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# Human Rights-Based Approach to Voluntary Family Planning Training Package

## *Facilitator's Guide*

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October 2021



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The package has been developed with inputs from Lynn Bakamjian, Jan Kumar, Kaja Jurczynska, and Karen Hardee. A share of the content has been adapted from previous rights-focused training materials, notably the following:

FP2020. 2018. *Rights-Sizing Family Planning: A Toolkit for Designing Programs to Respect, Protect, and Fulfill the Rights of Girls and Women*. Washington, DC: FP2020.

FP2030, UNFPA, and What Works Association. 2021. *The Comprehensive Human Rights-Based, Voluntary Family Planning Program Framework: Brief*. Washington, DC: FP2030.

Kumar, J., L. Bakamjian, S. Harris, M. Rodriguez, N. Yinger, C. Shannon and K. Hardee. 2014. *Voluntary Family Planning Programs that Respect, Protect, and Fulfill Human Rights: Conceptual Framework Users' Guide*. Washington, DC: Futures Group.

The RESPOND Project. 2014. *Checkpoint for Choice: An Orientation and Resource Package*. New York: EngenderHealth/The RESPOND Project.

The content likewise has been curated based on insights and training experiences in Kaduna, Nigeria under the 2015–2017 Voluntary, Rights-Based Family Planning Project implemented by Palladium.

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# Abbreviations

CHC	community health committee
FHC	facility health committee
FP	family planning
HFMC	health facility management committee
HRBA	human rights-based approach
MCH	maternal and child health
RH	reproductive health
UNFPA	United Nations Population Fund

# Introduction to the Training Package

## Background

This training package builds upon and updates materials—developed in 2012 for two first-of-their-kind implementation studies in Nigeria and Uganda<sup>1</sup>—designed to demonstrate how to apply a human rights-based approach (HRBA) to voluntary family planning (FP) services and systematically assess what difference the approach makes. The initial materials adapted the “Voluntary Family Planning Programs that Respect, Protect, and Fulfill Human Rights: Conceptual Framework Users’ Guide”<sup>2</sup> to create a two-day training workshop for FP service providers on how to deliver rights-based services. The foundational material was further adapted for training supervisors and members of facility health committees (FHC) on their roles and responsibilities, including as human rights duty bearers.

This updated and expanded package incorporates lessons learned from the training conducted under the two demonstration projects, plus more recent conceptual developments related to human rights-based programming—notably the United Nations Population Fund (UNFPA)/FP2030 Voluntary, Human Rights-Based, Voluntary Family Planning Framework (2021).<sup>3</sup>

## Purpose

This comprehensive training package is intended to provide all of the guidance and materials needed to conduct training for a variety of stakeholders on what a voluntary, human rights-based family planning program is and what specific groups of human rights duty bearers need to know and do to ensure that individuals’ human rights are respected, protected, and fulfilled in their FP programs. The package is designed to increase awareness and develop knowledge among the following target groups across four training modules. The content is tailored to their specific roles and responsibilities:

- **Module 1:** Introduction to Human Rights-Based, Voluntary Family Planning. *Intended for all stakeholders engaged in voluntary FP programs*
- **Module 2:** Supplemental Human Rights-Based Approach Training for Family Planning Service Providers and Facility Managers. *Intended for FP service providers and facility managers*  
**Module 2a (Optional):** Assessing and Strengthening Human Rights in Family Planning Information and Services. *Intended for FP service providers and facility managers*
- **Module 3:** Supplemental Human Rights-Based Approach Training for Family Planning Supervisors. *Intended for FP supervisors*
- **Module 4:** Supplemental Training for Local Health Committees. *Intended for members of local health committees such as community/village health committees and FHCs/health facility management committees (HFMCs)*

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<sup>1</sup> Hardee K., K. Jurczynska, I. Sinai, V. Boydell, D.K. Muhwezi, K. Gray, and K. Wright. 2019. “Improving Voluntary, Rights-Based Family Planning: Experience from Nigeria and Uganda.” *Open Access Journal of Contraception* 10: 55-67.

<sup>2</sup> Kumar, J., L. Bakamjian, S. Harris, M. Rodriguez, N. Yinger, C. Shannon, and K. Hardee. 2014. *Voluntary Family Planning Programs that Respect, Protect, and Fulfill Human Rights: Conceptual Framework Users’ Guide*. Washington, DC: Futures Group.

<sup>3</sup> FP2030, UNFPA, and What Works Association. 2021. *The Comprehensive Human Rights-Based, Voluntary Family Planning Program Framework: Brief*. Washington, DC: FP2030.

## Content and Structure

The package covers essential human rights concepts relevant to reproductive health, including human rights-related principles that apply specifically to FP programs, as well as information about how to translate these concepts into action that corresponds to the roles and responsibilities of the defined stakeholder groups.

The package consists of two components: (1) this document, a comprehensive Facilitator's Guide for delivering all modules of the training package; and (2) corresponding PowerPoint files for delivering the content of each module described above. These PowerPoint files can be downloaded for free from the What Works Association website.

This Facilitator's Guide and the corresponding PowerPoint files present training content for the modules, each of which details a workshop tailored to the needs of the specified target audience. The optional module for service providers and facility managers (#2a) details a process to guide participants through a human rights assessment and planning exercise.

Every module consists of the following:

1. An introduction, which gives an overview of the purpose, content, and methodologies used in the module
2. Workshop objectives
3. A detailed workshop agenda
4. Detailed guidance on how to prepare for and conduct each workshop session

All handouts noted in the agenda and facilitation guidance also are provided. The companion file of PowerPoint presentations includes slides for every session in each module, along with notes that offer further facilitation guidance. The Facilitator's Guide and PowerPoint files should be used in concert.

## How to Use the Training Package

Each module within the Training Package is structured as a self-contained workshop designed to achieve specific objectives for an intended audience. Module 1 is designed to provide a foundation of human rights literacy for stakeholders engaged in FP programs. Modules 2–4 provide additional content targeted to specific audiences and are intended to follow the foundational content provided by Module 1.

The Training Package is intended for use by those responsible for training within an institution, whether public or private, including managers, trainers, facilitators, and/or educators. Those tasked with adapting and delivering the training should have an understanding of FP programs and adult learning principles. For the modules intended for service providers/managers, supervisors, and facility health committee members, it is useful for the individual(s) implementing the training to have experience in these roles as well.

The comprehensive Training Package can be used as a stand-alone package if resources are available to support the costs of implementing training for one or more of the intended audiences. Implementing the package as a stand-alone training is useful when piloting the material for the first time. However, the package can also be used to supplement existing training programs that do not currently include content related to essential human rights concepts. Incorporating content within

existing materials may be a more effective strategy for mainstreaming content regarding human rights within FP training.

Whether used as stand-alone or supplemental material, it is important for those responsible for training to undergo a process to determine how best to use available resources for integrating content related to human rights in FP within the training materials of their institution, including those for the purpose of pre-service, in-service, or continuing education. The process should include the following steps:

### **1. Assess and identify training needs**

It is important to ensure that consensus and ownership exists within the institution or program to undertake training on a human rights-based approach to voluntary FP. It is recommended to conduct an assessment of the program regarding the extent to which essential elements are in place to support a comprehensive, human rights-based FP program. A program assessment tool<sup>4</sup> has been developed for this purpose; it supports a process for engaging stakeholders to assess their program as compared to the desired state, identifying key strengths, weaknesses, and gaps, and to develop an action plan to strengthen human rights in FP.

The assessment may result in identified needs related to knowledge, attitude, and skills gaps among different categories of stakeholders and healthcare workers that can be addressed by using the Training Package. It might also result in needs that should be addressed through means other than training, such as policy development, communications activities, or other interventions.

### **2. Adapt the training materials needed**

Once those responsible have become familiar with the materials in the Training Package, they should determine whether any of the content needs adaptation or alignment with existing national policies, guidelines, and standards for training. Further, if they have decided to incorporate content within an existing course, they should determine what approvals are needed to ensure that changes are supported and implemented. If the training adaptation is for use by multiple stakeholder institutions, the process should be participatory and led by those who have authority over curriculum development. Adapting content within an existing training program should be done in such a way that it is seamlessly integrated with the existing curriculum and includes adequate time and resources for teaching the additional material.

### **3. Prepare the trainers**

Competent trainers are important to the overall success of delivery of the Training Package. Generally, a trainer must be technically competent in the content area of training as well as being a skilled trainer. Because few trainers of healthcare workers are well versed in human rights, it is important for trainers to carefully review the modules to become familiar and comfortable with delivering the content. In this regard, trainers who have had experience in FP counseling, quality of care, FP/HIV integration, and gender are well suited to become trainers.

### **4. Implement and evaluate training**

Planning and implementation of training is beyond the scope of this package. Nevertheless, the trainer/training team should assume full responsibility for ensuring that preparations are in place to

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<sup>4</sup> UNFPA and What Works Association. 2021. *Program Assessment Tool for a Human Rights-Based Approach to Voluntary Family Planning (Draft First Edition)*. New York: UNFPA and What Works Association.

successfully implement the training, including appropriately selecting and inviting participants, selecting and preparing the training site, ensuring that materials and resources are in place, and managing logistics.

The team should plan to evaluate the training, both during the event and afterward, (a) to assess improvements in participant knowledge, attitudes, and practice regarding human rights-based approaches; and (b) to determine whether and how the training course could be made more effective for future trainings.

# Module 1: Introduction to Human Rights-Based, Voluntary Family Planning

## Introduction

This module is designed to establish the basic human rights literacy that all stakeholders engaged in voluntary family planning (FP) programs should have. Through presentations, discussions/participatory activities, and small group exercises, it develops participants' core knowledge of what human rights are; what related principles apply to FP programs; the meaning of and rationale for taking a human rights-based approach (HRBA) to voluntary FP programs; factors that affect this approach, both positively and negatively, in actual practice; and the programmatic conditions and elements that should be in place to ensure individuals' human rights are respected, protected, and fulfilled. By creating a common basis of knowledge and understanding, this module constitutes the foundation for Modules 2–4, which are tailored to the particular roles and responsibilities of specific groups of stakeholders.

## Workshop Objectives

By the end of the workshop, participants will have increased awareness and understanding of the following:

1. Their personal values related to FP, human rights, and specific population groups, and how these values shape their work
2. Key concepts regarding human rights principles related to FP
3. The rationale for taking an HRBA to voluntary FP, the value it adds, and the consequences of not respecting and protecting human rights
4. Factors that support or obstruct an HRBA to voluntary FP
5. Elements of a program approach that supports human rights-based, voluntary FP

## Detailed Agenda

Time	Session Objectives/Content	Methodology
8:30–9:00	<b>Pre-Test</b>	<ul style="list-style-type: none"><li>• Participants complete the pre-test</li></ul>
9:00–10:00	<b>Session 1: Opening Session</b> <ol style="list-style-type: none"><li>1. Opening remarks</li><li>2. Introductions</li><li>3. Clarify why we are here: training objectives</li><li>4. Clarify participants' values</li></ol>	<ul style="list-style-type: none"><li>• Welcome and opening remarks from facilitator(s) and any local guest, if desired (10 minutes)</li><li>• Participant introductions (15 minutes)</li><li>• Presentation of workshop objectives (5 minutes)</li><li>• Values clarification activity (30 minutes)</li></ul>
10:00–11:15	<b>Session 2: Key Concepts</b> <ol style="list-style-type: none"><li>1. Define human rights and related principles and standards</li></ol>	<ul style="list-style-type: none"><li>• PowerPoint presentation and discussion (45 minutes)</li><li>• Small group exercise: Matching game (match program issue to</li></ul>

	2. Identify what human rights apply specifically to FP programs, and what they mean in practice	human rights principle) (30 minutes)
<b>11:15–11:30</b>	<b>Break</b>	
<b>11:30–12:30</b>	<b>Session 3: HRBA to Voluntary FP</b> 1. Explain the rationale for taking an HRBA to FP 2. Increase awareness of benefits of supporting and consequences/risks of not supporting an HRBA to FP 3. Define an HRBA and clarify how it differs from and adds value to quality of care and gender programming	<ul style="list-style-type: none"> <li>• PowerPoint presentation and discussion (1 hour)</li> </ul>
<b>12:30–1:30</b>	<b>Lunch</b>	
<b>1:30–2:30</b>	<b>Session 4: Factors that Support and Hinder an HRBA to Voluntary FP</b> 1. Identify factors at various levels (policy, service delivery, community, and individual) that support or hinder clients' human rights in FP programs	<ul style="list-style-type: none"> <li>• PowerPoint presentation (5 minutes)</li> <li>• Small group exercise: Factors that support and hinder an HRBA to voluntary FP (55 minutes)</li> </ul>
<b>2:30–2:45</b>	<b>Break</b>	
<b>2:45–4:00</b>	<b>Session 4 (continued): Report Back and Discussion</b> 1. Review and synthesize small group output	<ul style="list-style-type: none"> <li>• Small group report back (10 minutes per group, for a maximum of 50 minutes)</li> <li>• Facilitated discussion (25 minutes)</li> </ul>
<b>4:00–5:00</b>	<b>Session 5: What Does an Ideal HRBA to Voluntary FP Look Like?</b> 1. Identify the actions and conditions that should ideally be in place to ensure that clients' human rights are respected, protected, and fulfilled 2. Introduce the Comprehensive, Human Rights-Based Voluntary Family Planning Program Framework (2021)	<ul style="list-style-type: none"> <li>• Brainstorm activity (10 minutes)</li> <li>• PowerPoint presentation and discussion (50 minutes)</li> </ul>
<b>5:00–5:40</b>	<b>Session 6: Closing Session</b> 1. Review key messages 2. Participant reflections and intentions 3. Closing remarks 4. Post-test 5. Workshop evaluation	<ul style="list-style-type: none"> <li>• PowerPoint presentation (5 minutes)</li> <li>• Elicit a sample of participants' thoughts for ways to apply what they have learned (15 minutes)</li> <li>• Closing remarks from facilitator (5 minutes)</li> <li>• Participants complete the post-test and the workshop evaluation (10–15 minutes)</li> <li>• Adjourn</li> </ul>

# Session Guidance

The details and content for delivering Module 1 are provided in two companion pieces:

- First, this **Facilitator’s Guide** provides an overview of each session of the module, necessary advance preparation, required materials/resources, handouts for participants, and additional guidance for the facilitator, if any.
- Second, a corresponding **PowerPoint presentation** contains slides and further guidance for the facilitator in the notes sections for how to conduct each session.

This guide should be used as a resource to prepare for all module sessions, including by gaining an understanding of the purpose and process of the module and what advance preparation is required. During the delivery of the module, the notes sections in the PowerPoint presentation provide facilitation guidance and optional speaker notes. It is important to review these notes in advance to become familiar and comfortable with the material, and to consider how you may wish to modify it.

Specifically, the notes for each slide begins with **SLIDE CONTENT**, which describes the material featured on the slide to orient the facilitator. These are not speaker notes and should not be read aloud. Each notes section then features content under the header **[Presenting slide content]**. This section features guidance for the facilitator on how to deliver the entire slide, including the following:

- Guidance on how to present any text on the slide—for instance, through prompts to summarize the content in his/her own words or read the slide text verbatim. In some cases, the facilitator is provided with “*Optional speaker notes*” in *italics*, with surrounding quotation marks (“”). Although these speaker notes are provided as a tool, it is recommended that the facilitator adapt them to reflect his/her own words and speaking style.
- In cases in which there is a short participatory activity (e.g., a question for participant discussion, a brainstorm activity, an icebreaker, etc.) or a group exercise, PowerPoint slides feature instructions for participants as well as the time allotted for the activity. The description under **[Presenting slide content]** features additional instructions or considerations for the facilitator that are not visible to participants.

## Session 1: Opening Session (1 hour)

### Overview

This session provides an overview of the one-day introductory workshop on a human rights-based approach to voluntary FP. The session includes opening remarks by a program official or other dignitary who has credibility with the group to set the stage and context for the workshop, followed by participant introductions, a review of the workshop objectives, and an opening values clarification activity to make participants aware of the personal values that affect how we view human rights related to FP.

### Advance Preparation

- Determine who will make the opening remarks and provide them with assistance, if needed, regarding the purpose of the workshop.
- Prepare the package of materials for participants. These materials can be shared electronically, though printing may be preferred for the purposes of note taking. The materials consist of the following:

- The **pre- and post-test**. If preparing hard copies, print twice the number of copies as there are participants. Participants will receive one copy as the pre-test and the second copy as the post-test.
- The **agenda and the slide printouts**. The slide printouts include space for note taking.
- The **handout for the small group exercise, “Matching Game.”** If preparing hard copies, print both the exercise sheet and the answer key for all participants. The answer key will be given to participants only at the end of the exercise.
- The **handout for the small group exercise, “Factors that Support and Hinder an HRBA to Voluntary FP.”** A separate answer key is provided for the facilitator.
- The **resource brief, “The Comprehensive Human Rights-Based Voluntary Family Planning Program Framework.”**

FP2030, UNFPA, and What Works Association. 2021. *The Comprehensive Human Rights-Based Voluntary Family Planning Program Framework: Brief*. Washington, DC: FP2030.

- The **workshop evaluation**.
- Set up a registration area where participants can sign in and receive participant materials.
- Set up the room for the values clarification activity. Post flip chart signs that say “AGREE,” “DISAGREE,” and “NOT SURE” on three different walls of the meeting room.
- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Adapt or develop your speaker notes and practice presenting.
- Provide support to the guest speaker, if any, with their opening remarks.
- Consider replacing certain pictures with others that may better resonate with your participants.

## Required Materials/Resources

- PowerPoint presentation and projector
- Flip chart and markers
- Name tags

## Handouts

- Pre-test
- Agenda
- Slide printouts (if choosing hard copies) for all sessions within the module for participants to use for note taking/reference

## Additional Guidance

- **Participant introductions:** There are different options for doing participant introductions, depending on the size of the group and what works best in your context. Some examples are as follows:
  - Ask participants to pair up and share a piece of information with each other (first job, favorite song or food, etc.). Each participant then introduces their partner to the group. Continue until all participants are introduced.
  - Ask each participant to state their name and what they want to learn during the workshop.

- **Meeting ground rules:** It is advisable to have some meeting ground rules to help maintain order during the workshop. If there is time, these can be generated by the group, or the facilitator can post some ground rules and ask participants to add any they think are missing. Examples of ground rules include the following:
  - Silence cell phones.
  - Return to sessions on time after breaks.
  - Do not take phone calls during sessions; if you must take a call, leave the room.
- **Training tip for the values clarification activity:** Allow and encourage diverse opinions, but do not let the dialogue turn into a debate. Remind participants that this exercise is not about coming up with an agreed-upon answer but is intended to show we all have opinions that shape how we see the world.

## Session 2: Key Concepts (1 hour 15 minutes)

### Overview

During this session, the facilitator will review key concepts regarding human rights-related principles and standards relevant for FP. This review will be accomplished through delivery of a PowerPoint presentation and a small group exercise that supports participants' understanding of human rights principles and how these principles relate to common program situations and issues.

### Advance Preparation

- Review key resource documents—specifically, the resources mentioned on Slide 17.
  - World Health Organization (WHO). “Ensuring Human Rights in the Provision of Contraceptive Information and Services: Guidance and Recommendations.” Available at: [https://apps.who.int/iris/bitstream/handle/10665/102539/9789241506748\\_eng.pdf;jsessionid=77BFEE7CE701690A88FF5DFBAF039E50?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/102539/9789241506748_eng.pdf;jsessionid=77BFEE7CE701690A88FF5DFBAF039E50?sequence=1).
  - United Nations Population Fund (UNFPA) and WHO. “Ensuring Human Rights in Contraception Service Delivery: Implementation Guide.” Available at: [http://apps.who.int/iris/bitstream/handle/10665/158866/9789241549103\\_eng.pdf?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/158866/9789241549103_eng.pdf?sequence=1).
  - Family Planning 2020 (now FP2030). “Rights and Empowerment Principles for Family Planning.” Available at: [https://www.familyplanning2020.org/sites/default/files/FP2020\\_Statement\\_of\\_Principles\\_11x17\\_EN\\_092215.pdf](https://www.familyplanning2020.org/sites/default/files/FP2020_Statement_of_Principles_11x17_EN_092215.pdf).
- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Review the answer key for the matching exercise.

### Required Materials/Resources

- PowerPoint presentation and projector
- Flip chart and markers

## Handouts

- “Matching Game” exercise handout and answer key. The answer key should be shared after participants share in plenary.

## Additional Guidance

- **Training tip for the matching exercise:** There may be more than one answer for each program issue, and participants may not agree about which ones apply. It is important to keep the exercise moving along, as its purpose is not to get all of the exact responses, but to have participants think through how the different rights, principles, and standards are related to everyday challenges in FP programs.

## Session 3: HRBA to Voluntary FP (1 hour)

### Overview

This session explores the rationale for taking an HRBA to voluntary FP, including the unique vulnerabilities to human rights principles and standards that FP programs experience in implementation (coercion, access barriers, and poor quality). The session explores both the overt (easy to see) and subtle (not obvious) vulnerabilities, and why it is important to address both sets of challenges. In addition, the session explores how HRBA adds value to programmatic approaches related to quality of care and gender.

### Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.

### Required Materials/Resources

- PowerPoint presentation and projector

### Handouts

None

### Additional Guidance

- Given the large amount of content included in the presentation, the facilitator should consider ways to vary the delivery of information—for example, by having more than one facilitator conduct the presentation.

## Session 4: Factors that Support and Hinder an HRBA to Voluntary FP (2 hours 15 minutes)

### Overview

In this two-part session, participants will consider factors at all programmatic levels (policy, service delivery, community, and individual) that support clients’ human rights in FP programs, as well as factors that hinder them. These factors will emerge from small group work, in which participants analyze case studies. The session will conclude with a facilitated discussion of small group outcomes.

## Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Select up to five case studies, one per small group, from the options provided, or develop alternatives of your own.
- Prepare flip chart paper with headings for each of the four levels of the healthcare system and two columns (Supporting Factors/Challenging Factors) in which participants can post the outcomes of their small group work (diagram below):

Level	Supporting Factors	Challenging Factors
Policy		
Service delivery		
Community		
Individual		

## Required Materials/Resources

- PowerPoint presentation and projector
- Flip chart paper, markers, and tape
- Large Post-It sticky notes

## Handouts

- “Factors that Support and Hinder” exercise handout and answer key. The answer key should be given to participants after they share in plenary.

## Additional Guidance

- **Training tips for the small group exercise:**
  - The number of groups will depend on the number of participants. Limit the number to no more than five. Any more than that would require more time for the report back, thus prolonging the session.
  - Limit reports from each group to 10 minutes to ensure the session does not run over the allotted time.
  - Though each group will analyze just one case study, participants may be interested in all of them. Be prepared with extra copies.

## Session 5: What Does an Ideal HRBA to Voluntary FP Look Like? (1 hour)

### Overview

This session focuses on what is required to put an HRBA to voluntary FP into practice. It introduces a conceptual framework that depicts a vision for a comprehensive, human rights-based, voluntary FP program that respects, protects, and fulfills all human rights-related principles and standards at all levels of the healthcare system.

### Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Adapt or develop your speaker notes and practice presenting.

### Required Materials/Resources

- PowerPoint presentation and projector
- Flip chart and markers for the brainstorm activity

### Handouts

- The resource brief, “The Comprehensive Human Rights-Based, Voluntary Family Planning Program Framework.”

### Additional Guidance

None

## Session 6: Closing Session (40 minutes)

### Overview

In this wrap-up, the facilitator will reinforce key take-home messages and urge participants to think about how they can apply what they have learned in their work. The facilitator will make closing remarks. The post-test and workshop evaluation should be administered at the end of the session.

### Advance Preparation

- Become familiar with the session content and the notes. Curate or develop your speaker notes and practice presenting.
- Provide support to the guest speaker for their closing remarks, if any.

### Required Materials/Resources

- PowerPoint presentation and projector

### Handouts

- Post-test
- Workshop evaluation

### Additional Guidance

None

# Module 2: Supplemental Human Rights-Based Approach Training for Family Planning Service Providers and Facility Managers

## Introduction

This module builds on the core human rights literacy training in Module 1 and adds content that is tailored to the needs of family planning (FP) service providers and facility managers. As in Module 1, it employs a mix of training methods, including presentations, discussions/participatory activities, and small group exercises, to develop participants' awareness of their responsibilities as human rights duty bearers, ensure they know what signs to watch for to indicate human rights vulnerabilities and possible violations, and what steps to take if and when these issues arise.

Module 2 establishes the knowledge base that prepares participants for the optional companion Module 2a, *Assessing and Strengthening Human Rights in Family Planning Information and Services*. This module guides participants through a systematic, three-step process to assess the status of human rights in their FP services and plan how to strengthen this essential aspect of their program.

## Workshop Objectives

By the end of the workshop, participants will be able to do the following:

1. Explain their responsibilities as human rights duty bearers
2. Identify desirable practices and behaviors that support clients' human rights
3. Explain how to routinely track human rights in service delivery and what to do when alleged or confirmed human rights violations arise

## Detailed Agenda

Time	Session Objectives/Content	Methodology
8:30–9:00	<b>Pre-Test</b>	<ul style="list-style-type: none"> <li>• Participants complete the pre-test</li> </ul>
9:00–9:45	<b>Session 1: Opening Session</b> <ol style="list-style-type: none"> <li>1. Welcome participants; housekeeping announcements</li> <li>2. Introductions</li> <li>3. Clarify why we are here: training objectives</li> <li>4. Refresh the key concepts covered in the basic rights literacy training</li> </ol>	<ul style="list-style-type: none"> <li>• Welcome and opening remarks from facilitator(s) and any local guest, if desired (10 minutes)</li> <li>• Participant introductions (15 minutes)</li> <li>• Presentation of workshop objectives (5 minutes)</li> <li>• Review key concepts covered in the core training; address any clarifying questions (15 minutes)</li> </ul>
9:45–11:15	<b>Session 2: Practicing What We Want to See in Service Delivery</b> <ol style="list-style-type: none"> <li>1. Identify the roles and responsibilities of service providers and facility managers as duty bearers of individuals' human rights</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation (15 minutes)</li> <li>• Two brainstorm activities designed to highlight desired provider and manager behaviors that support clients' human rights</li> </ul>

	2. Increase awareness of practices and behaviors that support and hinder clients' human rights	<ul style="list-style-type: none"> <li>Small group exercise: Analyzing Real-World Case Studies (15 minutes for each case study, for a total of 45 minutes) followed by facilitated discussion (30 minutes)</li> </ul>
<b>11:15–11:30</b>	<b>Break</b>	
<b>11:30–12:40</b>	<b>Session 3: Routinely Monitoring Human Rights in FP Service Delivery and Managing Concerns</b> <ol style="list-style-type: none"> <li>Increase awareness of how to use service delivery data to track human rights and identify “red flags” indicating that these rights may be compromised</li> <li>Increase awareness of what to do in the case of alleged or confirmed human rights violations</li> </ol>	<ul style="list-style-type: none"> <li>PowerPoint presentation (2–3 minutes)</li> <li>Brainstorm activity (15 minutes)</li> <li>Small group exercise: Watching Out for Red Flags (20 minutes)</li> <li>Brainstorm activity (15 minutes)</li> </ul>
<b>12:40–1:15</b>	<b>Session 4: Closing Session</b> <ol style="list-style-type: none"> <li>Review key messages</li> <li>Participant reflections and intentions</li> <li>Closing remarks</li> <li>Post-test</li> <li>Workshop evaluation</li> </ol>	<ul style="list-style-type: none"> <li>PowerPoint presentation (5 minutes)</li> <li>Elicit a sample of participants' thoughts for ways to apply what they have learned (15 minutes)</li> <li>Closing remarks from facilitator (5 minutes)</li> <li>Participants complete the post-test and the workshop evaluation (10–15 minutes)</li> <li>Adjourn</li> </ul>

## Session Guidance

The details and content for delivering Module 2 are provided in two companion pieces:

- First, this **Facilitator’s Guide** provides an overview of each session of the module, necessary advance preparation, required materials/resources, handouts for participants, and additional guidance for the facilitator, if any.
- Second, a corresponding **PowerPoint presentation** contains slides and further guidance for the facilitator in the notes sections for how to conduct each session.

This guide should be used as a resource to prepare for all module sessions, including by gaining an understanding of the purpose and process of the module and what advance preparation is required. During the delivery of the module, the notes sections in the PowerPoint presentation provide facilitation guidance and optional speaker notes. It is important to review these notes in advance to become familiar and comfortable with the material and to consider how you may wish to modify it.

Specifically, the notes section for each slide begins with **SLIDE CONTENT**, which describes the material featured on the slide to orient the facilitator. These are not speaker notes and should not be read aloud. Each notes section then features content under the header **[Presenting slide content]**. This section features guidance for the facilitator on how to deliver the entire slide, including the following:

- Guidance on how to present any text on the slide—for instance, through prompts to summarize the content in his/her own words or read the slide text verbatim. In some cases, the facilitator

is provided with “*Optional speaker notes*” in italics, with surrounding quotation marks (“”). Although these speaker notes are provided as a tool, it is recommended that the facilitator adapt them to reflect his/her own words and speaking style.

2. In cases in which there is a short participatory activity (e.g., a question for participant discussion, a brainstorm activity, an icebreaker, etc.) or a group exercise, PowerPoint slides feature instructions for participants as well as the time allotted for the activity. The description under [**Presenting slide content**] features additional instructions or considerations for the facilitator that are not visible to participants.

## Session 1: Opening Session (45 minutes)

### Overview

This session establishes the purpose and aims of the workshop and refreshes participants on the essentials of a human rights-based approach (HRBA) to voluntary FP as a basis for focusing on how to strengthen human rights in service delivery programs. The session includes opening remarks by a program official or other dignitary who has credibility with the group to set the stage and context for the workshop, followed by participant introductions.

### Advance Preparation

- Determine who will make the opening remarks and provide them with assistance, if needed, regarding the purpose of workshop.
- Prepare the package of materials for participants. These materials can be shared electronically, though printing may be preferred for the purposes of note taking. The materials consist of the following:
  - The **pre- and post-test**. If preparing hard copies, print twice the number of copies as there are participants. Participants will receive one copy as the pre-test and the second copy as the post-test.
  - The **agenda and the slide printouts**. The slide printouts include space for note taking.
  - The **handout for the small group exercise, “Analyzing Real-World Case Studies.”** A separate answer key is provided for the facilitator.
  - The **handout for the small group exercise, “Watching Out for Red Flags.”** A separate answer key is provided for the facilitator.
  - The **resource brief, “The Comprehensive Human Rights-Based Voluntary Family Planning Program Framework.”**
  - The **workshop evaluation**.
- Set up a registration area where participants can sign in and receive participant materials.
- Decide how to have participants introduce themselves.
- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Provide support to the guest speaker, if any, with their opening remarks.
- Consider replacing certain pictures with others that may better resonate with your participants.

## Required Materials/Resources

- PowerPoint presentation and projector
- Flip chart, tape, and markers
- Name tags

## Handouts

- Pre-test
- Workshop agenda
- Slide printouts for participants to use for note taking/reference
- Handouts for the small group exercises, as noted above
- The resource brief, “The Comprehensive Human Rights-Based Voluntary Family Planning Program Framework.”

## Additional Guidance

- **Participant introductions:** There are different options for doing participant introductions, depending on the size of the group and what works best in your context. Some examples are as follows:
  - Ask participants to pair up and share a piece of information with each other (first job, favorite song or food, etc.). Each participant then introduces their partner to the group. Continue until all participants are introduced.
  - Ask each participant to state their name and what they want to learn during the workshop.
- **Meeting ground rules:** It is advisable to have some meeting ground rules to help maintain order during the workshop. If there is time, these can be generated by the group, or the facilitator can post some ground rules and ask participants to add any they think are missing. Examples of ground rules include the following:
  - Silence cell phones.
  - Return to sessions on time after breaks.
  - Do not take phone calls during sessions; if you must take a call, leave the room.
  - What else?

## Session 2: Practicing What We Want to See in Service Delivery (1 hour 30 minutes)

### Overview

During this session, participants will focus on their roles and responsibilities as duty bearers for clients’ human rights. In addition to two short brainstorm activities, participants will identify rights-supportive and rights-hindering behaviors in an exercise in which they analyze different case studies.

## Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Select three out of the four case studies in the handout to use in the exercise, based on what is most relevant to the local context. Review the case studies selected; consider the rights-related principles involved and what behaviors would be desirable to ensure that the client’s human rights are protected and fulfilled.

## Required Materials/Resources

- PowerPoint presentation and projector

## Handouts

- “Analyzing Real-World Case Studies” exercise handout

## Additional Guidance

None

# Session 3: Routinely Monitoring Human Rights in FP Service Delivery and Managing Concerns (1 hour 10 minutes)

## Overview

The focus of this session will be on how to routinely track human rights in service delivery, using readily available data. The session will highlight “red flags” to watch for—signs indicating that human rights could be compromised—and what to do if a red flag or confirmed human rights problem is identified. The session is highly interactive, with two brainstorm activities, a small group exercise, and a closing facilitated discussion.

## Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Become familiar with the brainstorm activities and exercise, including the suggested facilitator key messages provided within the notes sections of the PowerPoint slides (for the brainstorm activities and facilitated discussion), as well as the answer key for the small group exercise.

## Required Materials/Resources

- PowerPoint presentation and projector
- Flip chart, tape, and markers

## Handouts

- “Watching Out for Red Flags” exercise handout

## Additional Guidance

- **Tips for brainstorming:** Stimulate ideas with the questions provided in the slide notes. Clarify ideas as needed. Generate as many ideas as possible in the time available. Group similar ideas together to highlight common themes.

## Session 4: Wrap-Up, Individual Reflections and Intentions, and Workshop Closing (35 minutes)

### Overview

In this wrap-up session, the facilitator will reinforce key take-home messages and invite a sample of participants to share their intentions about how they will apply what they have learned to their work. The facilitator and guest, if any, will make closing remarks. The post-test and workshop evaluation should be administered at the conclusion of the session, after which the workshop is adjourned.

### Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Provide support to the guest speaker for their closing remarks, if any.

### Required Materials/Resources

- PowerPoint presentation and projector

### Handouts

- Post-test
- Workshop evaluation

### Additional Guidance

None

# Module 2a (Optional): Assessing and Strengthening Human Rights in Family Planning Information and Services

## Introduction

This optional module is a follow-on and complement to Module 2: Supplemental Training for Family Planning Service Providers and Facility Managers. Module 2a is designed to guide service providers and facility managers through a systematic process to assess the status of human rights in their family planning (FP) services and plan how to strengthen this essential aspect of their program.

## Workshop Objectives

By the end of the workshop, participants will be able to do the following:

1. Identify the strengths, weaknesses, and gaps related to FP information and services through a human rights lens
2. Identify root causes of weaknesses and gaps; set priorities
3. Formulate a plan to strengthen human rights in FP information and services

## Detailed Agenda

Time	Session Objectives/Content	Methodology
9:15–9:45	<b>Session 1: Opening Session</b> <ol style="list-style-type: none"> <li>1. Welcome participants; housekeeping announcements</li> <li>2. Introductions</li> <li>3. Clarify why we are here: training objectives</li> </ol>	<ul style="list-style-type: none"> <li>• Welcome/opening remarks from the facilitator(s) and a local guest, if desired (10 minutes)</li> <li>• Participant introductions (15 minutes)</li> <li>• Presentation of workshop objectives (5 minutes)</li> </ul>
9:45–10:45	<b>Session 2: Step 1. Assess FP Information and Service Delivery through a Human Rights Lens</b> <ol style="list-style-type: none"> <li>1. Identify service delivery strengths on which to capitalize</li> <li>2. Identify weaknesses and gaps that require action</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation (15 minutes)</li> <li>• Small group work using Worksheet #1: Identify programmatic strengths, weaknesses, and gaps from a human rights perspective (45 minutes)</li> </ul>
10:45–11:00	<b>Break</b>	
11:00–12:00	<b>Session 3: Step 2. Identify Root Causes of Weaknesses and Gaps; Set Priorities for Action</b> <ol style="list-style-type: none"> <li>1. Get to the root cause(s) of each deficient area</li> <li>2. Determine at what level in the program action is required</li> <li>3. Set priorities to address in a one-year action plan</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation (10 minutes)</li> <li>• Small group work using Worksheet #2: Identify root causes of weaknesses and gaps; set priorities (50 minutes)</li> </ul>

12:00–12:45	<b>Session 4: Report Back on Priorities and Root Causes</b> <ol style="list-style-type: none"> <li>Hear reports from small group rapporteurs summarizing the issues their group prioritized and their root causes</li> <li>Synthesize similarities and differences across groups</li> <li>Elicit feedback on the activity: Was anything surprising?</li> </ol>	<ul style="list-style-type: none"> <li>Small group report back (5 minutes per group) and facilitator observations.</li> <li>Facilitated discussion (10 minutes)</li> </ul>
12:45–1:45	<b>Lunch</b>	
1:45–3:30	<b>Session 5: Step 3. Formulate a Plan to Strengthen Human Rights in FP Information and Services</b> <ol style="list-style-type: none"> <li>Formulate actions to address the root cause of each prioritized issue</li> <li>Identify who is responsible, where resources will come from, and the timeline for implementing each prioritized action</li> <li>Identify essential links to other efforts or resources that support planned actions</li> <li>Identify indicators for tracking progress in plan implementation</li> </ol>	<ul style="list-style-type: none"> <li>PowerPoint presentation (10 minutes)</li> <li>Small group work using Worksheet #3: Developing an action plan (1 hour and 35 minutes)</li> </ul>
3:30–3:45	<b>Break</b>	
3:45–5:00	<b>Session 6: Report Back on Action Plans</b> <ol style="list-style-type: none"> <li>Share the outcomes of the action planning process developed by the service delivery teams</li> <li>Summarize key themes and common actions proposed; provide participants with an opportunity to reflect on the group work and what they produced</li> <li>Inform participants about next steps related to implementing and monitoring action plans</li> </ol>	<ul style="list-style-type: none"> <li>Small group report back (10 minutes per group for up to 50 minutes)</li> <li>Facilitated discussion (30 minutes)</li> </ul>
5:15–5:45	<b>Session 7: Closing Session</b> <ol style="list-style-type: none"> <li>Review key messages</li> <li>Participant reflections and intentions</li> <li>Closing remarks</li> <li>Workshop evaluation</li> </ol>	<ul style="list-style-type: none"> <li>PowerPoint presentation (5 minutes)</li> <li>Elicit a sample of participants' thoughts for ways to apply what they have learned (15 minutes)</li> <li>Closing remarks from facilitator (5 minutes)</li> <li>Participants complete the workshop evaluation (5–10 minutes)</li> <li>Adjourn</li> </ul>

# Session Guidance

The details and content for delivering Module 2a are provided in two companion pieces:

- First, this **Facilitator’s Guide** provides an overview of each session of the module, necessary advance preparation, required materials/resources, handouts for participants, and additional guidance for the facilitator, if any.
- Second, a corresponding **PowerPoint presentation** contains slides and further guidance for the facilitator in the notes sections for how to conduct each session.

This guide should be used as a resource to prepare for all module sessions, including by gaining an understanding of the purpose and process of the module, and what advance preparation is required. During the delivery of the module, the notes sections in the PowerPoint presentation provide facilitation guidance and optional speaker notes. It is important to review these notes in advance to become familiar and comfortable with the material and to consider how you may wish to modify it.

Specifically, the notes page for each slide begins with **SLIDE CONTENT**, which describes the material featured on the slide to orient the facilitator. These are not speaker notes and should not be read aloud. Each notes section then features content under the header **[Presenting slide content]**. This section features guidance for the facilitator on how to deliver the entire slide, including the following:

1. Guidance on how to present any text on the slide—for instance, through prompts to summarize the content in his/her own words or read the slide text verbatim. In some cases, the facilitator is provided with “*Optional speaker notes*” in italics, with surrounding quotation marks (“”). Although these speaker notes are provided as a tool, it is recommended that the facilitator adapt them to reflect his/her own words and speaking style.
2. In cases in which there is a short participatory activity (e.g., a question for participant discussion, a brainstorm activity, an icebreaker, etc.) or a group exercise, PowerPoint slides feature instructions for participants, as well as the time allotted for the activity. The description under **[Presenting slide content]** features additional instructions or considerations for the facilitator that are not visible to participants.

## Session 1: Opening Session (30 minutes)

### Overview

This session establishes the purpose and aims of the workshop. Unlike the other modules, this session does not refresh the essentials of a human rights-based approach (HRBA) to family planning (FP), as this information is embedded and covered in Module 2: Supplemental Human Rights-Based Approach Training for Family Planning Service Providers and Facility Managers. The session includes remarks by a program official or other dignitary who has credibility with the group and can support the integration of action plans into ongoing work.

### Advance Preparation

- Determine who will make the opening remarks and provide them with assistance, if needed, regarding the purpose of the workshop.
- Prepare the package of materials for participants. These materials can be shared electronically, though printing may be preferred for the purposes of note taking. The materials consist of the following:

- The **agenda and the slide printouts**. The slide printouts include space for note taking.
  - The **handout for Worksheet #1, Step 1**: Identify programmatic strengths, weaknesses, and gaps from a human rights perspective.
  - The **handout for Worksheet #2, Step 2**: Identify root causes of weaknesses and gaps; set priorities.
  - The **handout for Worksheet #3, Step 3**: Develop an action plan.
  - The **workshop evaluation**.
  - The resource brief, **“The Comprehensive Human Rights-Based, Voluntary Family Planning Program Framework.”**  
 FP2030, UNFPA, and What Works Association. 2021. *The Comprehensive Human Rights-Based, Voluntary Family Planning Program Framework: Brief*. Washington, DC: FP2030.
  - Copies of **key reference documents** (e.g., National RH/MCH/FP Strategy, Costed Implementation Plan, current workplans and program monitoring plans for relevant programs and projects).
- Set up a registration area for participants to sign in and receive participant materials.
  - Decide how to have participants introduce themselves.
  - Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Adapt or develop your speaker notes and practice presenting.
  - Consider replacing certain pictures with others that may better resonate with your participants.

## Required Materials/Resources

- PowerPoint presentation and projector
- Flip chart, tape, and markers
- Name tags

## Handouts

- Workshop agenda
- Slide printouts for participants to use for note taking/reference
- Framework brief

## Additional Guidance

- **Participant introductions:** There are different options for doing participant introductions, depending on the size of the group and what works best in your context. Some examples are as follows:
  - Ask participants to pair up and share a piece of information with each other (first job, favorite song or food, etc.). Each participant then introduces their partner to the group. Continue until all participants are introduced.
  - Ask each participant to state their name and what they want to learn during the workshop.
- **Meeting ground rules:** It is advisable to have some meeting ground rules to help maintain order during the workshop. If there is time, these can be generated by the group, or the facilitator can

post some ground rules and ask participants to add any they think are missing. Examples of ground rules include the following:

- Silence cell phones.
- Return to sessions on time after breaks.
- Do not take phone calls during sessions; if you must take a call, leave the room.
- What else?

## Session 2: Step 1. Assess FP Information and Service Delivery through a Human Rights Lens (1 hour)

### Overview

After a brief introduction, this session will be devoted to small group work, in which participants from the same program or service site/facility will assess the strengths, weaknesses, and gaps in the human rights component of the FP information and services where they work. Participants will complete Worksheet #1.

### Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Become familiar with the instructions on Worksheet #1.

### Required Materials/Resources

- PowerPoint presentation and projector
- Flip charts, markers, and tape

### Handouts

- Worksheet #1

### Additional Guidance

- **Facilitation tip:** While the small groups are working, the facilitator should circulate among them to answer any questions, ensure that every group is on track, and share the time remaining for the exercise. Make sure that groups are systematically considering all elements of the desired state for each rights-related principle. If they get stuck, try to determine the cause and offer suggestions on how to move forward. If issues arise that are not easily resolved, create a “parking lot” by capturing on a flip chart those issues to which participants can return and discuss during the report back and discussion. Support groups in moving through as many of the details as they can, not letting the process get bogged down on any unresolved point.

## Session 3: Step 2. Identify Root Causes of Weaknesses and Gaps; Set Priorities for Action (1 hour)

### Overview

In this session, participants will get to the root causes of the weaknesses and gaps they identified in the previous session, and set priorities to address them. They will work through Worksheet #2.

### Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Become familiar with the instructions on Worksheet #2.

### Required Materials/Resources

- PowerPoint presentation and projector
- Flip charts, markers, and tape

### Handouts

- Worksheet #2

### Additional Guidance

- **Facilitation tip:** The tip from Session 2, Step 1 applies to this session as well. In particular, the root cause analysis may be new for many participants and could require focused support. In asking “Why?” three times, the aim is to get participants to dig below the surface of existing conditions to reach the underlying cause(s). Each time they ask “Why?” they should cut through another layer to identify what is creating this condition until they reach down far enough to get to the fundamental source of the condition needing improvement, determining something stakeholders can work on. The facilitator should confirm that each group understands the process and help them, if needed, work through the analysis of one or two identified weaknesses or gaps.

## Session 4: Report Back on Priorities and Root Causes (45 minutes)

### Overview

- In this session, small group rapporteurs will report back to the plenary group on the areas they have selected as priorities for action and their root causes. The facilitator will then lead a discussion about the group outputs and how participants felt about the group work.

### Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.

### Required Materials/Resources

- PowerPoint presentation and projector

## Handouts

None

## Additional Guidance

- **Facilitation tip:** Pose clarifying questions as needed regarding the group outputs. Make note of any common themes that emerge. Refer back to the items collected on the “parking lot” flip chart. Raise them with the whole group and invite comment and discussion until they are resolved.

# Session 5: Step 3. Formulate a Plan to Strengthen Human Rights in FP Information and Services (1 hour 45 minutes)

## Overview

In this session, participants will continue to work in their small groups to develop action plans to address the root cause(s) of each prioritized issue. They will work through Worksheet #3.

## Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Become familiar with Worksheet #3.

## Required Materials/Resources

- PowerPoint presentation and projector

## Handouts

- Worksheet #3

## Additional Guidance

None

# Session 6: Report Back on Action Plans (1 hour 15 minutes)

## Overview

In this session, small group rapporteurs will report back on the action plans their groups have developed. This report back will be followed by a facilitated discussion that notes the feasibility of the planned actions and similarities and differences across plans, and invites participants to comment and ask clarifying questions.

## Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.

- Establish how the action plans will be followed up and supported, and by whom, after the workshop.

### **Required Materials/Resources**

- PowerPoint presentation and projector
- Flip charts, markers, and tape

### **Handouts**

None

### **Additional Guidance**

None

## **Session 7: Closing Session (30 minutes)**

### **Overview**

In this wrap-up session, the facilitator will reinforce key take-home messages and invite a sample of participants to share their intentions as to how they will apply what they have learned to their work. The facilitator and guest, if any, will make closing remarks. The post-test and workshop evaluation will be administered at the conclusion of the session, immediately after the workshop is adjourned.

### **Advance Preparation**

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Prepare the guest speaker to guide their closing remarks.

### **Required Materials/Resources**

- PowerPoint presentation and projector

### **Handouts**

- Workshop evaluation

### **Additional Guidance**

None

# Module 3: Supplemental Human Rights-Based Approach Training for Family Planning Supervisors

## Introduction

This module builds on the core human rights literacy training in Module 1 and adds content tailored to the needs of those tasked with supervising healthcare workers responsible for delivering contraceptive information and services. This module is geared toward the external supervisor, a senior staff member of the Ministry of Health (usually at the district or subdistrict level), or nongovernmental organization whose responsibilities include oversight of a number of facilities. The external supervisor is distinct from the facility manager (or on-site supervisor). This module employs a mix of training methods, including presentations, discussions/participatory activities, and small group exercises. Its aim is to develop participants’ awareness of their responsibilities as guardians of clients’ human rights; guide them through a process to assess the extent to which their supervision practices consider a human rights perspective; and ensure they know the signs that indicate human rights vulnerabilities and possible violations, and what steps to take if and when they arise.

## Workshop Objectives

By the end of the workshop, participants will be able to do the following:

1. Identify key supportive supervision principles
2. Explain a supervisor’s responsibilities as a human rights duty bearer and issues to consider when using a rights-based lens for supervision
3. Identify actions (approaches and content) that support supervision of human rights-based, voluntary family planning (FP) service delivery, including what to do in case of alleged or confirmed human rights violations

## Detailed Agenda

Time	Session Objectives/Content	Methodology
8:30–9:00	<b>Pre-Test</b>	<ul style="list-style-type: none"> <li>• Participants complete the pre-test</li> </ul>
9:00–9:45	<b>Session 1: Opening Session</b> <ol style="list-style-type: none"> <li>1. Welcome participants; housekeeping announcements</li> <li>2. Introductions</li> <li>3. Clarify why we are here: training objectives</li> <li>4. Refresh the key concepts covered in the basic rights literacy training</li> </ol>	<ul style="list-style-type: none"> <li>• Welcome/opening remarks from facilitator(s) and a local guest, if desired (10 minutes)</li> <li>• Participant introductions (15 minutes)</li> <li>• Presentation of workshop objectives (5 minutes)</li> <li>• Review key concepts covered in the core training; address any clarifying questions (15 minutes)</li> </ul>

9:45–10:15	<b>Session 2: Refresher on Key Concepts of Supportive Supervision</b> <ol style="list-style-type: none"> <li>1. Refresh participants on the definition and basic principles of supportive supervision</li> <li>2. Distinguish between traditional and supportive supervision</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation and discussion (20 minutes)</li> <li>• Small group exercise: Reality check—how supportive is your supervision? (10 minutes)</li> </ul>
10:15–11:15	<b>Session 3: Supportive Supervision through a Human Rights Lens—What to Look For</b> <ol style="list-style-type: none"> <li>1. Identify the roles and responsibilities of supervisors as duty bearers of individuals' human rights</li> <li>2. Identify what to look for when conducting supervision of rights-based, voluntary FP</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation and discussion (30 minutes)</li> <li>• Brainstorm activity to identify how supervisors can fulfill the role of duty bearer (15 minutes)</li> <li>• Second brainstorm activity to consider what participants would change in their supervision based on what they learned in Module 1 (15 minutes)</li> </ul>
11:15–11:30	<b>Break</b>	
11:30–12:30	<b>Session 4: Supportive Supervision through a Human Rights Lens—The Process</b> <ol style="list-style-type: none"> <li>1. Explore how to conduct supervision of rights-based, voluntary FP services</li> <li>2. Increase awareness of the importance of follow-up, including what to do in cases of alleged or confirmed human rights violations</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation and discussion (30 minutes)</li> <li>• Small group exercise: Conducting provider and facility manager interviews to identify red flags (20 minutes)</li> <li>• Facilitated discussion (10 minutes)</li> </ul>
12:30–1:00	<b>Session 5: Closing Session</b> <ol style="list-style-type: none"> <li>1. Review key messages</li> <li>2. Participant reflections and intentions</li> <li>3. Closing remarks</li> <li>4. Post-test</li> <li>5. Workshop evaluation</li> </ol>	<ul style="list-style-type: none"> <li>• PowerPoint presentation (5 minutes)</li> <li>• Elicit a sample of participants' thoughts about ways to apply what they have learned (15 minutes)</li> <li>• Closing remarks from facilitator (5 minutes)</li> <li>• Participants complete the post-test and the workshop evaluation (10–15 minutes)</li> <li>• Adjourn</li> </ul>

## Session Guidance

The details and content for delivering Module 3 are provided in two companion pieces:

- First, this **Facilitator's Guide** provides an overview of each session of the module, necessary advance preparation, required materials/resources, handouts for participants, and additional guidance for the facilitator, if any.
- Second, a corresponding **PowerPoint presentation** contains slides and further guidance for the facilitator in the notes sections for how to conduct each session.

This guide should be used as a resource to prepare for all module sessions, including for gaining an understanding of the purpose and process of the module, and what advance preparation is required. During the delivery of the module, the notes sections in the PowerPoint presentation provide facilitation guidance and optional speaker notes. It is important to review these notes in advance to become familiar and comfortable with the material and consider how you may wish to modify it.

Specifically, the notes section for each slide begins with **SLIDE CONTENT**, which describes the material featured on the slide to orient the facilitator. These are not speaker notes and should not be read aloud. Each notes section then features content under the header **[Presenting slide content]**. This section features guidance for the facilitator on how to deliver the entire slide, including the following:

1. Guidance on how to present any text on the slide—for instance, through prompts to summarize the content in his/her own words or read the slide text verbatim. In some cases, the facilitator is provided with “*Optional speaker notes*” in *italics*, with surrounding quotation marks (“”). Although these speaker notes are provided as a tool, it is recommended that the facilitator adapt them to reflect his/her own words and speaking style.
2. In cases in which there is a short participatory activity (e.g., a question for participant discussion, a brainstorm activity, an icebreaker, etc.) or a group exercise, PowerPoint slides feature instructions for participants as well as the time allotted for the activity. The description under **[Presenting slide content]** features additional instructions or considerations for the facilitator that are not visible to participants.

## Session 1: Opening Session (45 minutes)

### Overview

This session establishes the purpose and aims of the workshop and refreshes participants on the essentials of a human rights-based approach (HRBA) to family planning (FP) as a basis for focusing on how to strengthen human rights in service delivery programs. The session includes opening remarks by a program official or other dignitary who has credibility with the group and can support the application of lessons in supervisors’ ongoing work.

### Advance Preparation

- Determine who will make the opening remarks and provide them with assistance, if needed, regarding the purpose of the workshop.
- Prepare the package of materials for participants. These materials can be shared electronically, though printing may be preferred for the purposes of note taking. The materials consist of the following:
  - The **pre- and post-test**. If preparing hard copies, print twice the number of copies as there are participants. Participants will receive one copy as the pre-test and the second copy as the post-test.
  - The **agenda and the slide printouts**. The slide printouts include space for note taking.
  - The **handout for the exercise “Reality Check: How Supportive Is Your Supervision?”**
  - The **handout for the exercise “Conducting Provider and Facility Manager Interviews to Identify Red Flags.”** The exercise is accompanied by an answer sheet for the facilitator. If desired, this answer sheet can also be printed for participants and distributed after the exercise is complete.

- The **handout “Sample Client Exit Interview Guide.”**

The **resource brief, “The Comprehensive Human Rights-Based, Voluntary Family Planning Program Framework.”**

FP2030, UNFPA, and What Works Association. 2021. *The Comprehensive Human Rights-Based, Voluntary Family Planning Program Framework: Brief*. Washington, DC: FP2030.

- The **workshop evaluation.**
- Set up a registration area where participants can sign in and receive participant materials.
- Decide how to have participants introduce themselves.
- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Provide support to the guest speaker, if any, with their opening remarks.
- Consider replacing certain pictures with others that may better resonate with your participants.

## Required Materials/Resources

- PowerPoint presentation and projector
- Flip chart and markers
- Name tags

## Handouts

- Pre-test
- Agenda
- Slide printouts (if choosing hard copies) for all sessions within the module for participants to use for note taking/reference
- The resource brief, “The Comprehensive Human Rights-Based, Voluntary Family Planning Program Framework”

## Additional Guidance

- **Participant introductions:** There are different options for doing participant introductions, depending on the size of the group and what works best in your context. Some examples are as follows:
  - Ask participants to pair up and share a piece of information with each other (first job, favorite song or food, etc.). Each participant then introduces their partner to the group. Continue until all participants are introduced.
  - Ask each participant to state their name and what they want to learn during the workshop.
- **Meeting ground rules:** It is advisable to have some meeting ground rules to help maintain order during the workshop. If there is time, these can be generated by the group, or the facilitator can post some ground rules and ask participants to add any they think are missing. Examples of ground rules include the following:
  - Silence cell phones.
  - Return to sessions on time after breaks.
  - Do not take phone calls during sessions; if you must take a call, leave the room.

- What else?

## **Session 2: Refresher on Key Concepts in Supportive Supervision (30 minutes)**

### **Overview**

This session is a refresher on supportive supervision to bolster the premise that supervision using a rights-based perspective will be more effective when practiced in a manner that fosters continuous improvement and problem solving. Participants will first have the opportunity to consider their own supervisory practices during a short activity. The session then continues with a review of the principles and characteristics of supportive supervision as compared to traditional supervision.

### **Advance Preparation**

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.

### **Required Materials/Resources**

- PowerPoint presentation and projector
- Flip chart, markers, and tape

### **Handouts**

- “Reality Check: How Supportive Is Your Supervision?”

### **Additional Guidance**

None

## **Session 3: Supportive Supervision through a Human Rights Lens—What to Look For (1 hour)**

### **Overview**

The purpose of this session is to introduce participants to supervision using a human rights lens. It will focus on the role of the supervisor as a duty bearer of individuals’ human rights in FP services, including a short brainstorm exercise on supervisor responsibilities in this regard. The session also will refresh participants on the unique human rights vulnerabilities in FP (from Module 1). This section will be followed by brainstorming on what topics should be considered when conducting supervision using a human rights lens, in addition to what is already being covered during supervision.

### **Advance Preparation**

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.

## Required Materials/Resources

- PowerPoint presentation and projector
- Flip charts, markers, and tape

## Handouts

None

## Additional Guidance

- **Tips for brainstorming:** Stimulate ideas with the questions provided in the slide notes. Clarify ideas as needed. Generate as many ideas as possible in the time available. Group similar ideas together to highlight common themes.

# Session 4: Supportive Supervision through a Human Rights Lens—The Process (1 hour)

## Overview

The focus of this session is to review how to incorporate a human rights lens into the routine process of supportive supervision. It builds on the previous session, which covers the content of supervision and reviews the supervision process, including four key processes within it, and how they can be used to identify and follow up on issues that need to be addressed.

## Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.
- Review the Response Key for Facilitators: Conducting Provider and Facility Manager Interviews to Identify Red Flags.

## Required Materials/Resources

- PowerPoint presentation and projector
- Flip charts, markers, and tape
- Handouts

## Handouts

- “Conducting Provider and Facility Manager Interviews to Identify Red Flags”
- “Sample Client Exit Interview Form”

## Additional Guidance

None

## Session 5: Closing Session (30 minutes)

### Overview

In this wrap-up session, the facilitator will reinforce key take-home messages and invite a sample of participants to share their reflections on applying what they have learned in their work. The facilitator and guest speaker, if any, will make closing remarks. The facilitator should administer the post-test and workshop evaluation at the conclusion of the session immediately after the workshop is adjourned.

### Advance Preparation

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Curate or develop your speaker notes and practice presenting.

### Required Materials/Resources

- PowerPoint presentation and projector

### Handouts

- Post-test

### Additional Guidance

None

# Module 4: Supplemental Training for Local Health Committees

## Introduction

This module builds on the core human rights literacy training in Module 1 and adds content tailored to the needs of members of local health committees or groups, such as community/village health committees (CHCs) and facility health committees (FHCs)/health facility management committees (HFMCs). These groups consist of local volunteers who represent the views and needs of the community in their interactions with health workers, thereby supporting improved community health outcomes. They likewise serve an important social accountability function by raising issues around health service performance to providers, supervisors, and, in some cases, local governments.

Recognizing that some roles and responsibilities vary between these types of groups across countries, this module has been designed to showcase how a set of common functions<sup>5</sup>—such as identifying, documenting, and communicating local health challenges and needs—can support a human rights-based approach (HRBA) to voluntary family planning (FP). This module employs a mix of training methods, including presentations, discussions/participatory activities, and small group exercises. Its aim is to refresh participants’ awareness of their core roles and responsibilities as committee members and showcase the ways in which they can easily support the HRBA to voluntary FP in their work.

## Workshop Objectives

By the end of the workshop, participants will have increased awareness and understanding of the following:

1. The core roles and responsibilities of local health committees
2. How local committees can support the essential elements of a human rights-based voluntary FP program across levels of the healthcare system
3. How to navigate difficult scenarios pertaining to FP in their communities, including concrete steps they can take to support the HRBA to voluntary FP

## Detailed Agenda

Time	Session Objectives/Content	Methodology
8:30–9:00	<b>Pre-Test</b>	<ul style="list-style-type: none"><li>• Participants complete the pre-test</li></ul>
9:00–9:50	<b>Session 1: Opening Session</b> <ol style="list-style-type: none"><li>1. Opening remarks</li><li>2. Introductions</li><li>3. Clarify why we are here: training objectives</li><li>4. Refresh the key concepts covered in the basic rights literacy training</li></ol>	<ul style="list-style-type: none"><li>• Welcome and opening remarks from facilitator(s) and any local guest, if desired (10 minutes)</li><li>• Participant introductions (15 minutes)</li><li>• Presentation of workshop objectives (5 minutes)</li></ul>

<sup>5</sup> Functions shared by both community and health facility committees have been informed by Gaudrault, M., K. LeBan, L. Crigler, and P. Freeman. 2016. *Community Health Committees and Health Facility Management Committees: Program Functionality Assessment Toolkit*. Washington, DC: CORE Group and World Vision International.

		<ul style="list-style-type: none"> <li>Review key concepts covered in the core training; address any clarifying questions (15 minutes)</li> </ul>
<b>9:50–10:45</b>	<b>Session 2: What Do Local Health Committees Do? A Refresher</b> <ol style="list-style-type: none"> <li>Icebreaker activity</li> <li>Review different types of local health committees</li> <li>Examine the overarching roles and responsibilities of local health committees</li> <li>Assess the work already being done against the standard roles and responsibilities of local committees</li> </ol>	<ul style="list-style-type: none"> <li>Icebreaker activity to identify the work committees are already doing to support the HRBA to voluntary FP (10 minutes)</li> <li>PowerPoint presentation (20 minutes)</li> <li>Small group activity to identify strengths, weaknesses, and gaps in the work being done by committees (15-minute group work, 10-minute plenary discussion)</li> </ul>
<b>10:45–11:15</b>	<b>Break</b>	
<b>11:15–12:30</b>	<b>Session 3: How Local Committees Can Support the HRBA to Voluntary FP</b> <ol style="list-style-type: none"> <li>Examine the ways local health committees can support the HRBA to voluntary FP across levels of the healthcare system</li> <li>Explore the specific actions local health committees can take to support each of the 10 human rights-related principles and standards that apply to voluntary FP</li> </ol>	<ul style="list-style-type: none"> <li>PowerPoint presentation (30 minutes)</li> <li>Small group exercise to identify actions committees could take to support each of the human rights-related principles and standards (30-minute group work, 15-minute plenary discussion)</li> </ul>
<b>12:30–1:15</b>	<b>Session 4: Navigating Difficult Scenarios in our Communities</b> <ol style="list-style-type: none"> <li>Review different scenarios that may happen in our communities and discuss responses to support the HRBA to voluntary FP</li> </ol>	<ul style="list-style-type: none"> <li>PowerPoint presentation, along with a large group/plenary discussion (45 minutes)</li> </ul>
<b>1:15–1:45</b>	<b>Session 5: Closing Session</b> <ol style="list-style-type: none"> <li>Review key messages</li> <li>Participant reflections and intentions</li> <li>Closing remarks</li> <li>Post-test</li> <li>Workshop evaluation</li> </ol>	<ul style="list-style-type: none"> <li>PowerPoint presentation (5 minutes)</li> <li>Elicit a sample of participants' thoughts on ways to apply what they have learned (10 minutes)</li> <li>Closing remarks from facilitator (5 minutes)</li> <li>Participants complete the post-test and the workshop evaluation (10 minutes)</li> <li>Adjourn</li> </ul>

# Session Guidance

The details and content for delivering Module 4 are provided in two companion pieces:

- First, this **Facilitator’s Guide** provides an overview of each session of the module, necessary advance preparation, required materials/resources, handouts for participants, and additional guidance for the facilitator, if any.
- Second, a corresponding **PowerPoint presentation** contains slides and further guidance for the facilitator in the notes sections for how to conduct each session.

This guide should be used as a resource to prepare for all module sessions, including by gaining an understanding of the purpose and process of the module, and what advance preparation is required. During the delivery of the module, the notes sections in the PowerPoint presentation provide facilitation guidance and optional speaker notes. It is important to review these notes in advance to become familiar and comfortable with the material and consider how you may wish to modify it.

Specifically, the notes section for each slide begins with **SLIDE CONTENT**, which describes the material featured on the slide to orient the facilitator. These are not speaker notes and should not be read aloud. Each notes section then features content under the header **[Presenting slide content]**. This section features guidance for the facilitator on how to deliver the entire slide, including the following:

1. Guidance on how to present any text on the slide—for instance, through prompts to summarize the content in his/her own words or read the slide text verbatim. In some cases, the facilitator is provided with “*Optional speaker notes*” in *italics*, with surrounding quotation marks (“”). Although these speaker notes are provided as a tool, it is recommended that the facilitator adapt them to reflect his/her own words and speaking style.
2. In cases in which there is a short participatory activity (e.g., a question for participant discussion, a brainstorm activity, an icebreaker, etc.) or a group exercise, PowerPoint slides feature instructions for participants as well as the time allotted for the activity. The description under **[Presenting slide content]** features additional instructions or considerations for the facilitator that are not visible to participants.

## Session 1: Opening Session (50 minutes)

### Overview

This session establishes the purpose and aims of the workshop and refreshes participants on the essential elements of a human rights-based approach (HRBA) to voluntary family planning (FP). The session includes opening remarks by a program official or other dignitary who has credibility with the group to set the stage and context for the workshop, followed by participant introductions, a review of the training objectives, and a Module 1 refresher as a basis for showcasing how local health committees can support the HRBA to voluntary FP in their communities.

### Advance Preparation

- Determine who will make the opening remarks and provide them with assistance, if needed, regarding the purpose of the workshop.
- Prepare the package of materials for participants. These materials can be shared electronically, though printing may be preferred for the purposes of note taking. The materials consist of the following:

- The **pre- and post-test**. If preparing hard copies, print twice the number of copies as there are participants. Participants will receive one copy as the pre-test and the second copy as the post-test.
- The **agenda and the slide printouts**. The slide printouts include space for note taking.
- The **handout for the small group exercise “Actions Health Committees Can Take to Support the Human Rights-Based Approach to Voluntary Family Planning.”** A separate answer key is provided for the facilitator.
- The **resource brief, “The Comprehensive Human Rights-Based Voluntary Family Planning Program Framework.”**

FP2030, UNFPA, and What Works Association. 2021. *The Comprehensive Human Rights-based Voluntary Family Planning Program Framework: Brief*. Washington, DC: FP2030.
- The **workshop evaluation**.
- Set up a registration area for participants to sign in and receive participant materials.
- Decide how to have participants introduce themselves.
- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Adapt or develop your speaker notes and practice presenting.
- Consider replacing certain pictures with others that may better resonate with your participants.

## Required Materials/Resources

- PowerPoint presentation and projector
- Name tags

## Handouts

- Pre-test
- Agenda
- Slide printouts for participants to use for note taking/reference

## Additional Guidance

- **Participant introductions:** There are different options for doing participant introductions, depending on the size of the group and what works best in your context. Some examples are as follows:
  - Ask participants to pair up and share a piece of information with each other (first job, favorite song or food, etc.). Each participant then introduces their partner to the group. Continue until all participants are introduced.
  - Ask each participant to state their name and what they want to learn during the workshop.
- **Meeting ground rules:** It is advisable to have some meeting ground rules to help maintain order during the workshop. If there is time, these can be generated by the group, or the facilitator can post some ground rules and ask participants to add any they think are missing. Examples of ground rules include the following:
  - Silence cell phones.
  - Return to sessions on time after breaks.
  - Do not take phone calls during sessions; if you must take a call, leave the room.

## Session 2: What Do Local Health Committees Do? A Refresher (55 minutes)

### Overview

This session is designed to refresh members of local health committees on their core roles and responsibilities. Recognizing that some roles and responsibilities vary among different types of groups across countries, this session presents a set of eight common functions, such as identifying, documenting, and communicating local health challenges and needs. The session concludes with a small group activity, during which participants will have the opportunity to consider which of these roles and responsibilities are being done well by their committees, and which require improvement. This common understanding will serve as an important foundation for identifying how committees can support the HRBA to voluntary FP during Sessions 3 and 4.

### Advance Preparation

- Recommended reading:  
Gaudrault, M., K. LeBan, L. Crigler, and P. Freeman. 2016. *Community Health Committees and Health Facility Management Committees: Program Functionality Assessment Toolkit*. Washington, DC: CORE Group and World Vision International.
- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Adapt or develop your speaker notes and practice presenting.

### Required Materials/Resources

- PowerPoint presentation and projector
- Flip charts, markers, and tape

### Handouts

None

### Additional Guidance

- **Adapting slide content to fit the roles and responsibilities of your local health committees.** You may wish to adapt the slides from Session 2 to better fit the roles and responsibilities of local health committees from your region. For example, this goal could be achieved by adding new slides that cover additional roles and responsibilities specific to your country. Alternatively, when developing your speaker notes, you could embed additional details and explanations about the work of your local committees. If you add content on new roles, be sure to identify a few ways in which those responsibilities can support the HRBA to voluntary FP—the topic of Sessions 3 and 4.

## Session 3: How Local Committees Can Support the HRBA to Voluntary FP (1 hour 15 minutes)

### Overview

The purpose of this session is to introduce participants to the specific ways in which they can support the HRBA to voluntary FP through their roles and responsibilities on local health committees.

The session begins by examining how committee members can support and reinforce the essential elements—or the desired or ideal state—of the HRBA to voluntary FP at each level of the healthcare system: policy, service delivery, community, and individual. This ideal state is derived from the Comprehensive Human Rights-Based, Voluntary Family Planning Program Framework, covered in Module 1. This framework and the essential elements that should be in place at each of the four levels of care are listed below as recommended reading to refresh the facilitator’s memory. Throughout this session, the facilitator will ask participants to recall the essential elements at each level of the healthcare system. After they provide their responses, the facilitator will fill in any gaps and subsequently review examples of how local committees can support the ideal state at each level.

Next, the facilitator will discuss a real-life example of how local health committees supported the HRBA to voluntary FP in Kaduna State, Nigeria. Given that the facilitator is likely to be unfamiliar with this example, key messages are provided in the notes on corresponding slides. Finally, the session concludes with a small group activity, during which participants are asked to identify the specific actions they could take in support of FP for each of the human rights-related principles and standards.

## Advance Preparation

- Review the key resource brief, “The Comprehensive Human Rights-Based Voluntary Family Planning Program Framework.”
- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Adapt or develop your speaker notes and practice presenting.
- Consider replacing certain pictures with others that may better resonate with your participants.
- Become familiar with the small group activity handout answer key.

## Required Materials/Resources

- PowerPoint presentation and projector

## Handouts

- Small group activity handout: “Actions Health Committees Can Take to Support the Human Rights-Based Approach to Voluntary Family Planning.”
- The resource brief, “The Comprehensive Human Rights-Based Voluntary Family Planning Program Framework.”

## Additional Guidance

None

# Session 4: Navigating Difficult Scenarios in our Communities (45 minutes)

## Overview

The purpose of this session is to review three potential real-life scenarios in our communities and consider what a local committee could do to address these situations and support the HRBA to voluntary FP. This session is delivered totally in large group/plenary format—in other words, the

facilitator reviews each scenario with everyone and asks participants to volunteer their answers. The notes on each slide provide the facilitator with potential solutions/actions to guide the discussion.

### **Advance Preparation**

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Adapt or develop your speaker notes and practice presenting.
- Consider replacing certain pictures with others that may better resonate with your participants.

### **Required Materials/Resources**

- PowerPoint presentation and projector

### **Handouts**

None

### **Additional Guidance**

- The facilitator is provided with potential solutions/actions for each scenario within the slide notes. In addition to these notes, the facilitator is encouraged to develop any additional solutions that may be especially important or relevant in their context.

## **Session 5: Closing Session (30 minutes)**

### **Overview**

In this wrap-up session, the facilitator will reinforce key take-home messages and invite a sample of participants to share their reflections on applying what they have learned in their work. The facilitator and guest speaker, if any, will make closing remarks. The facilitator should administer the post-test at the conclusion of the session immediately after the workshop is adjourned.

### **Advance Preparation**

- Become familiar with the session content and the notes, which include optional speaker notes in some cases, as well as instructions for facilitating the session. Adapt or develop your speaker notes and practice presenting.

### **Required Materials/Resources**

- PowerPoint presentation and projector

### **Handouts**

- Post-test
- Workshop evaluation

### **Additional Guidance**

None

