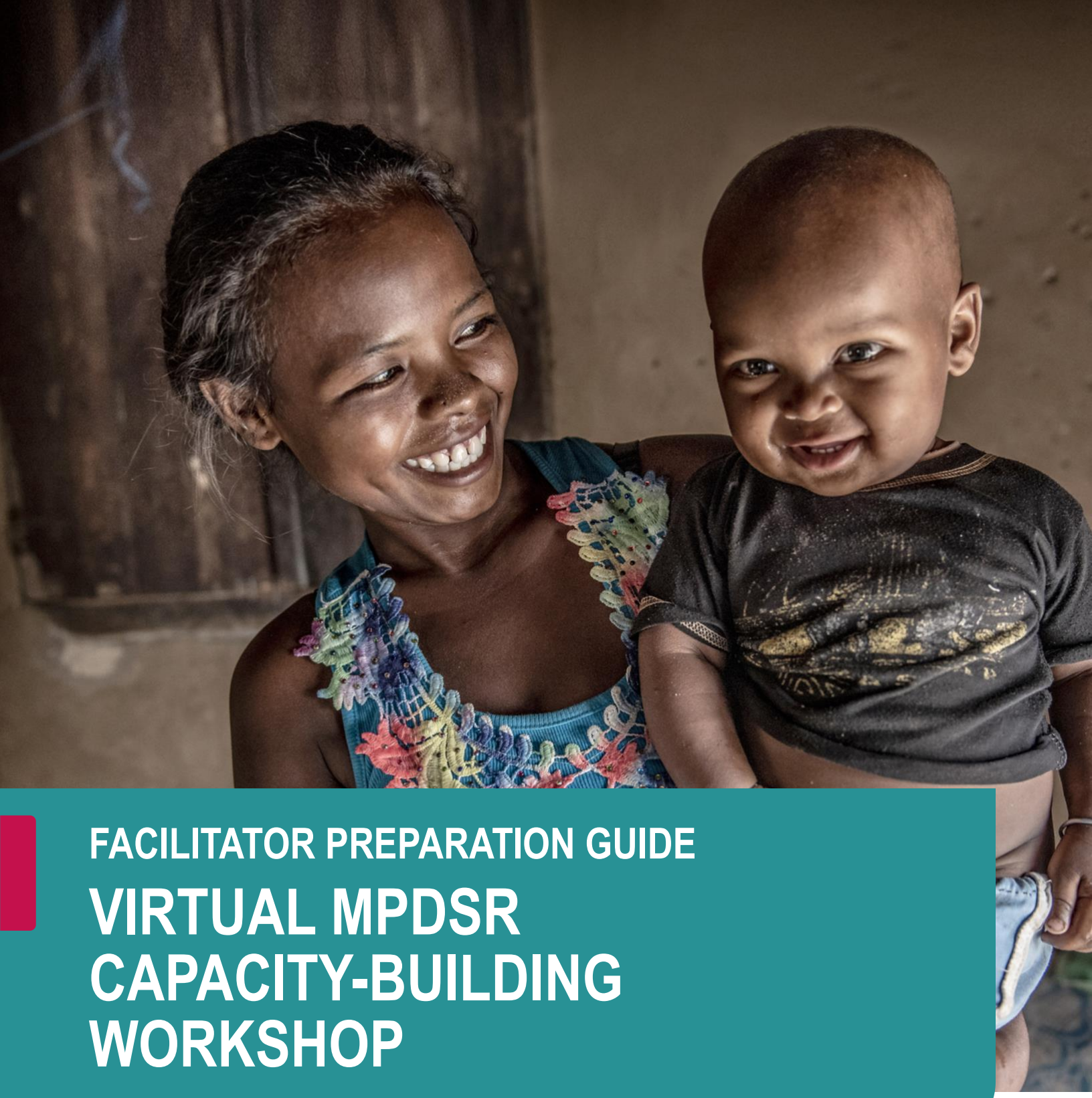

FACILITATOR PREPARATION GUIDE

VIRTUAL MPDSR CAPACITY-BUILDING WORKSHOP

MOMENTUM Country and Global Leadership

USAID FROM THE AMERICAN PEOPLE | MOMENTUM A Global Partnership for Health and Resilience | Maternal and Child Survival Program | World Health Organization | UNFPA | unicef

MOMENTUM works alongside governments, local and international private and civil society organisations, and other stakeholders to accelerate improvements in maternal, newborn, and child health services. Building on existing evidence and experience implementing global health programmes and interventions, we help foster new ideas, partnerships, and approaches and strengthen the resiliency of health systems.

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INTRODUCTION

The Facilitator Preparation Guide for the Virtual Maternal and Perinatal Death Surveillance and Response (MPDSR) Capacity-Building Workshop aims to develop the competency of potential facilitators to provide training in a **virtual platform** when in-person training is not possible. The training uses the "mastery learning approach," which assumes that all learners can become competent in the knowledge, skills, and attitudes provided sufficient time and appropriate training methodologies are used.

Master facilitators will use this facilitator preparation guide and the PowerPoint (PPT) presentations to build the capacity of potential facilitators to lead virtual MPDSR capacity-building workshops.

During the facilitator preparation workshop, participants will be provided with the following materials:

- *Virtual MPDSR Capacity-Building Guide for Facilitators*
- Zoom Guide for Facilitators
- PowerPoint presentations
- Reference materials include:
  - National MPDSR guidelines or the World Health Organisation (WHO) Maternal Death Surveillance and Response: Technical Guidance (if national guidelines are not available)
  - WHO: Maternal and Perinatal Death Surveillance and Response: Materials to support implementation
  - The WHO application of ICD-10 to deaths during pregnancy, childbirth, and puerperium: ICD MM
  - Medical certification, ICD mortality coding, and reporting mortality associated with COVID-19: Technical note, 7 June 2020
  - The WHO application of ICD-10 to deaths during the perinatal period: ICD-PM
  - Making Every Baby Count: Audit and review of stillbirths and neonatal deaths

WORKSHOP GOAL

The goal of the two-day facilitator preparation workshop is to develop facilitators who will be able to support the virtual MPDSR capacity-building process.

WORKSHOP OBJECTIVES

- Develop facilitation skills of potential facilitators in a virtual setting
- Familiarise potential facilitators with the MPDSR capacity-building resource package
- Build capacity of potential facilitators to facilitate MPDSR capacity-building workshops

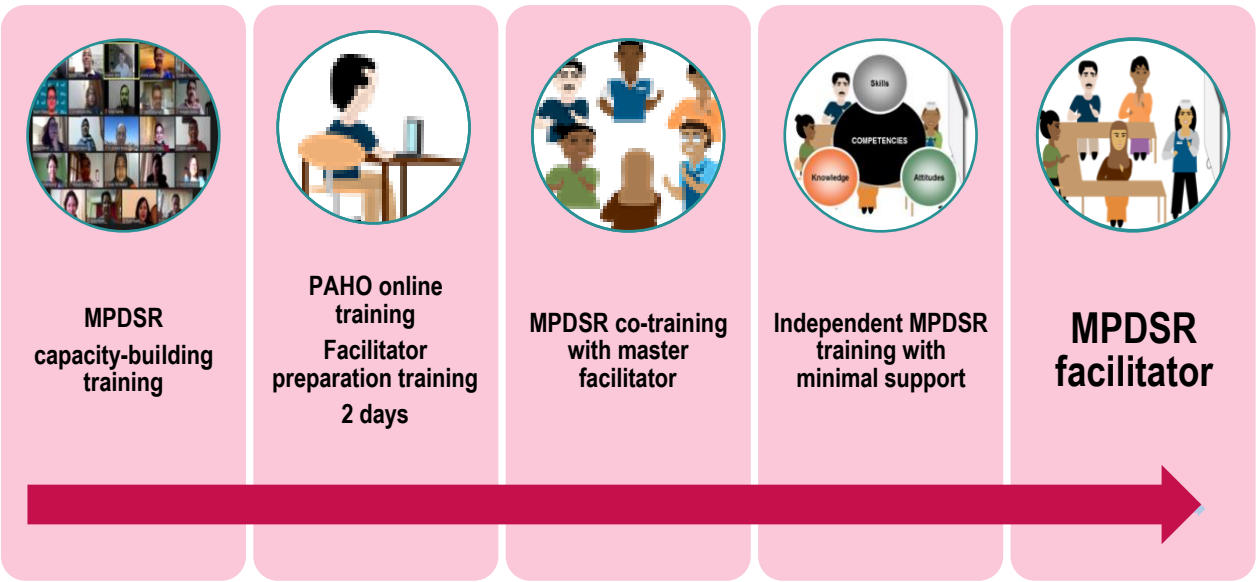
WORKSHOP FORMAT

- Duration: Two days with a three-hour session each day
- Platform: Virtual using Zoom

CRITERIA FOR MASTER FACILITATOR SELECTION

- Qualified as an MPDSR facilitator following the facilitator preparation pathway (see Figure 1)
- Has independently facilitated at least five virtual MPDSR workshops
- Has cofacilitated two MPDSR facilitator preparation workshops

FIGURE 1. FACILITATOR PREPARATION PATHWAY



PREREQUISITE FOR THE WORKSHOP

- Master facilitators must connect with the potential facilitators through WhatsApp or email before, during, and after the workshop.

CRITERIA FOR POTENTIAL FACILITATOR SELECTION

- Has participated in a virtual or in-person MPDSR capacity-building workshop
- Respected by peers and other members of the health care team
- Demonstrated ability to communicate well and transfer knowledge and skills
- Strongly motivated to be a facilitator and mentor
- Able to provide post-training, transfer-of-learning, and mentorship

Potential facilitators should have basic training on MPDSR. They then undergo facilitator preparation training as shown in Figure 1. With this training, they will be competent to handle communication regarding the workshop, use the Zoom platform, create meeting links, and connect with facilitators and learners. Next, they will co-train with a master facilitator during an MPDSR capacity-building workshop and conduct independent training with minimal support from the master facilitator. Master facilitators will use a checklist to assess the facilitator's competencies, after which they will certify them as facilitator.

AGENDA

Virtual MPDSR Capacity-Building: Facilitator Preparation Workshop	
Day 1 (Duration: 3 hours)	
Time	**Activity**
25 min	Welcome, review of objectives, and opening remarks
15 min	**Presentation:** Facilitation skills
5 min	Comfort break
80 min	**Technology skills:** Discussion and hands-on facilitation of a virtual Zoom session: Zoom guide
10 min	**Discussion:** WhatsApp application for group formation
5 min	Comfort break
20 min	**Orientation:** Virtual MPDSR Capacity-Building Package: facilitator's guide/learner's workbook/PPTs
15 min	**Distribution of sessions for virtual facilitation:** Peer Practice Session
5 min	Wrap up

Virtual Facilitation: Peer Practice Sessions	
Day 2 (Duration: 3 hours)	
Time	**Activity**
10 min	Welcome and recap of Day 1
10 min	**Interactive presentation:** Reflection on maternal and perinatal death (whiteboard)
20 min	**Discussion:** Modifiable contributing factors that led to Mrs. X's death (breakout rooms)
20 min	**Educational game:** Kahoot!
5 min	Comfort break
20 min	**Discussion:** Creating or strengthening MPDSR committees (breakout rooms)
10 min	**Interactive presentation:** Assigning cause of death using International Statistical Classification of Disease (ICD)-Maternal Mortality (MM)
10 min	**Interactive presentation:** Recording of deaths related to COVID-19 during pregnancy
10 min	**Interactive presentation:** Assigning cause using the ICD-Perinatal Mortality (PM)

5 min	Comfort break
15 min	**Discussion:** Exercise B: Reviewing trends to prioritise aggregated responses (breakout rooms)
10 min	**Discussion:** Calculate, analyse perinatal mortality indicator (chat box)
20 min	Action plan (whiteboard)
15 min	Closing

SESSION OUTLINE

Virtual MPDSR Capacity-Building Facilitator Preparation Training			
Day 1 (Duration: 3 hours)			
Time	**Method/activity**	**Resource materials**	**Remarks**
20 min	**Welcome and introduction:** • Welcome potential facilitators to the workshop • Master facilitator(s) introduce themselves and ask participants to briefly introduce themselves • Expectations • Norms	• Whiteboard	
5 min	**Presentation:** • Share the objective of the workshop	Virtual MPDSR facilitator training PPT Day 1	
15 min	**Presentation:** Facilitation skills	Virtual MPDSR facilitator training PPT Day1	
5 min	Comfort break		
80 min	**Technology skill:** Discussion and hands-on facilitation of a virtual Zoom session: • Zoom guide • Chat box • Raise hands • Whiteboard • Breakout sessions: – Ice breaker/get to know each other – Discuss expectations of the workshop – One group to report the expectations in the plenary and other groups to add feedback • Kahoot! game (download app)	Virtual MPDSR facilitator training PPT Day 1	Zoom Guide for Facilitators

10 min	**Discussion:** WhatsApp application for group formation	Virtual MPDSR facilitator training PPT Day1	Zoom Guide for Facilitators
5 min	Comfort break		
20 min	Orientation to the virtual MPDSR capacity-building package including the facilitator's guide	Virtual MPDSR facilitator training PPT Day 1	
15 min	Distribution of sessions to facilitators for virtual facilitation		
5 min	Wrap up		
Virtual Facilitation: Peer Practice Sessions			
Day 2 (Duration: 3 hours)			
Time	**Method/activity**	**Resource materials**	**Remarks**
10 min	**Welcome and recap of Day 1:** Officer of the day welcomes, shares the agenda, and asks one of the learners to recap the previous day.		Note: Officer of the day monitors time, chat box, and raise hand, and reminds facilitators using the chat box and unmuting as needed.
10 min	**Interactive presentation:** Reflections on maternal and perinatal death • Introduce the session and state the objective (2 min) **Reflection** (2 min): • Ask learners to reflect on a time they provided health care for a woman who died while pregnant or soon after giving birth, and recall the causes and complications that led to her death. **or** • Ask learners to reflect on a time they provided care to a newborn who died immediately after birth, and recall the causes and complications that led to the death • Provide instructions on how to use the whiteboard (6 min) • Ask learners to write a strength/opportunity (rose) and a challenge (thorn) on the whiteboard • Summarise	Virtual MPDSR facilitator training PPT Day 2	• Zoom Guide for Facilitators • Whiteboard

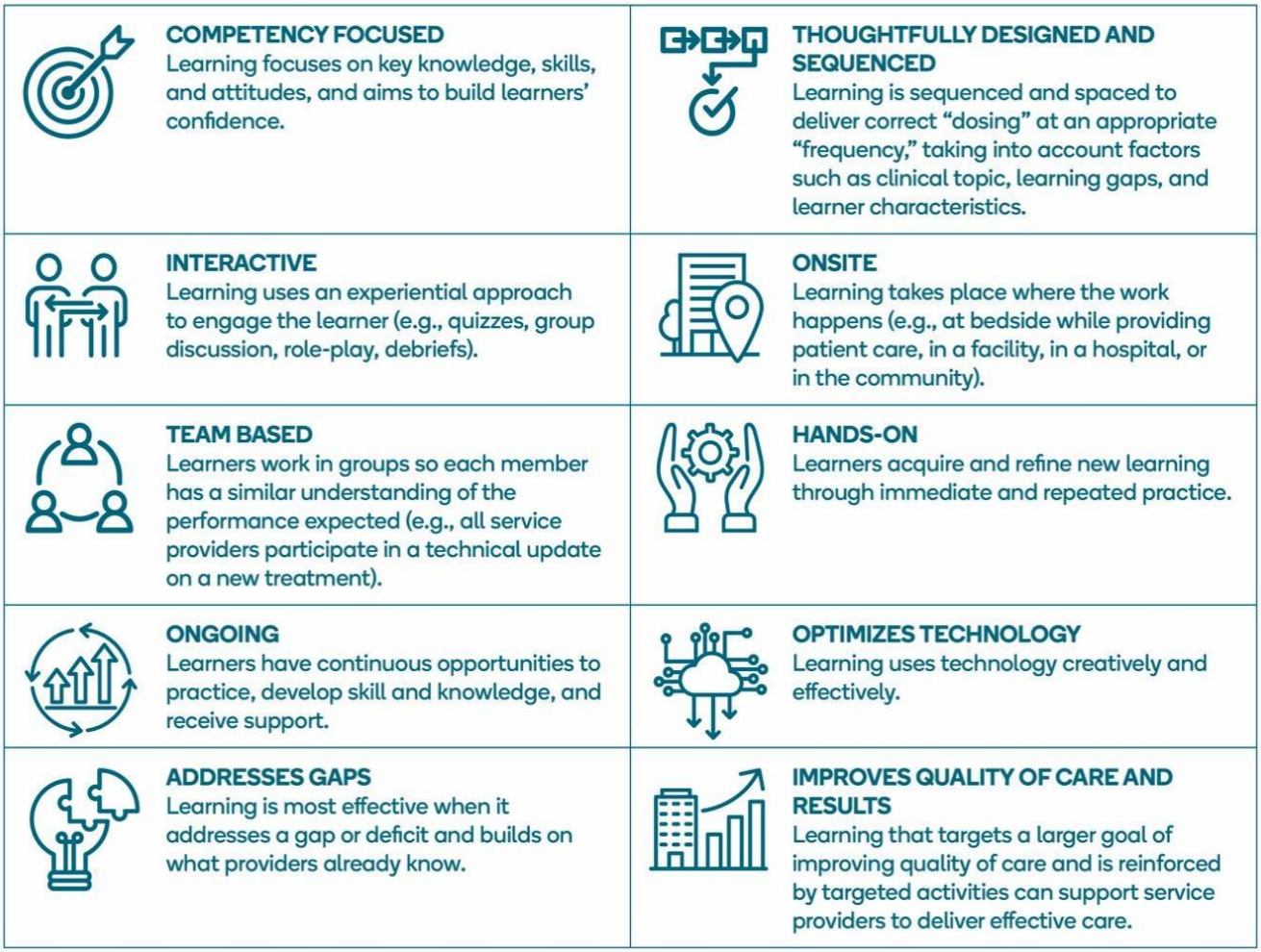
20 min	**Discussion:** Modifiable contributing factors that led to Mrs. X's death • Introduce the session and state the objective (2 min) **Breakout session for discussion** (15 min): • Share instructions for breakout session • Ask learners to work in groups to identify modifiable contributing factors (e.g., delays and/or barriers in the home, community, and hospital) • Ask one group in plenary to present the modifiable contributing factors that they have identified Summary (3 min)	Virtual MPDSR facilitator training PPT Day 2	Zoom Guide for Facilitators Breakout rooms • Instruction: 2 min • Discussion: 8 min Plenary: 5 min
20 min	**Check your knowledge: Kahoot!** • Introduce the session and state the objective • Provide instructions • Facilitate the Kahoot! game • Summarise	Virtual MPDSR facilitator training PPT Day 2	Zoom Guide for Facilitators Educational game
5 min	Comfort break		
20 min	**Discussion:** Creating or strengthening MPDSR committees • Introduce the session and state the objective (2 min) **Breakout session for discussion** (15 min): Share instructions before moving to breakout rooms: • Learners will assign members of their group to be the moderator, presenter, secretary, data manager, and member(s). Explain to learners that they will continue to play these roles in the next sessions, when they will practice reviewing maternal deaths. • Groups will discuss how they will ensure confidentiality and a "no name, no blame" environment in their MPDSR committees. • In plenary: Ask one group to report how they will try to ensure a "no name, no blame" environment. • Summary (3 min)	Virtual MPDSR facilitator training PPT Day 2	Zoom Guide for Facilitators Breakout rooms • Instruction: 2 min • Discussion: 8 min Plenary: 5 min

10 min	**Interactive presentation:** Assigning cause of death using the ICD-MM • Introduce the session and state the objective (2 min) • Discussion using chat box, raise hands for questions (6 min) • Summary (2 min)	Virtual MPDSR facilitator training PPT Day 2	Zoom Guide for Facilitators
10 min	**Interactive presentation:** Recording of deaths related to COVID-19 during pregnancy • Introduce the session and state the objective (2 min) • Discussion using chat box, raise hands for questions (6 min) • Summary (2 min)	Virtual MPDSR facilitator training PPT Day 2	Zoom Guide for Facilitators
10 min	**Interactive presentation:** Assigning cause of death using the ICD-PM • Introduce the session and state the objective (2 min) • Discussion using chat box, raise hands for questions (6 min) • Summary (2 min)	Virtual MPDSR facilitator training PPT Day 2	Zoom Guide for Facilitators
5 min	Comfort break		
15 min	**Discussion:** Exercise B: Reviewing trends to prioritise aggregated responses • Introduce the session and state the objective (2 min) **Group work for discussion** (12 min) Instructions before breakout session: • What patterns do you see, if any, in the modifiable factors identified in the last eight audits of death? (Learner's Workbook, Table 12). • Based on these modifiable factors, discuss how your committee will prioritise aggregated response. • Discuss the first three bullets of Exercise B, Table 12, in your group and complete Annex XVI B (Table 13) in the workbook. • Ask one group to report and others to follow up with discussion. Summary (1 min)		Zoom Guide for Facilitators Breakout rooms • Instruction: 2 min • Discussion: 8 min Plenary: 2 min

10 min	**Discussion:** Calculate, analyse perinatal mortality indicator • Introduce the session and state the objective (2 min) **Discussion** (7 min): • Display indicators for calculation one at a time. Ask learners to write their responses to the exercise in the chat box. • Review answers by showing the PPT. Summary (1 min)	Virtual MPDSR facilitators training PPT Day 2	Zoom Guide for Facilitators Chat box
20 min	**Action Plan**		
15 min	**Closing**		

FACILITATOR BASIC SKILLS

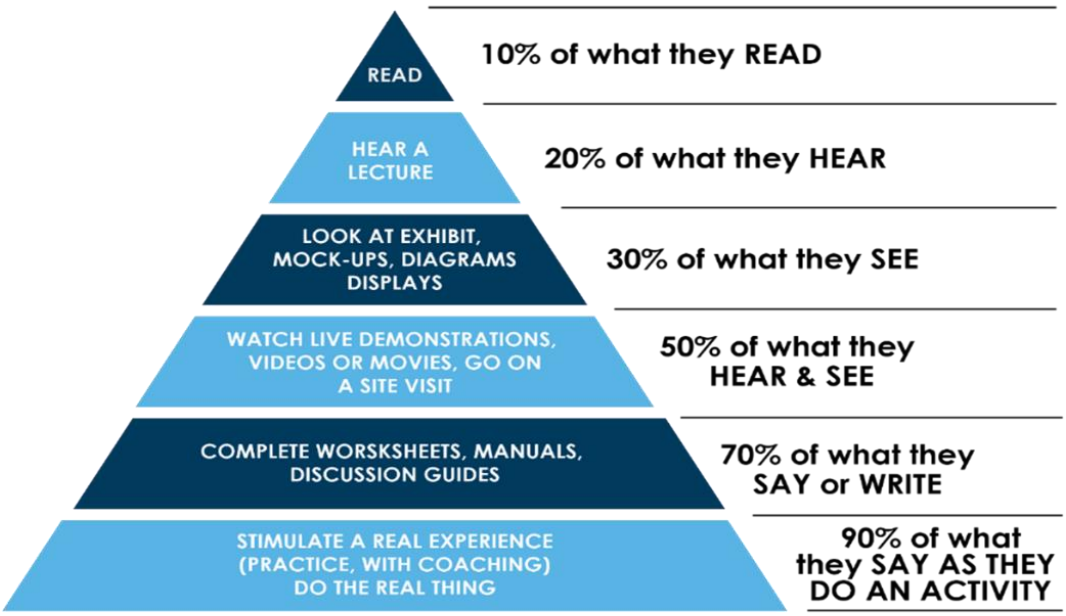
The **principles of effective learning** are based on a literature review done by Jhpiego (Bluestone et al. 2010). These 10 principles are described in the graphic below.



When in-person training is not possible, training approaches can be tailored to the local context by optimising technology and using a virtual platform. In designing such approaches, one needs to consider the cone of learning and adult learning principles.

The cone of learning (Figure 2) by Edger Dale helps facilitators understand how to increase learners' retention rate by involving the learner. Dale postulated that learners retain more by what they "do" rather than what they hear, read, or observe (see Figure 2).

FIGURE 2. EDGAR DALE'S CONE OF LEARNING



THE FOLLOWING ARE THE PRINCIPLES OF ADULT LEARNING:

- **Self-direction:** In self-directed learning, individuals take the initiative and responsibility for their learning. However, the learning environment should also be conducive for adult learners to identify and initiate their learning needs and goals.
- **Respect life experiences:** Involve learners by frequently asking for input and inviting them to share their relevant experiences. Allow learners to express confusion without doubt or fear.
- **Maintain learners' self-esteem:** Immediate, ongoing feedback is essential to learning. Feedback should be positive, constructive, and nonjudgemental.
- **Goal-oriented:** Learning should be relevant and goal-oriented to provide learners with professional or personal growth.
- **Applicable:** Learning should have immediate application.
- **Variety in learning methodologies:** Variety will help learners to actively participate in learning.

THE FOLLOWING ARE THE BASIC SKILLS FACILITATORS MUST HAVE TO FACILITATE VIRTUAL MPDSR WORKSHOPS:

- Technology skills (use of Zoom, WhatsApp, email, and smartphone)
- Facilitation skills
- Communication skills
- Organisational skills
- Adaptability
- Ability to assess learners

In addition to these basic skills, facilitators should be up to date with advances in the field and exhibit enthusiasm for learning and transferring knowledge during the training and mentorship.

TECHNOLOGY SKILLS

Facilitators must know how to operate technology in the virtual Zoom platform and how to create a WhatsApp group and use it to facilitate the workshop or mentor learners before, during, and after the workshop.

The Zoom platform complements face-to-face training in many ways, especially when the facilitators develop competency in the technology. For this, facilitators need to review the Zoom guide and instructions on creating a WhatsApp group (Annexes VIII and IX) and practice using the virtual platform.

FACILITATION SKILLS

A well-organised and well-facilitated workshop creates enthusiasm in learners and actively involves them in the learning. Good facilitation improves group dynamics, stimulates creativity, ensures a positive learning environment, engages learners, and supports coordinated and collaborative problem-solving behaviour. It enables groups and individuals to perform at their level best to achieve the course objectives. Creating a positive learning environment is one of the major goals of facilitation.

THE FOLLOWING ARE ESSENTIAL FACILITATION SKILLS FOR THE WORKSHOP:

- State the workshop's objective clearly and be explicit about what the learners are to achieve.
- Display enthusiasm: Ask learners to turn on their video periodically, call them by their names, and involve them by using the chat box, raise hand, and reaction functions in Zoom.
- Maintain energy: Keep presentations to under 45 minutes and make them interactive, integrate group activities, encourage discussion, and use icebreakers and games.
- Model behaviour: Take care with what you emphasise; use slides or materials wisely; give constructive, specific, and timely feedback; assess learners' understanding; treat learners as individuals using individualised learning approaches; and make changes based on learner feedback, as appropriate.
- Respect time limits: Stay on time, be ready to make changes if needed, use reference materials as backup, and ensure adequate IT support and backup.

COMMUNICATION SKILLS

Facilitators must have good communication skills to communicate with the learners in a way that engages them and creates a positive learning environment.

ORGANISATIONAL SKILLS

The ability to maintain the timeline of sessions and courses is one of the most important facilitator skills when adapting a training to a virtual platform. Sending home assignments and workshop and reference materials; creating and sending the Zoom link; and forming a WhatsApp group for mentoring before, during, and after the workshop will make the virtual workshop successful.

ADAPTABILITY

An effective facilitator exhibits flexibility to adapt to changes based on learning needs.

ABILITY TO ASSESS

Facilitators should have the ability to assess learners' abilities via formative or summative assessment. Based on these assessments, facilitators can develop strategies to help learners gain competency as part of the mentorship.

FACILITATION TECHNIQUE

Facilitators play a key role in engaging learners in the content, enabling them to work together effectively, and guiding the learning process when learners have difficulty with the concepts and activities. The following facilitation techniques can help learners to accomplish their objectives:

- Open-ended questions: Stimulate responses
- Waiting for responses: Gives learners time to think of an answer
- Video on and calling learners by name: Encourages learners to stay focused and participate
- Encouragement: Promotes more responses and active participation
- Rephrasing: Promotes understanding and shows appreciation
- Probing: Leads to more information and views
- Observing: Periodically scan the learner list to check who is not participating
- Active listening: Focusing on the screen allows nonverbal communication
- Summarising: Helps learners understand and reach an agreement

INSTRUCTION FOR FACILITATION

- Follow a plan. Prepare a facilitator's note/session plan that includes the session objectives, introduction, activity, reminders, and summary (see Annex I).
- Communicate in a way that is easy to understand.
- Maintaining eye contact with learners in a virtual platform is difficult but you can make yourself visible while presenting and ask learners to turn on their video while attending a session.
- Make sure your voice is audible. Check the audio of your computer. To avoid background noise, only the person speaking should unmute while others should remain muted. Make sure to vary your volume, pitch, and tone of voice.
- Avoid using slang or repetitive words.
- Show enthusiasm about the topic and its importance. Add a positive note by smiling or reacting positively when presenting sessions or interacting with learners. Display a sense of humour related to the topic by sharing a relevant quote, cartoons, or photos.
- Provide positive and constructive feedback to learners when appropriate.
- Use learners' names as often as possible.
- Ensure smooth transitions between topics/activities. Facilitators can use a variety of methods to transition between topics/activities, for example,
  - A brief summary
  - A series of questions
  - Relating content to practice
  - An exercise
- Facilitators should practice the session following the facilitator's note (Annex I) to make sure the session follows the timeline. Use the parking lot feature for questions that need further discussion.
- Effective use of audio-visual aids:
  - Check your Internet connections and backup plan especially for virtual workshops.
  - Make sure your presentation is ready for sharing.
    - Slides and texts should be easy to read
    - Use black and blue type for the PPT slides and make sure they are not overcrowded or use distracting fonts or design elements.
  - Prepare and practice the different features of the Zoom platform before the workshop.
- Understand the group dynamic
  - Observe learners' behaviour: In the group, pick out one learner who is quiet, one who is dominating and wanting to speak all the time, one who needs support, and one who does not make a virtual presence. Look for any tension or stress in learners and address it immediately.
  - Share and discuss your observations with your cofacilitator and try to solve the issues in subsequent sessions by focusing on certain individuals or the group as a whole.

- Engage learners through group work
  - Group activities: Facilitators should learn and practice creating breakout rooms in Zoom for group activities. Facilitators should divide learners into two or three groups prior to the workshop. One or two facilitators should be placed in each group to mentor or facilitate the group work.
  - Before the breakout session:
    - Clearly describe the activity
    - Explain how learners should record their findings, decisions, and recommendations for the final discussion in the plenary
    - Give the time limit for group work
    - Ask each group to choose one presenter
  - During the breakout session, facilitators should supervise/mentor each group and help them to complete the assigned task. This also helps to monitor the groups' progress and reminds learners of the task and time limit, if needed.
  - After the breakout session, groups are automatically brought back to plenary in the Zoom platform. In the plenary, the facilitator asks one group to report their findings related to the assigned task and discuss the activity. Summarise the group activity by emphasising the main points and referring to the session objective.

FACILITATION PROCESS

The facilitation process includes introducing, conducting, and summarising all learning activities conducted in the training. Facilitators should be proficient in the facilitation process as well as in creating a positive learning environment. See Annexes II–V for checklists.

COMPETENCY ASSESSMENT AND QUALIFICATION

Assessing learner competency is an important aspect of any training. Assessments should be constructive, since they are used for building as well as evaluating competency. Assessments should provide an accurate, reliable measure of learner progress and needs to be linked to competencies.

The assessment should be both formative and summative:

- **Formative assessment** is assessment for learning and focuses on developing competency. Ongoing corrective and constructive feedback to learners helps them to improve their performance and develop competency in knowledge, skills, and attitude.
- **Summative assessment** is assessment of learning to help evaluate and certify learners as competent in the performed skill.

Assessment should be continuous and conducted in a positive manner that builds learner confidence.

A variety of assessment tools can be used for formative and summative assessment. Summative assessment tools are developed and validated by a group of subject matter experts and **facilitators should not modify tools designed specifically for summative assessment.**

TABLE 1. FORMATIVE AND SUMMATIVE ASSESSMENT TOOLS FOR VIRTUAL MPDSR TRAINING

Tools/methods of assessment for virtual MPDSR training	Type of assessment
Virtual MPDSR pre-course knowledge assessment	Formative
Written exercises: Identify maternal death, ICD-PM case studies	Formative
Quiz: Types of maternal death	Formative
Educational games: Kahoot!	Formative
Medical record review	Formative
Post-course knowledge assessment	Summative

Post-course knowledge assessment (final knowledge assessment):

- Send the post-course knowledge assessment via individual email on the final day of the workshop, after completing all sessions, with instructions on how to complete and submit the assessment.
- Share the objective of the post-course knowledge assessment with the learners.
- Provide the time limit for completing the assessment.
- Ask learners to send their completed post-course knowledge assessment via email within the stipulated time.
- Correct the post-course knowledge assessments and compile answers and populate the post-course matrix. Calculate the percentage for each learner and prepare the matrix for sharing (see Annex VI).
- Discuss scores and answers to the questions answered incorrectly with learners by sharing the filled-in post-course matrix (Annex VI).
- Mention that the score should be 85% and that any learner not achieving 85% will be supported through mentorship.

PLANNING FOR A VIRTUAL MPDSR CAPACITY-BUILDING WORKSHOP

To be successful, a workshop should be well-planned, well-timed, and well-executed, especially when presented on a virtual platform.

The planning process for facilitators may include the following basic elements:

- Establish roles/responsibilities
- Ensure basic logistics for the virtual platform
- Become familiar with the course and course materials (including making adaptations as needed for the virtual workshop)
- Select and invite learners

SUGGESTED TIMELINE FOR PREPARING FOR A VIRTUAL MPDSR CAPACITY-BUILDING WORKSHOP

Time prior to course	Activity
6 months	• Confirm virtual platform • Select and confirm facilitators or content area experts (if necessary)
3 months	• Select and notify learners • Make administrative arrangements • Reconfirm facilitators or content area experts • Prepare learning materials • Confirm virtual platform
1 month	• Review course syllabus, schedule, and outline and adapt if necessary • Confirm facilitators • Conduct virtual meeting with cofacilitators and assign sessions • Review the materials and presentations • Practice using the Zoom guide • Prepare audio-visuals (slides, video player) • Select and confirm learners • Review and compile individual learning plan, pre-course evaluation, references, and workshop learning materials to send to learners • Finalise administrative arrangements • Check Internet connections

Time prior to course	Activity
2 weeks	• Prepare and send the following materials (reference materials and virtual MPDSR capacity-building workshop materials for learners) to learners • Send invitation via email with instructions for learners to prepare prior to the workshop • Update the pre-workshop/workshop PPT presentation as needed for the local context • Ensure the Zoom account allows for extended-length Zoom sessions • Send the Zoom link for the pre-workshop • Check Internet connections
1 week	• Review final list of learners • Review the course agenda syllabus and outline • Form a WhatsApp group of three to five learners per facilitator • Send the email/WhatsApp number of the assigned facilitator to the learners • Assign learners to two or three groups, depending upon the number of participants, for breakout sessions • Connect to assigned learners through email/WhatsApp • Prepare the pre-course matrix and update the PPT presentation • Review checklist for assessing competencies/statements of qualification or participation • Meet with cofacilitator(s), clinical training consultants, or content area experts to review individual roles and responsibilities virtually • Review the documents needed for the training • Check Internet, laptop connections, IT support • Send Zoom link for the workshop
2 days	• Resend Zoom link and workshop reminder • Review workshop materials and session plans and check sessions that need IT support • Check Internet connections, email or WhatsApp messages for any issues sent by the learners • Meet virtually with cofacilitators
1 day	• Check Internet connections, email or WhatsApp messages for any issues sent by the learners regarding the workshop • Review workshop materials and session plans and check sessions that need IT support • Meet virtually with cofacilitators

FACILITATORS' PLANNING MEETING FOR THE WORKSHOP

Discuss the session plan for the virtual MPDSR workshop with cofacilitators and distribute sessions among cofacilitators.

Virtual MPDSR Capacity-Building Workshop Facilitator Session Plan and Topic Distribution		
Pre-workshop Duration: 2 ½ hours		
Time	**Method/activity**	**Facilitator's name**
40 min	Welcome and introduction	

100 min	**Session 1: Overview of the workshop**
	• Goals and objectives (10 min)
	• Workshop format
	• Walk through workshop agenda
	• Walk through the Zoom guide (40 min)
	  • Chat box
	  • Raise hands
	  • Renaming in Zoom
	  • Whiteboard (learners' expectations)
	  • Breakout session (ice breaker)
	  • Kahoot! game (download app)
	• Comfort break
	• Norms (8 min)
	• Parking lot (2 min)
	• Overview of MPDSR status in the region/country (10 min)
	• Review WHO's Maternal and Perinatal Death Surveillance and Response: Materials to support implementation (10 min)
	• Review assignments (4 min)
	• Reminder about individual learning plans and pre-course knowledge assessments (4 min)
	• WhatsApp group formation (3 min)
	• Evaluation (4 min)	

10 min	**Wrap up**	

Day 1 (Officer of the Day _____) Duration: 3 hours		
Time	**Method/activity**	**Facilitator's name**
10 min	**Welcome**	
10 min	**Session 2:** MPDSR Individual Learning Plan and Pre-Course Knowledge Assessment Share compiled individual learning plans and pre-course matrix and discuss with learners	
80 min	**Session 3:** Understanding Pathways to Maternal and Perinatal Death	
	Goals and objective of MPDSR (5 min)	
	Reflection on maternal and perinatal death (5 min)	
	Exercise: Roses and Thorns (20 min)	
	Guiding principles of maternal and perinatal death reviews (15 min)	
	Comfort break (5 min)	
	Myths and misconceptions related to perinatal death review (10 min)	
	Why Did Mrs X Die? (25 min)	
15 min	**Session 4:** Six-Step Mortality Audit Cycle	
	Introduction (5 min)	
	Discussion: Six steps of the mortality audit cycle (10 min)	
5 min	**Comfort break**	
50 min	**Session 5:** Identifying Maternal and Perinatal Deaths • Review session objective (2 min) • Definition of maternal and perinatal deaths (8 min) • Exercise: Identifying maternal deaths (10 min) • Exercise: Type of maternal death (animated exercise) (20 min) • Exercise: Perinatal mortality case studies (Exercise V) (10 min)	
5 min	**Wrap up**	

Day 2 (Officer of the Day _____) Duration: 3 hours		
Time	**Method/activity**	**Facilitator's name**
50 min	**Session 6:** Creating or Strengthening MPDSR Committees	
30 min	**Session 7:** Review and Knowledge Check: Formative assessment	
5 min	**Comfort Break**	
15 min	**Session 8:** Key Components of Maternal and Perinatal Death Case Review Forms	
70 min	**Session 9:** Cause Assignment Using the ICD-MM • Introduction (5 min) • Discussion (35 min)	
5 min	**Comfort break**	
	Session 9 (continued) • Assigning cause of death using the MCCD form (30 min)	
5 min	**Wrap up**	

Day 3 (Officer of the Day _____) Duration: 3 hours		
Time	**Method/activity**	**Facilitator's name**
60 min	**Session 10:** Cause Assignment Using the ICD-PM	
5 min	**Comfort break**	
105 min	**Session 11:** Identifying Modifiable Contributing Factors for a Maternal and Perinatal Death and Priority Responses to Implement and Monitor • Introduction (5 min) • Discuss SMART (Specific, Measurable, Attainable, Relevant and Timely) response (10 min) • Preparing individual death response (35 min)	
5 min	**Comfort break**	
	Session 11 (continued) • Understand modifiable factors that can lead to perinatal deaths (35 min) • Follow up on individual death review and response plan (15 min)	
5 min	Wrap up	

Day 4 (Officer of the Day _____) Duration: 3 hours		
Time	**Method/activity**	**Facilitator's name**
85 min	**Session 12:** Monitoring and Analysing Trends in Causes of Maternal and Perinatal Deaths and Findings of Death Reviews to Prioritise Aggregated Responses • Introduction (5 min) • Calculating and analysing data trends (10 min) • Reviewing trends to prioritise aggregated responses (facility and district levels) (20 min) • Calculating and analysing data trends after implementing priority responses (20 min)	
5 min	**Comfort break**	
	Session 12 (continued) • Exercise: Mortality rate definitions and data sources in their (review of home assignment) (10 min) • Calculate, analyse perinatal mortality indicator (10 min) • Reviewing trends of perinatal deaths (10 min)	
25 min	**Post-course knowledge assessment**	
5 min	**Comfort break**	
10 min	Review and discuss: Availability of maternal health data elements within country health management information system materials (10 min)	
5 min	**Wrap up**	
20 min	Action plan	
10 min	• Course evaluation to be completed and sent • Discuss how the ongoing mentoring/WhatsApp groups will function • Discuss parking lot questions	
15 min	• Review post-course knowledge assessment, individual learning plans, parking lot	
30 min	Closing Photo session	

MANAGING PROBLEMS THAT MAY ARISE IN THE VIRTUAL WORKSHOP

TECHNOLOGY-RELATED PROBLEMS

- Internet and technical issues (suddenly laptop undergoes an update in the middle of activities):
  - Have a backup plan. Switch to mobile or tablet using data or a hotspot or get support from an IT specialist to overcome this problem beforehand.
  - Try to ensure high-speed Internet service for the workshop.
  - Install the Zoom platform on your computer ahead of time and save the passcode sent to you.
  - Download Kahoot! prior to the workshop.
  - Download the workshop learning materials or reference materials to your computer.
  - Send learners clear joining instructions.

PROBLEM LEARNERS

- A learner wants to talk all of the time: Summarise the learner's point of view, then move the discussion forward to other learners.
- A learner does not participate at all during the discussion: Direct questions to this learner and have them switch on their video to respond.
- A learner does not show up or arrives late: Send a WhatsApp message and use a private chat box to ask if they are having any difficulty.
- A learner does not complete assignments: Emphasise the purpose of the assignments and inquire privately why the learner is not completing the assignments. Send reminders through WhatsApp and mentor the learner.
- A learner wants to talk about a topic unrelated to the current discussion: Mention that this is an important topic and can be discussed separately.

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Cilliars, F. 2000. "Facilitation Skills for Facilitators." *SA Journal of Industrial Psychology* 26(3). DOI: 10.4102/sajip.v26i3.715.

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ANNEX I: SAMPLE FACILITATOR'S NOTES OR SESSION PLAN FORMAT

Date	**Venue**	**Session number**	**Duration**
Topic (related objective from the course)			
Session objective: By the end of the session, learners will be able to:			
Methods and activities			Materials/resources
Introduction/activity			
Presentation/discussion			
Activity			
Summary			
Self-review/evaluation (key points from session, what worked/what did not, modifications for next session, etc.):			

ANNEX II. CHECKLIST FOR EFFECTIVE INTERACTIVE PRESENTATION

Place "S" in the case box if the task/activity is performed satisfactorily, "X" if not performed satisfactorily, or "N/O" if not observed.

Satisfactorily: Performs the step or tasks according to the standard procedure or guidelines

Unsatisfactorily: Unable to perform the step or tasks according to the standard procedure or guidelines

Not observed: Steps, tasks, or skills not performed by learner during evaluation by the facilitator

Skilled delivery of facilitating a learning activity or presentation. If you, as a qualified trainer, believe that the learner has achieved competency, place your initials in the corresponding column

Learner _____ Date observed _____

Checklist for effective facilitation skills in a virtual platform				
Step/task	**Observations**			
1. Presents an effective introduction.				
2. States the objective(s) as part of the introduction.				
3. Uses appropriate IT (Zoom: chat box, raise hands) during the workshop.				
4. Targets questions to the entire group.				
5. Uses learners' names.				
6. Provides positive feedback.				
7. Responds to learners' questions.				
8. Follows facilitator's note/personalised reference manual.				
9. Uses audio-visuals effectively.				
10. Presents an effective summary.				

Positive feedback:

Corrective feedback:

ANNEX III. CHECKLIST FOR EFFECTIVE GROUP DISCUSSION USING BREAKOUT SESSIONS

Place "S" in the case box if the task/activity is performed satisfactorily, "X" if not performed satisfactorily, or "N/O" if not observed.

Satisfactorily: Performs the step or tasks according to the standard procedure or guidelines

Unsatisfactorily: Unable to perform the step or tasks according to the standard procedure or guidelines

Not observed: Steps, tasks, or skills not performed by learner during evaluation by the facilitator

Skilled delivery of facilitating a learning activity or presentation: If you, as a qualified trainer, believe that the learner has achieved competency, place your initials in the corresponding column.

Learner _____ Date observed _____

Checklist for effective facilitation skills in a virtual platform				
Step/task	**Observations**			
1. Presents an effective introduction.				
2. States the objective(s) as part of the introduction.				
3. Use appropriate IT (Zoom) during the workshop.				
4. Forms breakout rooms as per time allocation.				
5. Before breakout sessions, instructs learners on what to do and the time limit.				
6. During sessions, shifts the conversation to the learners, involves everyone, acknowledges the contributions of each learner, provides positive reinforcement, and uses learners' names.				
7. In the plenary, encourages each group to share their findings, acknowledges the contributions of each learner and provides positive reinforcement, and summarises the key points of the discussion.				
8. Provides positive feedback.				
9. Responds to learners' questions.				
10. Follows facilitators note/session plan.				
11. Uses audio-visuals effectively.				
12. Presents an effective summary.				

Positive feedback:

Corrective feedback:

ANNEX IV. CHECKLIST FOR EDUCATIONAL GAMES IN A VIRTUAL PLATFORM

Place "S" in the case box if the task/activity is performed satisfactorily, "X" if not performed satisfactorily, or "N/O" if not observed.

Satisfactorily: Performs the step or tasks according to the standard procedure or guidelines

Unsatisfactorily: Unable to perform the step or tasks according to the standard procedure or guidelines

Not observed: Steps, tasks, or skills not performed by learner during evaluation by the facilitator

Skilled delivery of facilitating a learning activity or presentation: If you, as a qualified trainer, believe that the learner has achieved competency, place your initials in the corresponding column.

Learner _____ Date observed _____

Checklist for effective facilitation skills in a virtual platform				
Step/task	**Observations**			
1. Presents an effective introduction.				
2. States the objective(s) as part of the introduction.				
3. Use appropriate IT (Zoom) during the workshop.				
4. Forms breakout rooms as per time allocation.				
5. Before breakout sessions, instructs learners on what to do and the time limit.				
6. During sessions, shifts the conversation to the learners, involves everyone, acknowledges the contributions of each learner, provides positive reinforcement, and uses learners' names.				
7. In the plenary, encourages each group to share their findings, acknowledges the contributions of each learner and provides positive reinforcement, and summarises the key points of the discussion.				
8. Provides positive feedback.				
9. Responds to learners' questions.				
10. Follows facilitators note/session plan.				
11. Uses audio-visuals effectively.				
12. Presents an effective summary.				

Positive feedback:

Corrective feedback:

ANNEX V. CHECKLIST FOR INTERACTIVE PRESENTATION USING THE WHITEBOARD

Place "S" in the case box if the task/activity is performed satisfactorily, "X" if not performed satisfactorily, or "N/O" if not observed.

Satisfactorily: Performs the step or tasks according to the standard procedure or guidelines

Unsatisfactorily: Unable to perform the step or tasks according to the standard procedure or guidelines

Not observed: Steps, tasks, or skills not performed by learner during evaluation by the facilitator

Skilled delivery of facilitating a learning activity or presentation: If you, as a qualified trainer, believe that the learner has achieved competency, place your initials in the corresponding column.

Learner _____ Date observed _____

Checklist for effective facilitation skills in a virtual platform				
Step/task	**Observations**			
1. Presents an effective introduction.				
2. States the objective(s) as part of the introduction.				
3. Uses appropriate IT (Zoom) during workshop.				
4. Shares the whiteboard.				
5. Instructs learners on how to annotate and write in the whiteboard.				
6. Assigns a practice exercise.				
7. Organises the contents in the whiteboard.				
8. Provides positive feedback.				
9. Responds to learners' questions.				
10. Follows facilitator's note.				
11. Uses audio-visuals effectively.				
12. Presents an effective summary.				

Positive feedback:

Corrective feedback:

ANNEX VI. SAMPLE: MPDSR KNOWLEDGE ASSESSMENT PRE/POST-COURSE MATRIX

Note: To complete this matrix, first assign numbers to learners according to when you receive their pre-/post-test assessments. Correct the assessment and score using percentages. Fill in the matrix with a colour under each participant number for and questions answered incorrectly alongside the question number. Please use different colours for different question numbers (the colour should be same for all participants for the same question). Fill in the individual percentage score under each participant in the "Total %" row.

Question number	Participant Number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total %
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19																
20																
Total %																

ANNEX VII: EVALUATION: VIRTUAL MPDSR CAPACITY-BUILDING WORKSHOP FOR FACILITATORS

(To be completed by learners)

Please indicate your opinion of the course components using the following scale:

Strongly agree – 5 Agree – 4 No opinion – 3 Disagree – 2 Strongly disagree – 1

Course component	Rating
1. The sessions for virtual presentation (Zoom Guide, IT) were adequate.	
2. The session on facilitation skills was adequate.	
3. Sufficient time was allotted for planning the virtual presentations.	
4. I am now confident that I can plan for a virtual workshop.	
5. I am now confident about using the whiteboard in the Zoom platform.	
6. I am now confident about using the Zoom platform for breakout sessions.	
7. I am now confident about delivering interactive sessions in the virtual platform.	
8. I am now confident about creating a positive learning environment.	
9. I am now confident about using basic effective facilitation skills.	
10. I am confident about using assessment tools.	

Additional comments

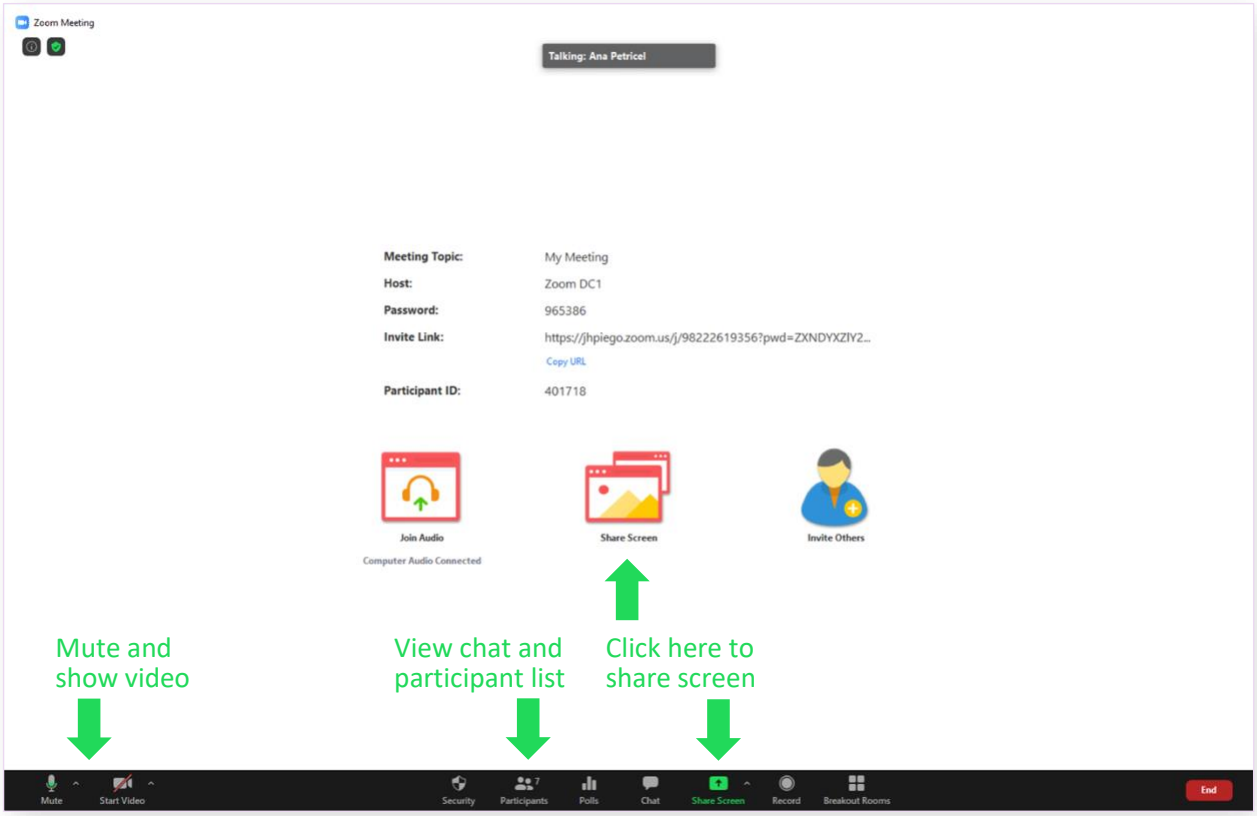
1. Do any sessions need to be added to improve the course? Please include your reason.

2. Do any sessions need to be deleted to improve the course? Please include your reason.

ANNEX VIII: ZOOM GUIDE FOR FACILITATORS

1. General instructions
2. How to raise hand
3. Whiteboard
4. Breakout rooms
5. Online Kahoot! game

GENERAL INSTRUCTIONS

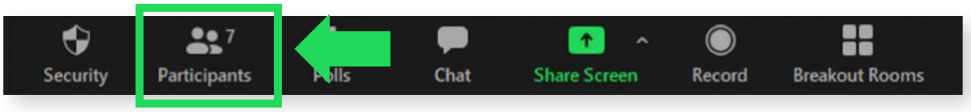


Facilitators will be made co-hosts of the workshop on Zoom. This will allow them to mute learners if noise becomes disruptive. Select the “Mute” button in the menu bar to mute yourself. To share your screen, select the “Share Screen” button.

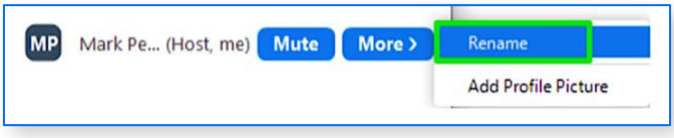
To mute a participant, hover next to their name and select “Mute.”

RENAMING IN ZOOM

To change your name after entering a Zoom meeting, click on the “Participants” button at the top of the Zoom window.



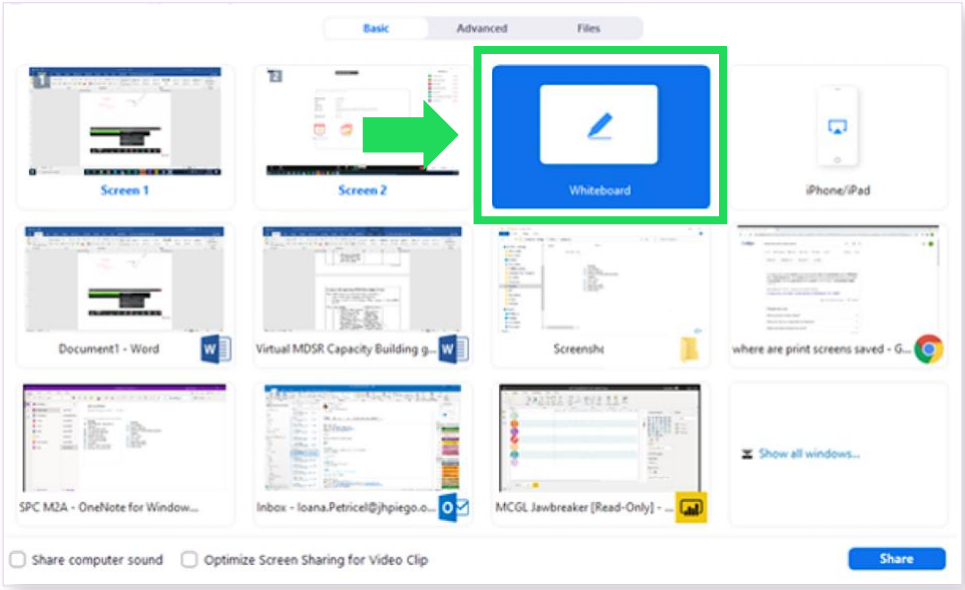
Hover your mouse over your name in the “Participants” list on the right side of the Zoom window. You will see “Unmute” and “More” alongside your name. Click on “More” then click “Rename” and enter the name you want to be called during the workshop.



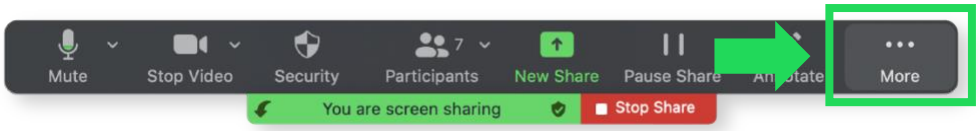
WHITEBOARD

1. To use the whiteboard, select “Share Screen.”

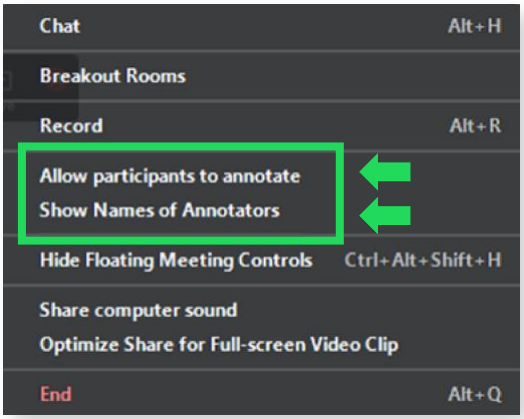
2. Select the Whiteboard



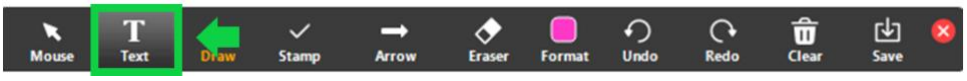
3. Move your mouse to the top of the screen until the bar below appears. Select the “More” option.



4. From the menu, click on the two menu options highlighted below.



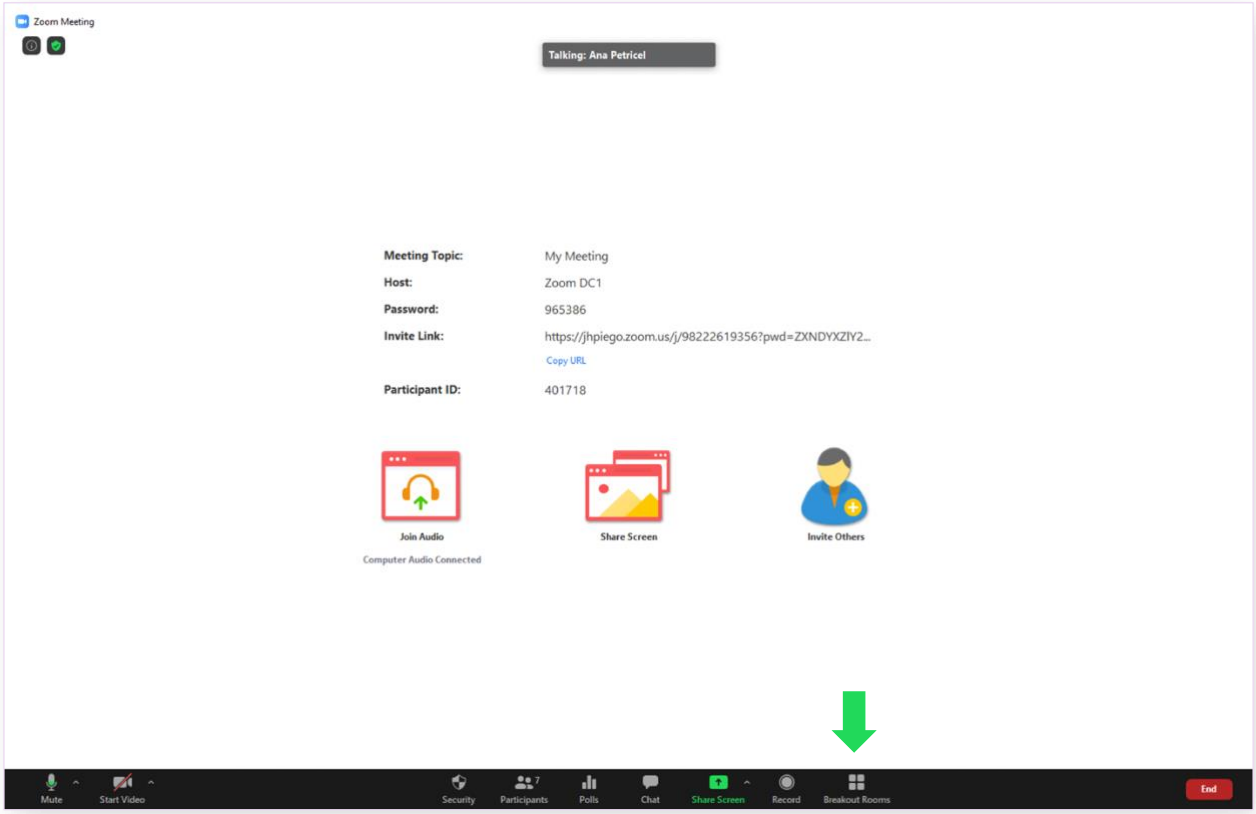
5. Click on “Text” to type on the whiteboard. (For the “Roses and Thorns” exercise, instruct learners to use the Text tool to write under the “Roses and Thorns” heading that facilitators will have written on the whiteboard.)



Note: Recommended time distribution depends on the individual session.

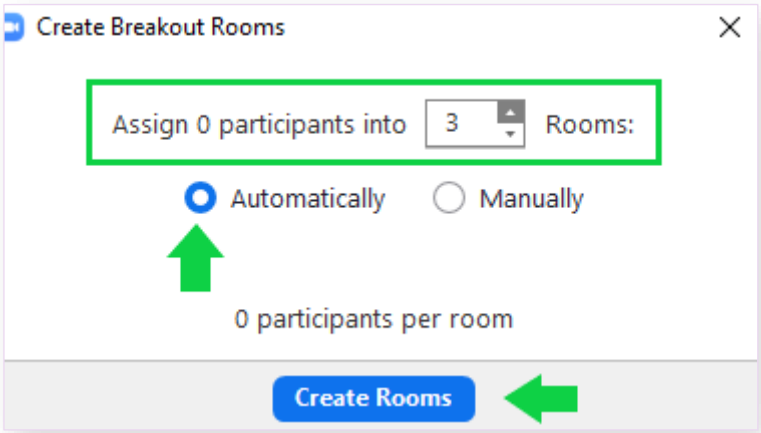
BREAKOUT ROOMS

1. To initiate breakout rooms, click on “Breakout Rooms” in the grey bar at the bottom of the window.

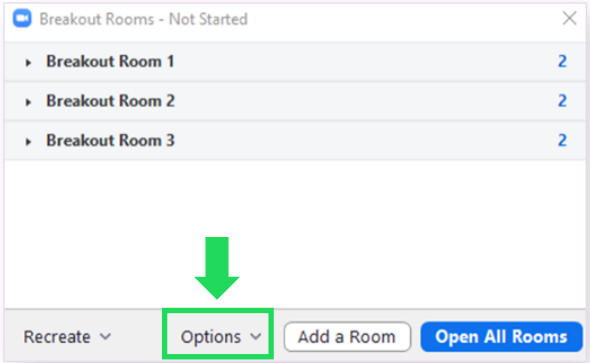


2. The window below will pop up. Adjust the number of rooms to two or three, depending on the number of participants, and make sure that “Automatically” is selected.

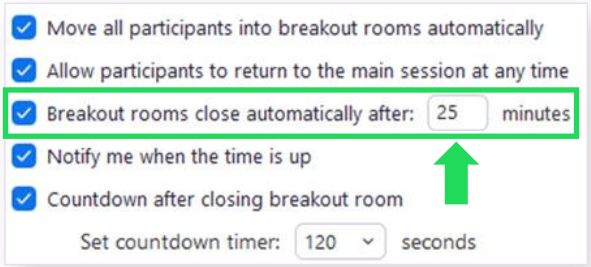
3. Next, click “Create Rooms.”



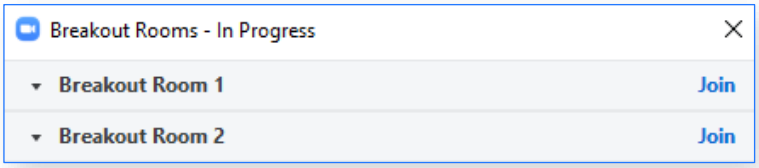
4. The window shown below will appear. Select “Options” in the menu at the bottom of the window.



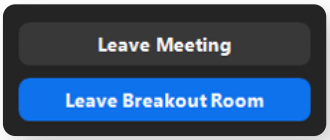
5. In the next pop-up window, check that the discussion time is listed correctly. (For example, if the discussion time is 30 minutes, change the time where indicated.)



6. Close the options menu and then select “Open all Rooms.”
7. While the group work is in progress, facilitators can enter the discussion rooms by selecting “Join.”



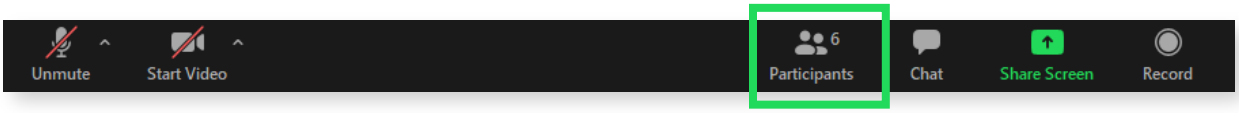
8. Once in the discussion room, the facilitator can leave by selecting “Leave Breakout Room” in the bottom menu.

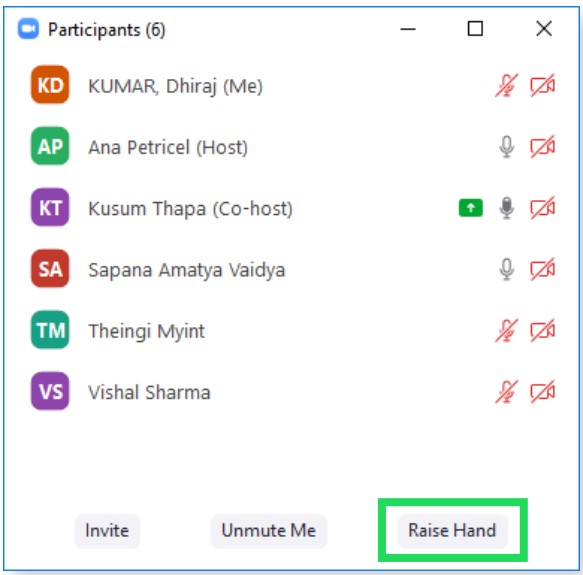


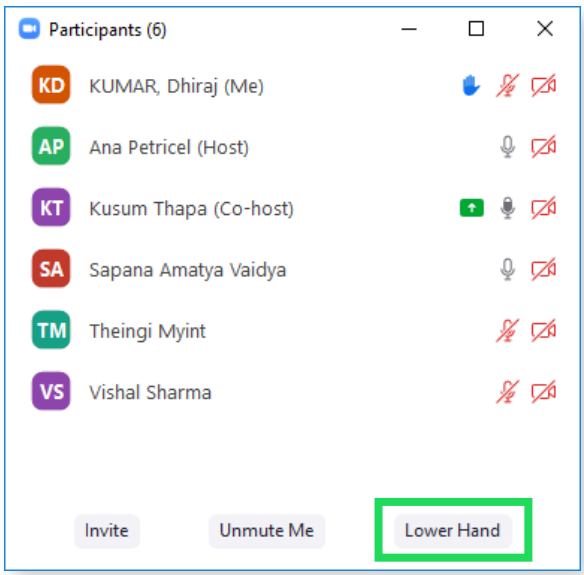
Note: Recommended timeline for breakout sessions will depend on the session.

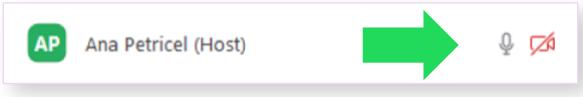
HOW TO RAISE HAND

Click on the “Participants” button and click “Raise Hand”; similarly, to lower hand, click on “Lower Hand.”





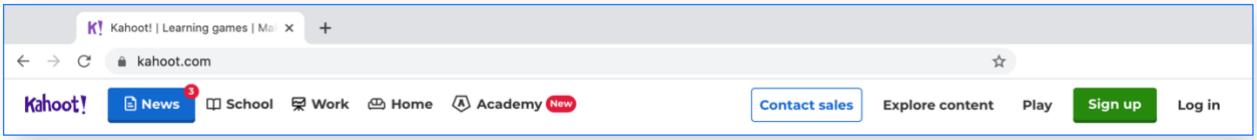


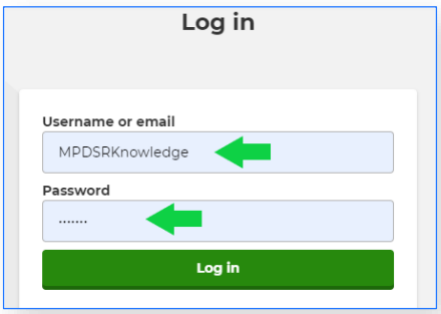


ONLINE KAHOOT! GAME

INSTRUCTIONS FOR FACILITATORS

1. The facilitators will go to http://kahoot.com and will share the link with participants through the chat box.



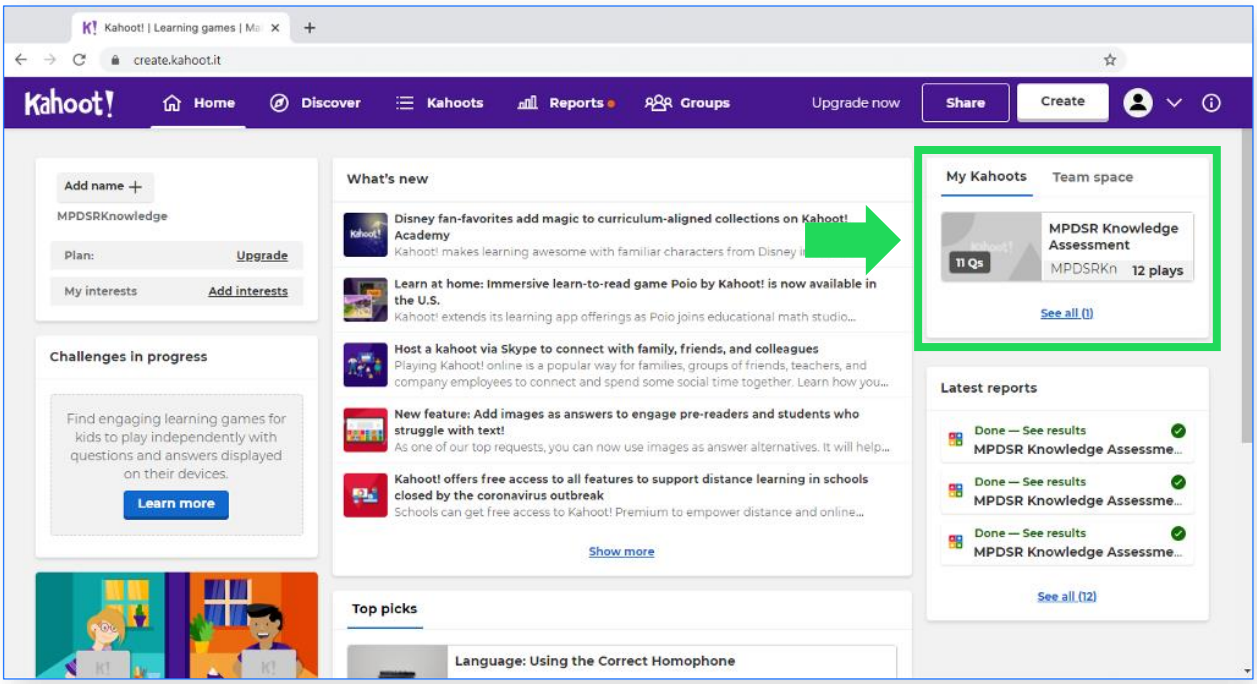


Facilitators should login using the following information:

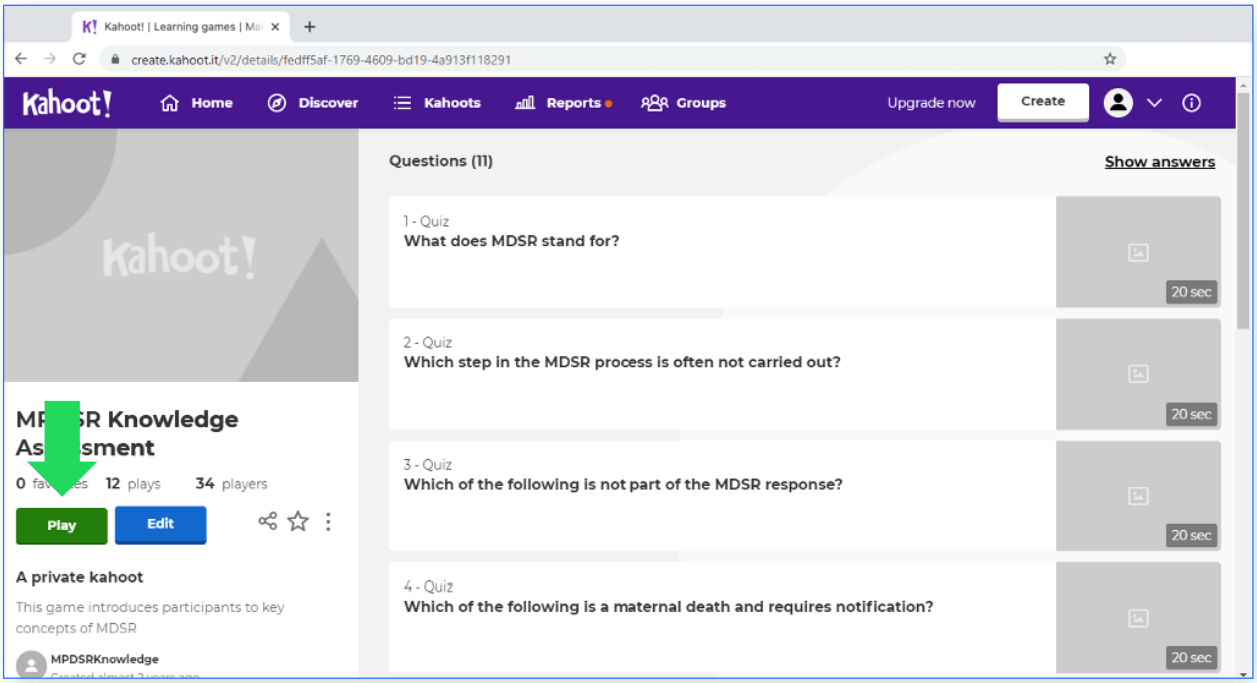
Username: MPDSRKnowledge

Password: MPDSRKA

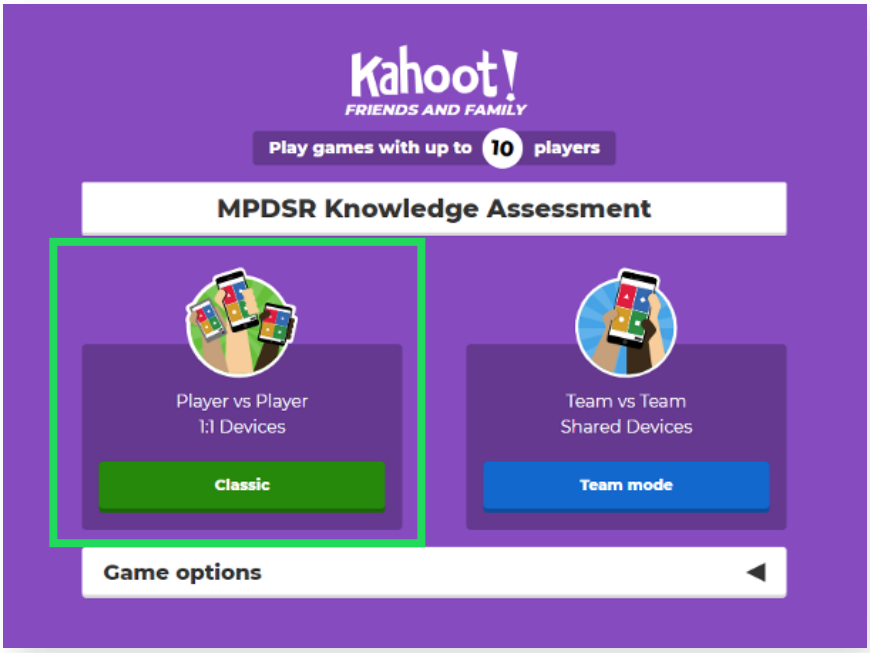
2. Click on “MPDSR Knowledge Assessment” in the top right corner



3. Select “Play” to generate a game. A pop-up window will appear whether the facilitator wishes to play as Host or as Challenge. Select “Host.”



4. The window shown below will appear. Click “Classic” to create a key for participants to join. The game PIN will appear at the top of the screen.



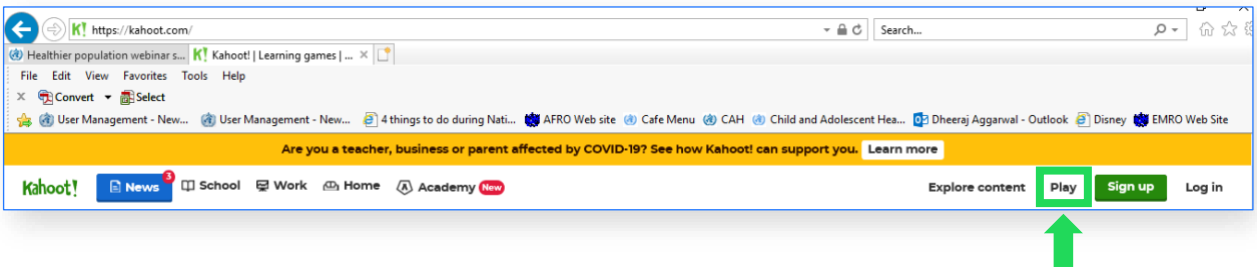
5. Enter the game PIN in the chat box

INSTRUCTIONS FOR PARTICIPANTS

Participants should download the Kahoot! app in advance of the training. To play the game, you will need a smartphone to enter your answers and a laptop to see the questions.

The host (workshop facilitator) will provide the game PIN.

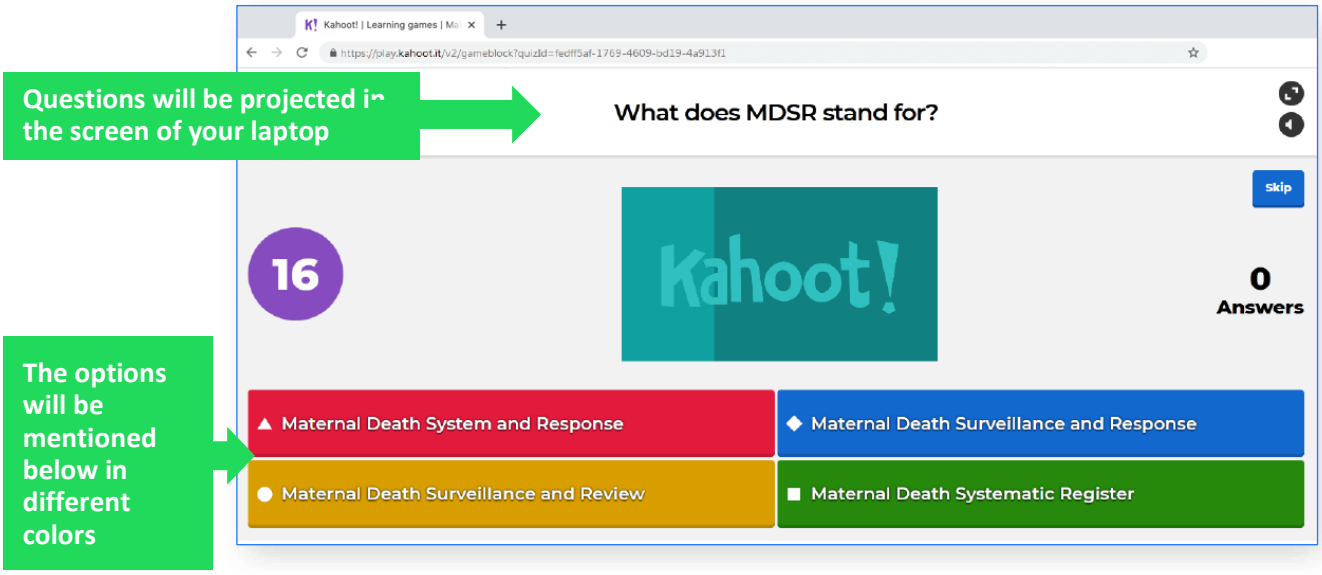
1. Type www.kahoot.it in your smartphone browser to download the application.
2. Click “Play”.



3. Enter the Game PIN and click “Enter”.

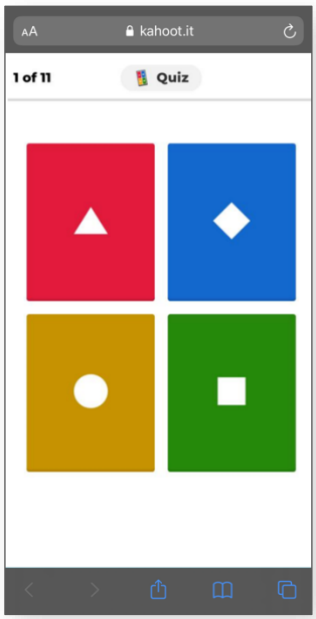
4. Next, type your name and click “OK, go!” to enter the game.

5. Questions will appear on your laptop.
6. Each response is associated with a color and shape.



7. Use your smartphone to answer questions by clicking the box with the color/shape that corresponds to your response.

Points are awarded based on how quickly and accurately players answer.



ANNEX IX: CREATING A WHATSAPP GROUP FOR THE VIRTUAL MPDSR CAPACITY-BUILDING WORKSHOP

WhatsApp is a free messaging app in smartphones and personal computers that can be used for discussions or to share messages, photos, PDFs, videos, and audio files over the Internet.

OBJECTIVE

Creating a WhatsApp group for the workshop presents an alternative to in-person meetings among facilitators or between a mentor and mentee group before and during the workshop. It allows facilitators to conduct meetings among themselves in preparation for or following the workshop. Similarly, facilitators can use WhatsApp for virtual mentoring by forming a mentor/mentee group (three to five mentees per mentor). It also builds cohesiveness by allowing the group to discuss issues or problem-solve at any time.

HOW WHATSAPP WORKS

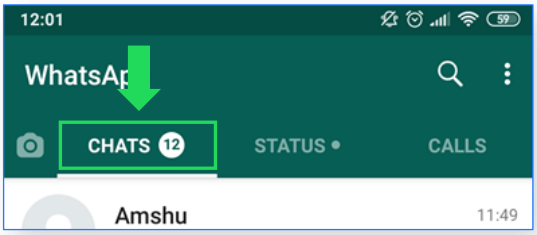
To use WhatsApp, a user needs a smartphone or tablet with a SIM card, an Internet connection, and a phone number. Participants can download the app from Google's PlayStore or from WhatsApp.com. The app uses the person's phone number as the username and the account is locked to the device. Users should store the phone number used to connect to WhatsApp on the device.

CREATING A WHATSAPP GROUP

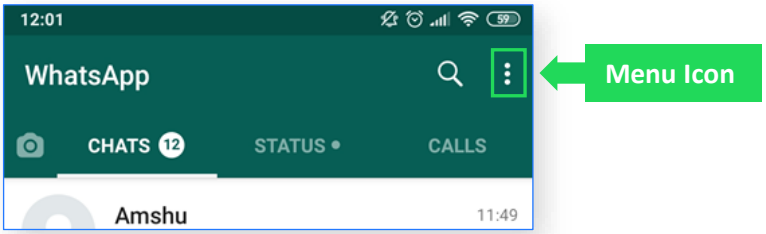
A WhatsApp group needs someone to act as administrator to manage the group membership. For this workshop, a facilitator or mentor of the group will be the administrator. The administrator is the only person who can add or remove members, although other group members can remove themselves if they no longer want to be part of the team.

HOW TO SET UP A GROUP

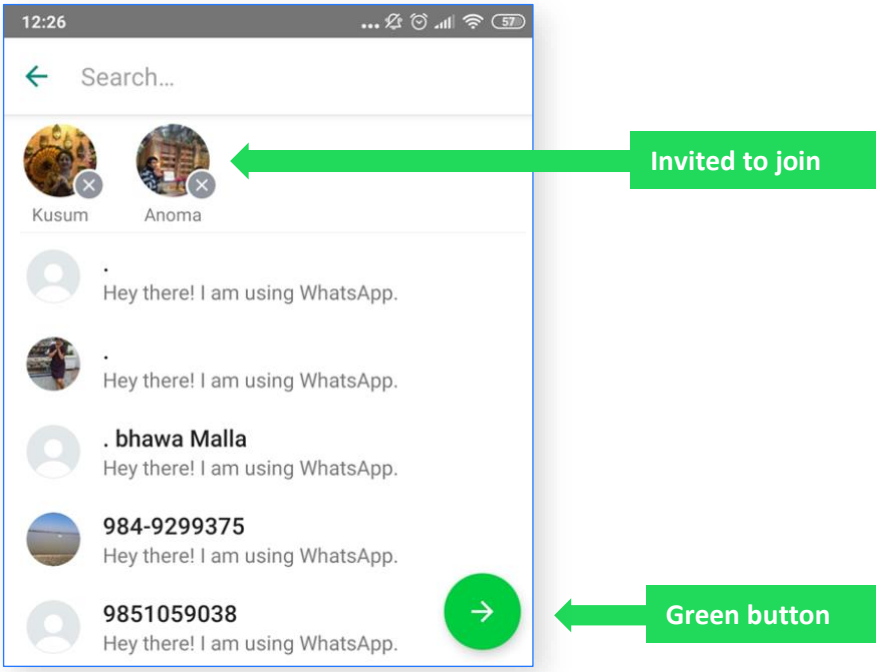
1. Open WhatsApp and tap the "Chats" tab



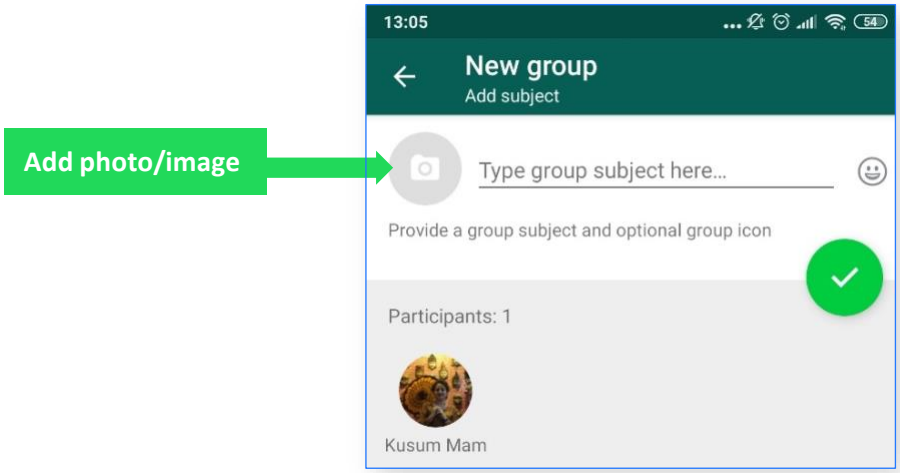
2. In the top right-hand corner of your screen, tap the Menu icon, then tap "New Groups."

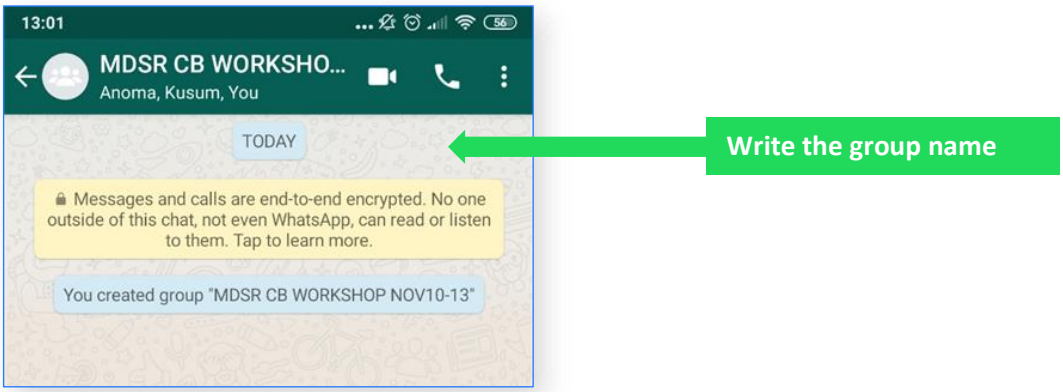


3. A list of your contacts will open. Tap on the names of the people you want to invite to join the group, then tap the green arrow on the bottom right-hand side of the screen.



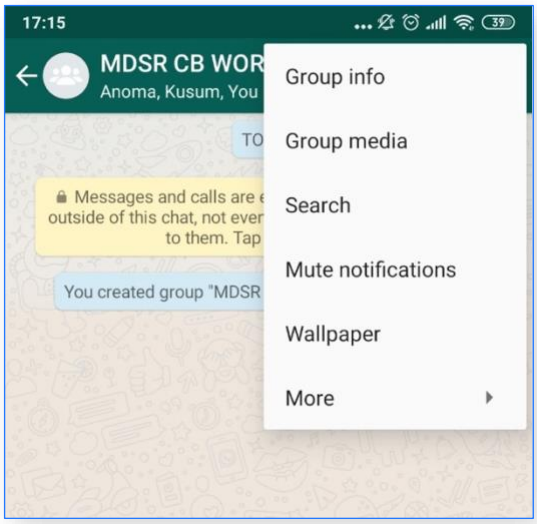
4. A new screen will invite you to type in your group's name (e.g., MPDSR CB Workshop Nov). If you want to add a group icon, click on the empty photo box and select a photo from your phone or an image from the internet. The image will show up next to your group in your Chats list. Tap the green checkmark in the bottom right-hand corner and your group is set up.

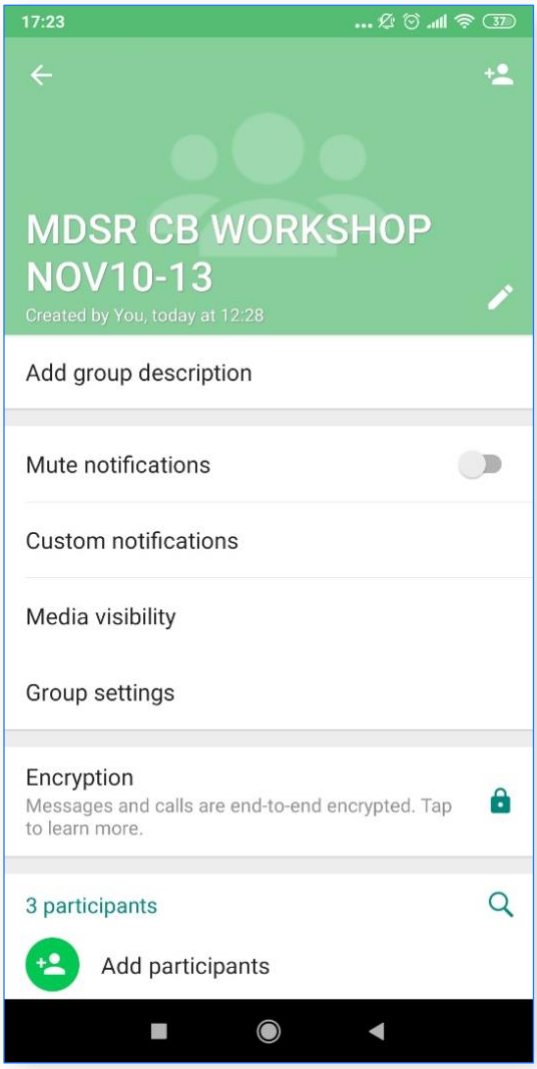




ADDING NEW MEMBERS

Only the group administrator can add members. In WhatsApp, tap the group name or go to the menu and tap “Group info.” On the next screen, tap “Add participants” and choose a person from your contact list





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