



Behaviour Change for Sexual and Reproductive Health

CORE GROUP: A selected group of development professionals from a TfaC partner organisation

INSTRUCTORS: TfaC Lead Trainers

LENGTH: 80 hours / 2 weeks

LOCATION: Host country of partner organization

ACCREDITATION: OCN Level 3

AIM: To equip trainees with the knowledge, awareness and skills to be able to facilitate Theatre for a Change's methodology in Behaviour Change for Sexual and Reproductive Health.

ASSESSMENT: 100% coursework

1. **Facilitator Training workshops (80%):** 64 hours of practical workshops covering facilitation skills, communication skills, participatory learning tools, behaviour change activities and interactive theatre exercises.
2. **Methodology Seminars (10%):** 8 hours of seminars involving taught presentations, group work and discussions.
3. **Independent Learning (10%):** 8 hours of Learning Journal reflection tasks and set readings.

MODULE DESCRIPTION:

The **Behaviour Change for Sexual and Reproductive Health** training module provides trainees with the core skills and knowledge to become TfaC Lead Facilitators. The module is divided into two week-long sessions. The first week guides trainees through the process of behaviour change for sexual and reproductive health - they experience this process as **participants** first. The second week develops the capacity of trainees to **facilitate** this process of behaviour change with a group. Over the course of two weeks, trainees take part in 10 **Methodology Seminars** and 30 **Facilitator Training workshops**.

Trainees learn the value of a safe, supportive workshop environment and the importance of working together as an inclusive team. They develop communication, self-confidence, risk management and assertiveness skills, before confronting the social expectations and power relationships that present opportunities for behaviour change. Sharing their own experiences and acquiring knowledge about how the issues of each workshop affect their lives, trainees first learn how to identify challenges and risk-related behaviours before developing the attitudes and skills needed to bring about change within themselves and the group.

Set readings, presentations and seminar discussions prepare trainees for workshops on facilitation skills, providing them with the theoretical understanding and analytical ability needed for delivering sensitive and informed facilitation of TfaC's methodology. Trainees explore the difference between facilitation and traditional teaching methods, the art of questioning, workshop planning and how to facilitate a range of TfaC activities. Leadership responsibility in workshops increases throughout the training period, and participants are expected to devise activities, in groups and in pairs, to demonstrate their ability to facilitate risk management and behaviour change with a group.

MODULE ASSESSMENT:

Work is broken down into three areas:

1. **Workshop participation:** participating actively in Behaviour Change and Facilitation workshops.
2. **Seminar contribution:** attending presentations, engaging in group work and participating in discussions based on set readings.
3. **Learning Journal reflections:** writing or drawing tasks based on each workshop, designed to help trainees reflect on their experiences.

See Assessment Criteria for details on how trainees will be assessed.

Facilitator Training Workshops

The primary role of a TfaC Lead Facilitator is to deliver workshops for target groups using the TfaC Methodology. As such, it is essential that trainees experience what it is like to be a participant first-hand by taking part in workshops designed with the TfaC Participatory Learning and Interactive Drama methodology. Trainees develop the facilitation skills required to deliver the participant experience as they progress. The workshop programme asks trainees to engage in three areas of learning:



At points during the training, trainees will be asked to demonstrate particular facilitation skills by devising activities to facilitate for the rest of the group. Lead Trainers will assess the ability of trainees based on the **skills shown** in the **development and delivery** of these activities. Trainees' ability to analyse and critically reflect on their own work will also be observed through continuous **reflection discussions** throughout each workshop, and at the end of each training day, as well as through the trainees' learning journals which will be collected and reviewed at the end of each training week.



Methodology Seminars

Seminars provide a safe space to learn and discuss the core features of TfaC's methodology. Lead Trainers use PowerPoint presentations to deliver key information visually and guide group discussions based around set-readings. Trainees also engage in participatory learning activities and group work designed to stimulate learning around the subjects and familiarise them with the process of participatory learning.



Lead Trainers assess seminar contributions by noting and observing trainees' engagement with group work, their ability to take part in group discussion, and their awareness of key issues and facts around the topic areas. Trainees are assessed in their overall contribution across all seminars.

Each week, trainees are expected to spend **2-4 hours** reading the articles and excerpts provided.

Learning Journals

All trainees are provided with a 'Learning Journal'; a booklet with a double page spread for each workshop where they are asked to write the answers to set questions or draw pictures to reflect on their experiences throughout the training period. A typical Learning Journal page contains an outline of the activities for each topic, a lined-space for written reflection and blank space for drawings:

Club Topic: Facilitation Skills.

Date:.....

Practise using the Facilitation Skills of observation, listening and practising behaviour change in your workshops and future trainings.

Activity: Write answers to these questions and draw a picture on the next page.

Q: What are the skills of a good facilitator?

Q: How do you plan to use your Facilitation Skills in the future?

Activity: Draw yourself as a facilitator and label all the aspects of you that make you a good facilitator.

Passing the Behaviour Change for Sexual and Reproductive Health training module

Trainees either pass or fail the OCN Accredited Qualification in Behaviour Change for Sexual and Reproductive Health based on clearly achieving the OCN Assessment Criteria. This decision is made after examination by a TfaC Lead Trainer, internally verified by a second TfaC Lead Trainer, and externally verified by OCN.

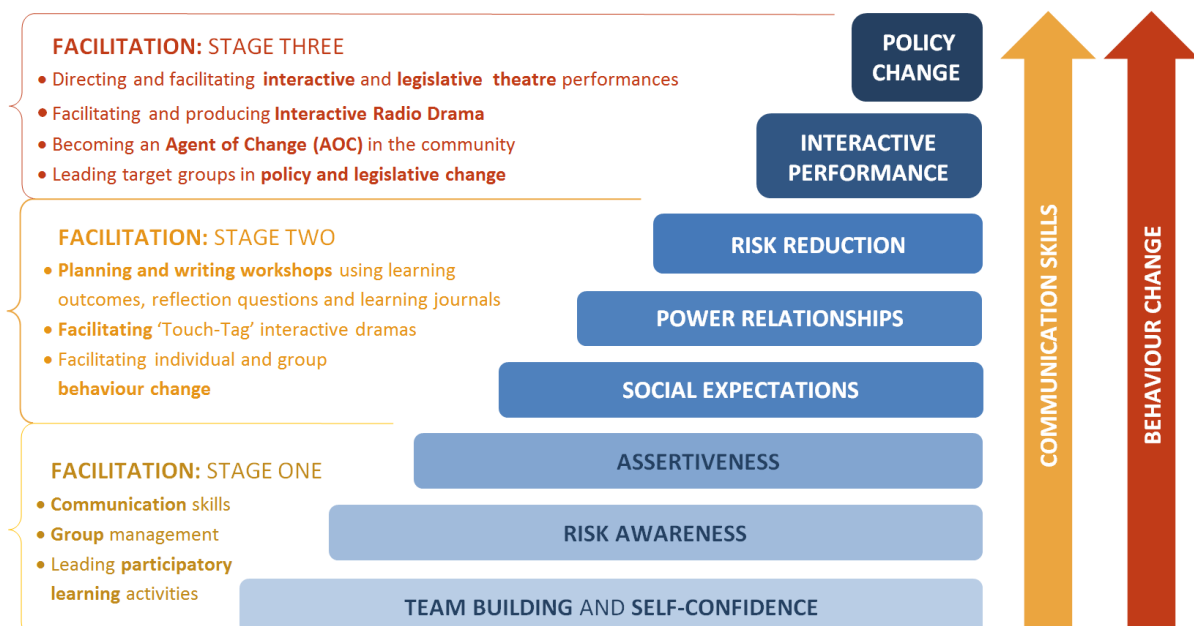
Trainees are passed **provisionally for one year**. In order to achieve a full pass, trainees must then provide evidence of facilitating **at least 3 behaviour change workshops for sexual and reproductive health**.

This evidence can be provided in the following ways:

- 1) Trainees can provide a written description of the workshops delivered, to be accompanied by a portfolio of evidence including photos/videos of the workshops, written work from participants, attendance records, and any other materials that clearly evidence workshop delivery. All evidence should be submitted to the relevant TfaC Lead Trainer.
- 2) A TfaC Lead Trainer can visit the workshop site and witness first-hand the workshops being delivered.

TfaC Facilitation Stages

The **Behaviour Change for Sexual and Reproductive Health** training module covers Facilitation Stages 1 and 2 in TfaC's broader programme for facilitator training. Beyond this module, TfaC offers specialized training courses in Legislative Theatre and Interactive Radio Drama that introduce Stage 3 in the facilitation training.





Sample Timetable for Week 1: Changing Behaviours

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	SEMINAR INTRO TO COURSE (1/2 hr)	SEMINAR TFAC METHODOLOGY (1/2 hr)	SEMINAR TFAC THEORY OF CHANGE (1/2 hr)	SEMINAR THEORIES OF BEHAVIOUR CHANGE (1/2 hr)	SEMINAR QUESTIONS FROM THE WEEK (1/2 hr)
9.30 am	TEAM-BUILDING (2 hrs)	SELF-CONFIDENCE (2 hrs)	REAL LISTENING (2 hrs)	REFLECTIVE PRACTICE (2 hrs)	WARM-UP AND REHEARSAL (2 hrs)
11.30 am	BREAK	BREAK	BREAK	BREAK	BREAK
11.45 am	RISK AWARENESS FOR COMMUNICATION (2 hrs)	POWER IN RELATIONSHIPS (2 hrs)	DISCOVERING ASSERTIVENESS (2 hrs)	RISK REDUCTION (2 hrs)	INTERACTIVE TOUCH TAG (2 hrs)
1.45 pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2.45 pm	EFFECTIVE COMMUNICATION SKILLS (2 hrs)	SOCIAL EXPECTATIONS (2 hrs)	ASSERTIVE BEHAVIOURS (2 hrs)	DEVISING DRAMAS (2 hrs)	GROUP DEMONSTRATIONS (2 hrs)
4.45 pm	JOURNAL	REFLECTIONS	JOURNAL	REFLECTIONS	DEBRIEF
TASKS	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.



Sample Timetable for Week 2: Facilitating

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	SEMINAR WHAT ARE RIGHTS? (1/2 hr)	SEMINAR SEXUAL HEALTH AND RIGHTS (1/2 hr)	SEMINAR REPRODUCTIVE HEALTH AND RIGHTS (1/2 hr)	SEMINAR RESPONDING TO BACKLASH AGAINST BEHAVIORAL CHANGE (1/2 hr)	SEMINAR QUESTIONS FROM THE WEEK (1/2 hr)
9.30 am	ENCOURAGING PARTICIPATION (2 hrs)	DEVELOPING AWARENESS (2 hrs)	THE ART OF REFLECTION (2 hrs)	COMMUNICATION (2 hrs)	DEVISING DRAMAS (2 hrs)
11.30 am	BREAK	BREAK	BREAK	BREAK	BREAK
11.45 am	WHAT IS FACILITATION? (2 hrs)	EXPERIENCING KNOWLEDGE (2 hrs)	EXPLORING ATTITUDES (2 hrs)	PRACTISING SKILLS (2 hrs)	FACILITATING TOUCH TAG 1 (2 hrs)
1.45 pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2.45 pm	WHAT IS BEHAVIOUR CHANGE? (2 hrs)	FACILITATING KNOWLEDGE (2 hrs)	FACILITATING ATTITUDES (2 hrs)	FACILITATING SKILLS (2 hrs)	FACILITATING TOUCH TAG 2 (2 hrs)
4.45 pm	JOURNAL	REFLECTIONS	JOURNAL	REFLECTIONS	DEBRIEF
TASKS	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Evaluation: Participants complete an evaluation of the training and a self-reflection questionnaire.