



## TRAINING PACKAGE

# DISABILITY-INCLUSIVE NUTRITION AND FEEDING FOR INFANTS AND CHILDREN

Facilitator Guide



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# TRAINING PACKAGE OVERVIEW

## Background

Children with disabilities are at increased risk of malnutrition, due to a range of factors, including feeding difficulties, underlying health conditions, limited access to services, and social stigma. At the same time, caregivers often face additional emotional, social, and practical challenges that can make feeding and caring for their child more complex. Despite this, disability is frequently overlooked in nutrition programs, and frontline health and nutrition workers may lack the skills, tools, and confidence to provide inclusive, responsive support.

This training package was developed to help close this gap. It provides practical guidance, evidence-based approaches, and adaptable tools to ensure that infants and young children with disabilities and their caregivers receive equitable, respectful, and appropriate nutrition and feeding support across community and facility settings.

The training package brings together materials developed by two organisations:

- **Part I (Disability-Inclusive Nutrition & Feeding):** Developed by SPOON.
- **Part II (Infant and Young Child Feeding in Emergencies Counselling sessions):** Developed by Save the Children, drawing from the *IYCF-E Counselling Training Package for Frontline Workers*<sup>1</sup>.

## Overall aim of the training

This training aims to equip health and nutrition workers with the knowledge, tools, and skills needed to deliver disability-inclusive nutrition services for children under five years old and their mothers, while also strengthening their capacity and confidence to train others.

## Audience

This training is designed for frontline workers involved in infant and young child nutrition and care, including:

- Community health workers

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<sup>1</sup> The complete package is expected to be released in 2026.

- Nutrition counsellors
- Health facility staff
- Supervisors

Ideally, participants will have previously completed basic IYCF counseling training, such as the [UNICEF Community IYCF Counseling Package](#).

## Integration of the two IYCF-E sessions

This package includes two sessions drawn from the *Infant and Young Child Feeding in Emergencies (IYCF-E) Counseling Training Package for Frontline Workers*:

- Addressing Stress in Emergencies
- Supporting GBV Survivors in IYCF-E

The **IYCF-E Counseling Training Package for Frontline Workers** is a practical curriculum developed to strengthen counselling and support for infant and young child feeding in emergency settings. It builds on the basic counselling approach promoted in the UNICEF Community Infant and Young Child Feeding (cIYCF) Counselling Package by adapting core messages and techniques to the heightened risks, stressors, and service disruptions that caregivers face during emergencies.

The two IYCF-E sessions were selected for inclusion because the challenges they address - stress, trauma, gender-based violence, and emotional distress - frequently overlap with the experiences of caregivers of children with disabilities. Strengthening participants' ability to respond empathetically, identify distress, and provide safe, survivor-centered support enhances the overall quality of disability-inclusive nutrition services.

While only these two sessions are included in this training, facilitators and organizations may wish to explore the full IYCF-E curriculum for additional modules and resources that further deepen emergency-related counselling and protection practice.

## Duration and sample agenda

This training is typically delivered over five days, though the exact duration may be adapted based on the content, participant needs, and available time. The schedule below provides a sample structure illustrating how the modules and activities can be sequenced to support progressive learning, from core concepts of disability and inclusion to practical application of feeding support strategies. The two IYCF-E sessions are integrated into the flow to reinforce advanced counseling skills relevant to supporting caregivers experiencing stress or gender-based violence concerns in an emergency setting.

Facilitators may adjust timing, redistribute sessions across days, or include additional contextual activities as needed.

### Sample Agenda

| DAY 1                                                           | DAY 2                                                                           | DAY 3                                                                                     | DAY 4                                                                          | DAY 5                                             |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------|
| Welcome and Introduction                                        | Recap of Day 1                                                                  | Recap of Day 2                                                                            | Recap of Day 3                                                                 | Recap of Day 4                                    |
| Pre-training assessments*                                       | <b>Module 3:</b> Nutrition Considerations for Children with Disabilities        | <b>Module 5:</b> Strategies to Address Feeding Difficulties in Infants with Disabilities  | <b>IYCF-E: Gender-based Violence</b>                                           | Action Planning                                   |
| <b>Module 1:</b> Understanding Disability and Inclusion         |                                                                                 |                                                                                           |                                                                                |                                                   |
| <b>Module 2:</b> Disability, Feeding, and Nutrition in Children | <b>Module 4:</b> Feeding Difficulties in Infants and Children with Disabilities | <b>Module 6:</b> Strategies to Address Feeding Difficulties in Children with Disabilities | <b>Module 7:</b> Practicing Disability-Inclusive Nutrition and Feeding Support |                                                   |
| LUNCH                                                           |                                                                                 |                                                                                           |                                                                                |                                                   |
| Module 2 (continued)                                            | Module 4 (continued)                                                            | Module 6 (continued)                                                                      | Module 7 (continued)                                                           | Post-training assessments*<br>Training evaluation |
| <b>IYCF-E: Addressing Stress in Emergencies</b>                 |                                                                                 |                                                                                           |                                                                                | Certificate Ceremony and Closing                  |

\* Knowledge check, Confidence self-assessment

# What this combined package includes and how to use it

This training package is organized into two distinct parts, each with its own set of materials. Facilitators should review and use both parts together to deliver the full training, while noting that each part can also be adapted depending on program needs.

## Part I: Disability-Inclusive Nutrition and Feeding

Part I contains all materials related to the core disability-inclusive nutrition and feeding modules. It includes:

- **Facilitator Guide** – step-by-step instructions, session scripts, activities, and guidance for delivering each module
- **PowerPoint Presentation** – visual support to accompany key messages and activities
- **Activity Sheets** – tools and prompts for group work, role plays, and exercises
- **Handouts** – summaries, checklists, and reference materials for participants

All Part I materials are stored in a dedicated folder so that facilitators can easily access and prepare the disability-inclusive sessions.

## Part II: IYCF-E Sessions

Part II contains the two selected sessions from the *Infant and Young Child Feeding in Emergencies (IYCF-E) Counseling Training Package for Frontline Workers*. This part includes:

- **Facilitator Guide** – detailed instructions for the two IYCF-E sessions
- **Participant Handbook** – key messages, definitions, exercises, and visual aids used during the sessions

These sessions are designed to prioritize live counselling practice rather than slide-based delivery, so it does not include a PowerPoint presentation. Facilitators may adapt the content into slides or project pages from the Participant Handbook on a wall or screen as visual support during activities if this better suits their delivery context.

These materials are stored in a separate folder labelled **Part II – IYCF-E Sessions** to ensure clarity and consistency with the source package.

## Training evaluation tools

This training package includes several tools to support evaluation of learning, training quality, and participant experience. These templates can be adapted to suit the context and the needs of facilitators.

- **Pre-/Post-training knowledge test:** A questionnaire administered before and after the training to assess changes in participants' knowledge
- **Pre-/Post-training confidence self-assessment:** A tool in which participants rate their confidence in performing key tasks and skills
- **Training final evaluation form:** Completed on the final day of the training to capture participants' feedback on content, facilitation, logistics, and overall usefulness
- **Training daily evaluation form:** A short feedback form completed at the end of each day to help facilitators understand what worked well, what was unclear, and any adjustments needed for subsequent sessions

## How to use the materials

- Facilitators should review both the disability-inclusive modules and the IYCF-E sessions before delivery.
- The modules are designed to be interactive, relying on small group work, role plays, demonstrations, case studies, and reflection.
- Facilitators are encouraged to contextualize examples, scenarios, and other material to local systems and available services.
- Follow **Part I** for the main disability-inclusive nutrition and feeding modules.
- Integrate the two **IYCF-E sessions from Part II** at the recommended points in the agenda or adapt placement as needed based on context.
- Each part has its own facilitator materials; facilitators should switch between the two folders depending on the session being delivered.

Using both parts together provides a comprehensive package that combines disability-inclusive nutrition and feeding guidance with advanced counselling skills relevant to stress- and protection-sensitive contexts.

## Organizing and delivering an inclusive training

Inclusion is a continuous practice rather than a checklist. The training should be grounded in dignity, choice, and respect for diverse participant needs. Inclusive training creates a safe, accessible, and respectful learning environment for all participants, including persons with disabilities or lived experiences of stress or trauma. Facilitators are encouraged to integrate the following practices:

### **Prepare an inclusive environment**

- Ensure the venue is physically accessible to all (entrances, seating, toilets, lighting, acoustics).
- Arrange seating to promote participation and comfort (e.g., circles, small groups, easy visibility of facilitator).
- Check that all participants can see, hear, and engage comfortably with the facilitator and materials before the training.

### **Use inclusive communication**

- Speak clearly and avoid jargon.
- Use simple, respectful, people-first language.
- Check understanding frequently without singling anyone out.
- Ensure accessibility of printed materials and PowerPoint presentations (large font size, easy-to-read fonts, high-contrast color combinations, minimal text per slide)

### **Foster emotional safety**

- Establish clear group agreements (confidentiality, respect, non-judgmental listening).
- Encourage voluntary participation. No one should be forced to speak about personal experiences.
- Offer grounding or stress-regulation exercises at key moments.

### **Be attentive to power dynamics and lived experiences**

- Acknowledge that some participants may have personal experiences with disability, stress, displacement, or violence.
- Ensure discussions avoid assumptions, stereotypes, or blame.
- Provide information on available support services if any topics raise discomfort.

### **Adapt facilitation techniques as needed**

- Pace activities according to participants' needs.
- Allow extra time for role plays or reflection when the content is sensitive.
- Encourage peer learning and support to help build confidence.

Embedding these inclusive practices not only improves the training experience but also models the respectful, empathetic, and adaptable approach that participants are expected to apply when working with caregivers and children with disabilities.