - **Invite participants.**
 - **Prepare for training by dividing up tasks, readying materials, practicing.**
 - **Arrange all logistics, such as per diem, lodging, seating, etc.**
 - **Prepare all materials, audiovisual equipment, and handouts.**

ASK a participant from the second group to come forward to present the group’s list.

ASK participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?

EDIT the list as the participants mention duplications, missing items, etc. until the large group is satisfied with the list.

ENSURE that the following tasks are included in the final list:

- **UPON ARRIVAL OF THE PARTICIPANTS**
 - **Do an icebreaker.**
 - **Have introductions.**
 - **Welcome participants.**
 - **Set up appropriate seating arrangements.**
 - **Establish the work norms.**
 - **Review expectations of the training.**
 - **Learn participants' names as quickly as possible.**
 - **Give out materials.**

ASK a participant from the third group to come forward to present the group's list.

ASK participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?

EDIT the list as the participants mention duplications, missing items, etc. until the large group is satisfied with the list.

ENSURE that the following tasks are included in the final list:

- **DURING THE TRAINING**
 - **Speak clearly and slowly enough for all to hear.**
 - **Use visual aids when you can.**
 - **Be concerned, attentive, interested.**
 - **Provide guidance and support during group work.**
 - **Make the training dynamic and participatory.**

ASK a participant from the last group to come forward to present the group's list.

ASK participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?

EDIT the list as the participants mention duplications, missing items, etc. until the large group is satisfied with the list.

ENSURE that the following tasks are included in the final list:

- **AT THE END OF TRAINING**
 - **Review the training with the participants.**
 - **Ask participants to evaluate the training.**
 - **Specify what follow-up (if any) the participants can expect.**
 - **Thank everyone for their participation.**

POST the final list next to the list of ways that adults learn best.

EXPLAIN that this list will also remain posted during this training, and that participants as well as trainers should refer to it often to verify that a good learning climate is being maintained. Again, mention that this may be something useful for anyone to do when he or she is in charge of preparing and carrying out a training program.

4. Practice

DIVIDE participants into four groups again.

EXPLAIN that you would like all four groups to evaluate how well the present training has established a learning climate so far. Two groups will use the “Before the training” list, while the other two groups use the “Upon arrival of the participants” list. Each group should prepare to briefly explain how a learning climate has –or has not -- been established up to this point.

EXPLAIN that all the groups will have 15 minutes now to prepare their descriptions and then about 5 minutes to present their findings.

CIRCULATE and provide support and assistance, as needed.

CALL all groups together when 15 minutes have passed, and invite each group, one by one, to do their presentation.

5. Summary

INVITE participants to continue to reflect upon the idea of a “learning climate” as the training progresses. What works well? What may be done differently to establish a better learning climate?

ASK participants to summarize how to establish a learning climate. Allow other participants to add to and comment upon the summary.

Exercise Three: Using Appropriate Vocabulary

Objectives:	<ol style="list-style-type: none"> 1. The participants will be able to explain why it is important to use appropriate vocabulary in training. 2. The participants will choose to use vocabulary appropriate to their learners when they carry out training activities.
Duration:	30 minutes
Materials:	Large sheets of paper, markers
Content:	<ol style="list-style-type: none"> 1. Introduction 2. Discussion 3. Practice 4. Summary

1. Introduction

EXPLAIN that each of us must be able to present information effectively. Perhaps we have to explain something to a child, or perhaps we need to explain to a supervisor why a particular task has been difficult to complete. Trainers especially must be able to present information in such a way that their learners can master it and make it their own. In this exercise, we will examine one way that a trainer can help assure that the presentation of information is effective: using appropriate vocabulary.

EXPLAIN that the trainer's choice of words -- technical or non-technical, "jargon-y" or everyday -- will have a big impact on what learners can achieve. After all, if the learners can't understand what the trainer is saying, how can they learn?

[NOTE: *This is especially important when the training is not given in the first language of the trainees!*]

2. Discussion

READ the following to the participants:

"Imagine for a moment that you -- each of you -- have not been feeling well and so you visit the doctor. Your regular doctor is not available, so you see someone new. When the doctor comes in to talk to you, he says the following:

Your physical exam has raised some concerns. Unfortunately, I auscultated a pronounced tachycardia. Having this combined with Hypermyotonia leads me to

believe you may suffer from Caridant Overload Syndrome. I would like to have your consent to perform a Colatorium procedure to assess the Coffurin level. If this level is elevated, then we will need to sit down and discuss possible treatment options and all necessary lifestyle changes.”

ASK “How would you feel if the doctor told you that?”

(Expected answers: confusion, nervousness, panic, anger, resentment, etc.)

ASK “But what if the doctor had instead said the following?:

Your check-up shows that your overall health is good. I do want to talk with you about one thing, though. I noticed that your heartbeat was a little fast. Drinking too much caffeine often causes this. I would like to get a urine sample from you to run a simple test to measure the amount of caffeine present in your urine. If, as I suspect, it is high, then perhaps you and I could sit down and talk about ways you could reduce your intake of caffeine.”

ASK “How would you feel?”

(Expected answers: understanding, relief, relaxed attitude, etc.)

EXPLAIN that the doctor in the first example did not make any effort to speak the same language as his listener. He spoke as though he were talking to another physician. In the second instance, however, the doctor expressed himself in simple, everyday language.

3. Practice

EXPLAIN that this exercise is a little different from some of the others they will be doing during this training, because instead of learning a skill, practicing it, and completing the exercise, they are being asked to **KEEP PRACTICING** the skill during the rest of the training (and beyond). Participants, as well as trainers, should monitor each other and the materials that are used in the training to watch out for the use of language or terms that might be difficult for other participants to understand.

POST a large sheet of paper on the wall. Label it “Language concerns” and ask participants to feel free to make note of language or terms that they think may be inappropriate as the training progresses. At different times in the training, the whole group should check the list and discuss whether changes need to be made.

4. Summary

ASK “As trainers, then, what will be your responsibility in terms of the vocabulary you use?”

ENSURE that the following responsibilities are mentioned (in the participants’ own words):

- To express themselves in simple, everyday language.
- To use the kind of language that will help learners understand and learn what they need to master.

Exercise Four: Introduction to Community Disease Surveillance

Objectives: At the end of this exercise, participants will be able to:

1. Explain the purpose of disease surveillance.
2. Explain the purpose of community surveillance.
3. Name the people who are involved in community surveillance.
4. Explain how community surveillance can help a community improve the health of its members.
5. Describe the Coordinator's role in community surveillance.
6. Describe the Surveillance Volunteer's role in community surveillance.
7. Describe the Community Surveillance Kit and the users and purposes of each piece.

Duration: 2 hours

Techniques: Discussion
Small group work

Materials: 1 Community Surveillance Kit for each participant
Newsprint and markers

Prepare in advance:

Write the following list in bold letters on a large sheet of paper:

Introduction
Disease Descriptions
Reporting Procedures
Response chart
Prevention ideas
Activities to support community involvement

Contents:

1. Introduction
2. Reading
3. Discussion
4. Explanation
5. Small Group Work
6. Presentations and Discussion
7. Summary

1. Introduction

Explain that in this exercise, participants and facilitators will explore together what disease surveillance is, as well as what community surveillance is and how it can be helpful to a community. They will also explore what it means to be a Community Surveillance Coordinator, what it means to be a Community Surveillance Volunteer, and how the Coordinator and the Volunteer work together for health improvement.

2. Reading

Ask participants to open their Coordinator Handbook and read page 1 – 4 silently. Each participant should look up when finished reading.

3. Discussion

Ask participants to state in their own words what disease surveillance is and why a country chooses to do disease surveillance.

Write the participants' answers on large sheets of paper or on the board. (Be sure that the writing is large enough for all to see.)

Ensure that the following points are included in a description of disease surveillance:

Community disease surveillance means ...

- X Volunteers in the community looking for a particular disease or group of diseases in the community.
- X Volunteers encouraging parents or relatives of an individual with one of the diseases to take the victim to a trained provider for treatment.
- X Volunteers completing a case report form and getting it to the local health facility.
- X Health staff investigating cases or reports of disease and following up in other ways (giving health education, immunizations, etc.).
- X Health staff reporting disease cases to the district, then provincial, then national levels.

Ask participants what people are involved with community disease surveillance.

Write their answers up on large sheets of paper or on the board. (Be sure that the writing is large enough for all to see.)

Ensure that the following people are included in the resulting list:

- Community Volunteers
- Community Coordinators
- Victims of disease
- Victims' families
- Community members in general
- Local health facility staff/district staff
- Ministry of Health staff

Ask participants how community disease surveillance can help a community.

Write their answers up on large sheets of paper or on the board. (Be sure that the writing is large enough for all to see.)

Ensure that the following responses are included:

- It improves communication between the community and the health facility.
- Health staff will learn more rapidly about individual cases of disease as well as epidemics.
- If they have the resources to help treat the disease or prevent its spread, health staff will be able to respond more rapidly to the individual's -- and the community's -- needs.

Explain that you would like to share with them a resource that they may use to help them promote and sustain community disease surveillance in the communities they serve.

4. Explanation

Explain that what you are holding is the Community Surveillance Kit (hold up the Kit), which includes material for Community Surveillance Coordinators (hold up the Coordinator's Handbook), as well as for Community Surveillance Volunteers (hold up the Volunteer's Handbook).

Add that before you hand out Kits to everyone, you will briefly describe its contents.

Explain that both the handbook for Coordinators and the handbook for Community Surveillance Volunteers include the following: Introduction, Disease Descriptions, Reporting Procedures, Response Charts, Prevention Ideas, and

Ideas for Community Activities. (In addition, there may a cassette tape with information from the kit for Surveillance Volunteers recorded in their local language and/or other job aids for Volunteers.)

Write the words that appear in bold letters in the following list of descriptions on large paper or on the board as you describe each of the following sections:

- X The **Introduction** provides an overview of community surveillance - its purposes, the people who are involved, and the roles they play.
- X **Disease Descriptions** cover each of the diseases that this country has decided to include in its community disease surveillance. These will be called “target diseases.”
- X **Reporting Procedures** are outlined for Volunteers, Coordinators and health facility staff.
- X A **Response Chart** outlines the appropriate responses that families and communities should expect after they report a case of one of the target diseases.
- X The **Prevention Ideas** provides guidelines for helping a community carry out certain health-related activities, which will help prevent cases of disease.
- X The **Activities to Support Community Involvement** suggest how Coordinators and Volunteers can help a community organize and run community surveillance activities and keep them going over time.

Distribute one Coordinator handbook and one Volunteer handbook, plus any job aids, to each participant.

Ask participants to turn to page 6 of the Coordinators’ Handbook and to take turns reading aloud the tasks listed in the “Community Surveillance Coordinators” box included there. (Ask them to look up when finished.)

Explain that in a moment you are going to divide them up into small groups and ask each group to describe in two or three sentences the responsibilities of a Community Surveillance Coordinator. Each group will write its description on large paper and should select one member to present it to the rest of the participants.

5. Small group work

Divide participants into small groups (3-4 members each), give each group large paper and a marker, and ask them to describe in two or three sentences the responsibilities of a Community Surveillance Coordinator in 10 minutes or less.

Circulate to provide support and assistance, as needed.

6. Presentation and discussion

Ask each small group to share with the whole group the description the members have created. Have each group post its list for all to see after presenting it.

Lead a discussion about the differences and the similarities between the various descriptions. Guide the group toward agreeing upon one description of the Community Surveillance Coordinator's role.

[NOTE: It may be useful for one facilitator to lead the discussion while another writes participant suggestions on large paper or the board.]

7. Reading

Ask participants to turn again to page 6 of the Coordinators' Handbook, and this time to take turns reading aloud the tasks listed in the "Community Surveillance Volunteers" box included there.

Explain that in a moment you are going to divide them up into small groups and ask each group to describe in two or three sentences the responsibilities of a Community Surveillance Volunteer. Each group will write their description on large paper and should select one member to present it to the rest of the participants.

8. Small group work

Divide participants into small groups (3-4 members each), give each group large paper and a marker, and ask them to describe in two or three sentences the responsibilities of a Community Surveillance Volunteer in 10 minutes or less.

Circulate to provide support and assistance, as needed.

9. Presentation and discussion

Ask each small group to share with the whole group the description the members have created. Have each group post its list for all to see after presenting it.

Lead a discussion about the differences and the similarities between the various descriptions. Guide the group toward agreeing upon one description of the Community Surveillance Volunteer's role.

[NOTE: *It may be useful for one facilitator to lead the discussion while another writes participant suggestions on large paper or the board.*]

Ask participants to take 5 minutes to look through the any job aids for Volunteers (such as disease detection cards or cassette tapes [play a minute or two to give the flavor]). Ask them for any comments or questions.

10. Summary

Explain that the whole group will do a special activity to summarize the main points of the exercise.

Ask that participants divide themselves up into their small groups again.

Explain that before the exercise you wrote down a number of questions about the topics that have been covered in this exercise and have mixed up all of the questions in this _____ [NOTE: Hold up an appropriate receptacle, such as a bag, box or other container. Place the questions in the receptacle and mix them up.]

Explain that the groups will take turns picking a question out of the _____ and will then have 3 minutes to work together to prepare an answer. One representative from the group will present the answer, and then other groups will be asked whether they agree or would like to add something.

Offer the receptacle with the papers to one of the groups and ask the members to choose one paper. They should read the question out loud for all to hear.

Ask other participants to wait quietly while the group members work together to create their answer.

Invite the group's representative to announce the group's answer to the question.

Ask whether other participants or groups have any comments or observations.

Ensure that agreement is reached on the answer before moving on to the next question.

Repeat this process until all of the questions have been answered.

Exercise Five: Doing a Demonstration

Objectives

At the end of this exercise, participants will be able to:

1. Do a demonstration of one of the tasks for Community Surveillance Volunteers listed in the Handbook for Community Surveillance Coordinators.

Duration: 3 hours

Techniques: Discussion
Small group work

Materials: 1 Community Surveillance Kit for each participant
Newsprint and markers
Tape

Prepare in advance: Write on a large sheet of paper a large version of the Case Report form found on page 17 of the Community Surveillance Volunteer Handbook

Contents:

1. Introduction
2. Discussion
3. Demonstration
4. Small group work
5. Presentations
6. Summary

1. Introduction

SAY “Let’s say that you have never tied a shoe. If I were to describe for you, step by step, how to tie a shoe -- using words, but not motions or pictures -- how well do you think you would be able to perform that task?”

ASK for a volunteer to assist you with a demonstration of what you mean.

EXPLAIN that the volunteer should do EXACTLY what you tell him or her to do, relying totally upon your directions and not upon past experience or knowledge.

GIVE the following directions:

- Bend down and focus on your right shoe.
- Take one end of the shoelace in each hand and pull the two ends away from each other to tighten the shoe.
- Cross the two ends of the shoelace above the center of your foot.
- Loop one of the two ends under the other, grab both ends again and pull them tight.
- Make a loop of the shoelace end that is now on your left and hold that loop between the index finger and the thumb of your left hand.
- Grasp the other end of the shoelace in your right hand about halfway between the end of the lace and the shoe.
- Lift this end of the shoelace up and around the loop that you have in your left hand in a clockwise direction.
- Use the index finger of your right hand to push a loop of the shoelace you have in your right hand through the loop that you have just created (by wrapping the lace around the loop that you are holding with the index finger and thumb of your left hand).
- Grasp the newly created loop between the index finger and thumb of your left hand, and the loop that was already formed and pull to tighten.

2. Discussion

ASK participants to comment upon what they have just seen. For example, what conclusions do the participants reach about **EXPLAINING** how to do something and about **DEMONSTRATING** how to do it?

EXPLAIN that there may be, in fact, tasks that a learner can be walked through with words alone. And some learners prefer to **HEAR** about a task and to hear a description of its steps, because they feel most comfortable with that mode of learning. But add that it is usually helpful to **SEE** a demonstration of a new skill, in addition to hearing about it.

ASK “How does a demonstration help the trainer? How does it help the learner?”

ENSURE that the following points are made:

- A demonstration helps the trainer by making clear exactly what he or she expects the learners to do.
- A demonstration also helps the learner grasp exactly what is expected of him or her.

POST a large sheet of newsprint where all can see (on the wall, or on an easel).

ASK participants to name the steps that a trainer should take to prepare for and do a demonstration.

WRITE their suggestions on the sheet.

ENSURE that the following points are mentioned:

- Prepare your materials ahead of time.
- Practice before doing the demonstration for others.
- Say what you are going to do; do it; and then say what you did.
- Speak clearly and loudly enough for all to hear.
- Face the participants/trainees as much as possible.
- Briefly explain what you are doing as you are doing it.
- “Check in” often with the participants/trainees to make sure they understand everything.

EXPLAIN that you are going to leave this list posted during the rest of the training, and ask that participants check it frequently while demonstrations are being done. Add that they may wish to use this list to help them evaluate and give feedback on the demonstrations that will be performed.

3. Demonstration

EXPLAIN that as the trainers of the Community Surveillance Volunteers, the Coordinators will need to demonstrate the tasks that the volunteers will be expected to carry out. To help them see what such a demonstration involves, you are now going to demonstrate how to carry out one of the volunteers’ tasks, which are listed in the *Handbook for Community Surveillance Coordinators*, starting on page 85.

EXPLAIN that you will demonstrate how to fill out a “case report” form. As part of your demonstration, you will include how you prepare for the demonstration and will ask participants to comment upon how the steps that they listed are reflected in the demonstration.

POINT TO the “preparation” step in the list of steps.

EXPLAIN that to prepare for this demonstration, you first read pages 1 – 10 and page 17 of the *Handbook for Community Surveillance Volunteers*. Add that pages 1 – 10 give an overview of the community surveillance program and the Volunteer’s role in detecting and reporting upon target diseases in the community.

EXPLAIN that you then prepared a large version of the case report form to be placed on the wall during the demonstration.

EXPLAIN that you made notes for yourself about how to do the demonstration, based upon the reading you had done (pages 1 – 10).

EXPLAIN that you “rehearsed” your demonstration by following the notes you had made.

DEMONSTRATE how to fill out the case report form, using the participants as “trainees.” You may wish to use the following list of steps:

- **Explain** that you are going to demonstrate how to fill out a case report form.
- **Ask** participants to remind you why a case report form is filled out and what is done with it after it has been filled out.
- **Ensure** that participants answer the following:
 - It is filled out when a suspected case of one of the target diseases is discovered.
 - It is sent to the nearest health facility, hopefully with the sick person as family brings him or her to the health facility.
 - If the family will not or cannot take the sick person to the health facility, the case report form needs to be sent as quickly as possible to the health facility by other means.
- **Place** the large sheet of paper that you have prepared ahead of time on the wall.
- **Review** each element of the case report form with participants.
- **Ask** participants to suggest answers for the different elements of the form. For example, what name shall you give to the sick person? To the parents/caretaker? What disease shall you write here? (etc.)

ASK participants to comment upon the demonstration, when you have finished, based upon their list of points to remember. For example, did you speak loudly and clearly enough for all to hear? Did you face the participants or the wall?

Listen to all answers and suggestions.

Ask participants to again look over the list of steps for preparing and carrying out a demonstration. Would they now like to add a point? Change one?

4. Small group work

EXPLAIN that you will now divide participants into small groups of (2 – 3 people each) and will assign each group to prepare and do one demonstration from the Volunteer Handbook. Add that although it will be up to each group how they divide up responsibilities for the different parts of the demonstration, they should try to ensure that each member has plenty of practice.

[NOTE: *There is a list of suggested demonstrations at the end of this exercise.*]

DIVIDE them into small groups and assign a demonstration to each pair.

EXPLAIN that they have 30 minutes to prepare their demonstrations, and ask them to begin.

CIRCULATE among all the groups and provide support and assistance, as needed.

5. Presentations

EXPLAIN that while each group is doing its demonstration, the other participants and the trainers will act as their “trainees.” Add that everyone will have 5 minutes after each demonstration to make comments/suggestions.

INVITE a group to volunteer to do the first demonstration.

[NOTE *After the demonstration, give the “trainees” 5 minutes to comment/make suggestions. ENSURE THAT THEY GIVE FEEDBACK AND SUGGESTIONS IN A POSITIVE, CONSTRUCTIVE WAY.*]

INVITE another group to volunteer to do the next demonstration.

CONTINUE in this way until each group has had an opportunity to do a demonstration and receive feedback/suggestions on it.

6. Summary

EXPLAIN that although during this training, time will not permit every participant to practice every demonstration, all participants should keep in mind the list of important points that they have created to help guide them in carrying out a demonstration. Suggest that they copy that list and consult it often as they prepare to do demonstrations for the Volunteers during their training exercises.

ASK every participant to turn to another participant to form pairs.

EXPLAIN that the members of each pair should take turns reminding each other about the important points that have been listed. Ask them to try to name as many of the points as possible without consulting the list, and then to consult the list when they have finished to be sure they have named them all. Add that they have 5 minutes to do this summary exercise.

[NOTE: *After 5 minutes, announce that time is up and move on to the next activity.*]

LIST OF DEMONSTRATIONS:

1. How to use the handbook (or cassette) to help decide whether a sick child or person has one of the target diseases.
2. How to decide whether a child or person sick with measles should go to a health facility or the health facility staff should go to the sick child or sick person's home.
3. How to explain to the family of a sick child or person why it is important for the child/person to be seen at the health facility.
4. How to explain to the family what to expect from health facility staff and/or community health workers in response to a report of a suspected case of disease.
5. How to keep track of monthly surveillance activities (i.e., meetings held or attended, number of contacts, etc.).
6. How to keep track of information about good health habits in the community.
7. How to keep track of information about collective preventive activities in the community.

Exercise Six: Leading a Training Exercise

Objectives

At the end of this exercise, participants will be able to:

1. Lead a exercise from the Coordinator training guide, using its lesson plan.

Duration: 5 hours

Techniques: Discussion
Small group work

Materials: 1 Community Surveillance Kit for each participant
Newsprint and markers
Tape

Contents:

1. Introduction
2. Demonstration
3. Small group work
4. Practice
5. Summary

1. Introduction

EXPLAIN that their *Guidelines for Training Community Surveillance Coordinators* includes detailed explanations of how to lead each one of the exercises that prepare the Coordinators to carry out their tasks. During this TOT, participants have already sharpened their skills in training techniques, such as how to establish a learning climate and use appropriate vocabulary. Now they will have opportunities to practice leading the exercises that will make up the training of the Coordinators.

ASK participants what they think are the steps involved in leading an exercise in the training of Coordinators.

WRITE the list of steps they propose.

ENSURE that participants mention the following steps (in their own words):

1. Read over the training notes for the exercise.

2. Read the recommended section of the Coordinator's Handbook.
3. Gather any necessary materials.
4. Make necessary preparations (Look for "Prepare in advance" in each Exercise box).
5. Use the training notes to guide the Coordinator's through the exercise.

[NOTE: *If participants do not mention one of the steps, use probes, such as the following, to solicit them: "What would you do next?" "What about the materials you will need for the demonstration?"*]

EXPLAIN that you would now like everyone to "walk" through these steps together, using the first exercise in the Training Guidelines as the example.

2. Demonstration

READ the first page of Exercise One out loud.

ASK participants to take turns reading aloud the other pages of Exercise 1.

[NOTE: *When participants reach "Reading," ask them to take their Coordinator Handbook and read the recommended pages out loud.*]

POINT OUT: that participants have just carried out the first two steps of leading an exercise: "Read over the training notes for the exercise" and "Read the recommended section of the Coordinator's handbook."

ASK participants to state what would be the next step they would carry out and explain how they would do it.

ENSURE that they state that the next step would be to "Gather any necessary materials" and that in this case they would make sure to have one Community Surveillance Kit for each participant, as well as newsprint and markers.

ASK participants to state what would be the next step they would carry out and explain how they would do it.

ENSURE that they state that the next step would be to "Make necessary preparations" and that in this case they would prepare the list described in the section titled "Prepare in advance."

ASK participants to state what would be the next step they would carry out and explain how they would do it.

ENSURE that they state that they would then use the training guidelines to guide the Coordinators through the exercise.

3. Small group work

EXPLAIN that you will divide participants into groups of two and ask each group to prepare and to lead an exercise. As each pair leads an exercise, the rest of the participants will play the role of Coordinators.

DIVIDE participants into pairs and assign each pair an exercise from the guidelines.

[NOTE: A list of the exercises appears at the end of this exercise.]

REMIND all pairs to keep the steps for leading an exercise in mind, and tell them they have 15 minutes to prepare.

CIRCULATE among all the groups, and provide support and assistance, as needed.

4. Practice

CALL participants together when the allotted time has passed and invite one pair to lead the exercise they have prepared.

LEAD a short (five minutes?) “feedback and suggestions” exercise when they have finished. (Ensure that feedback and suggestions are given in a positive manner.)

CONTINUE in this way until each group has had an opportunity to lead an exercise.

5. Summary

ASK all participants to turn to the person next to them and to name the five steps to follow when leading an exercise.

LIST OF EXERCISES:

1. Exercise Two: Getting organized, Part One “Organizing meetings”
2. Exercise Two: Getting organized, Part Two “Organizing an information campaign about community surveillance”
3. Exercise Two: Getting organized, Part Three “Helping a community select surveillance volunteers”
4. Exercise Three: The target diseases
5. Exercise Four: Follow-up to detection, Part One “Transporting and reporting” and Part Two “Appropriate responses to reports of disease”
6. Exercise Four: Follow-up to detection, Part Three “Collecting disease information”
7. Exercise Five: Prevention ideas
8. Exercise Six: Supporting surveillance volunteers, “Support visits”
9. Exercise Six: Supporting surveillance volunteers, “Providing feedback to the community”
10. Exercise Seven: Training surveillance volunteers, Part One “Leading a discussion”
11. Exercise Seven: Training surveillance volunteers, Part Three “How to manage small group work”
12. Exercise Seven: Training surveillance volunteers, “Part Four “Planning the training of surveillance volunteers”

ANNEXES

Training the Trainers of Community Surveillance Coordinators

DAILY EVALUATION

DATE: _____

Please answer the following questions on the lines below:

1. What did you like about today's sessions?

2. What could have been done better?

3. Comments:

**Training the Trainers of
Community Surveillance Coordinators**

FINAL EVALUATION

DATE: _____

In the first part of this evaluation, please indicate your ability to achieve the following objectives **BEFORE** taking this course by circling your answer:

<u>Objective</u>	<u>Rating</u>				
1. Describe the purpose of the Community Surveillance Kit.	0%	25%	50%	75%	100%
2. Name the components of the Community Surveillance Kit.	0%	25%	50%	75%	100%
3. Describe how community surveillance works in their setting.	0%	25%	50%	75%	100%
4. Explain what a Surveillance Coordinator does.	0%	25%	50%	75%	100%
5. Explain what a Surveillance Volunteer does.	0%	25%	50%	75%	100%
6. Plan the training of the Coordinators.	0%	25%	50%	75%	100%
7. Create and maintain a positive learning environment.	0%	25%	50%	75%	100%
8. Use appropriate vocabulary.	0%	25%	50%	75%	100%

9. Do a demonstration.	0%	25%	50%	75%	100%
10. Lead an exercise.	0%	25%	50%	75%	100%
11. Evaluate the training of the Coordinators.	0%	25%	50%	75%	100%

In the second part of this evaluation, please indicate your ability to achieve the following objectives **AFTER** taking this course by circling your answer:

<u>Objective</u>	<u>Rating</u>				
1. Describe the purpose of the Community Surveillance Kit.	0%	25%	50%	75%	100%
2. Name the components of the Community Surveillance Kit.	0%	25%	50%	75%	100%
3. Describe how community surveillance works in their setting.	0%	25%	50%	75%	100%
4. Explain what a Surveillance Coordinator does.	0%	25%	50%	75%	100%
5. Explain what a Surveillance Volunteer does.	0%	25%	50%	75%	100%
6. Plan the training of the Coordinators.	0%	25%	50%	75%	100%
7. Create and maintain a positive learning environment.	0%	25%	50%	75%	100%
8. Use appropriate vocabulary.	0%	25%	50%	75%	100%
9. Do a demonstration.	0%	25%	50%	75%	100%
10. Lead an exercise.	0%	25%	50%	75%	100%
11. Evaluate the training of the Coordinators.	0%	25%	50%	75%	100%

Please feel free to add your comments:
