

Guide for NACS Training Coordinators

Training coordinators may be NACS focal persons or others responsible for managing NACS training. This section contains information needed to train NACS trainers and roll out training to service providers in the regions/districts.

The training coordinator has the following responsibilities:

1. Organise and plan the course.
2. Make logistical arrangements.
3. Select the participants for roll-out training.
4. Invite the participants.
5. Coordinate and assist the trainers during the roll-out training.
6. Ensure the course runs according to the timetable.
7. Conduct the opening and closing sessions.
8. Organise follow-up of participants in their workplaces after training.

Modular Format

The course for facility-based providers is divided into five independent modules that can be taught separately or be combined into a 5-day package, as needed. The modules are listed below.

Module	Topic
1	Overview of Nutrition
2	Nutrition Assessment, Classification and Care Plans
3	Nutrition Education, Counselling and Referrals
4	Nutrition Support
5	NACS Monitoring and Reporting

1. Before the Training of Trainers (TOT)

- 1. Schedule the training and invite the participants.
- 2. Book the venue and confirm the booking. The training site should have:
 - A large room that can seat all participants and facilitators
 - Small tables and chairs for group work

- Arrangements for tea breaks/lunch
 - Wall space to post large sheets of flipchart paper
 - Proximity to at least one health care facility for the field visit
3. Book and confirm lodging for the trainers and participants.
4. Visit the sites chosen for the practice visits. The sites should have enough clients for each participant to work with at least one. Talk to the in-charge to explain the training and ask whether participants can visit the site and work with clients. If the in-charge agrees, check the number of clients that could be seen on an average day. Ask what times of day are best for the visit. Ask the staff whether they are willing to share their experience, prepare clients and introduce the participants to the clients.
5. Confirm the visit in writing before the course.
6. Decide the dates for the training.
7. Contact the NACS Technical Team for a list of facilitators with NACS training experience. There should be at least **4 facilitators for 25–30 participants**. Confirm the facilitators' availability to know how many participants to invite.
8. Work with the district/council, local government authorities (LGAs), and health care facilities to identify training participants. The NACS training course is aimed at clinicians, nurses, nutritionists, and pharmacists working in RCH services, outpatient departments (OPD), paediatric wards and clinics, care and treatment clinics (CTCs), and TB/HIV clinics.
9. Ask the LGA to send a letter to each participant explaining the objectives of the course, the training venue and dates, the expected arrival and departure times, and arrangements for accommodation, meals, and per diem if applicable.
10. Make enough copies (double-sided, if possible) of the NACS course materials listed below for each facilitator and participant.

Course materials for the facility-based NACS training:

- *Facilitator's Guide*
 - One copy for each facilitator
 - One copy of Annex 1. Pre-test for each participant
 - One copy of Annex 3. Module Evaluation Forms for each participant
 - One copy of Annex 5. Final Course Evaluation Form for each participant
- *Reference Manual*

- One copy for each facilitator and participant
 - *Participant Workbook*
 - One copy for each facilitator and participant
 - *NACS Job Aids*
 - One copy for each facilitator and participant
 - *Management of Acute Malnutrition: National Guidelines (2009)*
 - One copy for each facilitator and participant
 - *National Guidelines on Nutrition Care and Support for People Living with HIV/AIDS (2016)*
 - One copy for each facilitator and participant
 - *National Guidelines for the Management of HIV and AIDS (2008)*
 - One copy for each facilitator and participant
 - Other relevant national guidelines, tools and job aids, health education guides, maternal and child health cards, and social and behaviour change communication (SBCC) materials
 - One copy for each facilitator and participant
- 11. Obtain the supplies and equipment listed below.
 - NACS training PowerPoint on a CD
 - Flipcharts and stands
 - Marker pens
 - LCD projector and computer or overhead projector and transparencies
 - Masking tape
 - Name tags for participants
 - Writing pads or notebooks for facilitators and participants
 - Pens and pencils for all participants
 - Paper for printing or photocopying
 - 900 index cards (300 yellow, 300 green, and 300 pink)

- 10 packets each of ready-to-use therapeutic food (RUTF) and fortified blended food (FBF) used in Tanzania
- Enough water and cooking utensils (for example, at least 2 small cooking pans, a cooker, stirring spoons, 28 small spoons, and small cups) to prepare and taste the FBF
- At least 6 long surge protector extension cords
- At least 2 functioning scales (1 for adults and 1 for children)
- At least 2 height boards
- At least 2 length boards for children
- The following mid-upper arm circumference (MUAC) tapes for each participant and facilitator
 - 6–59 months
 - 5–9 years
 - 10–14 years
 - Older adolescents and adults
- 12. Send materials, equipment, and supplies to the course site.
- 13. Confirm that the implementing partner (IP) has sent travel authorisations to participants.
- 14. Plan and confirm transport for participants to and from the training site and to field visit sites.
- 15. Make arrangements for lunch and refreshments (coffee, tea, and snacks) during the training.
- 16. Design and print course completion certificates for all participants.
- 17. Confirm arrangements with the IP for secretarial services including typing, printing, and photocopying services during the course.
- 18. Arrange with the IP a time to pay per diem and travel/lodging that does not take time from the course.
- 19. Ensure that funds are available to cover the following costs:
 - Participants' travel and per diem

- Facilitators' travel and per diem and special compensation if required
 - Payment for clerical support staff if needed
 - Travel to and from the training site
 - Stationery, equipment, and items for demonstrations
 - Refreshments
 - Accommodation and meals (if not covered by per diem)
 - Photocopying and printing costs during training
20. Arrive at the training site 1 day before the training to ensure arrangements are in place.

2. During the TOT

- 1. Explain the course structure and timetable.
- 2. Explain the following training principles:
 - The training is performance based and teaches participants tasks they are expected to do on the job.
 - Active participation increases learning and keeps participants interested and alert.
 - Participants learn how to do a task better if they practise it rather than hear about it.
 - Immediate feedback increases learning.
- 3. Give all participants copies of course materials if these were not distributed earlier. Ask them to write their names on their materials. Explain the objective of each of the materials and go over the table of contents and timetable.
- 4. Ask participants to identify the different training methods used in the course. Write their responses on the board or flipchart and fill in gaps using the list below.

1. Presentation in lecture form with slides
3. Facilitation of small group work
4. Facilitation of group discussion in plenary
5. Demonstration of counselling skills in a role-play
6. Facilitation of practical sessions
7. Feedback on written exercises and practical sessions

Demonstrate appropriate behaviour for each of the training methods used in the course: giving a presentation, using the PowerPoint (referring to the bullet points, not reading the slides), leading a discussion, facilitating group work, and conducting a practical session.

- 5. Encourage discussion of your own technique after you have demonstrated a session. Show that you welcome suggestions about how to conduct the session better.

3. During the supervised transfer training

- 1. Go through each of the training module topics and ask each facilitator to choose those he or she feels most comfortable training on based on his/her expertise and experience.
- 2. Then ask each facilitator to practice as many of the training methods listed above as possible for his/her chosen modules, keeping to the suggested time limit.
- 3. After each practice module, demonstrate giving feedback by either praising a facilitator for a correct answer or performance or helping a facilitator who gives a wrong answer to think of a better one.
- 4. Ask the other facilitators to first praise what the presenter did well and then suggest what could be done differently. The table below suggests some skills for discussion. If a facilitator finds it difficult to teach a session because of lack of confidence or background, discuss his or her performance privately and not with the whole group. It might also be useful to help him or her prepare for the next session to develop more confidence.

Skill	Yes	No	Suggestions for improvement
Did the facilitator's movements and speech help the presentation?			
Did the facilitator involve the participants (in this case, the course director and other facilitators) in discussion and answer questions clearly?			
Did the facilitator explain points clearly using the visual aids as needed?			
Did the facilitator use the <i>Facilitator's Guide</i> and other materials accurately?			
Did the facilitator cover all the main points?			
Did the facilitator keep to the time allocated?			

- 5. Explain that trainers should not tell participants the correct answers too quickly. Instead, they should help participants think of appropriate answers.
- 6. Demonstrate speaking quietly when giving feedback to avoid disturbing people who are still working or letting other participants overhear the answers.
- 7. Discuss difficulties the trainers had doing the exercises and discuss how they can help participants who have similar difficulties.
- 8. Discuss how to handle questions from participants that are irrelevant to the topic or divert attention from the main topic. Suggest that the trainers either ask to continue the discussion during free time or explain if a question will be answered later in the course. Suggest that if they are unsure about the answer to a question, they can offer to ask someone else and then come back later with an explanation.
- 9. Meet with the trainers at the end of each day for 30–45 minutes to review the day's training and plan the following day. Begin by praising what they did well. Then ask each trainer to explain any problems he or she had with the training content, methods, or timing

- 10. Thank the trainers for their work. Encourage them to continue working hard during the roll-out training and promise to help them in any way they need.

4. During the training of service providers

- 1. Arrive at the training site 1 day beforehand to ensure arrangements are in place.
- 2. Check that the projector, extension cords, and other equipment are in place and functioning.
- 3. Be present throughout the course to support trainers and participants as needed.
- 4. Go over the daily evaluation forms to identify topics the participants did not understand and other comments to improve subsequent training.

5. After the training of service providers

- 1. With the IP NACS focal person, review the results of participant evaluations and discuss how to improve the course in the future.

6. Follow-up of trained service providers

Each IP should follow up trained service providers on the job 1–3 months after training to:

- Assess and reinforce the theoretical knowledge learned in the course.
- Assess and reinforce the counselling and practical skills learned in the course.
- Identify problems service providers face in their workplaces that affect implementation of NACS.
- Improve the quality of NACS services.
- Follow-up visits should take 1 working day. No more than four service providers should be assessed during each visit.