



Competency-Based Training



পরিবার পরিকল্পনা অধিদপ্তর



Government of the People's Republic of Bangladesh

DGHS

Directorate General of Health Services

Ministry of Health and Family Welfare





MODULE 1

Introduction to the CBT Training

SESSION 1-1

Official Opening

SESSION 1-2

Overview of the Training



Learning Objectives

1. Get to know each other.
2. Express expectations for the training.
3. Assess baseline knowledge and identify training needs through the pre-test assessment.
4. Explain the training objectives.
5. Describe how the training will be monitored and evaluated.
6. Understand how to apply the knowledge and skills acquired during training.

Objective:

Help participants and the trainer to learn about each other.

Instructions:

- Write a few short sentences about yourself that would help other participants recognize you.
- Fold the slips of paper and put them into a bowl.
- Stand in a circle and pick a slip from the bowl, one at a time.
- Guess who is described on the slip of paper you picked.
- If you have been correctly identified, sit down.
- If the guess is incorrect, the slip of paper is returned to the bowl.
- Continue until everyone is identified.

Objective:

Help participants and the trainer to learn about each other.

Instructions:

- Form small groups of 2–3 people who do **not** know each other yet.
- Introduce yourselves to each other by sharing your name, where you are from, and your role as an FP trainer/provider.
- Mention the name you wish to be called during the training.
- Be ready to introduce each other in plenary.

Goal of the Training of Trainers (ToT)

Build the capacity of trainers to plan, deliver, monitor, and evaluate competency-based (CBT) family planning/reproductive health (FP/RH) training of service providers at all levels of service delivery.

Objectives of the ToT

1. Plan for FP/RH training of service providers using the national FP/RH clinical training curricula, high-quality global training materials, and other evidence-based resources.
2. Apply adult learning principles to facilitate learning of FP/RH providers.
3. Use effective facilitation techniques, communication skills, and competency-based training methods to transfer FP/RH knowledge and skills.
4. Deliver trainings that take gender dynamics into consideration in order to create a learning environment that fosters gender equity.
5. Monitor and evaluate trainings.
6. Prepare training reports according to national guidelines and use training data as a component of TMIS.
7. Conduct training follow-up and use TMIS data to continuously improve training.



Questions?



MODULE 2

Planning for Training

SESSION 2-1

Planning for Training

Learning Objectives



1. Describe the role of an FP/RH trainer.
2. Explain the importance of planning.
3. Identify the components of planning for a training.
4. Demonstrate the ability to use the planning checklist.

Stages/Phases of Training



Objective:

List sub-tasks for each task assigned to your group.

Instructions:

- Read the case study individually.
- One person reads the case study out loud to the small group.
- One person reads the questions out loud.
- Check that everyone understands.
- Record answers on flipchart.
- Be ready to present in 20 minutes.

Managers and Trainers Tasks

ACTIVITIES BY TRAINING LEADERS/MANAGERS

- Availability of budget & funds for the training
- Availability of national FP/RH training curricula and materials
- Selection of training team, including outsourced trainers
- Selection and preparation of practicum training sites
- Training venue and accommodation of participants

ACTIVITIES BY THE TRAINERS

- Team building & roles clarification of trainers
- Ensuring selection of participants & understanding training needs & expectations
- Ensuring preparation for practicum:
 - Classroom skills lab
 - Health facilities
- Ensuring training materials:
 - Requisitioning
 - Printing
 - Preparation
- Preparing for session conduction:
 - Assigning (co-)facilitation roles
 - Support for outsourced trainers
 - Self-preparation – technical competency (knowledge and skills)
- Preparation for M&E



Questions?



MODULE 3

Adult Learning

SESSION 3-1

Adult Learning Principles

Learning Objectives



1. Explain the concept of adult learning.
2. List the 3 learning domains of adults.
3. Describe 9 principles of adult learning and how they can be applied to training.
4. Describe adult learners' characteristics and learning styles.
5. Explain the difference between adult learners and traditional learners.
6. Explain the difference between trainers of adult learners and traditional teachers.
7. Explain aspects of gender in FP/RH training.

Objective:

Identify the characteristics of adult learners based on your experiences.

Instructions:

Write your responses on post-its for the following questions, based on trainings you have attended:

- Which training was a great and important learning experience for you? Why?
- Which trainer stood out for you as a good trainer?
- What did she/he do to be a great trainer?
- Total time 20 min.

Learning Domains



Adult Learning Principles – Motivating Factors

Principle	Factors that Motivate Learning
Personal Motivation and Benefit	Learning should: <ul style="list-style-type: none">• Satisfy a felt or identified need• Solve or avoid a problem• Provide an opportunity for recognition, promotion, or improved status• Lead to professional or personal growth.
Have experience & prior knowledge, attitudes, or opinions	<ul style="list-style-type: none">• Build on what is already known• Validate their expertise• Encourage sharing of ideas• Allow for freedom of expression

Principle	Factors that Motivate Learning
Self-directed	<ul style="list-style-type: none"> • Foster ownership in learning • Allow for: <ul style="list-style-type: none"> ○ Decisions about the content and process ○ Contribute to the learning of their co-learners and facilitators ○ Some degree of independence in the learning process ○ Some degree of independence in setting the pace of learning ○ Active participation in the learning process
Task-centered	<ul style="list-style-type: none"> • Explain objectives • Why the learning is important
Immediacy	<ul style="list-style-type: none"> • Apply learning immediately in classroom simulations. • Allow space for reflection on what is particularly important/takeaway message • Show how learning will be applied on the job • Time to practice new skills or test new knowledge • Support immediate on-the-job application of new knowledge and skills during follow-up and supportive supervision

Adult Learning Principles

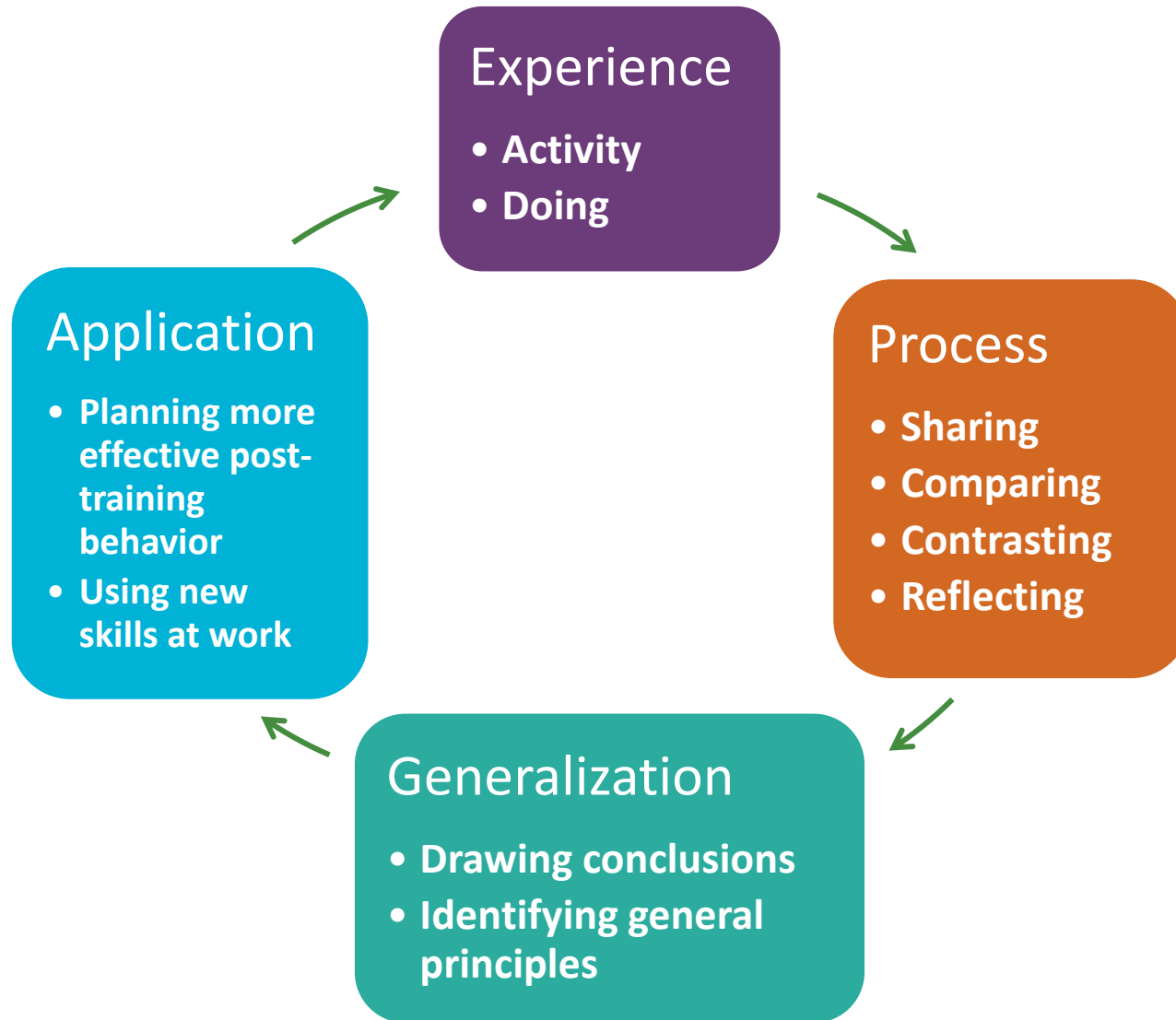
Adults learn the best when:

- **Learning is relevant** to learner's experience and real work/life
- **There is dialogue:** 2-way, interactive/active participation
- **They are engaged in learning activities:** discussions, small group work, peer support, learning from each other
- **Immediacy:** able to apply learning right away
- **Respect:** feel respected and equal to the trainers
- **Cognitive, affective, and psychomotor interaction:** thinking, emotion, and doing
- **Affirmation:** praise and positive feedback is given
- **Learning in a safe space:** share values, ideas, contributions without judgment

Principles of Effective Learning

- Adult learners tend to remember:
 - 20% of what they **hear**
 - 40% of what they **hear AND see**
 - 80% of what they **hear AND see AND do**
- What I hear, I forget.
- What I hear and see, I remember a little.
- What I hear, see, and ask questions about or discuss with someone else, I begin to understand.
- What I hear, see, discuss with others and do allows me to acquire knowledge, and skills.
- What I teach to another, I master.

Adult Learning Cycle



ADULT LEARNER

- Rich resource for learning
- Bring experience and prior knowledge to enrich the learning
- Are independent learners
- Are motivated by application of learning in their real life/ jobs
- Learning must be relevant to what they do and a good use of their time
- Learning must help them solve problem
- Have priority needs that may facilitate or hinder learning

TRADITIONAL/ SCHOOL LEARNER

- Dependent on the trainer/ teacher
- Prior experience plays no role in the learning
- Their role is to absorb knowledge
- Not easily motivated to learn
- Can only take in limited knowledge at a time

TRAINERS OF ADULT LEARNER

- Build on participants' experiences
- Encourage participation and experience sharing
- Encourage peer learning
- Create learning situations for participants to find their own answers
- Design training based on need

TRADITIONAL TEACHERS

- Know what the learner needs and determine what to teach
- Teacher is responsible for the learner
- Source of all learning content
- There are right and wrong answers to all questions

Gender and Adult Learning

Adult learning principles should systematically take gender factors into account to improve gender equity and equality in the scope of learning.

Examples of Gender and Adult Learning

- Men or women may not feel comfortable discussing FP concepts with the opposite sex.
- Participants may have strong opinions about provision of FP that are rooted in sociocultural beliefs and influences.
- Female participants may be less likely to participate in discussions where men seem to dominate.

Examples of Gender and Adult Learning

During practicum and on the job:

- Male participants may not feel comfortable in FP clinics, where most clients and providers are female: “It gives a feeling that these services are for women only and should be provided by women.”
- Men may feel that other men will stigmatize them if they are seen providing FP services.

Styles of Adult Learners

4 basic types of adult learning styles:

- Activists
- Reflector
- Theorist
- Pragmatist

Remember:

“If telling were the same as teaching, we would all be so smart we could hardly stand ourselves.”

Source: Mager RF. Preparing Instructional Objectives. Atlanta: Center for Effective Performance, Inc. (1997).

Principles for Facilitating Adult Learning

Respect!

Support and care
for the learning
environment

Involved, Active,
Participatory,
Share Experience

Change Ideas,
Competent,
Role Model

Relevant,
Practical,
Applicable



Questions?



MODULE 4

Effective Facilitation Skills

SESSION 4-1

Facilitation Skills

Learning Objectives



1. Define facilitation.
2. Describe the role of facilitators/trainers.
3. Describe the key competencies (knowledge, skills, attitudes) and characteristics of an effective facilitator/trainer.
4. Explain how to make co-facilitation effective.
5. Describe the roles of lead facilitator and co-facilitator.

Meaning of Facilitation

What is facilitation?

- Leading people through steps and activities toward agreed-upon objectives in a manner that encourages participation, ownership, and creativity by all those involved
- Helps people to learn through thinking
- For example: *Facilitator leads participants through all the steps of providing a Depo Provera injection.*

Objective:

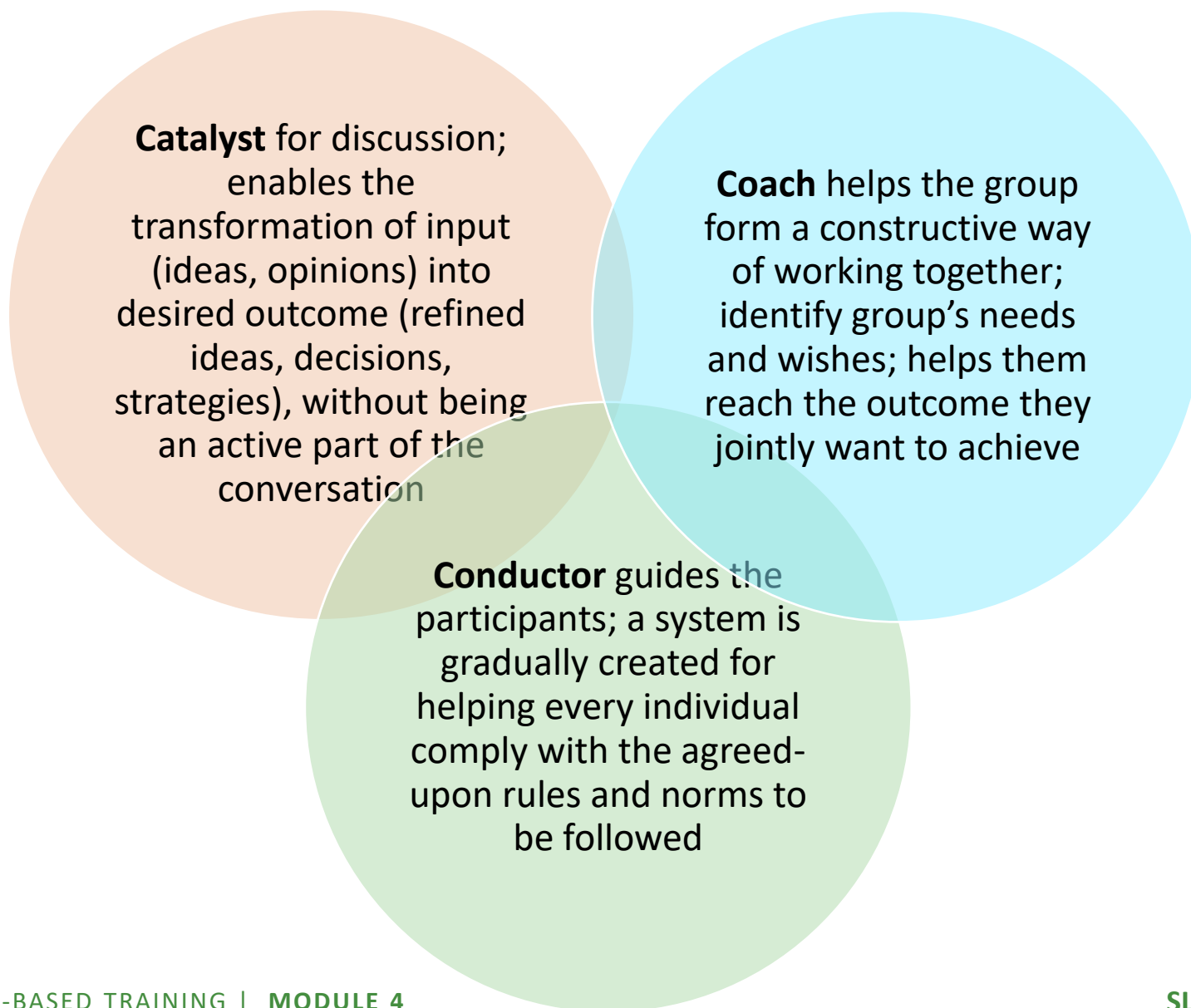
State the roles and characteristics of an effective facilitator

Instructions:

In your small groups discuss and list on flipchart:

- What are the roles of an effective facilitator?
- Based on those roles, what are the characteristics of an effective facilitator?
- Add other characteristics from your own experience as a facilitator or participant.
- Be ready to present in **20 minutes**.

Role of an Effective Facilitator



Roles of an Effective Facilitator

A good facilitator:

- **Supports** participants in understanding their common objectives
- **Helps** participants to move together step by step toward a goal
- **Structures conversations** and applies appropriate [group facilitation techniques](#) to keep discussions effective
- **Nurtures participation** and gets people to generate ideas, thoughts, and perspectives that add value
- **Gets all individuals** in the room to feel like they are in a group with a shared interest

Roles of an Effective Facilitator

- **Sets the tone and ground rules**
- **Holds the space and time:**
 - Guides group through different steps of the learning process
 - Maintains a focused and participatory atmosphere
 - Keeps track of timing
 - Maintain a supportive environment to ensure productive discussions
- **Keeps an eye on efficiency** of the group work and adjust the process as necessary

Roles of an Effective Facilitator

- **Applies adult learning principles**
- **Creates a supportive learning environment, which is:**
 - Respectful, open to opinions, ideas
 - Builds on participants experience
 - Participants feel valued
- **Facilitates productive discussions:**
 - Stays neutral, not taking sides
 - Helps kick off and wrap up conversations, highlighting points of consensus and summarizing key takeaways
 - Ensures that everyone's point is heard
 - Intervenes when necessary to stay on task and track
 - Helps the group clarify outcomes

Characteristics of an Effective Facilitator

- **Is patient and honest** (is of high integrity)—*the number one quality of a facilitator/trainer*
- **Has great communication skills:**
 - Asks open- and closed-ended questions
 - Maintains eye contact with the entire group
 - Encourages participation
 - Acknowledges contributions
- **Expertise** in subject matter and facilitation techniques

Characteristics of an Effective Facilitator

- **Competent** to use visual aids, training equipment and materials (e.g. clinical equipment for demonstration, PowerPoint presentations, handouts)
- **Role models** who maintain high standard of professional ethics
- **Great personality** – skilled in interpersonal communication, open and approachable, is a learner, self-reflective, and evaluative

Lead Facilitation Roles

Manages Training:

- Overall responsibility for the planning, organizing, and assignment of tasks
- Ensures that:
 - Training room is prepared for the day
 - All training materials are prepared and organized
 - Necessary equipment is available and functioning
- Monitors use of time in relation to the training design and effectiveness

What is co-facilitation?

- A dynamic process where facilitation tasks are shared among a team of facilitators/trainers
- Involves expert trainers who are self-reliant and have a mix of skills that enhance facilitation and
- Co-facilitators must be open to learning from each other and committed to providing peer support during facilitation

Co-facilitation Roles

- **Observes the training process**, including group dynamics and achievement of objectives
- **Adds relevant points** to the discussion and **clarifies points** as appropriate (in the manner to which facilitators agreed in advance)
- **Monitors small group tasks** and **assists** as needed
- **Distributes materials** – flipcharts, handouts, post-its, etc., as needed
- **Helps** respond to participant needs or requests
- **Asks questions as appropriate:**
 - To assist the lead facilitator (in the manner to which trainers agreed in advance)
 - To add to what the lead facilitator may have overlooked (in the manner to which facilitator agreed in advance)

How to Co-facilitate Effectively

Plan together:

- **Clarify roles**, take turns leading specific learning activities
- **Agree on norms:**
 - How to interrupt each other to make a contribution or move the learning forward if the co-facilitator is going over time or off task
 - Ownership of the session delivery and learning outcome

Deliver session as a team:

- **Change roles** seamlessly:
 - Non-verbal – sign language agreed in advance
 - Verbal – my colleague xxx will take you through the next part of the session
- **Encourage each other** – e.g. nodding, reemphasize key learning points

Monitor Together as a Team

- Be observant of participants' non-verbal reactions
- Ask for and listen to participants' reactions (at the end of a session or the training)
- Administer relevant tools in a timely manner, as needed
- Participate in feedback
- Give each other feedback



Questions?

SESSION 4-2

Communication Skills in Facilitating Training

Learning Objectives

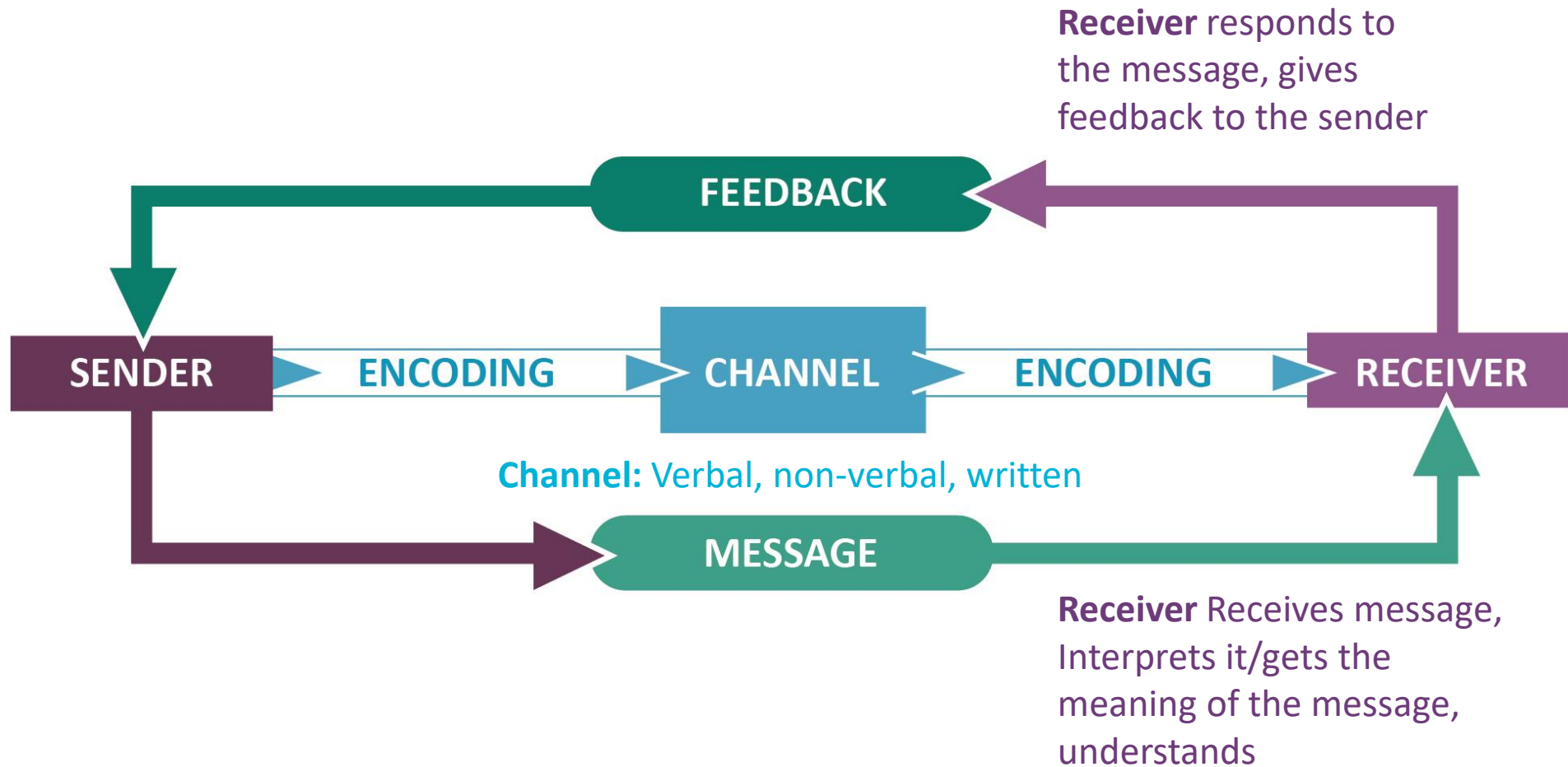


1. Describe the communication process in the context of a facilitator/trainer's role.
2. Demonstrate key communication skills used in facilitation/training.
3. Explain how different sociocultural norms, roles, expectations, power differentials, opportunities, and constraints assigned to women, men, girls, and boys influence how trainers communicate.

Meaning of Communication

- Communication is the process of passing information and understanding from one person to another.
- What is transmitted in training may include:
 - Ideas
 - Opinions
 - Facts/data/information
 - Instructions
 - Reports
 - Motivation
 - Enthusiasm
 - Confidence
 - Competency

Communication Process



Common Communication Skills in Training

- Presentation – verbal and non-verbal
- Maintaining eye contact
- Active listening
- Asking open-ended and closed-ended questions
- Responding
- Paraphrasing
- Summarizing
- Encouraging-verbal and non-verbal communication
- Inviting questions/comments or feedback from participants

SMALL GROUP WORK

Objective: Practice using communication skills in training

Instructions: In your small groups agree on how you will demonstrate the communication skill assigned to your group

- **Group 1:** Asking close-ended and open-ended questions
- **Group 2:** Active listening and responding to participants' responses to the trainer's questions
- **Group 3:** Maintaining eye contact and encouraging participation
- **Group 4:** Encouraging verbal and non-verbal communication
- **Group 5:** Giving instructions effectively
- **Group 6:** Managing questions that:
 - Have nothing to do with topic under discussion
 - You do not know the answer to
 - Are intimidating
- You have 5 minutes to prepare a short 1-minute presentation.

Open-ended Questions

Open-ended questions are more useful in the context of training because they:

- Invite/initiate critical thinking
- Invite experience-based sharing and reflection
- Stimulate creativity
- Do not invalidate responses to any question, thus eliminating the fear of answering incorrectly
- Give the trainer more information about what the learner understands

Closed-ended Questions

- Require a “yes” or “no” answer
- Are used to inquire about facts—the trainer knows the answer and the learner searches for the answer

Not very valuable in terms of:

- Learning for the participant
- Trainers getting useful information
- Stimulating discussion
- Experience sharing

Active Listening

ACTIVE LISTENING

- Direct attention to the individual who is talking
- Maintain eye contact
- Nod and give other non-verbal signals that show you are listening
- Paraphrase what speaker said
- Ask questions to further clarify what speaker said

NON-ACTIVE LISTENING

- Distracted
- No eye contact
- Talking or sending text messages
- Looking at computer/phone
- Ask other questions rather than listening to what was being said or ask what has already been said
- Interrupting speakers

Active Listening

Purpose of Active Listening by Trainers:

- To ensure that trainers have understood what the participant has said
- To indicate to the participants that the trainer is interested in what the participant said and to encourage him/her to continue
- To be able to respond effectively to what the participant said or asked
- Makes the participants feel that what they say is valued
- Encourages other participants to participate

Giving Instructions Effectively

Effective instructions need to:

- Be clearly stated and formulated so they are understood
 - Short and to the point
 - Ask participants to paraphrase
 - Allow for questions to clarify misunderstandings
- Focus on the goal or expected outcome
- Include creative ways to understand the instructions
 - Translate into local language
 - Give specific examples

Responding to Participant Responses to Trainer Questions

Incorrect responses: Indicate in a respectful way that the response is not correct and repeat the question in order to help the participant to give the correct response.

- *Example: “That’s not exactly what I was talking about/meant/had in mind. Let me repeat the question.”*

Responses that add unanticipated but enriching ideas: Thank the participant and acknowledge his/her additional contribution, relating it to the subject as appropriate.

Responding to Participants

Responding to participants responses to your questions:

- Correct responses – acknowledge
- Partially correct responses – ask others to expand and add
- Incorrect responses – ask for other opinions/summarize and correct
- Responses that add unanticipated but enriching ideas—acknowledge and redirect

Responding to participants' questions:

- If you don't know the answer, tell them you will research it and give an answer later
- Point to responses that relate to a subject to be taken up later in the training program
- Throw it back to the participant group—someone might have the answer

Responding to Participants

- Answer the question yourself if you know that no one in the group has the answer (or the authority to answer)
- Ask another participant or the group to respond or give their point of view.
 - *This encourages/allows participants to benefit from each other's knowledge and experience, which contributes more to their learning than listening only to the "wisdom" of the trainer.*
- Ask participant to repeat the question if you did not understand.
- Paraphrase the question to verify that you have understood it.
- Thank the participant: "That is a good question."

These actions contribute to openness, risk-taking (in asking questions), active participation, and positive group dynamics.

Responding to Participant Questions

Correct responses:

- Repeat the response in order to reinforce it and ensure that everyone heard it.
- Make a positive remark (“Very good response”, “Correct”, “Exactly”, “True” etc.) in order to encourage participation.

Partially correct responses: Make a positive comment about the correct part of the response, then reformulate a related question to the same participant or to others, in order to draw out the rest of the appropriate response.

- Examples: I agree with the first part of your response.
 - Could you explain _____?” (reformulating the question so it addresses the part of the response that was missing or incorrect).
 - Is there anyone who can give a hand to _____ (name of participant)?” ☐
 - Is there someone who can add another element?”

Managing Questions

Questions that have little or nothing to do with the subject:

- Acknowledge the “interesting point” and indicate that for the moment, however, the group is discussing [*the subject*].
- Ask if you can take the question up with the individual later (during the break or at the end of the day).

Questions to which you do not know the answer:

- Admit that you don’t know the answer. Ask if anyone else does.
- Volunteer to seek the answer elsewhere or direct the person elsewhere for the answer.

Questions related to a subject to be addressed later in the training:

- Thank the participant for the question and indicate that it will be taken up later, indicating the session (or give a brief response to avoid demotivating the group).

Managing Questions

Questions that are too long (more a statement than a question):

- Indicate your uncertainty regarding the individual's intent: are they asking a question or making a statement? Ask him/her to specify the question.

Intimidating questions (may be meant to be intimidating):

- Don't panic. Take your time. Reformulate the question to a co-trainer or other participants (to verify your understanding of the question).
- Admit when you don't know the answer and ask if anyone else who has an answer.



Questions?

SESSION 4-3

Giving and Receiving Feedback

Learning Objectives



1. Describe the role of feedback in competency-based training.
2. Explain the rules for giving and receiving feedback.
3. Demonstrate giving feedback.

Meaning of Feedback

Feedback is an essential part of education and training programs.

It helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Reasons to Provide Feedback in Training

- Feedback is a critical communication in any learning situation:
- Feedback should be between;
 - Facilitators to participants
 - Participants to facilitators
 - Facilitators to facilitators
 - Participants to participants
- Why give feedback?
 - To improve learning and behaviors
 - To improve how to manage and deliver learning
 - To learn for future application

Types of Feedback

Positive feedback: applies to situations where a person did a good job; may consist of simple praise, but it's more powerful to explain why or how someone did a good job.

- *"I'm happy with the way you all keep time and arrive early and come back on time from breaks and lunch. It helps the training stay on time and will help us meet our objectives."*

Constructive feedback: analyses and advises how a person can perform better next time; message must be delivered sensitively; focused on observed fact, not aimed at actors.

- *"I really appreciate that you all arrived on time at the beginning of the training, but today some of you did not make it on time, so we are a bit behind with our learning activities. Let's discuss some ideas about how we can all manage this issue together."*

Negative feedback: describes a perceived negative behavior. When done without proposing a resolution, it can be destructive and harmful, and is sometimes used to terminate relationships.

- *"You all seem to have difficulty coming back on time from breaks and it is making the planned afternoon sessions short. It's likely that you will make us fail to achieve the training objectives. Let us discuss how you all can improve your time-keeping."*

Identifying Effective Feedback

Today is Day 4 of training. You give feedback to a participant named Amina:

“Amina, you always arrive late—from the very first day you came late—and you don’t seem to care about how others feel. It really must stop, otherwise we will ask you to withdraw from the training.”

“Amina, do you have a moment for me to give you feedback? You arrived on time the last 3 days and it is appreciated, however, today you were late in the morning and after lunch. Is there a problem that I can help you with to continue to keep time?”

Elements of Effective Feedback

Effective feedback should:

- Be given at the right moment
- Be focused on behavior, to the point, and clear
- Concern *what* was said or done (not *why* it was said or done)
- Include verification to assure that it was clear (e.g., ask the receiver to paraphrase to ensure understanding)
- Start with the positive
- Be constructive and not criticize or punish/reprimand
- Should be a positive experience between the giver and receiver

Summary of Effective Feedback

Timely

- Should be given **soon** after the behavior or action so the receiver remembers.
- Must be **immediate** (without causing alarm or putting the receiver down) if critical mistakes are made with a client.

Specific and Constructive

- Mention the **actual action or behavior** and its consequences, whether positive or negative.
- Make clear **why** it warrants change.

Positive Experience for Giver and Receiver

- **Develop a culture** among the participants and trainers of asking for feedback.
- **Ask for permission** and readiness for the feedback to be given.
- **Ask for self-reflection** and how the feedback will be used.
- **Avoid prescribing.**

Positive vs. Negative Feedback

POSITIVELY GIVEN CONSTRUCTIVE FEEDBACK

- Provides information so the individual can reflect and self-assess
- Not critical or evaluative, but rather descriptive
- Begins by putting oneself in the shoes of the other person and asking “How can I formulate what I have to say in a way that will be most useful to this person?”
- Specific rather than general
- Directed toward an attitude or behavior the person can change
- Given at the right moment

NEGATIVELY GIVEN FEEDBACK

- Generally evaluative
- Communicates a lack of respect for the person to whom the feedback is directed
- Often makes the receiver feel bad, resentful, or guilty; may lower his/her self-esteem
- May lead to a negative reaction, resistance to hearing and/or applying what is said

Tips for Providing Effective Feedback

Give feedback after small victories: Adult Learners are most receptive to feedback when they're making positive progress but there's still room for improvement. Their progress gives them the confidence required to consider new approaches.

- "You're making progress. Where do you think there might be room for some improvement?"

Begin with an honest compliment: Opening the conversation with an honest compliment creates a "safe place" where the other person is willing to consider new ideas. Following up with a non-threatening question helps the other person evaluate his/her own performance.

- "That presentation was strong overall. Are there any areas where you wish it had been better?"

Listen before giving feedback: When you listen carefully, step into the other person's shoes and appreciate their experience and perspective. This helps them to move into a mental and emotional state where they're truly ready to learn.

- (After listening) "OK. What I hear you saying is..."

Do not wait until the end when people are celebrating or feeling bad to give feedback.

Tips for Receiving Feedback

- Ask for feedback.
- Be open to receive, listen actively, and try to understand the message.
- Assume that the giver has positive intentions and an interest in your improvement.
- Be respectful and grateful.
- Paraphrase, ask questions, and clarify your understanding.
- Avoid being defensive.
- “Give feedback to the feedback” —state what actions you will take as a result of the feedback.
- Make it a positive experience for you and the giver of the feedback.

Objective:

Practice giving and receiving feedback

Instructions:

- Read the scenario assigned to your group.
- Act out the roleplay in your small group, each taking a role (feedback giver, feedback receiver, observer[s])
- The observer(s) should give feedback on the roleplay after each round (using Handout 4B as a guide).
- Repeat the roleplay so each person has a chance to give and receive feedback.
- You have 20 minutes and then we will discuss as a group.

Which items from the handout:

- Made you feel most uncomfortable? Why?
- Which items were most important? Why?
- What was most difficult for you to implement? Why?
- Which item from the handout should you personally focus on? How do you plan to implement it?



Questions?



Thank You!



Shukhi Jibon

