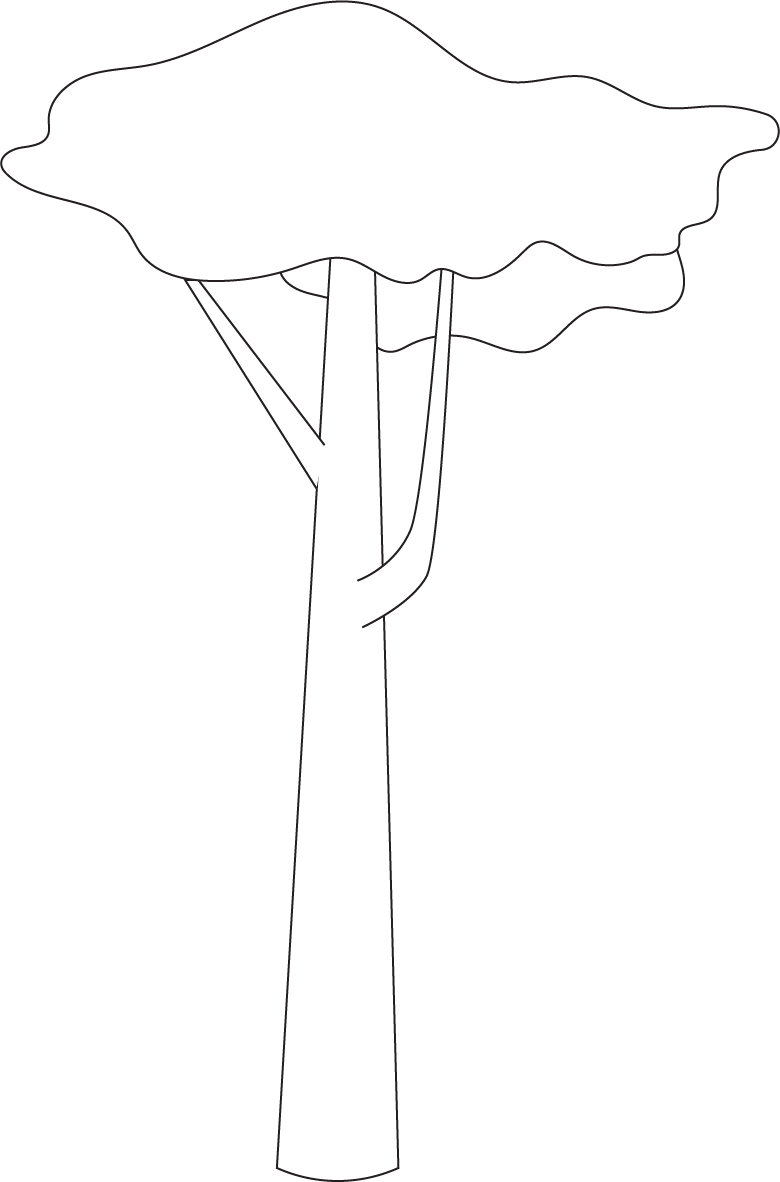


**Make Me a Change Agent** OnlineCourse

*Facilitator’s Guide*



Make Me a Change Agent (MMCA) Online Course | June 2022

Facilitator’s Guide

### PRO-WASH and SCALE

PRO-WASH is an initiative funded by the U.S. Agency for International Development’s (USAID’s) Bureau for Humanitarian Assistance (BHA) and led by Save the Children. PRO-WASH aims to improve the quality of activities, strengthen the capacity and skills of BHA implementing partners in water, sanitation and hygiene (WASH) and improve WASH practices.

SCALE is an initiative funded by BHA to enhance the impact, sustainability, and scalability of BHA-funded agriculture, natural resource management, and off-farm livelihoods activities in emergency and development contexts. SCALE is implemented by Mercy Corps in collaboration with Save the Children.

### Disclaimer

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### Acknowledgments

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# 1. Introduction

The [*Make Me a Change Agent (MMCA)*](https://www.fsnnetwork.org/resource/MMCA) Online Course – a Social and Behavior (SBC) Resource for WASH, Agriculture, and Livelihoods Activities – offers practitioners an opportunity to learn how they can be more effective in promoting behaviors that protect or improve people’s lives. The online course has been designed as an asynchronous, self-paced, distance learning package, so people can complete it at their own pace and focus on what they need the most.

Experience shows, however, that people learn most effectively when they can discuss what they are learning, share their opinions, listen to others’ perspectives and experiences, and practice using new knowledge and skills. One way of doing so is to enable people who take the online course to meet as a group (virtually or in-person) to reflect on what they have learned and practice key skills. Supplementing online courses taken by individuals with group meetings makes learning more effective and increases the likelihood that people will complete the course and remember and use the skills they have learned.

This Facilitator's Guide aims to help practitioners facilitate such group meetings in an effective manner. A practitioner can use the Facilitator’s Guide to bring a group together – after they go through an online MMCA session individually – to practice key skills and reflect, discuss and receive clarity on the lessons. The Facilitator’s Guide contains an overview of the MMCA Online Course sessions, information on how to organize the group sessions, tips for facilitating the group sessions, and lesson-by-lesson facilitation notes.

### Intended Users of the Facilitator’s Guide

Anyone who is interested in facilitating group discussions on MMCA can use this guide to do so. Group facilitators could be, for example, program managers, SBC staff, or technical staff who have an interest in SBC. At minimum, facilitators should feel comfortable with the MMCA content and with facilitating meetings and have completed the MMCA Online Sessions. Facilitators will also want to be familiar with their project's SBC strategy to help provide examples of how MMCA can support the goals of its SBC strategy.

### Intended Participants of the Group Sessions

This MMCA Online Course aims to build the skills of practitioners focused on interventions related to water, sanitation, and hygiene (WASH), agriculture, and livelihoods, so they can be more effective at promoting behavior change in their communities. Program teams should decide which staff would benefit most from the MMCA Online Course and group sessions. Some program teams may decide to conduct group sessions by sector and others may decide to have multi-sectoral groups. It is recommended to keep group sizes to approximately 10-15 participants per facilitator.

# 2. Organizing Facilitated Group Meetings

This section details a list of considerations for the facilitator to use as they prepare for and organize the group sessions.

### Choosing Lessons

* The MMCA Online Course is made up of 14 lessons (see [*Online Course Overview*](#_3._Online_Course) for a summary of the lessons). The lessons are arranged in a suggested order, as some build on each other, but they do not have to be completed in the given order. Management and/or the person who facilitates group meetings can **choose lessons that are most relevant and useful to the participants** and in which order to deliver the lessons. The only exception is Lesson 1 (an introduction), which must be taken first in order to access all of the other lessons.
* For each in-person or virtual group meeting, **the facilitator chooses which lesson(s)** to discuss with the participants and tells participants ahead of time. The number of selected lessons will influence the duration of the group meeting. Allocate 45-60 minutes per lesson (plus breaks) for each group meeting (note: this does not include the time participants need to complete the online lesson ahead of time).
* Some **lessons classified as “advanced” may or may not be advanced for your participants**, depending on their prior training and experience. Take time to read the Facilitator’s Guide and determine, in collaboration with management and colleagues, which content best fits the participants’ needs and experience.

### Timing and Frequency of Lessons and Meetings

* Plan for participants to complete the lessons of the MMCA Online Course, and the accompanying group meetings, shortly before they will use the learning and skills. By **applying the skills and knowledge shortly after learning,** participants will find it easier to remember and will be more engaged with the content.
* Encourage participants to **complete** the **lessons less than one week prior to the group meeting.** This makes it more likely that the participants will be able to easily draw upon what they have learned and will support richer discussion.
* **Group meetings should take place (in-person or virtually) at regular intervals and at the same time, if possible.** For example, you might choose to assign two lessons every week for six weeks, and schedule virtual group meetings for 1.5-2 hours every Friday morning for those six weeks. Carefully consider participants’ competing priorities when scheduling.

### Approach to Facilitating Group Meetings

* Group meetings should **focus on the key skills/knowledge** that the participants should remember. Useful suggestions on how to facilitate the group sessions are provided in the[*Facilitator’s Tipsheet*](#_4._Facilitator’s_Tipsheet)[.](#_nbrl50kl7ok)
* The objective of the group meetings is to provide **participants an opportunity to reinforce their learning.** Communicate this objective clearly and emphasize that the meetings are not intended to test participants, but rather support and expand their learning.
* Consider **starting each session with a brief icebreaker activity**. Icebreakers are fun activities to help people get to know one another and become more comfortable with one another. This [*icebreakers*](https://www.icebreakers.ws/) site has a list of in-person and remote icebreaker activities. Facilitators should prepare these ahead of time, so they allow adequate time.
* Consider making participation in the group meetings mandatory or as a condition for receiving a completion certificate.

### Preparation

* **Familiarize yourself with the online** lesson that the participants will have completed. While doing so, check the ‘RESOURCES’ area in the top right-hand side of the screen of the online course for any activities/templates participants will have been encouraged to complete.
* Familiarize yourself with the documents mentioned above, including the [*MMCA Guide*](https://www.fsnnetwork.org/resource/MMCA), any relevant handouts such as activities and action plan templates, and the **Reflection Journal.** The Reflection Journal is a document that participants are encouraged to download in the introductory lesson of the online course for use throughout. It enables them to take notes at specific, important points during the lessons in response to prompts and questions. There is also space for general notes in the Reflection Journal, so encourage participants to share their ideas, responses and reflections from this document with one another during the group meetings.
* **Read through the relevant lesson in the Facilitator’s Guide** for the group meeting you will be facilitating. Prepare the specific activities/handouts you will lead the group through.
* **Familiarize yourself with the Achievement-Based Objectives for each lesson** (these can be found in the table below). Keep these nearby during the session, so that you can steer discussions in the correct direction to meet these objectives, while remaining flexible and open to participants’ needs.
* Where possible, try to **have some examples from your work** ready to share in the session.

# 3. Online Course Overview

The table below summarizes the **lesson title, objectives and duration of each lesson** included in the MMCA Online Course. This is meant as a quick reference for facilitators to use as they are preparing group meetings. Throughout the course, the term “Behavior Change Agent” (BCA) is used to refer to the wide variety of roles held by workers who promote change, such as agriculture extension agents, community health workers, hygiene promoters, etc.

|  |  |
| --- | --- |
| **Welcome and Introduction to the MMCA Online Course** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Learned about the overall aims of the MMCA online course * Been introduced to the Facilitator’s Guide (if applicable) * Been introduced to the Reflection Journal | Online:  **20 minutes** |

|  |  |
| --- | --- |
| Behavior Change through Effective Communication | **Est. Duration** |
| By the end of this lesson, participants will have:   * Described why a Behavior Change Agent (BCA) needs good communication skills * Defined good communication * Practiced three types of listening including listening without responding, asking clarifying questions, and listening and rephrasing * Given examples of open-ended and closed-ended questions | Online:  **45-60 minutes** |

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| Communicating with Empathy and Respect | **Est. Duration** |
| By the end of this lesson, participants will have:   * Defined empathy and respect * Reflected on an experience of showing or feeling empathy * Reflected on an example of a situation in which empathy was or could have been used * Practiced naming emotions | Online:  **45-60 minutes** |

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| **Behavior Change through Effective Facilitation** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Described why a BCA needs good facilitation skills * Named some of the most effective facilitation skills * Identified the facilitation skills they need to improve * Practiced effective facilitation skills * Reviewed an example of facilitation | Online:  **45-60 minutes** |

|  |  |
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| **Negotiated Behavior Change** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Defined the word “negotiate” * Explained why negotiation skills are useful for a BCA * Identified the steps in Negotiated Behavior Change (NBC) * Practiced negotiating a behavior change, including identifying small doable actions | Online:  **45-60 minutes** |

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| **Storytelling for Behavior Change** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Identified the importance of storytelling for behavior change * Explained the differences between an open-ended story, closed-ended story, and guided testimonial * Identified best practices to use when delivering a story or testimonial * Prepared to practice guiding the delivery of a testimonial and providing constructive feedback on a testimonial | Online:  **45-75 minutes** |

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| **Learning through Cross-Site Visits** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Identified the qualities that make a cross-site visit a valuable   learning experience   * Reviewed steps for planning a cross-site visit * Reviewed a cross-site visit plan which meets the needs of learners * Described how to use cross-site visits to promote behavior change | Online:  **30-45 minutes** |
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| **Action Planning\*** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Recapped the key learning points from this MMCA online * course so far * Created an action plan for how they will use what they   have learned  *\*Note: there is not a group meeting lesson guide for this lesson. The focus of this lesson in the online course is a review of key learning to-date and action planning, which each group lesson does.* | Online:  **30-60 minutes** |

|  |  |
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| **Introduction to Social and Behavior Change** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Reviewed personal experiences with behavior change * Examined a list of determinants of behavior change * Defined social and behavior change (SBC) * Practiced applying the stages of change to examples * Defined a small doable action (SDA) * Developed SDAs using examples from their life or work | Online:  **45-60 minutes** |
|  |  |
| **Understanding Gender and Gender Bias** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Differentiated between sex and gender * Defined gendered social norms and behaviors, gender equality, and intersectionality * Reflected on their own biases relating to gender * Reflected on an example of intersectionality | Online:  **45-60 minutes** |
|  |  |
| **Shared Household Roles and Responsibilities** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Described how household roles and responsibilities are   divided along gender lines   * Defined the four types of gender roles * Identified advantages of sharing of household work among   family members | Online:  **45-60 minutes** |

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| **Planning to Facilitate and Train Others** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Described how a Learning Needs and Resources Assessment (LNRA) can be used * Practiced writing Achievement-Based Objectives (ABOs)   Used a lesson design template to create a lesson | Online:  **45-60 minutes** |

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| **Quality Improvement and Verification Chekists (QIVCs), Giving and Receiving Feedback** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Defined performance * Reviewed two QIVCs * Observed the simulated use of a QIVC * Reviewed the steps for giving positive feedback | Online:  **45-60 minutes** |

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| **Creating Quality Improvement and Verification Checklists (QIVCs)** | **Est. Duration** |
| By the end of this lesson, participants will have:   * Practiced creating a Quality Improvement and Verification Checklist (QIVC) | Online:  **45-60 minutes** |

# 4. Facilitator’s Tipsheet

This tipsheet provides facilitators with practical tips on how to facilitate the group meetings effectively. Most of them apply to both in-person and virtual meetings. Facilitators can also read more about effective facilitation in Lesson 4 of the [*Make Me a Change Agent guide.*](https://www.fsnnetwork.org/sites/default/files/MMCA_27May2020_508_lowres_FINAL.pdf#page=%5B45%5D)

* **Clearly define the objectives of each group meeting** and focus on those objectives throughout the meeting. For example, the objective could be that people reflect on a concept (e.g., principles of adult learning) or are able to practice certain skills (e.g., listening well). Prioritize the topics that are most important to the participants you are working with, based on their needs, experience, and work responsibilities.
* Consider **starting sessions with a brief icebreaker or warm up activity** to help the group become comfortable with each other. Facilitators should prepare the activities ahead of time, so they allow adequate time.
* **Remember that your role is to facilitate** the group meetings. Instead of ‘teaching’ the participants content, you are encouraged to step back and facilitate a process that will support the participants to understand and remember the key learning points and skills.
* When you **facilitate a discussion about a given topic**, use the following good practices:
  + Explain the objective of the discussion
  + If people go off topic, remind them of the objective and/or steer the discussion back to the topic
  + Ask open-ended questions to stimulate discussion
  + Encourage everyone to share their opinion
  + Actively listen actively to all participants
  + Appreciate participants’ inputs and perspectives using positive responses
  + Highlight the most important learning points
* **Recognize, validate, and amplify the collective knowledge and experience** of participants. A facilitator’s role is to bring participants’ existing knowledge and skills to the surface and to reflect on and learn from them. Trainees already have rich experience to contribute, so it is important to highlight that experience.
* Whenever you give a task to the participants, **show the instructions on a whiteboard** (or virtual whiteboard, such as [*Google Docs*](https://docs.google.com/), [*Jamboard*](https://jamboard.google.com/), [*Mural*](http://mural.co)*,* or [*Miro*](https://miro.com/)) and ask for questions to make sure everyone understands them clearly.
* If your meeting is online, consider **using easy-to-use online tools** such as virtual whiteboards (useful for brainstorming) or online polls (useful for understanding participants’ knowledge or opinions). These tools support participatory engagement and help to record participants’ inputs.
* When participants are discussing or practicing, consider **dividing them into smaller groups of 5-7 people** (either physically, if in a room, or by using online break-out rooms), so that everyone can actively participate.
  + If using smaller groups, **assign each small group a facilitator** who ensures that the group members understand the activities and follow instructions. The small group facilitators can be participants in the training who take turns facilitating discussions and other tasks.
* If you are discussing multiple lessons in one group meeting, ensure there are **small breaks and energizers** led by the participants in between sessions.

# 5. Group Meeting Lesson Guide

## Lesson: Welcome and Introduction to the MMCA Online Course

Suggested duration: 20-30 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Welcome and Introduction* lesson of the MMCA Online Course.  Resources Needed   * Participants should have access to the Reflection Journal. |
| During the session |
| Icebreaker (5-10 minutes)   * Greet everyone. * If this is the group’s first time meeting or they do not work together regularly, consider a brief icebreaker activity. For example, put people into small breakout groups (online or in-person). Ask them to discuss a few questions such as, “What sport would you compete in if you were in the Olympics and why?”, “What would your superpower be and why?”, etc. * After 5 minutes, bring everyone back together and thank them for participating. Ask 1-2 volunteers to share an interesting discussion from their small group. |
| Review of the Lesson (2-3 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review the first lesson of the MMCA Online Course and to discuss if you have any thoughts or questions about the upcoming learning or any of the suggested resources.* |
| Whole Group Discussion (10 minutes)   * Ask if there are any questions about the course navigation. * Ask participants to refer to their Reflection Journal and whether they have any questions about this resource or any of the other resources that were introduced. |
| Lesson Closing (5-10 minutes)   * Ask if there are any questions participants have about the lessons or course as a whole. * Ask participants what they hope to achieve from the learning. |

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## Lesson: Behavior Change through Effective Communication

Suggested duration: 45 – 60 minutes

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| Before the session | |
| Prior learning  Participants should have completed the *Behavior Change through Effective Communication* lesson of the MMCA Online Course.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. * If meeting online, prepare an online document where the three groups can record what they discuss. | |
| During the session | |
| Icebreaker (10 minutes)   * Greet everyone. * If this is the group’s first time meeting or they do not work together regularly, consider a brief icebreaker activity. For example, put people into small breakout groups (online or in-person). Ask them to discuss a few questions such as, “What sport would you compete in if you were in the Olympics and why?”, “What would your superpower be and why?”, etc. * After 5 minutes, bring everyone back together and thank them for participating. Ask 1-2 volunteers to share an interesting discussion from their small group. | |
| Review of the Lesson (30 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA Online Course lesson on Behavior Change through Effective Communication and to discuss how you can apply it in your work.* | |
| Group Work (15 minutes)   * Explain that you first want to review the key points from the lesson. Divide the participants into three groups and give each group the following tasks:   + **Group 1:** Discuss the key points you remember about **good communication.** Discuss why this skill is important for them to use in their work. Choose one person who will write down the discussion points (on a piece of paper or in an online document).   + **Group 2:** Discuss the key points you remember about **closed-ended and open-ended questions**. Discuss why this skill is important for them to use in their work. Choose one person who will write down the discussion points (on a piece of paper or in an online document).   + **Group 3:** Discuss the key points you remember about **active listening**. Discuss why this skill is important for them to use in their work. Choose one person who will write down the discussion points (on a piece of paper or in an online document). * After 3-4 minutes, bring the groups back together. Give each group 1 minute to share their key points. If any of the following points were not mentioned, mention them: | |
| **Using Open-Ended Questions** | **Active Listening** |
| * Open-ended questions encourage the respondent to provide a more detailed answer, allowing us to gain deeper insights. * Open-ended questions are less likely to lead the respondent to a certain answer (i.e. be “leading questions”). * Open-ended questions usually start with the words “How …”, “What …” and “Why …”. | * There is a difference between hearing and listening. Listening requires making an active effort to understand what a person is saying. * It is important not only to listen but also to show that we are listening through body language and encouragement. * In different situations we should use different listening techniques. * By listening well, we show respect to the person who speaks. |
| **Good Communication** | |
| * Show respect for others through actively listening and being culturally sensitive * Give clear explanations at an appropriate level for the person who is listening, using relevant examples when possible * Ask questions to show interest, check your understanding and learn more * Be honest about what you do and do not know * Thank the groups for sharing. * Explain that you want to make sure that the content of the lesson is clear. Ask questions such as:   + *Which of the things you learned about in the lesson were not clear?*   + *What other questions or comments regarding this lesson do you have?* * When the participants ask a question or explain what was not clear, respond to it directly or ask other participants how they would respond to it. | |

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| Activity (10 minutes)   * Explain that now we will practice using open-ended questions. * Share some of the following short WASH or Agriculture scenarios with the group (select the most appropriate examples or write additional ones that are relevant to your program). Tell participants that their task is to listen to the scenario and think about potential open-ended questions that could be used to find out more information. Their goal is to show respect to the person in the scenario and find out more information about why they are or are not practicing a behavior. Ask them to write down the open-ended question and then share in plenary. * WASH Scenarios (select 1-2)  1. A BCA visits a village and learns that the leader is telling parents that using chlorine tablets to treat their water is dangerous. 2. A BCA meets a woman who has two children, a boy and a girl both under 5 years of age, who are both sick with diarrhea. She only gives the oral rehydration salts (ORS) to her boy child.   *A few open-ended question ideas, in case needed:*   * + **WASH Scenario 1:** How do you make sure that the water you drink is safe? What are some of the advantages of using chlorine tablets? What are some of your concerns? How might you discuss with the leader their concerns around using chlorine tablets?   + **WASH Scenario 2:** What might be some of the advantages of giving your child ORS? What are some of your concerns around giving ORS to your girl child? What have you heard about using ORS? What are some of your concerns? * Agriculture Scenarios (select 1-2)  1. A BCA visits a community and learns that the respected leader is telling farmers to use a banned pesticide on their crops. 2. A BCA meets a farmer who is burning cow manure and plant waste.   *A few open-ended question ideas, in case needed:*   * + **Agriculture Scenario 1:** How do you typically protect your plants from pests? What have you heard about bio-pesticides?   + **Agriculture Scenario 2:** How do you currently fertilize your crops? What have you heard about using manure as a fertilizer? What have you heard about compost? |
| Planning to Use the Learning (10 minutes)   * Explain that while it is important to learn new knowledge and skills, it is even more important that we use it in our work. * Ask for volunteers to share the commitments they made on the Action Planning section of their Reflection Journal and how they plan to achieve these commitments.   + ***Note:*** *this should be informal, and the facilitator and other participants should provide support/encouragement to each other.* * Before you conclude, ask for any other thoughts, questions or comments participants wanted to ask or share, either from the MMCA Online Course or from this session. * If this is the last lesson of this group meeting session, discuss the next lesson(s) participants will be responsible for completing and any activities they will be expected to bring to the next session. Set the date and time of the next session. * Thank the participant and conclude the session. |

## Lesson: Communicating with Empathy and Respect

Suggested duration: 45 – 60 minutes

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| Before the session | |
| Prior learning  Participants should have completed the *Communicating with Empathy and Respect* lesson of the MMCA Online Course.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. | |
| During the session | |
| Icebreaker (10 minutes)   * Greet everyone. * Consider a brief icebreaker activity to get the group warmed up. See section on [*Organizing Facilitated Group Sessions*](#_2._Organizing_Facilitated) for example activity ideas. | |
| Review of the Lesson (30 minutes)   * Explain the objective of this group meeting.   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Communicating with Empathy and Respect and to discuss how you can apply it in your work.* * Ask the following questions and reflect on what the participants say:   + *What does the word “empathy” mean to you?*   + *Why is showing empathy and respect important for our work as Behavior Change Agents (BCAs)?* | |
| * Thank participants for sharing and ask them to get into pairs (10 minutes). * Give them the following task:   + Half of the pairs have the following task:     - Discuss and write down the main ways you can **show empathy** to the people with whom you are working and promoting behavior change.   + Half of the pairs have the following task:     - Discuss and write down the main ways you can **show respect** to the people with whom you are working and promoting behavior change. * After 5 minutes, bring the group back together. Ask for a few volunteers to share what they discussed in their pairs.   + If any of the following points were not mentioned, explain them: | |
| **How to Show Empathy** | **How to Show Respect** |
| * Ask questions and try to understand the barriers a person is facing when it comes to practicing the promoted behaviors * Put yourself in the other person’s shoes and try to imagine how you would feel * Be sensitive to the needs and competing priorities of others * Show that you understand how the other person is feeling by giving examples of a time that you felt a similar way, if this is the case | * Be honest and transparent * Assess what people already know and build upon existing knowledge * Ask questions - don’t make assumptions * Accept different ideas and opinions even if they do not align with yours * Use good manners * Get to know people and their families |
| * Explain that you want to make sure that the content of the lesson is clear. Ask questions such as:   + *Which of the things you learned about in the lesson were not clear?*   + *What other questions or comments regarding this lesson do you have?* * When the participants ask a question or explain what was not clear, respond to it directly or ask other participants how they would respond to it. * Ask participants if there is anything else from the lesson that stood out to them, that we have not yet discussed. Encourage them to look at their Reflection Journal or any notes they took during the lesson. * Thank anyone who shares. | |
| Planning to Use the Learning (10 min)   * Explain that while it is important to learn new knowledge and skills, it is even more important that we use it in our work. * **(If meeting in person):** Ask everyone to take a small piece of paper from their notebook. Ask them to write down one thing from this lesson that you want to start doing more of in your work as a BCA. Encourage them to reference any “action points” they might have written in their Reflection Journal.   + Have everyone fold their piece of paper and put them together in a pile (or a bowl). Shuffle the papers around. Next, ask each person to grab a random piece of paper from the pile (they should not get their own piece of paper. If they accidentally grab their own, ask them to put it back and switch for a different one.) Go around the room and have everyone read aloud what is written on their piece of paper.   + As people read out their paper, you can group them together into themes if there are similar answers from various people.   + After everyone shares, thank everyone for participating and reflect on the key themes that were shared by multiple people. * **(If meeting online):** Use an online whiteboard, chat board, chatbox or other collaboration tools such as [*Padlet*](https://padlet.com/)or [*Mural*](https://www.mural.co/)*.* Ask each person to type one thing on the whiteboard/chatboard from this lesson that they want to start doing more of in their work as a BCA. After everyone has a chance to type their answer, ask for a volunteer to read aloud point-by-point what is written on the board. As each item is read, ask participants:   + to stand if they also want to do more of this in their work;   + to make a big circle over their heads if they feel they already do enough of this in a work; or   + to make an X with their arms if they do not think it is needed. * Thank everyone for participating. * Before you conclude the session, ask for any other thoughts, questions or comments participants wanted to ask or share, either from the MMCA Online Course or from this session. * If this is the last lesson of this group meeting session, discuss the next lesson(s) participants will be responsible for completing and any activities they will be expected to bring to the next session. Set the date and time of the next session. * Thank the participants and conclude the session. | |

## Lesson: Behavior Change through Effective Facilitation

Suggested duration: 50 – 60 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Behavior Change through Effective Facilitation* MMCA Online Course lesson.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. * Access to Handout 4-3: Example Participatory Activities of the MMCA Guide |
| During the session |
| Icebreaker (10 minutes)   * Greet everyone. * Consider a brief icebreaker activity to get the group warmed up. See section on [*Organizing Facilitated Group Sessions*](#_2._Organizing_Facilitated) for example activity ideas. |
| Review of Learning (10 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Effective Facilitation and to discuss how you can apply it in your work.* * Ask for a volunteer to answer: What are the key points you learned from the lesson on effective facilitation?   + After one person shares, thank them and ask if another volunteer wants to add anything different that they learned from the lesson. Continue for a few more volunteers.   + If any of the following points were not mentioned, explain them: |

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| **Effective Facilitation** | |
| * Use active learning opportunities, i.e. more ‘doing’ and less ‘listening’ * Be knowledgeable but honest. If you do not know the answer, say that you will find out later * Incorporate a range of different activities to suit different learner needs * Get to know learners and show interest in their lives * Plan sessions according to participants’ prior knowledge so as to make the best use of their precious time * Foster a welcoming and safe environment * Ensure you have a good understanding of adult learning principles (or how adults learn) | |
| * Explain that, as we can see, the online session covered many important points and that you want to make sure that its content was clear. Ask questions such as:   + *Which of the things you learned about were not clear?*   + *What other questions or comments do you have, before we do some practicing?* * When the participants ask a question or explain what was not clear, respond to it directly or ask other participants how they would respond to it. | |
| Practicing Effective Facilitation (25 minutes)   * Explain that we will do an exercise to practice planning to use some of the facilitation skills introduced in the online lesson. Explain that the groups will have 15 minutes for this activity.   + *We will split into groups of 4 and practice planning some of the participatory activities we learned about in the online course.*   + *Imagine you are planning a learning session for a group, such as a producer group, a youth group, or a mothers group. Choose a topic that is relevant to your program or sector (e.g., effective organic fertilizer preparation or application, how to treat your drinking water, appropriate planting time and crop spacing for maize production, the importance of water quality monitoring, or how to prepare compost).*   + *Choose one of the participatory activities from the list below.*   + *As a group, write a brief session plan for your chosen topic. You must use one of the participatory activities within the session plan. Try to keep in mind the Adult Learning Principles and how these will inform your session plan. Remember: you will have 15 minutes for the exercise.* * Share the list of participatory activities with the group. Ask what questions people have about the exercise and about the participatory activities. | |
| **Role play** | *When two or more individuals act out parts in a scenario that simulates a real-world experience. It allows participants to learn and practice new skills before applying them in real life situations.* |
| **Demonstration** | *A step-by-step presentation of a practical method for doing something. Appeals to visual learners as it shows each step in a process.* |
| **1-2-4 Demonstration** | *First participants think individually about a subject. Then they form a pair and discuss ideas. Finally, 2 pairs come together to discuss ideas. This aims to prevent one person dominating the group and helps generate many ideas.* |
| **Small Group-Work** | *Groups of 2-5 people discussing a topic together. This helps participants to reflect, share experiences and learn from one another. Particularly useful for those who are less confident speaking in a larger group.* |
| **Voting** | *Used when a group needs to prioritize from various options. This can be done publicly or anonymously and is followed by discussion.* |
| **Take a Stand** | *Participants are asked to ‘vote with their feet’ by placing themselves on a ‘scale’ (usually strongly disagree to strongly agree). This activity allows for the discussion of controversial topics while learning about others’ opinions.* |
| **Using Illustrations** | *Particularly useful for visual learners or those who are not literate. Illustrations should always be large enough for all to see or shared among the group.* |
| * After 15 minutes, bring the groups back together. Ask for volunteers to share how they used their participatory activity in their session plan. * Ask participants how often they use participatory activities in their work. What makes it easier or more difficult for them to use these types of activities? * Thank everyone for their participation. | |
| Planning to Use the Learning (10 min)   * Explain that while it is important to learn new knowledge and skills, it is even more important that we use it in our work. Ask participants to pair up (if online, use the breakout room functions). * Tell your partner about an upcoming event/meeting you have and one participatory activity you want to add to the meeting. Your partner should write down what you say and plan to ask you about it after the session. * Encourage pairs to add a calendar reminder in their mobile phone or in their email calendar to follow-up with their partner a few days before the event. They can remind their partner to use this participatory technique and to help them work through any concerns they have. Encourage them to set a second reminder to follow-up after the event to discuss how the activity went. * After 3-4 minutes, ask if anyone would like to share with others how they plan to use the participatory activity and when. Thank everyone who shares their plans. * Before you conclude, ask for any other thoughts, questions or comments participants wanted to ask or share, either from the MMCA Online Course or from this session. * Thank the participants and conclude the session. | |

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## Lesson: Negotiated Behavior Change

Suggested duration: 45 – 60 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Negotiated Behavior Change* lessonMMCA Online Course lesson.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. * Access to Handout 5-5: *Illustrated Steps in the Process of Negotiated Behavior Change* of the MMCA Guide |
| During the session |
| Icebreaker (10 minutes)   * Greet everyone. * Consider a brief icebreaker activity to get the group warmed up. See section on [*Organizing Facilitated Group Sessions*](#_2._Organizing_Facilitated) for example activity ideas. |
| Review of Learning (15 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Negotiated Behavior Change (NBC) and to discuss how you can apply it in your work.* * Ask the following questions and reflect on what the participants say:   + *What do you remember about the Negotiated Behavior Change approach?*   + *What do you see as its main advantages for your work?* * If any of the following points were not mentioned, explain them: |

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| **Advantages of NBC** |
| * Encourages continued change because it demonstrates how small steps can help people reach bigger goals. * Forms a bridge between the needs and values of individuals and groups and scientific knowledge. * Helps BCAs learn what others think, feel, and do by using skills of listening, asking, and negotiating. This information can help the BCA support people as they identify and work around barriers to change. * Promotes positive approaches in BCAs and encourages a willingness to learn from others, empathy for people in different situations and difficulties, and a better understanding of opportunities for realistic change. * Builds trust between the BCA and community members, because they have had a chance to express themselves. * Can identify the best practices possible within a given situation, even if these are not necessarily the optimal practice. |
| * Remind participants that the NBC approach has eight steps. Ask them to list off the steps. If any are missed, remind them what they are and what happens at the different steps.   + *8 steps are: Greet, Ask, Listen, Identify, Discuss, Recommend & Negotiate, Agreement, Appointment*   + *Ask participants: Which of these steps do you find most difficult to follow? What can you do to make it easier?* * Explain that before getting into the activity you would like to make sure that everyone has a good understanding of how to use the NBC approach. Ask:   + *Which of the things you learned about were not clear?*   + *What other questions or comments regarding NBC do you have?* * When the participants ask a question or explain what was not clear, respond to it directly or ask other participants how they would respond to it. * Thank everyone for sharing. |
| Activity (25 minutes)   * Explain to the participants that you would like to make sure that all of them are comfortable with using the eight steps. Explain that they will have 20 minutes total for this activity.   + Divide the group into pairs.   + First, everyone should read Handout 5-5 individually, to remind themselves of the 8 steps of NBC.   + Then, each pair should select two behaviors that will be promoted during two separate roleplays. One person in the pair will first act as the BCA and the other will act as a community member. Then the roles will switch. Ideas for behaviors to promote include:     - WASH Examples       * Collect drinking water from the safest, protected source available.       * Treat drinking water with an effective treatment method.       * Dispose infant feces and wiping material in a household latrine.       * Wash hands with soap and water after using the toilet.     - Agriculture Examples       * Use compost and/or manure to improve the fertility of the soil.       * Use locally adapted and quality seed varieties.       * Remove moldy grain before storage. * First roleplay (5-7 minutes): The person acting as a BCA should use the steps of NBC as they talk with the “community member” about the chosen behavior. Use Handout 5-5 as a reminder of the steps. The roleplay should be 5-7 minutes.   + Once a role play finishes, the person acting as a “community member” should provide feedback to the “BCA” on the extent to which the eight steps were used. * Second roleplay (5-7 minutes): The participants then switch roles and act the second role play. Provide feedback after the roleplay. * The facilitator should go around and observe the roleplays and answer any questions participants may have. * After 20 minutes (or whenever the pairs are finished) bring the group back together. |
| Planning to Use the Learning (5 min)   * Ask participants:   + *What was difficult about using the steps of NBC?*   + *Were there any steps that you missed or forgot about?*   + *How would you adjust your approach the next time you are engaging with a community member through your work?* * Ask for a few volunteers to share the commitments they made on the Action Planning section of their Reflection Journal and how they plan to achieve these commitments. * Thank everyone for sharing. * Before you conclude, ask for any other thoughts, questions or comments participants wanted to ask or share, either from the MMCA Online Course or from this session. * If this is the last lesson of this group meeting session, discuss the next lesson(s) participants will be responsible for completing and any activities they will be expected to bring to the next session. Set the date and time of the next session. * Thank the participants and conclude the session. |

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## Lesson: Storytelling for Behavior Change

Suggested duration: 45 – 60 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Storytelling for Behavior Change* MMCA Online Course lesson.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. * Access to *Handout 6-5: Instructions for Organizing a Guided Testimonial* of the MMCA Guide (one for every two participants). |
| During the session |
| Icebreaker (10 minutes)   * Greet everyone. * Consider a brief icebreaker activity to get the group warmed up. See section on [*Organizing Facilitated Group Sessions*](#_2._Organizing_Facilitated) for example activity ideas. |
| Review of Learning (10 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Storytelling for Behavior Change and to discuss how you can apply it in your work.* * Start by explaining that this session will cover ‘storytelling’ and how it can be used as a tool for behavior change. * Ask for three volunteers to briefly recap the three types of stories that were discussed in the lesson: closed-ended stories, open-ended stories, and testimonials. Each volunteer explains one type of story. If any of the following are not mentioned, explain it.   + **Closed-Ended Story:** An account of an event (true or imaginary) that promotes a specific behavior to solve a particular problem.   + **Open-Ended Story:** An account of an event (true or imaginary) that tells about a problem but does not explain what to do about it. Listeners are asked to generate many possible solutions to a complex problem.   + A **testimonial** is when someone tells a true, personal story about their own experience with a product or behavior. Testimonials are given to influence another person’s opinion about the benefits or value of that product or behavior and to show how barriers to behavior change were overcome. * Thank the volunteers for sharing. Ask the participants what they think of the following:   + *What are the benefits of using storytelling in your work?*   + *When might it be appropriate to use storytelling in your work?*   + *If not mentioned, add that stories are one of the ways they can encourage people to adopt new behaviors. Explain to participants that often the stories we love the most are entertaining and also teach us something about ourselves. Despite the amount of detail found in them, stories are one of the easier ways for us to remember important lessons. Stories tend to hold the attention of both children and adults much better than many other educational methods* * Explain that another thing that was discussed during the online lesson was **guided testimonials.** This is when a BCA assists another person to prepare and deliver a testimonial. Given that this can be a powerful tool for BCAs, we want to practice this during our session today. |
| Activity: Guided Testimonial (35 minutes)   * Explain that the group will be put into pairs (use breakout groups if meeting online). Each pair will assign one person as a person to give the testimonial and one person as the BCA who will guide the participant to give their testimony. * Each pair should select a practice (behavior) that the person giving the testimonial adopted in their own life during the past five years (e.g., getting vaccines for their animals, using oral rehydration solution, stopping smoking, starting to exercise, showing up to work on time, terracing land, etc.). * The BCA will encourage the person to tell their story by following the steps and prompts provided in Handout 6-5: Instructions for Organizing a Guided Testimonial. The person preparing the testimony should take notes during the process. * Explain that after 15 minutes, they will practice giving the testimonial to the BCA. They should include the same information that they mentioned when the BCA asked questions but put it into a short speech about the practice they will promote with the testimonial. * Remind the group that it is important to include details when sharing the testimonial and to look interested in what they are saying (e.g., smiling, maintaining eye contact, using other culturally specific cues to show their excitement). * Tell participants that as the person is practicing the testimonial, they can refer to their written notes to remember the key points to make. * Once the participant finishes practicing the testimonial, the BCA should share what they liked about the testimonial and suggest ways to improve the content and/or the delivery. * After 25 minutes, bring the pairs back together. Ask the group:   + *What reflections do you have from acting as the BCA or from sharing your testimonial?*   + *How might you use this technique in your work?*   + *What questions or comments regarding storytelling do you have?* * Thank everyone for sharing. |
| Planning to Use the Learning (10 min)   * Have participants stand and form one large circle. Ask them to number off as 1 or 2 so that they are divided into two even groups. (If the number is uneven, facilitators may participate so each person has a partner.) Ask those with the number one to form a small circle facing outward. Ask those with the number two to form a larger circle around them facing inward. The circles should line up so that each person has a partner and participants are positioned at a comfortable conversational distance. * Ask participants to share with each other the commitments they made on the Action Planning section of their Reflection Journal and how they plan to achieve these commitments. After 1-2 minutes, ask the outer circle to move two people to their right so that they are partnering with someone different. Now give them 1-2 minutes to discuss a challenge that they might face in achieving their commitment and a potential solution. Ask a few people to share out in plenary, before closing. * If using an online format, you can randomly assign people into pairs in the breakout rooms to complete this exercise. * Thank everyone for sharing. Before you conclude, ask for any other thoughts, questions or comments participants wanted to ask or share, either from the MMCA Online Course or from this session. * If this is the last lesson of this group meeting session, discuss the next lesson(s) participants will be responsible for completing and any activities they will be expected to bring to the next session. Set the date and time of the next session. * Thank the participants and conclude the session. |

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## Lesson: Learning through Cross-Site Visits

Suggested duration: 45 – 60 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Learning through Cross-Site Visits* MMCA Online Course lesson.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. * Access to *Handout 7-2: Checklist for Planning a Cross-Site Visit* of the MMCA Guide. |
| During the session |
| Icebreaker (10 minutes)   * Greet everyone. * Consider a brief icebreaker activity to get the group warmed up. See section on [*Organizing Facilitated Group Sessions*](#_2._Organizing_Facilitated) for example activity ideas. |
| Review of Learning (15 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Cross-site Visits and to discuss how you can apply it in your work.* * Ask the following questions and reflect on what the participants say: * *What are cross-site visits?* * *What are their benefits?*   + *If these are not mentioned, add: E.g., bringing together households or communities can help them learn from each other, they can be a powerful learning experience and a fun and inspiring way to encourage behavior change, they provide opportunities for first-hand and active learning* * *What did you learn from the session about how cross-site visits should be planned?* * *Has anyone ever conducted a cross-site visit in your work?*    + Allow time for 1-2 volunteers to share their experiences of conducting cross-site visits. * Thank everyone for sharing their experiences. |
| Activity: Planning a Cross-site visit (20 minutes)   * Explain that you would like to make sure that everyone understands all the things that should be considered when planning cross-site visits. Ask how many participants completed Handout 7-2 when they were doing the online session. Depending on how many people have already completed it, select the most appropriate activity,   + **Option A** *(if very few or no participants have completed Handout 7-2)*     - *In groups of 3-4, think of a site that you could plan a visit to sometime during the next few months. For example, this could be staff or community members visiting staff or community members in another location. The group should use Handout 7-2 and plan a cross-site visit.*   + **Option B** *(if the majority of participants have completed Handout 7-2)*     - *In pairs, share your completed Cross-site visit plans (completed Handout 7-2). Take a few minutes to read each other’s plans and then discuss and provide feedback. Share what, if anything, is missing/could be added, and suggest ways that the plan could be improved or built upon in order to conduct a successful cross-site visit.* |
| Clarifications (10 min)   * Bring the groups back together after 15-20 minutes. Ask if anyone would like to share reflections on the activity. * Ask:   + *Which aspects of the planning process that were included in the handout were not clear?*   + *What other questions or comments regarding planning cross-site visits do you have?* * When the participants ask a question or explain what was not clear, respond to it directly or ask other participants how they would respond to it. |
| Planning to Use the Learning (10 min)   * Explain that while it is important to learn new things, it is even more important that we use it in the work we are doing. Therefore, the last part of this session will focus on how the participants will use what they learned. * Ask participants to think of the activity that they discussed for the Handout 7-2 on cross-site visits. Ask them to jot down individually the next 2-3 things they need to do in order to make it possible for them to plan this cross-site visit. For example, they may need to discuss with their manager, find out more information on the location, figure out a budget, etc. * Next, facilitate a brief discussion on these next steps and ideas for overcoming any barriers to implementing their plan for a cross-site visit. * Before you conclude, ask for any other thoughts/questions/comments participants wanted to ask or share, either from the MMCA Online Course or this session. * If this is the last lesson of this group meeting session, discuss the next lesson(s) participants will be responsible for completing and any activities they will be expected to bring to the next session. Set the date and time of the next session. * Thank the participants and conclude the session. |

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## Lesson: Introduction to Social and Behavior Change

Suggested duration: 45 – 60 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Introduction to Social and Behavior Change* MMCA Online Course lesson.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. * Copies of *Handout 10-4: Match the Activity to the Determinant* of the MMCA Guide (1 per group) * Copies of *Handout 10-5: Answer Key for Match the Activity to the Determinant* of the MMCA Guide (1 per group) * If meeting online, prepare an online document where the four groups can record what they discuss. |
| During the session |
| Icebreaker (10 minutes)   * Greet everyone. * Consider a brief icebreaker activity to get the group warmed up. See section on [*Organizing Facilitated Group Sessions*](#_2._Organizing_Facilitated) for example activity ideas. |
| Review of Learning (25-30 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Introduction to Social and Behavior Change (SBC) and to discuss how you can apply it in your work.* * Divide the participants in 4 groups (in person or using online breakout rooms) and give each group the following task:   + Discuss and record on a piece of paper (or in an online document) the key things they learned from the session on social and behavior change. Discuss also how this relates to your work.   + Each group will have a different topic to reflect on and then will need to share back with the bigger group after the activity. Each group should elect one person to take notes and one person who will be reporting back.     - Group 1- defining SBC and priority groups     - Group 2 - determinants of change     - Group 3 - stages of change     - Group 4 - small doable actions * Give the groups 7 minutes to discuss and then bring them back together. * Ask each representative from the groups to present. Give each presenter 2 minutes to share. * Highlight the most important learning points they mention. If any of the following points were not mentioned, explain them:   + *SBC is about understanding why some people (do not) practice the desired behaviors and then addressing these reasons.*   + *The better we understand why some people do or do not adopt the promoted behaviors, the more effective our work can be.*   + *“Enablers” make it easier to adapt and practice a behavior, “barriers” make it more difficult.*   + *Lacking knowledge often is not the key “barrier” to change. There are many other factors, such as perceived benefits and disadvantages of practicing the behavior, access to resources, and influence of other people.*   + *The Socio-ecological model shows that these factors are at different levels: individual, social and environmental.*   + *In different stages of change, people need different support.*   + *Small doable actions are relatively easy steps that can bring people closer to adopting the promoted behavior.* * Thank everyone for sharing. |
| * Note that you want to make sure that the lesson’s content was clear. Ask:   + *Which of the things you learned about were not completely clear?*   + *What other questions or comments about this lesson do you have, before we do any activity?* * When the participants ask a question or explain what was not clear, respond to it directly or ask other participants how they would respond to it. |
| Activity (15 minutes)   * Put the group into pairs. Give each pair a copy of Handout 10-4. Explain that they will read through the Example Activities. Then they will match the determinant in the right column with the appropriate programmatic activity in the left column. They will have 5 minutes to get through as many as they can. * After 5 minutes, bring everyone back together and go through the answers, using Handout 10-5. * Ask the group what questions they have about determinants. Do they see this being useful in their work? How might they use this in their work? |
| Planning to Use the Learning (5 min)   * If there is time, ask for volunteers to share the commitments they made on the Action Planning section of their Reflection Journal and how they plan to achieve these commitments.   + *Note: the facilitator and other participants should provide support/encouragement to each other.* * Ask for any other thoughts/questions/comments participants wanted to ask or share, either from the MMCA Online Course or this session. * If this is the last lesson of this group meeting session, discuss the next lesson(s) participants will be responsible for completing and any activities they will be expected to bring to the next session. Set the date and time of the next session. * Thank the participants and conclude the session. |

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## Lesson: Understanding Gender and Gender Bias

Suggested duration: 45 – 60 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Understanding Gender and Gender Bias* MMCA Online Course lesson.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. |
| During the session |
| Icebreaker (10 minutes)   * Greet everyone. * Consider a brief icebreaker activity to get the group warmed up. See section on [*Organizing Facilitated Group Sessions*](#_2._Organizing_Facilitated) for example activity ideas. |
| Review of Learning (20 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Understanding Gender and Gender Bias and to discuss how you can apply it in your work.* * Ask a volunteer to give a summary of what they learned in the lesson. After they share a few points, ask another volunteer to add something else they learned that was different from what their peer shared. Continue asking additional participants to share until the main points of the lesson have been covered. These include:   + *The differences between gender and sex. Sex: Biological differences between female and male bodies, hormones, and organs. Gender: Traits or characteristics that society, culture, or communities have defined as male or female.*   + *The impact of social and cultural norms on all genders: for example, feeling pressured to act in a certain way (i.e., “men should be strong”, “women should be nurturing”) or a lack of certain opportunities (i.e., women should be “homemakers” while men often have opportunities to earn income).*   + *Gender equality: recognizing that men and women have different biological needs but should be able to enjoy the same rights, resources, opportunities, protections and power.*   + *Gender bias: how the way we have been raised and socialized impacts our views and beliefs. For example (in its simplest form), if we had a strong male father figure who worked hard and long hours, we might be led to believe that only/all men should do this kind of work.*   + *Intersectionality: people’s experiences are shaped by a combination of social factors, including their gender, race, age, education, socio-economic status, disability, and more. These aspects of our identity intersect in ways that can benefit or marginalize people.* * Ask the participants:   + *What was a new concept you learned in the lesson or something you had not considered before?*   + *How have you seen social norms influencing your work as a BCA?*   + *What from the lesson do you still have questions about or want to discuss in more detail?* * Thank everyone for sharing. |
| Activity: Think-pair-share (15 minutes)   * Explain that now we’re going to talk more in depth about one of the topics - gender biases (meaning our own ideas of men’s and women’s abilities to do certain things.) * Ask participants to take 3 minutes to think individually and write on a piece of paper their answer to:   + *Why is it important for BCAs to be aware of their gender biases?* * After 3 minutes, ask everyone to find a partner and discuss their answers to the question. Give the pairs 3 minutes to discuss together. * After 3 minutes, bring the group back together. Ask for a few volunteers to share what was discussed in their pairs. If any of the following points are not mentioned, share them.   Being aware of their own gender biases will help BCAs to:     * Think of participatory, inclusive, and innovative solutions for behavior change (for example, ensuring that men and women are equally represented in trainings and community meetings, that women actively participate in decision-making processes, that information is disseminated and discussed with both husbands and wives during home * visits, etc.). * Consider gender norms as they relate to behavior change goals, such as how handwashing by children can be encouraged by all members of the family, not just by the mother. * Recognize the potential ways men and women can act outside of their gendered roles (for example, discussing possibilities as to how women can participate in activities typically done by men, such as construction or mechanization of agriculture, or how men can be part of activities normally done by women, such as cooking, cleaning, or caregiving). * Ensure that the practices they are promoting do not discriminate against or marginalize a group of people. For example, selecting only women to participate in nutrition initiatives reinforces the role of women as primary caregivers. In addition, promoting new agriculture initiatives without understanding the amount of work involved might be adding work to women’s already heavy work burden. |
| Planning to Use the Learning (15 minutes)   * Make sure every participant has a piece of paper. They will work individually during this activity but encourage them to work alongside others for ideas. Note: Alternatively, you can have them work by Purpose area or by project to create newspapers if this is more appropriate for their RFSA action planning. * Explain: We are going to set SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) goals for ourselves, and we will present them to the group in the form of a newspaper’s front page. You will each create a newspaper dated 30 days from now. You will set one SMART goal that you can complete in 30 days to maintain momentum after this lesson and to integrate the lessons you have learned into your daily work. Include also a challenge box where you can list anything you are still finding unclear or challenging about Understanding Gender Biases. * Show the Newspaper Flipchart as an example. * Text    Description automatically generatedExplain: Every participant will make their own newspaper. You will decide on an exciting headline celebrating your achievements, and draw a picture that captures you, or what’s happening. Below that, you will list your “achievement” if this were a newspaper 30 days from now. In other words, list a SMART goal that you can achieve in the next few months. * Give participants 5 minutes to develop their newspapers. Encourage them to set real goals, but to have fun with the activity. After 5 minutes, have participants all come to stand together and take turns presenting their newspapers. If they give permission, take their photo holding their newspaper and smiling. This will be documentation of their commitments! * Ask for any other thoughts/questions/comments participants wanted to ask or share, either from the MMCA Online Course or this session. * If this is the last lesson of this group meeting session, discuss the next lesson(s) participants will be responsible for completing and any activities they will be expected to bring to the next session. Set the date and time of the next session. * Thank the participants and conclude the session. |

## Lesson: Shared Household Roles and Responsibilities

Suggested duration: 45 – 60 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Shared Household Roles and Responsibilities* MMCA Online Course lesson.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. * Participants should bring their completed *Handout 12-1: Division of Household Roles and Responsibilities* |
| During the session |
| Icebreaker (10 minutes)   * Greet everyone. * Explain to participants that they will be discussing daily activities in the household and community. * Ask for a female volunteer from among the participants. Ask her to imagine that she is a man (for example, someone from her household, such as her husband, father, or brother). Ask her to describe, step-by-step, a typical day for that man, using “I” statements (for example, “I wake up at 6 AM, and I go to the bathroom. Then I bathe, using the pot of water that my wife heated up. Then I…”). Encourage the volunteer to use “I” statements, as this will elicit laughter and help participants relax. After the volunteer has finished, thank her and ask her to sit down. * Next, ask a male volunteer to do the same exercise, imagining that he is a woman from his family (mother, wife, sister). Ask him to describe, step-by-step, a typical day for that woman, using “I” statements (for example, “I get up at 5 AM, and I go outside and collect water to heat up for my husband’s shower. Then I go to the chicken coop and collect eggs. Then I…”). After the volunteer has finished, thank him and ask him to sit down. * If the training participants are all men or all women, ask one volunteer to share what happens, step-by-step, in a woman’s day and ask one volunteer to share what happens in a man’s day. * Ask participants what they noticed about how the man and the woman in this activity spent their day. Do you agree/disagree with this representation? Is there anything you would change or add? Explain that during this lesson, we will be talking about roles and responsibilities in the household. |
| Review of Learning (15 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Shared Household Roles and Responsibilities and to discuss how you can apply it in your work.* * Ask for a volunteer to remind the group of the four types of roles in a community that were introduced in the online session. If the volunteer cannot remember all four roles, ask for another participant to help until all roles have been mentioned: *Productive, Reproductive, Community Management and Community Political.*    + *Productive: Roles done for payment or cash in kind, such as labor or trade. Usually viewed as the most ‘important’ roles as they bring in wealth/income.*   + *Reproductive: Includes household tasks such as cooking, cleaning, caring for elderly relatives and children. These roles generally do not generate income and are therefore often seen as ‘less’ important.*   + *Community Management: Roles that are done for the benefit of the community. For example, helping during emergencies, weddings, births, deaths etc. These activities do not necessarily provide monetary returns or much respect.*   + *Community Political: Local government and political activities, distribution of resources and opportunities, and leadership of projects and events. While these activities do not usually pay directly, they provide respect and political opportunities* * Ask participants why it might be important as BCAs to understand the different types of roles in their community.   + *Answers may include It is important to understand these because the roles carry different weight and power in our communities. This can affect how we engage with community members and facilitate behavior change.*   + *The division of roles and responsibilities within a household can also impact who practices which behaviors and who influences the practice of key behaviors. For example, if women typically collect water, they have a key role in making sure that they collect water from a safe source. This can impact the health of the whole family.* * Ask participants:   + *Which of the things you learned about in the session were not clear?*   + *What other questions or comments regarding Shared Household Roles & Responsibilities do you have?* |

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| Activity (25 minutes)   * Explain that now we will revisit an activity from the online MMCA session. Divide the participants into groups of 4 or 5. * In their groups, ask participants to review their versions of *Handout 12-1: Division of Household Roles and Responsibilities* that was completed during/after the online learning and prior to this session. Take a few moments to compare handouts within groups, noticing similarities/differences amongst them. * Groups should choose one participant’s handout and analyze the answers in detail. They should discuss specific ways that the roles and responsibilities could be adjusted such that the workload is shared more fairly/equally. This discussion should include ways to overcome potential barriers that they have seen or experienced in their work as BCAs. * After 15 minutes, bring the groups back together. * Ask participants:   + *Were there any trends you noticed for “responsibility” in Section 1? How about for the “time” or “frequency” columns? Allow participants time to share information, and see if any groups had different answers.*   + *Ask participants to look at Sections 2 and 3. What trends do they notice for “responsibility,” “income generating,” or “time” in these sections?* * If it does not come up in discussion, note to participants that Section 1 likely demonstrates that women do more household-related tasks on a daily basis than men do. Sections 2 and 3 demonstrate that men are more likely to have opportunities for rest and relaxation, personal development, capacity building, networking, and access to information. Explain that globally, women perform the majority of unpaid care work. If paid and unpaid work were combined, women work longer hours than men each day in almost every country. * Ask participants:   + *How does knowing more about cultural norms around household responsibilities impact your work as a BCA?*     - *Answers may include: Men have more time for trainings; men are more likely to be in leadership positions, so that is who we usually engage with.)*   + *As a BCA, what do you see as your role in addressing these norms and working toward more opportunities for women?*     - *(Answers may include: Invite women to trainings; ensure childcare during trainings; consider the needs and wants of both men and women; collect monitoring data by gender; and hold activities at a time and place that are both comfortable and safe for men and women.)* Note to participants that they must be careful to do no harm as they promote these activities. For example, they do not want to increase women’s labor burden or increase the likelihood of gender-based violence. * Thank everyone for sharing. |

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| Planning to Use the Learning (10 minutes)   * Have participants think individually for a few moments about a behavior they are currently promoting in their work. Ask them to reflect on how community roles and social norms around household responsibilities affect the priority group with whom they are working. Ask them to write down one action they can take as a BCA towards challenging the norms and reducing those barriers. * After 4-5 minutes, ask for a volunteer to share their example. If time permits, as 1-2 other volunteers to share. Thank everyone who shares. * Ask for any other thoughts/questions/comments participants wanted to ask or share, either from the MMCA Online Course or this session. * If this is the last lesson of this group meeting session, discuss the next lesson(s) participants will be responsible for completing and any activities they will be expected to bring to the next session. Set the date and time of the next session. * Thank the participants and conclude the session. |

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## Planning to Facilitate and Train Others

Suggested duration: 45 – 60 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Planning to Facilitate and Train Others* MMCA Online Course lesson.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. * Participants should bring their completed *Handout 13-2 Template: Lesson Design (in the template or using their own notes/format).* |
| During the session |
| Icebreaker (10 minutes)   * Greet everyone. * Consider a brief icebreaker activity to get the group warmed up. See section on [*Organizing Facilitated Group Sessions*](#_2._Organizing_Facilitated) for example activity ideas. |
| Review of Learning (15 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Planning to Facilitate and Train Others and to discuss how you can apply it in your work.* * Ask participants how they typically plan their meetings or training sessions. Ask if this lesson introduced anything new or different from how they typically prepare for training sessions. * Write numbers 1 through 10 on small pieces of paper and place them in a bowl. Ask for 10 volunteers to grab a number out of the bowl. * Ask the participant with the number 1 on their paper to read the first step of *Handout 13-1: 10 steps of Lesson Design*. After they read the step, ask participants what questions they have about that step. Next, ask the participant with the number 2 on their paper to read step 2. Continue until all 10 steps have been read and discussed. |
| Handout 13-1: Lesson Design |
| |  |  |  | | --- | --- | --- | | **1. Why this lesson?** | The current situation | A description of the situation or problem that is calling for the event. | | **2. Who will facilitate?** | The facilitators | Who will lead the learning activity? | | **3. Who will attend?** | The participants | Who is the learning activity for? | | **4. When and how long?** | The time and timing | When will this learning event, training, or meeting take place? How long will this lesson last? How much time is needed for each task/activity? | | **5. Where?** | Location (in-person or virtual) | Where will the training take place (includes in-person or online? | | **6. Learning Needs and Resources Assessment (LNRA)** | Questions to ask participants | What questions do you need to ask participants to understand their learning needs on the topic, and what do they already know? | | **7. What content?** | The content | Based on the Learning Needs and Resources Assessment, what will be covered in this learning event, training or meeting? What are the skills, information and perspectives to focus on in the learning? | | **8. What for?** | The achievement-based objectives (ABOs) | A specific description of what learners will do during the program with each piece of priority content, in order to learn it. | | **9. How?** | Methods | What methods, activities, exercises, and demonstrations will be used? | | **10. With what resources?** | Resources needed to carry out the activity | What materials (e.g. flip charts, markers, and demonstration material), funds, and human resources are required to carry out this lesson? | |
| Activity (15 minutes)   * Put participants into pairs. * Ask participants to have the copy of Handout 13-2 that they completed during the online lesson. In their pairs, they should review their partner’s plan and provide feedback on what was done well and areas for improvement. * They should discuss the following questions:   + *Which areas were difficult for you to fill out? Why?*   + *Which areas were easy for you to fill out? Why?*   + *How could the plans be improved?* * After 10 minutes in pairs, bring the group back together. Ask for a volunteer to share their plan and a few of the points for improvement that they discussed with their partner. Thank the volunteer for sharing. |
| Planning to Use the Learning (15 minutes)   * Arrange participants into groups of 4-5 and ask them to discuss:   + *Which of the good practices/techniques in Lesson Design do we often forget to use when we plan learning activities at work?*   + *What are the barriers preventing us from following those practices in our work?*   + *What could help us to overcome those barriers?*   + *What is one thing we can commit to add to the next learning session we plan?* * After 7 minutes, bring the groups back together. Ask if anyone would like to share what their group discussed. Thank them for sharing. * Ask for any other thoughts/questions/comments participants wanted to ask or share, either from the MMCA Online Course or this session. * If this is the last lesson of this group meeting session, discuss the next lesson(s) participants will be responsible for completing and any activities they will be expected to bring to the next session. Set the date and time of the next session. * Thank the participants and conclude the session. |

## Quality Improvement and Verification Checklists, Giving and Receiving Feedback

Suggested duration: 45 – 60 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Quality Improvement and Verification Checklists (QIVC); Giving and Receiving Feedback* MMCA Online Course lesson.  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. * Handout 14A-1: Quality Improvement and Verification Checklist (QIVC) for BCAs’ Facilitation Skills (one for each participant). |
| During the session |
| Icebreaker (10 minutes)   * Greet everyone. * Consider a brief icebreaker activity to get the group warmed up. See section on [*Organizing Facilitated Group Sessions*](#_2._Organizing_Facilitated) for example activity ideas. |
| Review of Learning (15 min)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Quality Improvement and Verification Checklists; and Giving and Receiving Feedback and to discuss how you can apply it in your work.* * Ask for a volunteer to explain the purpose of QIVCs. * Thank them for sharing. If they missed any of the following points, ask another volunteer to add to their peer’s answer. Continue until the following three points are mentioned:   + *QIVCs are used to: to encourage, to monitor, and to improve performance/how well someone does a task or job* * Ask the group:   + *How do you currently monitor performance of your colleagues during facilitation or other similar events?*   + *How do you typically give and receive feedback?* * Thank everyone for sharing. If the following points were not mentioned, note them:   + *It should be clear that the feedback is provided as a way of helping the person - it should not be seen as a criticism.*   + *The feedback should be provided in private.*   + *When providing feedback, we should always ask people what they think they did well and how they can improve, so that they can reflect on their performance.*   + *Mention things the worker does especially well and encourage the BCA.* * Explain that you would like to make sure that the participants understand well not only how to provide feedback but also how to use the QIVC before doing some practice. * Ask:   + *What would you like to clarify regarding the use of QIVC?*   + *What other questions or comments regarding giving and receiving feedback do you have?* * When the participants ask a question or explain what was not clear, respond to it directly or ask other participants how they would respond to it. |
| Activity (25 minutes)   * Divide the participants in groups of 5 and give them the following task:   + One volunteer will be the BCA and give a three- to four-minute talk about any work-related topic. They should pretend they are delivering the session to a group of community members. For example, they could be demonstrating how to make compost; discussing the 5 critical times for handwashing; or any other topic that is relevant to their work.   + Another volunteer will be the supervisor. They are observing the BCA while they deliver their talk. They will use *Handout 14A-1: Quality Improvement and Verification Checklist (QIVC) for BCAs’ Facilitation Skills* to observe the BCA. Afterwards, the supervisor should provide feedback to the BCA – what went well and what could be improved.   + The other group members should observe both the BCA’s session, and how the supervisor gives feedback. After both are finished, they should comment on how the feedback was delivered – what went well and what could be improved. * Depending on how much time is left after one round, participants can switch roles, choose a different topic, and repeat the activity. * After about 20 minutes, bring everyone back together. Discuss with participants their experience of giving and receiving feedback. Ask them:   + *How did you feel giving feedback?*   + *What was helpful when receiving feedback?*   + *How can you use this in your work?* * Thank everyone for participating. |

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| Planning to Use the Learning (10 min)   * Explain that while it is important to learn new knowledge and skills, it is even more important that we use it in the work we are doing. Therefore, the last part of this session will focus on how the participants want to use what they learned. * Ask everyone to think of an upcoming session they are facilitating (e.g., a training, a workshop, a farm or home visit, etc.) Ask participants to write down 4-5 QIVC questions that they would want feedback on if their supervisor was going to watch that session. Encourage them to think of 2 questions of things they usually do well (e.g., sitting at the same level as participants or speaking loud enough for everyone to hear) and 2-3 questions of areas they would like to improve (e.g., demonstrating the skills being discussed; using open-ended questions; or asking participants to commit to trying a behavior.) * After a few minutes, bring everyone back together. Ask whether anyone would like to share with others what they wrote down. Appreciate everyone who shares their lists. Note that this is a way for them to start thinking about how they can use QIVCs to monitor and encourage their teammates, but also to have their supervisor use them so that they can learn and grow. * Before you conclude, ask for any other thoughts/questions/comments participants wanted to ask or share, either from the MMCA Online Course or this session. * Thank participants and conclude the session. |

## Creating Quality Improvement and Verification Checklists

Suggested duration: 45 – 60 minutes

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| Before the session |
| Prior learning  Participants should have completed the *Creating Quality Improvement and Verification Checklists* MMCA Online Course lesson  Resources Needed   * Participants should bring their completed Reflection Journal, plus any notes or action plans they completed. * Participants should bring the QIVC they prepared using Handout 14B-2: Template for Creating Your Own QIVC. * Access to Handout 14B-1: Tips for Developing QIVCs (either online or as a download/ handout). |
| During the session |
| Icebreaker (10 minutes)   * Greet everyone. * Consider a brief icebreaker activity to get the group warmed up. See section on [*Organizing Facilitated Group Sessions*](#_2._Organizing_Facilitated) for example activity ideas. |
| Review of Learning (15 minutes)   * Explain the objective of this group meeting:   + *We are meeting today to review what you learned when taking the MMCA online course lesson on Creating Quality Improvement and Verification Checklists and to discuss how you can apply it in your work.* * Discuss the following questions with the participants:   + *What are the key things that you learned during this session?*   + *How should QIVCs be developed?*   + *What kind of activities should you create QIVCs for?*   + If the following points were not mentioned in the discussion, explain them:     - *Create QIVCs for commonly done activities that have multiple steps.*     - *Develop QIVCs jointly with colleagues or ideally with the people whom you will supervise.*     - *Limit QIVCs to two pages, so that it is easy to use.*     - *Ensure that the QIVC focuses on points that can be monitored easily - e.g. through listening or observing.*     - *Ensure that the questions in the QIVC are specific enough, so that it is clear what needs to be measured.*     - *Ensure that the QIVC focuses on common weaknesses (so that they can contribute to improvements).*     - *Include a space at the end of the QIVC for comments.*     - *Pre-test the QIVC before you start using it.* * Thank everyone for sharing. |
| Activity (15 minutes)   * Explain that, now that we have reminded ourselves of how QIVCs should be developed and for which types of activities, we will review the QIVCs that you prepared during the online lesson (Handout 14B-2: Template for Creating Your Own QIVC). * Divide participants in pairs and ask them to review the QIVC that their partner prepared. Then they should provide feedback - appreciating good aspects and making suggestions for improvement. If helpful, they can reference the information on Handout 14B-1: Tips for Developing QIVCs (either online or as a download/ handout). * After 10 minutes, bring the pairs back together. Ask if anyone has any questions from their group work. * Explain that you want to make sure that the participants feel comfortable creating their own QIVCs. Ask:   + *Which of the things that you learned about creating QIVCs was not clear?*   + *What other questions or comments regarding creating or using QIVCs do you have?* * When the participants ask a question or explain what was not clear, respond to it directly or ask other participants how they would respond to it. |
| Planning to Use the Learning (10 min)   * Explain that while it is important to learn new things, it is even more important that we use it in the work we are doing. Therefore, the last part of this session will focus on how the participants want to use what they learned. * Ask the participants to take a few minutes to write down individually the next steps for finalizing the QIVC that they created and refined during this session. This may include discussing the QIVC with their manager or piloting the QIVC. Encourage participants to reflect on how the QIVC will be used and when... * After 5 minutes, bring the group back together and ask whether anyone would like to share their plans with others. Appreciate everyone who shares their plans. * Before you conclude, ask for any other thoughts/questions/comments participants wanted to ask or share, either from the MMCA Online Course or this session. * Thank participants and conclude the session. |

**ABOUT THIS FACILITATOR’S GUIDE**

Behavior change is many times a prerequisite for development activities to have a real impact. The Make Me a Change Agent Online Course gives field staff the opportunity to strengthen foundational skills, such as communication and storytelling, that can help them become more effective as an agent of behavior change. While the lessons are relevant to all sectors, the online course is tailored to WASH, Agriculture and Livelihoods staff by ensuring that examples, role plays, stories and behaviors or practices that are provided in the lessons are focused on these sectors. This Facilitator’s Guide is meant to be used alongside the online course, for teams who are going through the lessons together. The training includes topics like storytelling for behavior change, adult education learning techniques, negotiating behavior change, designing cross visits, and more. Make Me a Change Agent was originally developed by The TOPS Program in 2015 and adapted in 2019 by the SCALE and PRO-WASH Awards.

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**PRO-WASH** is an initiative funded by the U.S. Agency for International Development’s (USAID’s) Bureau for Humanitarian Assistance (BHA) and led by Save the Children. PRO-WASH aims to improve the quality of activities, strengthen the capacity and skills of BHA implementing partners in water, sanitation and hygiene (WASH) and improve WASH practices.

**Website:** [www.fsnnetwork.org/PRO-WASH](http://www.fsnnetwork.org/PRO-WASH)

**Contact:** [pro-wash@savechildren.org](mailto:pro-wash@savechildren.org)

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**SCALE** is an initiative funded by BHA to enhance the impact, sustainability, and scalability of BHA-funded agriculture, natural resource management, and off-farm livelihoods activities in emergency and development contexts. SCALE is implemented by Mercy Corps in collaboration with Save the Children.

**Website:** [www.fsnnetwork.org/scale](http://www.fsnnetwork.org/scale)

**Contact:** [scale@mercycorps.org](mailto:scale@mercycorps.org)

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