**Criteria for Selecting Facilitators**

Note: Facilitators may have different strengths and weaknesses. If a facilitator is

weak in one of the following areas, it is essential to pair him or her with another

facilitator who is strong in that area.

1. Facilitators should be currently active in the care of severely malnourished children.

They must have the basic clinical skills and technical knowledge that will allow

them to teach the case management process used in this course.

2. They must have recently participated in the Training course on the

inpatient management of severe acute malnutrition. (This criterion should be

applied after several classes have been given.)

3. They must have good communication skills, including explaining

things clearly and simply to others. Facilitators in this course are not expected

to give lectures but to guide participants through written materials, role-play

exercises, discussions, and other activities. Facilitators must

be observant individuals who can see when participants are having difficulty,

explain things clearly, and give helpful feedback.

4. If participants speak a language other than the language in which the course is

written, it is helpful for at least one facilitator per group to speak that language.

5. Facilitators must be organized. They must be able to keep the group on

schedule and ensure that they arrive for clinical practice on time and with the

necessary supplies.

6. The facilitators will be expected to adapt some of the activities in the course

according to the rhythm of the group and the suggestions in the Facilitator’s

guide, for example, by teaching clearly, patiently and creatively or by adding

examples or demonstrations.

7. Facilitators must be available during all of the facilitator training and all

of the course. They must have the energy and motivation to work a long day

with participants and then attend a facilitator meeting to review the day’s

work and prepare for the next day.

Note: In any course, facilitators may identify participants who would eventually

make good facilitators themselves. Ask facilitators to point out participants who:

Understand the modules easily

perform well in the clinical practice sessions

communicate clearly

help others and work well with others in their group

participate confidently in discussions and role plays.