

GUIDANCE FOR FACILITATING AN EFFECTIVE WORKSHOP

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INTRODUCTION

Many people utilizing this toolkit may be experienced facilitators, while others may be new to facilitating these types of activities. Here are a few tips to ensure a successful and effective workshop or session.

BEFORE THE WORKSHOP OR MEETING

- Meet with your co-facilitator and the organizers of the workshop to plan your agenda.
- Agree on the workshop objectives, time plan and venue, and find out if the participants have specific needs you can help accommodate.
- Select exercises that include some from each module, a mix of methodologies and a range of topics. Ensure that the selected exercises are tailored to meet the objectives and that they are appropriate for your audience. Guidance on adapting exercises for accessibility and comprehension can be found starting on page 9 of this module.
- Discuss the materials and other resources you may need and agree on how and when they will become available.

Determine if you will conduct an evaluation of the participants' learning or of your facilitation. One option is to give an assessment before and after the workshop to measure change; another option is to conduct an evaluation activity or ask participants to fill out a feedback form at the end of the workshop.

AT THE START OF A WORKSHOP

- Arrive early at the venue to give yourself enough time to get organized.
- Prepare the room and materials and write your initial flipchart headings.
- Introduce yourselves as the facilitators and think of a short, simple way for participants to introduce themselves.
- Use ice-breakers, games or songs to help participants relax, have fun and feel free in the group.
- Set group agreements to ensure that everyone gets an equal chance to participate and ask participants to contribute their own ideas for possible group agreements.

DURING THE WORKSHOP

Manage space

- Change the space and the organization of the chairs to suit your activity and provide variety.
- Start off with a circle or semi-circle so that participants can see one another.
- Warn participants that this is not a workshop where they sit on the same chair, next to the same people, for the whole time.
- For some activities, like “report backs,” have participants sit in rows close together—this adds energy and helps everyone hear better.
- Change the way the chairs face from time to time, to suit the activity.
- Where possible, organize some activities outside of the training room in the open air.

Work as a team

- If possible, plan and run the training with another facilitator and take turns in the lead role. Support each other; if one facilitator runs into trouble, the other can help out.
- Meet at the end of each session to debrief on how the day went and plan for the next session.
- Having a team of facilitators helps to keep energy and interest levels high and provides a variety of training styles for the participants.

Manage energy levels

- Use fun energizers, songs and even body movement to keep the participants engaged.
- Check on energy levels often and respond if energy is low.
- Observe participants’ body language. Are they yawning? Do they look bored? Tired? Ask: How are you feeling? Is it time for an energizer or a break?

- Use your own energy as a facilitator—communicated through a strong voice and active body language—to energize the group.
- Stick to time. If participants think that you will run over time, they may find it difficult to stay engaged. Tea breaks provide a chance to reenergize.

Manage time

- In a short training program, there is not enough time to go into depth with all the issues. You will need to manage time carefully or your overall objective will be lost.
- Agree on how much time you need for each session—and stick to these time limits. Don't allow sessions to drag on too long. End on time.

Give clear instructions for exercises

- Start off by telling participants what the exercise is—for example: *The first exercise is “What do we know about safe abortion?” This will involve a paired brainstorm and then some discussion.*
- Explain exercises step by step and have participants follow along. For example, say, *Divide into pairs*—and then have them do it. Then explain the next step: *Each pair should discuss what they know and then write one point on each card*—and have them do it. If you take them through all the steps before asking them to do anything, they may become confused, and it wastes time.
- Keep your instructions simple and clear and use examples to help with understanding.
- If participants have blank looks, check that they have understood. Ask a participant to explain the instructions.
- Write the instructions or discussion questions on a flipchart, using the same words that you plan to use to explain them.

Record discussions on flipcharts

There may be times when you want to record notes, during plenary discussions, on the flipchart. This provides a permanent visual record, helping participants recall what has been discussed and what needs to be added. Writing down points helps bring out other ideas and provides the basis for a summary of the discussion. Notes also help you as facilitators if you are going to write a report.

Always remember to read aloud what is written on the flipchart, which enables participants with visual impairments or low literacy skills to know what has been recorded and to be involved in recapping ideas.

Here are a few tips on recording:

- One facilitator should guide the discussion; **the other** can write on the flipchart. Try to avoid facilitating and writing on a flipchart at the same time to allow you to focus on the participants' experiences. If you are facilitating alone, ask if anyone in the group can help you record.
- Write only **the main points or key words**, not everything that participants say.

- Use **participants' own words** so that they recognize their own contributions.
- Write **big and clearly** so people at the back of the room can see.
- Use **different colors**, such as black for the main text and red for underlining key words.
- **Summarize** the points at the end to ensure participants are aware of what has been recorded. Rote reading often eats up too much time.

Transition smoothly between exercises

- As you plan the day, discuss the order of the exercises and how they link together, and plan how you will transition from one exercise to the next.
- Prepare all your materials for each exercise at the beginning of the day, so that you do not need time between exercises. This way you will not keep participants waiting while you get ready.
- As you summarize an exercise, you can start to make the link to the next one. For example, you might say something like, *We have been exploring how stigma varies in different settings. In the next exercise, we will take this further and look at the impact of those different forms of stigma...*
- As you introduce a new exercise, you can refer to the previous one. For example, *We have been discussing different levels of stigma; now let's look at how we can plan action to address abortion stigma at each level...*
- If you are starting a new topic, be clear—as you introduce the exercise—that it is a new subject.
- You might plan to have new topics after a coffee or lunch break.
- You can use energizers to create a break between exercises with different topics, or to transition between similar topics. For example, *Before we explore this in more depth in the next exercise, let us reenergize...*
- If you are working with a co-facilitator, it helps to change roles with each exercise. A new facilitator can refer back to the previous activity, or she or he can help participants move on to a new topic.

Work with feelings

- Trainings involving topics like abortion, stigma, sex, gender and pregnancy can trigger strong emotions and feelings.
- To support participants to explore their feelings and share experiences and thoughts openly, it is important to create a safe, non-threatening space. Allow enough time for participants to share their experiences and help create an atmosphere where participants know they will be listened to.
- Feelings are a powerful tool. Use them to develop dramas and roleplays with the group, build on stories and set examples for the future.
- After an emotional session, consider taking a break or singing a song to help pick up participants' spirits.

Handle difficult questions

Some participants may find learning about abortion to be difficult because it can challenge strongly held beliefs and ideas. As a facilitator, you may experience hostility and resistance and face difficult questions.

If you are working with a co-facilitator, brainstorm difficult questions that participants might ask and consider how you would handle them.

- **Remember that if participants are asking questions**, they are engaged with what they are learning. You have created a safe space where participants feel comfortable expressing their views and exploring issues openly.
- **Take advantage of opportunities** for meaningful exchange. If participants doubt or challenge the content, you can help them—and the group—have a deep discussion that allows people to open their minds and hearts to new ideas.
- **Don't silence the questioners**—allow them to express themselves, so that prejudices can come out, rather than be repressed. However, don't let discussions get out of hand and do challenge negative attitudes, gently.
- **Remember that you will not be able to change everyone's attitudes** immediately. Your focus is to provide information and opportunities for analysis and discussion.
- **Keep participants' focus on everyone's right to equal treatment** and access to health care.
- **Don't feel obliged to answer personal questions**—keep answers general even if someone seems to be genuinely curious.
- **Don't be afraid to say you do not know.** You can refer questions back to the group—asking, *What do others think?*—or promise to find the answer later.
- **Make use of a "garden" if it makes sense for your group.** A garden is a flip-chart where you place post-it notes with conversation topics that you may not be able to address in the moment—perhaps the topic is not directly related to abortion stigma, or you're running out of time—but that are important to address at another time. To make a garden, you can draw a garden or write "garden" on a flip chart.

Use creative "group splitters"

Many exercises require participants to work in small groups. As a facilitator, you can use the process of splitting into groups to keep energy up and ensure that participants are talking to one other, rather than staying with the same people. You can also keep participants engaged by always using different ways of breaking into groups.

There are many ways to divide people into groups—try not to use counting (*1,2,3—all the ones together...*) too much!

Here are some ideas for group splitters:

- **Actions:** Write or draw different actions on slips of paper (for example, feeding a baby, dancing or cooking). Or whisper an action in someone's ear. Ask each

participant to take a paper without showing anyone. When you shout *1, 2, 3!* ask them to start doing the action and find others who are doing it, too.

- **Songs:** Write a different song on slips of paper (use common songs that everyone will know, like “Happy Birthday,” the national anthem or popular songs). Have each participant take a slip and start singing, until they find others singing the same song. Whisper song titles in participants’ ears if anyone has a visual impairment or low literacy skills.
- **Animal sounds:** Write the names of or draw different animals on slips of paper. Each participant must make the noise of their animal and find others making the same noise.
- **Same colors:** Before you need to split the group, look at the clothes people are wearing and see if you can split them according to colors. For example, *Everyone who is wearing stripes, gather in that corner; everyone who is wearing sneakers, go to this corner.*
- **Things in common:** Adapt this tactic to your community by using community-specific details (for example, *Everyone who lives close to the river* or *Everyone who went to school*)
- **“Fire on the mountain, run run run”:** Make this into a chant. Have everyone run in a circle; then say, *Be in threes*, or *Be in pairs*. Participants should move quickly to those next to them to form a group.
- **Birthday line:** Ask participants to stand in a line in the order of their birthdays—for example, January at one end, December at the other. To make it more fun, ask participants to do so without talking. Once they are in a line, you can count them off into groups.

Remember you don’t have to know everything

If there are questions you do not know the answer to, say so. You can ask the rest of the group or look for the correct information after the session, or even set some homework to research the answer.

AT THE END OF EACH WORKSHOP

- Plan how you are going to bring the session to close. After you have wrapped up the topic, you might want to use a song or a game as one of the final activities.
- Carry out the evaluation as planned.
- Debrief with your co-facilitator. Review each exercise and give each other feedback.
- Collect any flipcharts or cards that you might use for a report or for documentation of the training.

ACTIVITY METHODOLOGIES AND TECHNIQUES

There are a range of different methods and techniques included in the toolkit, many of which are taken from Liberating Structures, an interactive facilitation resource. This table will give you some tips on how to make the best of each methodology.

Activities adapted from the Ipas resource [Abortion attitude transformation: A values clarification toolkit for global audiences](#) will be marked "VCAT."

TYPE OF ACTIVITY	DESCRIPTION & PURPOSE	TIPS
Energizers	Energizers can be used throughout a workshop to help keep energy and interest levels high; they include short games, songs and stories, and they are generally quick activities that involve all participants and encourage them to move around, talk, sing or laugh	Facilitators can develop their own styles and games Use group splitters as energizers to get participants to move around and mix up Songs are great for building group spirit, but may not work in all settings
Group splitters	Use group splitters to divide a large group of participants into several smaller groups	For more ideas, see page 5, or conduct an internet search for "ways to split a group creatively"
Discussion	Participants reflect on their own experiences, share with others, analyze issues and plan for action together Discussion is an important step in any exercise as it gives participants an opportunity to "process" what they are learning Can be in pairs, small groups or in plenary	Use open questions to start the discussion Observe carefully to ensure everyone can participate Use rephrasing skills to increase the group's understanding and affirm participants' contributions Ask your co-facilitator to record key points in a large group discussion
Small group work	Enables greater participation, especially if some participants find it difficult to participate in large group discussions Small groups can be used to carry out tasks, dividing up topics to cover more aspects of a subject	Plan your "group splitters" to divide into groups quickly and efficiently Keep changing the members in a group for each exercise Give clear instructions and check that groups have understood the tasks Plan what methodology you'll use for the report-back process

TYPE OF ACTIVITY	DESCRIPTION & PURPOSE	TIPS
Buzz groups	<p>Two people sitting next to each other quickly discuss their first thoughts on a topic</p> <p>A quick way to get a discussion or brainstorm started</p>	<p>Buzz groups are a trainer's secret strategy! They get instant participation and create safety so that participants are not working alone</p> <p>After a few minutes, get a point from each pair to start the brainstorm, then allow others to contribute extra points</p>
Case studies	<p>Stories or scenarios based on real situations which provide a focus for discussion in small or large groups</p> <p>Case studies can help to focus participants and make "abstract" ideas real</p>	<p>Have a range of case studies to tackle different aspects of a topic</p> <p>Give characters local names to make them more relatable (change names as needed to ensure confidentiality)</p> <p>Following the case studies, give participants questions to focus the discussions</p> <p>Ask each group to report back from their case study discussions</p>
Roleplays	<p>Participants act out the situations or themes given to them; they may also act out the analysis of an issue or try out various solutions to a problem</p> <p>Roleplay can provide a tactile learning experience, useful for actively practicing various skills; for example, practicing one's response to someone gossiping about a person who has had an abortion</p>	<p>Give clear instructions or descriptions of what you want to be roleplayed</p> <p>Give a time limit to ensure roleplays are brief and to the point</p> <p>Always debrief the roleplays after you're finished. Ask key questions like, "What did you see happening? Does this really happen? What would help to solve this situation?"</p>
Rotational brainstorms	<p>Another form of brainstorming done in small groups; each group is given a topic or question and begins by recording ideas on a flipchart</p> <p>After a few minutes, each group rotates to the next flipchart and adds points to the existing list. During the exercise, each group contributes ideas to all topics.</p>	<p>Use this technique when there are a range of related topics or questions</p> <p>Remember to prepare your group splitter and to write your questions on flipcharts before you start</p> <p>Use a gallery report back so that you "rotate" around the answers as a large group</p>

TYPE OF ACTIVITY	DESCRIPTION & PURPOSE	TIPS
Picture tools	<p>The toolkit includes a set of picture tools which help participants to identify different forms of abortion stigma</p> <p>These pictures can also be used in other ways, like to start discussions or as the basis for a story or roleplay</p>	<p>Ensure that everyone can see the picture</p> <p>Ask probing questions to get as much information as possible</p> <p>Remember there are no wrong answers—everyone will see slightly different things in the same picture</p> <p>For participants with visual impairment, you can describe the pictures in detail, or use them to tell a story</p>
1-2-4-All	<p>A more creative way to report back after an activity</p> <p>Participants reflect alone about what they have learned or about a question</p> <p>Then pair up with a partner to share ideas (two people). Then pairs join with another pair (group of four) to discuss and agree on key points to share with the large group (all)</p>	<p>Encourage participants to make notes during the reflection time</p> <p>Use bells or drumbeat to signal changeover time</p> <p>During plenary feedback ask groups not to repeat points that have been mentioned</p>
Worst case scenario	<p>Ask participants to imagine the worst possible scenario or most unwanted outcome</p> <p>Then ask, Is any of this happening already? Are we doing any of this now?</p> <p>Participants then identify what needs to change</p>	<p>Use this methodology with a serious sense of fun</p> <p>Encourage participants to think of the most exaggerated scenarios</p> <p>Suggestions for change must relate to stopping something that is already happening, not doing something new</p>
Crowdsourcing	<p>A great technique for generating big ideas!</p> <p>Participants write one bold idea on a card, then mingle, passing, reading and scoring ideas on a scale of 1-5 as the bell rings</p> <p>Scores are added at the end and the top five or 10 cards are discussed in further detail</p>	<p>Encourage participants to write down bold, out-of-the-box ideas and not to think for too long</p> <p>Scoring is a way of saying, “I want to discuss this more”</p>

CONSIDERATIONS FOR ADAPTING ACTIVITIES

This section provides guidance for facilitators who wish to adapt activities to meet the needs of participants with low literacy levels, participants whose primary language is different from the language used in the workshop or participants with accessibility needs.

Literacy and comprehension

To promote effective and sustained stigma reduction in the community, we must ensure that trainings, exercises, formats and content are accessible and appropriate for audiences with different literacy and comprehension levels. Participants with low/no literacy or low levels of comprehension benefit from interactive content and formats, which assist them in condensing, comprehending and recalling information within their own thinking, context and experiences (C-Change, 2012):

The exercises in this toolkit are engaging and action-oriented, designed to promote participants' interaction with the content and methodologies. Most of the exercises are easy to adapt to suit different literacy levels, but always be careful to ensure that you are not excluding any participants by assuming that they can read and write. As much as possible, use images and verbal communication, rather than written documentation.

- At the beginning of the workshop, reassure participants that if they need any help, they can inform you. If you are in communication with participants before the workshop, ask if they have any accessibility needs, including interpretation, large print and text to be read out loud.
- Create an environment where participants are willing to help each other. Ask those who are more confident with writing to volunteer to be the group reporter for small group work.
- As you plan, check each exercise to see if you need to adapt it in any way to make it easier for participants who are less confident about reading or writing.
- Images can be downloaded online. Hesperian guides have a collection of images that are appropriate for low-literacy groups.
- Verbal communication methods can include: storytelling and songs; roleplays and dramas; talk shows; games and game shows. Holding a question and answer session at the end of an adapted exercise promotes information recall and comprehension.

Accessibility and other accommodations

In addition to literacy and comprehension, it is important to be aware of accessibility needs for participants who are deaf or hard of hearing, visually impaired, use a wheelchair, have limited mobility or who will need specific accommodations to attend and fully participate in a workshop. Like literacy and comprehension, it is a good practice to ask participants about accessibility needs prior to the workshop, and to accommodate those needs where possible. Some examples may include:

- Choosing a venue that includes ramps or elevators for participants who use wheelchairs;
- Hiring a sign language interpreter for participants who are deaf or hard of hearing;
- Reading materials aloud, using large text or describing any images for participants who have a visual impairment;

- Providing access to single-stall or all-gender restrooms for participants who feel more comfortable in these spaces;
- Providing childcare for participants with children.

SAMPLE WORKSHOP AGENDAS

For those who may have limited preparation time or who simply prefer a pre-set agenda that covers a diverse range of activities from the modules, we have created a sample agenda—called a CORE agenda—made up of selected exercises from each module. In each module, these activities are clearly marked as “CORE.” This collection of CORE activities will allow your group to learn about and work through several different aspects of abortion stigma in an in-depth manner, coming out with a deeper understanding of how it is present in our lives and how we might begin to push back against it. If you would like an agenda that addresses a specific need for your group, read the activities and choose a diverse collection based on what you wish to accomplish.

The sample agendas show how to combine the exercises into a single course. The agendas are courses of different lengths (for example, one day, two days, six short sessions) and for different target groups (for example, community members, journalists, service providers). They are included to give you an idea of how to mix and match the exercises from each module. The Training of Trainers sample agenda starts with the CORE agenda and adds extra days to focus on facilitation strategies and practice.

CORE ACTIVITIES

MODULE	CORE ACTIVITIES	LENGTH
1	1B: Why did she die? VCAT activity	1 hour
2	2C: Using pictures to recognize abortion stigma	1 hour 10 minutes
3	3C: Cultural beliefs and practices: Keep the best, change the rest!	1 hour 10 minutes
4	4C: Secrecy, silence and stigma	45 minutes
5	5B: The Last Abortion VCAT activity	1 hour
6	6B: The most stigmatizing health facility in the world	50 minutes
6	6E: Abortion stigma and the law	1 hour
7	7A: Speaking out and taking action	1 hour

SAMPLE CORE AGENDAS

CORE AGENDA: DAY 1 9:00 A.M. – 4:30 P.M.	
Welcome and introductions (9:00 a.m. – 10:00 a.m.)	Welcome the group and define our purpose together Pre-test (if possible, give prior to arrival) Introduction game/activity Group agreements Workshop agenda
Session 1 (10:00 a.m. – 11:00 a.m.)	Why did she die? VCAT activity (1B)
Tea break and set up Session 2: 11:00 a.m. – 11:15 a.m.	
Session 2 (11:15 a.m. – 12:25 p.m.)	Using pictures to recognize abortion stigma (2C)
Lunch: 12:30 p.m. – 1:30 p.m.	
Session 3 (1:30 p.m. – 2:40 p.m.)	Cultural beliefs and practices: Keep the best, change the rest! (3C)
Session 4 (2:40 p.m. – 3:25 p.m.)	Secrecy, silence and stigma (4C)
Tea break: 3:25 p.m. – 3:40 p.m.	
Review (3:40 p.m. – 4:00 p.m.)	Review game/activity (Peel the Ball or Q&A)
Wrap up (4:00 p.m. – 4:30 p.m.)	Processing: What questions remain? What feelings are present? Brief overview of Day 2

CORE AGENDA: DAY 2**9:00 A.M. – 4:30 P.M.**

Welcome back (9:00 a.m. – 9:30 a.m.)	Welcome back and check in: <ul style="list-style-type: none">• How are we feeling?• What thoughts came up overnight? Overview of Day 2
Session 5 (9:30 a.m. – 10:30 a.m.)	The Last Abortion VCAT activity (5B)
Tea Break: 10:30 a.m. – 10:45 a.m.	
Session 6 (10:45 a.m. – 11:35 a.m.)	The most stigmatizing health facility in the world (6B)
Session 7 (11:35 a.m. – 12:35 p.m.)	Abortion stigma and the law (6E)
Lunch: 12:35 p.m. – 1:45 p.m.	
Session 8 (1:45 p.m. – 2:45 p.m.)	Speaking out and taking action (7A)
Review and processing (2:45 p.m. – 3:30 p.m.)	Wrap-up activity/review (cover both days of the workshop) Processing: What questions remain? What feelings are present?
Closing (3:30 p.m. – 4:00 p.m.)	Review game/activity (Peel the Ball or Q&A)
Wrap up (4:00 p.m. – 4:30 p.m.)	Post-test Closing remarks and thank you to participants

SAMPLE TOT AGENDAS

If you are planning a Training of Trainers (TOT) workshop, we recommend you start by using the CORE Agenda (above) for Days 1 and 2 and then continuing with the TOT portion of the workshop for Days 3 and 4, following the structure of the TOT Agenda (below).

TOT AGENDA: DAY 3 9:00 A.M. – 4:45 P.M.	
(9:00 a.m. – 9:30 a.m.)	Welcome back and check in: <ul style="list-style-type: none"> • How are we feeling? • What thoughts came up overnight? Overview of Day 3: Transitioning into the TOT portion of the training
(9:30 a.m. – 10:30 a.m.)	Golden rules of training
Tea Break: 10:30 a.m. – 10:45 a.m.	
(10:45 a.m. – 12:00 p.m.)	Adult learning principles, cycle and styles
Lunch: 12:00 p.m. – 1:00 p.m.	
(1:00 p.m. – 1:20 p.m.)	Essential skills for effective training: <i>Creating productive learning environments</i>
(1:20 p.m. – 2:20 p.m.)	Essential skills for effective training: <i>Communication skills</i>
Break and energizer: 2:20 p.m. – 2:35 p.m.	
(2:35 p.m. – 3:45 p.m.)	Essential skills for effective training: <i>Handling difficult participants and situations</i>
(3:45 p.m. – 4:30 p.m.)	Giving and receiving feedback / Teach-back instructions
(4:30 p.m. – 4:45 p.m.)	Closing: Give homework to begin preparing for teach back

TOT AGENDA: DAY 4
9:00 A.M. – 4:30 P.M.

(9:00 a.m. – 9:30 a.m.)	<p>Welcome back and check in:</p> <ul style="list-style-type: none"> • How are we feeling? • What thoughts came up overnight? <p>Overview of Day 4: Explain the teach-back process</p>
(9:30 a.m. – 10:30 a.m.)	Teach-back preparations
Tea Break: 10:30 a.m. – 10:45 a.m.	
(10:45 a.m. – 11:15 a.m.)	Teach-back Group 1
(11:15 a.m. – 11:25 a.m.)	Transition between groups; have participants write down observations from Group 1's presentation. Group 2 sets up.
(11:25 a.m. – 11:55 a.m.)	Teach-back Group 2
(11:55 a.m. – 12:00 p.m.)	Participants write down observations from Group 2's presentation and then head to lunch.
Lunch: 12:00 p.m. – 1:00 p.m.	
(1:00 p.m. – 1:30 p.m.)	Teach-back Group 3
(1:30 p.m. – 1:40 p.m.)	Transition between groups; have participants write down observations from Group 3's presentation. Group 4 sets up.
(1:40 p.m. – 2:10 p.m.)	Teach-back Group 4
(2:10 p.m. – 2:20 p.m.)	Participants write down observations from Group 4's presentation and then head to break. Group 5 sets up.
Break and energizer: 2:20 p.m. – 2:35 p.m.	
(2:35 p.m. – 3:05 p.m.)	Teach-back Group 5
(3:05 p.m. – 3:15 p.m.)	Transition between groups; have participants write down observations from Group 5's presentation.
(3:15 p.m. – 4:15 p.m.)	Accountability buddy check-ins
(4:15 p.m. – 4:30 p.m.)	Evaluations and closing

KEY RESOURCES

[How to educate about abortion: A guide for peer educators, teachers and trainers](#)

[SBCC material and activity formats for audiences with lower literacy skills](#)

[Liberating structures](#)

[Facilitating participatory workshops](#)

[Effective training in reproductive health](#)

REFERENCES

C-Change (Communication for Change). 2012. C-Bulletins: Developing and Adapting Materials for Audiences with Lower Literacy Skills: C-Bulletin 2. Washington, DC: FHI 360/C-Change. Retrieved from <https://www.fhi360.org/sites/default/files/media/documents/C-Bulletin-intro.pdf>

Hesperian Health Guides (<http://hesperian.org/books-and-resources/>)

