Programme management training

Psychosocial Centre

International Federation
of Red Cross and Red Crescent Societies

Introduction to the training curriculum

Background of the training

This three-day training curriculum is based on the children's resilience programme resource kit (resource kit). The resource kit has been developed through cooperation between the International Federation of Red Cross Red Crescent Societies Reference Centre for Psychosocial Support (the PS Centre) and Save the Children. It builds on our experiences with psychosocial support and child protection in emergencies, and draws on lessons learnt from both organizations as well as from local and international partners and UN agencies. With the children's resilience programme we aim to contribute to the on-going effort to deliver quality programmes for and with children, to create lasting change and improve the lives of children and their caregivers.

The aim of the training

The aim of the training is to give participants an understanding of how to set-up, implement and manage the children's resilience programme and how to use the resource kit. Participants will be introduced to the children's resilience programme, psychosocial support and child protection and get an understanding of how activities in the children's resilience programme can be implemented in different settings.

After this training participants should be able to:

- understand the content of the children's resilience programme
- plan, implement and monitor activities in the children's resilience programme
- understand the importance of child protection, when setting up psychosocial support activities.

Participants

This training has been developed for programme managers with limited experience in the children's resilience programme, as well as for staff and volunteers, who are implementing activities with children and are interested in gaining more knowledge of the programme planning and management.

The facilitator

The facilitator of this training workshop functions more as a facilitator of learning, rather than as a teacher. Apart from doing short presentations the role of the facilitator is to motivate participants, keep track of the time, moderate the discussions and contribute ideas and knowledge from the resource kit and their own experience. Relating the topics covered in this training to the work of the participants is also essential. For this reason the facilitator should obtain as much information as possible about the participants before the training begins.

It is very important that facilitators familiarize themselves with the resource kit in preparation for facilitating the training.

The training curriculum

This training guide is structured in the form of a training curriculum. It provides the facilitator with information on:

- The estimated time needed for each activity
- The topic of the session

- Instructions for facilitators on how to facilitate the session
- Materials needed for each session
- Relevant PowerPoint slides (marked by (PPT)) (if you do not have access to a PowerPoint projector you can write the notes on flipchart paper)

The training programme

The training workshop has 15 sessions. The timings shown and the instructions on how to facilitate activities are suggestions to facilitators.

Please change the timings, activities and PowerPoint slides to best fit the needs and experiences of your participants and the context of the training workshop.

Time	Topic	Time	Topic	Time	Topic
DAY 1		**DAY 2**		**DAY 3**	
08:30-09:00	Registration of participants	**09.00-09.15**	Opening of the day	**09.00-09.15**	Opening the day
09:00-10.00	Session 1: Welcome and introduction	**09:15-10.30**	Session 6: Developing a plan of action	**09.15-10.30**	Session 11: Other practical issues to consider
10.00-10.30	Session 2: Introduction to psychosocial support and resilience	**10:30-10.50**	Coffee break	**10.30-10.50**	Coffee break
10.30-10.50	Coffee break	**10.50-12.00**	Session 7: Choosing and adapting workshop tracks	**10.50-11.30**	Session 12: Recruitment of facilitators
10.50-12.00	Session 3: The children's resilience programme	**12:00-13.00**	Lunch	**11.30-12.00**	Session 13: Training of facilitators/volunteers
12:00-13:00	Lunch	**13.00-14:00**	Session 8: Partnerships and coordination	**12:00-13.00**	Lunch
13.00-14.45	Session 4: Facilitating a children's resilience workshop	**14.00-14.45**	Session 9: Child protection and referrals	**13.00-14.45**	Session 14: Supervision and mentoring of programme staff
14.45-15.15	Coffee break	**14.45-15:15**	Coffee break	**14.45-15.15**	Coffee break
15.15-16.30	Session 5: Assessment	**15:15-16.30**	Session 10: Creating a safe place for activities	**15:15-16:30**	Session 15: Monitoring and evaluation
16.30-17.00	Wrap up	**16.30-17.00**	Wrap up	**16.30-17.00**	Wrap up, evaluation and goodbye

Checklist for training materials

- ✓ a copy of the resource kit for the facilitator
- ✓ a copy of the resource kit including the USB keys with materials in soft copy for each participant (If this is not possible, participants should have access to the online version during the training workshop).
- ✓ hand-outs of the training programme for participants OR make a PowerPoint slide to present this information to participants
- ✓ folders with training programme and participants list for each participant
- ✓ hand-outs
- ✓ PowerPoint slides, projector and screen
- ✓ name tags for facilitator/s and participants
- ✓ note books
- ✓ materials for the workshop activities including flipchart paper, markers, paper, pens, tape, scissors, a small ball, etc.

The training curriculum

Day 1

Session 1: Registration, welcome and introduction - 60 minutes

Materials:

- Participants list for registration
- Name tags
- Folders with training programme (hand-out 1) and participants list
- Note books, pens
- Copy of the resource kit including the USB keys with materials in soft copy for each participant.
- Tea, coffee, water and fruit if possible.
- Flipchart
- Post-it notes

(PPT 1) Registration should be open half an hour before the welcome and introduction begins, allowing participant time to arrive, be registered, receive their name tags and relevant material and perhaps have a cup of tea or coffee and mingle informally with the other participants.

1.1 Welcome and introduction (Presentation, 10 minutes)

1. (PPT 2) Welcome the participants and list the opening activities:

    - Welcoming participants and introduction of the facilitators
    - Icebreaker to get to know one another
    - Introduction to the training programme
    - Exercise to agree on ground rules for the training.

2. Give a personal introduction to the training by sharing your own background and why you believe this is an important topic.

1.2 Icebreaker (Activity, 20 minutes)

1. Facilitate an icebreaker to provide an opportunity for participants to get to know one another.

(PPT 3) Example of an Icebreaker: Introducing my partner

- Divide the group into pairs and give them three minutes to interview one another.

- Now ask each pair in turn to introduce their partner to the group.
- Questions could include:
    - How was your morning?
    - What is your National Society or organization and current position?
    - Are you going to implement the children's resilience programme in your organization or National Society?
    - What do you look most forward to about running the children's resilience programme?

1.3. Learning objectives, expectations and training programme (Presentation and activity, 15 minutes)

2. (PPT 4) Read out the learning objectives and explain them.

After this training the participants should be able to:

- understand the content of the children's resilience programme
- plan, implement and monitor activities in the children's resilience programme
- understand the importance of child protection, when setting up psychosocial support activities.

3. Ask participants to write down their expectations for the training on a Post-it note.
4. Ask participant to place the Post-it notes on a flipchart and go through the expectations in plenary. Place the flipchart on the wall.
5. Go through the training programme (hand-out 1). Refer to the flipchart on the wall and see how the training programme, objectives and the participants' expectations correspond and clarify if there are expectations from the participants that will not be covered in the training.

1.4. Ground rules (Activity, 15 minutes)

1. Ask participants to come up with the ground rules for the training workshop (e.g. by asking "what ground rules would make you feel safe and willing to learn?")
2. Write the participants' comments on a flipchart.

Ground rules could include:

- ✓ Mobile phones should be on silent mode out of respect for each other.
- ✓ Punctuality is important. The training can start and end on time, as long as everyone returns promptly from breaks and lunch.
- ✓ Respect the person who is speaking and do not speak, when someone else is speaking.
- ✓ Everybody is invited to share experiences, in that way participants will sense ownership of the process. However, nobody has to share stories.
- ✓ If others share experiences, show a non-judgemental attitude.

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3. Choose two to three participants to recap today's sessions the following morning (use a suitable method).

Session 2: Introduction to psychosocial support and resilience - (30 minutes)

Materials:

- Flipcharts
- Markers
- LEGO Bricks or paper and pencil

2.1. Introduction to psychosocial support (Activity and presentation, 15 minutes)

1. (PPT 5) On a flipchart paper, draw two circles that overlap in the middle. Write 'psychological' in the one circle and 'social' in the other.
2. Ask participants to spend five minutes in pairs, writing examples of psychological and social factors influencing children's lives on the Post-it notes (one word per Post-it note).
3. Invite the participants to stick their Post-it notes in the appropriate circles.
4. Briefly discuss the placing of the Post-it notes in plenary.
5. (PPT 6) Continue by giving the following presentation of psychosocial support:

The term 'psychosocial' refers to the dynamic relationship between the psychological and social aspects of people's lives. The psychological aspects include internal, emotional and thought processes, feelings and reactions. The social dimensions include relationships, family and community networks, social values and cultural practices.

Psychosocial support to children involves strengthening the systems that provide protection to children. This means improving the capacity of adults including parents, teachers, local leaders and government representatives, who are all 'duty bearers' - to respond adequately to children's needs and to their right to protection from abuse, neglect and harm.

The 2005-2007 Psychosocial Framework of the International Federation defines psychosocial support as "a process of facilitating resilience within individuals, families and communities [enabling families to bounce back from the impact of crises and helping them to deal with such events in the future]. By respecting the independence, dignity and coping mechanisms of individuals and communities, psychosocial support promotes the restoration of social cohesion and infrastructure".

(PPT 7) The intervention pyramid illustrates the different kinds of support people may need, whether at times of crisis, at an early stage of recovery or in the on-going situations of distress experiences by people over many years. All the resources in the children's resilience programme are aimed at level 3 and 4. This means that the psychosocial support activities are open to any child, who has been impacted by a crisis. Specialised or focused services for children are not covered in this training workshop. However information is given about making referrals where these are needed.

6. (PPT 8) It is important that the psychosocial support interventions are 'community-based'. The term 'community-based' means that the community should be involved as much as possible in identifying problems, discussing solutions and deciding on which concrete activities to carry out. Using the community's knowledge, values and practices, psychosocial responses are more likely to be meaningful.(PPT 9) Ask the participants: "Why do children need psychosocial support?"

(PPT 10) Exaplain to the participants that experiencing difficult or disturbing events can significantly impact the social and emotional wellbeing of a child. Exposure to violence or disaster, loss of, or separation from family members and friends, deterioration in living conditions and lack of access to services can result in immediate, as well as long-term consequences for children, families and communities' balance, development and fulfilment.

Helping children who have experienced a difficult of disturbing event, can help them resume everyday activities, and strengthen their ability to cope, which can help prevent negative long-term psychosocial consequences.

2.2. Introduction to resilience (Presentation and activity, 15 minutes)

1. (PPT 11) Explain the term resilience:

Resilience refers to the ability to react or adapt positively to a difficult and challenging event or experience. It is the ability to bounce back or to get through difficult experiences in a positive way.

Although children are very different from one another, there are certain factors and capabilities in children's lives that have been shown to influence their level of resilience. These are called 'protective factors', which give people psychological 'cover' and help to reduce the likelihood of negative psychological effects when faced with hardship or suffering.

1. Ask participants to give a few examples of protective factors in children's lives and write them on a flipchart.
2. Provide participants with paper and pencil (or a six block of LEGO bricks).
3. Give participants the following instructions: You are now going to make a drawing (or pick a LEGO brick or quickly create a construction) that symbolizes a protective factor that made you more resilient when you were a child.
4. Ask participants to share their stories either in plenary or in smaller groups.
5. In plenary ask participants to come up with more examples of protective factors in children's lives and add them to the flipchart. Add to the discussion from the list below.

    Protective factors:

- **Individual characteristics** such as self-esteem, having healthy interpersonal communication skills and positive relationships with caring adults.
- **A positive family environment** that provides affection, love, care, support, positive interactions, discipline, fairness and positive role models.
- **Friends** who are good role models and a source of fun and acceptance.
- A **positive school experience,** where teachers and mentors are supportive. This promotes children's overall well-being by giving them opportunities for achievement, and improvement in skills, knowledge and confidence.
- **A healthy community** plays a crucial role in providing acceptance and protection and in promoting growth and development through the participation of children as valued members.

Session 3: The children's resilience programme - (70 minutes)

Materials:

None

3.1. Introduction to the Children's Resilience Programme (presentation, 70 minutes)

1. (PPT 12) Introduce the Children's Resilience Programme:

The children's resilience programme is a joint initiative of Save the Children and the PS Centre. The ultimate aim of the programme is to enhance the psychosocial wellbeing and protection of children.

The children's resilience programme recognizes that children's wellbeing is influenced by their interaction with their parents and caregivers, their peers and with others in their community environment. The programme therefore covers all these areas of children's lives to help improve their wellbeing and their resilience.

(PPT 13) **The programme includes:**

- **Children's workshops** that focus on supporting the children's inner strengths and their social interactions with others.
- **Meetings with parents and caregivers**, promoting their understanding of the challenges their children are facing, and providing them with skills to support their children.
- **Working with the entire community** to identify ways to improve the environment the children live in, and especially to improve child protection systems.

(PPT 14) It is crucial to have meetings with parents and caregivers along with the children's workshops. It is also very important to ensure there is a good referral system, as well as links to community activities.

(PPT 15) **The aims of the interventions are to:**

- Promote psychosocial wellbeing and resilience in children
- Raise awareness of issues impacting children's safety and wellbeing and explore ways to address these issues
- Strengthen referral pathways and child protection systems

2. (PPT 16) Give an overview of the main phases of the children's resilience programme and continue by explaining each phase in more detail:

The main phases of the children's resilience programme include:

- Planning

- Implementation
- Evaluation

The arrow at the bottom of the slide with the text "Community activities and post-workshop activities" indicates that the activities might continue after the programme has ended, as the children, their parents and caregivers and other community members may be interested in continuing different activities (such as summer camps, children's clubs and community events).

(PPT 17) **The planning phase includes the following activities:**

- Conducting assessments
- Identifying which issues the children are challenged by
- Choosing the relevant workshop activities for the children
- Identifying indicators for wellbeing
- Conducting a baseline survey
- Organising practical and logistical arrangements (where, participants, facilitators, materials)
- Identifying referral pathways.

(PPT 18) **The Implementation phase includes the following activities:**

- Running workshops with the children at regular intervals
- Facilitating meetings with their parents or caregivers
- Option 1: Running the pre-developed workshop tracks that are provided in this resource kit
- Option 2: Developing your own workshop tracks tailored to the specific need and context you are working in
- Workshops can be run concurrently with other activities the children are involved with, such as children's clubs, summer camps, and other community activities.

(PPT 19) **The evaluation phase includes the following activities:**

- Evaluating the programme
- Assessing whether the workshops and meetings have had the desired impact of improving the children's wellbeing and resilience
- Exploring what worked and what didn't and what could be done to improve the programme for future use.

3. If anyone present has been involved in the programme, go back to slide 16 and ask participants about challenges and best practices in each phase or provide examples yourself
4. (PPT 20) Present the staffing of the program:

The programme manager

The programme manager has the overall responsibility for the planning, implementation, monitoring and evaluation of the Children's Resilience Programme.

The technical psychosocial support officer

If a children's resilience programme is planned in an area or a country, where the implementing organization has no or very little experience in working with psychosocial support interventions, it

may be necessary to recruit an additional staff member with expertise and experience in this field. A technical psychosocial support officer provides support to the entire programme.

Field coordinators

Field coordinators are often the closest aides to programme managers and facilitators, and play an essential role in programme success. Ideally, field coordinators will have experience with psychosocial support work.

Facilitators

Facilitators have the responsibility for planning and guiding both the children's workshops and the parent and caregiver meetings. In psychosocial support in schools, it is typically teachers that plan and facilitate the workshops with the children, sometimes with volunteers or staff from the supporting organization. In other settings, facilitators may be volunteers, youth mentors or other people that work with the children on a regular basis.

Volunteers

Volunteers can be teachers or community facilitators, who have a particular interest in the psychosocial wellbeing of children. As volunteers have such close ties with the community, they are also able to provide much needed information on the day-to-day dynamics within communities and insight into prevailing attitudes towards children.

5. (PPT 21) Present the resource kit.

A resource kit has been developed to guide the implementation of children's resilience programmes. This resource kit has four printed books:

- **Understanding children's wellbeing** provides an introduction to psychosocial support, child protection and children's reactions to difficult events.
- **The programme manager's handbook** guides programme managers on how to plan, implement and evaluate children's resilience programmes.
- **Facilitator handbook 1: Getting started** consists of an introduction to the resource kit, an introduction to workshops and meetings, a description of the first five introductory workshops and additional workshops (including two options for closing workshops) and a guide for facilitating meetings with parents and caregivers.
- **Facilitator handbook 2: Workshop tracks** presents the four workshop tracks.

Present the children's workshops

(PPT 22) Programme managers and facilitators, together with the rest of the children's community (children, parents, caregivers and other community members) should be involved in deciding the focus of children's workshops, based on the needs and resources identified in the community. The workshop for children can be supplemented by community activities, child clubs, summer camp activities etc.

(PPT 23, 24, 25) Explain the structure of the workshops

- Workshop 1-5 are introductory workshops, that should be run before starting the thematic workshops.
- Workshop 6-15 are thematic workshop tracks focusing on protection against abuse and exploitation, children affected by armed conflict, disaster and HIV or AIDS.
- A workshop track consists of a set of 8-16 structured workshops for children aged 10-16 years.

(PPT 26) Highlight the following points about the workshops

- The workshops should be well planned and based on an activity manual
- The activities should be conducted by the same 1-2 facilitators (teachers or facilitators) once or twice a week, for the same group of children.
- The workshops have a 1,5-2 hour duration.

    o All workshops are structured the same way to ensure consistency and routine (intro, recap, energizer, thematic topic, energizer, our song).
    o The venue of the workshops can be both in and out of schools.
    o Safety, privacy, access to water and sanitation is highly important when conducting workshops.
    o Before conducting the workshops it is important to have in place a link to protection services and referral systems.

(PPT 27) Present the objectives of the children's workshop

In general the activities in the workshops aim to help children:

- Experience less stress and resume normal, routine activities
- Be physically and emotionally strong and healthy
- Be playful and happy
- Feel good about themselves and confident in their own abilities
- Make good and safe choices
- Be more social
- Trust others and feel comfortable about sharing feelings
- Seek help from others (peers and adults)
- Cope better with everyday life challenges
- Solve problems without violence.

(PPT 28) Explain the structure of a meeting with parents.

- Introduction to the programme
- Psychosocial wellbeing and children's rights and responsibilities
- Children's reactions and emotions
- Protection of children from harm

6. (PPT 29, 30) Give some examples of the impact of the children's resilience programme. You may use examples from your own work with the children's resilience programme and/or read the children's quotes on the power point slide.

Session 4: Facilitating a children's resilience workshop - (105 minutes)

Materials

- Paper
- Pens
- Flipchart
- Marker

4.1. Facilitating Childrens Resilience workshop (Activity, 105 minutes)

1. (PPT 31) Explain to the participants: In this session we will role play one of the workshops in order to get a better understanding of the content of the facilitator handbooks.
2. Facilitate a full workshop of your choice from the facilitator handbooks in order to give the participants an idea of the content and objectives of a workshop. Explain that the facilitator will act as the volunteer or teacher, while the participants will act as the children.
3. (PPT 32) After the role play, ask participants to go into smaller groups to discuss the following questions:

   - What is the take away for children in this workshop and how could they use this in their daily life?
     - School
     - Family
     - With peers

   - Which norms and values would this workshop possibly challenge in your community?

4. Facilitate a plenary discussion of the following:

   - In which contexts would this session be relevant and in which would it not be relevant at all?
   - How would you adapt it to your local context?

5. Wrap up the discussion by saying: Questions like these are important also when you conduct trainings to ensure reflection and critical thinking as well as quality in the programmes.

Session 5: Assessment (75 minutes)

Materials

- Paper
- Pens
- Flipchart
- Marker
- Hand-out 2: Case-study: South Sudan

5.1. Introduction to assessments (Presentation, 30 minutes)

1. (PPT 33, 34) Introduce the participants to assessments (adjust the presentation to the experience and skills of the participants):

Before planning begins it is important to find out what has happened and how people have been affected.

Assessments are the processes and tools that help identify these facts.

In this way assessments play a critical role in determining which activities are planned in a psychosocial response. Assessments provide the information needed to plan good responses, ensuring that programme design and activities implemented are a response to the actual needs of the affected population.

In a psychosocial context it is important to bear in mind that assessments are not 'neutral' but are interventions in themselves, as they can raise expectations or open old wounds by reminding people of bad experiences in the past.

2. (PPT 35) Present different assessment methods:

Examples of qualitative assessment methods:

- Focus group discussions
- Key informant interviews

Examples of quantitative assessment methods:

- Surveys
- Questionnaires
- Secondary data (project records, school registers and statistics)

3. (PPT 36) Explain the difference between primary data sources and secondary data sources.
4. (PPT 37) Present the ethical considerations when collecting data:

When collecting data it is important to:

- Obtain permission from parents and caregivers, community leaders, local officials
- Obtain informed consent for interviewing children from their nearest caregivers
- Orient and training interviewers on methods and principles of working with children
- Ensure that questions posed are comprehensible and well understood by respondents
- Ensure that activities are carried out according to local practice
- Respect privacy and confidentiality of children and community groups

- Know that although comparison groups may prove to be useful in evaluating the impact of a programme, it is not considered ethical to deny programme benefits to a control group of children in need.

5. (PPT 38) Show the programme management cycle:

5.2. Preparing assessments (Activity, 45 minutes)

1. Give hand-out 2: South Sudan to the participants (or any other case of your choice).
2. Explain to the participants: This is a case that summarizes the findings of an initial assessment. The assessment shows that children in this community could benefit from structured psychosocial intervention, and that the schools would be an appropriate place to do the intervention, however you need to understand more about the context, challenges and resources in the community to design you intervention.
3. (PPT 39) Divide the participants into five groups. Each group works with a different target group:

- Children
- Parents/caregivers
- Older caregivers
- Community leader
- Teachers

4. Ask the groups to prepare a presentation on the answers to the following questions and present in plenary:

- What questions and type of information can you get from your target group?
- What methodologies could you use to get the information?

5. On page 15 in the Programme Manager's Handbook there is a list of discussion points. If some of these are left out of the participant's presentation, bring them up now.
6. (PPT 40) Sum up the session by adding that needs assessments also include information on:

- **Demographics**: Which population groups are affected? Sex and age disaggregated information allows for accurate and holistic programming.
- **The impact of the crisis:** How have the children and their surrounding community been affected by the disaster at a physical, social and emotional level and what are their protection needs? How have community practices and resources been disrupted by the crisis and how has this affected general well-being?
- **Resources and capacities:** What is the capacity of the children and their surroundings to help themselves?
- **Child protection systems:** Are there any community groups that monitor and respond to child protection issues? What are the services available and what are the referral pathways?
- **Problems:** What potential problems are likely to arise in the near future?
- **Assistance:** What is needed to improve the children's resilience and psychosocial well-being? How can psychosocial support programmes improve well-being and strengthen resilience?

Session 6: Wrap up - (30 minutes)

Materials

Ball or something else, which can safely be tossed between participants

6.1. Wrap up (activity, 30 mintes)

1.   Wrap up the day by facilitating a closing exercise of your choice.

It is important to wrap up the activities daily to ensure reflection on what the participants have leaned and create an opportunity for the participants to express their opinions about the day

Example of wrap up activity: "I check out with…"

- Ask participants to form a circle.
- Ask them to throw the ball to one another. When someone catches the ball, ask them to share one thing with the group that they will take home from the day. It can be an "a-ha moment", something that they found especially important, a lesson learned, a new understanding, a different perspective, etc.
- Start with sharing your own impression of the day; then continue by throwing the ball to someone else.

Day 2

Session 7: Opening the day - (15 minutes)

7.1. Opening the day (activity, 15 minutes)

1. Choose any method to welcome the participants back to the training.
2. Recap yesterday's sessions
3. Choose participants who will recap this day at the end of the day
4. Explain that this day will focus on some of the important planning and preparation aspects of setting up the children's resilience programme.

Session 8: Developing a Plan of Action – (75 minutes)

Materials:

- Hand-out 2: Case study South Sudan
- Hand-out 3: Plan of Action
- Paper
- Pens
- Flipchart
- Marker

8.1. Developing a plan of action (presentation and activity, 75 minutes)

1. (PPT 41, 42) Briefly introduce the participants to a Plan of Action:

What: A plan of action (also called a "work plan") is a document analysing and graphically presenting project and programme activities.

Why: It helps identify their logical sequence, expected duration and any dependencies that exists between activities, and provides a basis for allocating management responsibilities. A plan of action helps to consider and determine:

- What will happen?
- When, and for how long it will happen?
- In which order activities have to be carried out (dependencies)?

Who: The project team makes the Plan of Action

When: At the beginning of project implementation and to be reviewed periodically

2. Give participants hand-out 3: Plan of Action template, and explain how to use it.
3. (PPT 43) In groups ask participants to develop a preliminary action plan for the children's resilience school based programme in South Sudan. (If participants previously worked on another case, define a suitable programme). Ask the participants to use the previous case-study of South Sudan (or any other case of your choice) and the assessment discussions from the previous session.
4. (PPT 44) Wrap up the activity by asking the participants: how would you celebrate milestones and when would you do it? This is important to ensure continued engagement and motivation among the beneficiaries as well as among the staff and volunteers.

Session 9: Choosing and adapting workshop tracks - (70minutes)

Materials:

- Hand-out 2: Case-study: South Sudan
- Flipchart
- Markers

9.1. Choosing and adapting workshop tracks (Activity, 70 minutes)

1. (PPT 45) Explain to participants that you are now going to work on how to choose and adapt workshop tracks from Facilitator handbook 1.
2. Remind participants about what is meant by workshop tracks:
3. A workshop track is a structured series of children's workshops focusing on specific challenges the children are facing. These workshop tracks are the core of the children's resilience programme. The facilitator can choose to run one of the four workshop tracks provided in the resource kit, or create a unique workshop track by selecting activities from the activity bank (to be found on the USB stick).
4. (PPT 46) In groups ask participants to develop a workshop track with 16 workshops based on the needs in their cases (you may use the case-study on South Sudan or any other case of your choice. You might also ask participants to form groups based on the programme they want to implement in their National Societies or contexts). The first five workshops should be the introductory workshops (workshop 1-5 in Facilitator Handbook 1).
5. Ask participants to use handbook 2 and to write on a flip-chart the 10 thematic workshops they would use and which closing workshop they would use.
6. Ask the participants to present their work in plenary.

Session 10: Partnerships and coordination (60 minutes)

Materials:

Dress up items for roleplay (scarf, hat, vests, etc.)

10.1. Key stakeholders (Activity, 10 minutes)

1. PPT 47, 48) In their groups, ask participants to note down the key stakeholders who could be important for them to implement their children's resilience activities.
2. The participants should also include those to whom they could make referrals (e.g. headmaster, teachers, parents, child protection committees, local authorities, children, other child protection actors, other agencies and local and national mental health systems/resources, protection cluster or education cluster).
3. Wrap up the activity by explaining that advocating and the ability to explain to others about the children resilience programme and psychosocial support in general is an important part of a successful implementation.

10.2. How to advocate for the children's resilience programme (Activity, 40 minutes)

1. (PPT 49) In groups, ask participants to spend 15 minutes preparing the following:

    *   a statement that would convince the local education authorities to agree to implement the children's resilience programme in the schools
    *   a statement that would convince the headmaster to agree to implement the children's resilience programme in the school
    *   a statement that would convince the parents/caregivers that they should let their children participate in the programme and participate themselves in the meetings
    *   a statement that would convince facilitators to engage in the programme and facilitate the children's workshops
    *   a statement that would convince the community leaders to support the children's resilience programme.

2. (PPT 50) Now tell the participants: Discuss in your groups what could be the challenges and barriers/resistance you would meet in each group and what the driving force behind the barrier is. (Allow 5 minutes for this).

Ask participants to present their statements and the resistance they might meet among the different target groups as a small role play (one target group at a time). Let the participants use the dress up items available if they want to. Allow 20 minutes in total for the role plays (3-4 minutes each).

10.3. Partnerships and coordination (Presentation, 10 minutes)

1. (PPT 51, 52) Wrap up this session by making a presentation of the importance of partnerships and coordination

Partnerships

A prerequisite for any intervention is to have clearly defined partnerships, usually in the form of a signed agreement, such as a memorandum of understanding (MoU) between the local or national government and the implementing organization. If a general MoU already exists, a specific one may be required for psychosocial support interventions.

The programme manager must also ensure that all other necessary agreements are obtained with relevant bodies, such as local and national ministry representatives, disaster authorities, schools and the educational system etc. Once these agreements have been made, parents, caregivers and children need to give their consent too. Taking time to explain the aim and expected outcomes to the children and to ask for their input in planning and evaluation is vital to a successful programme and must not be overlooked.

Session 11: Child protection and referrals - (45 minutes)

Materials:

- Ball
- Flipchart
- Markers
- Small card board cards with prevention and response activities

11.1. Child protection (Activity, 35 minutes)

1. (PPT 53, 54) Explain to the participants:

Violence against children can occur in many settings: homes, schools, orphanages, religious institutions, prisons, hospitals and refugee camps. When an armed conflict or a disaster occurs, children are at increased risk of being subjected to violence from family and community members, as well as from outsiders. It is important to understand that these special risks can compromise children's psychosocial wellbeing. Working with children or other vulnerable groups requires special attention because of the different risks and vulnerabilities of children. Part of our responsibility is to protect children and it is highly important to include protection and violence prevention into all psychosocial support activities.

2. Ask the participants to stand in a circle and ask: "what are we protecting children from?"

Give the first example and throw the ball to a participant, who gives another example and throws the ball to another participants etc. The answers can include: abuse, neglect, violence, hurt, discrimination, accidents, humiliation, bullying, sexual abuse, hunger, pain, being involved in war etc.

3. (PPT 55) Divide the participants into 4-5 groups and ask them to develop a definition of child protection. Give the participants five minutes to do this, and have them present the definitions for the rest of the group.

4. (PPT 56) Introduce the Child Protection Working Group's definition of child protection to the participants.

Definition of child protection:

"Child protection involves prevention and responses to abuse, neglect, exploitation and violence affecting children" (Child Protection Working Group):

5. In preparation for the following activity write examples of prevention and response activities on small card board cards.
6. Give the cards to the participants and ask them to sort the cards by prevention and response activities.

7. Ask the participants if they can come up with more examples of prevention and response activities.

Prevention: advocacy, training, child safe recruitment, education, policy, risk management

Response: active listening, psychosocial support, reporting/documentation, referral counselling.

11.2. Referrals (Presentation, 10 minutes)

1. Explain to participants:

All staff need to be aware of child protection measures, so they are able to identify and react to violence against children, or other vulnerable groups in an appropriate and safe manner and to know when and how to refer to other services or relevant authorities.

(PPT 57) Children who may need referrals for special services include children who:

- show signs of, or raise suspicion of physical, sexual or emotional abuse and/or maltreatment
- indicate a need for individual psychosocial support or psychological counselling
- are living with mental disorders and need clinical psychological or psychiatric treatment
- need medical attention for physical ailments or illnesses
- have learning difficulties and would benefit from educational assistance
- Parents or caregivers or other adult community members may also need special services, such as counselling or physical or mental health treatment.

(PPT 58) **Our role is to take appropriate action if we suspect child abuse:**

- Action 1: Acknowledge the person's situation and feelings. Listen carefully to what they say.
- Action 2: Carefully listen and comfort the person and ensure they are safe.
- Action 3: Take Notes; document what you hear and see. If it is a child disclosing, you need to take action and report immediately to the appropriate agencies.

(PPT 59) **How to refer?**

- Referrals should always be made in consultation with a supervisor or programme manager.
- As a rule the individuals concerned should be informed about the intention to refer them to professional help.
- In some situations there are no public health options for referral. When that is the case, identify local NGOs (non-governmental organizations) or international agencies that can assist with more specialised support.
- Individuals should feel assured that they will be supported throughout the process.

(PPT 60) **Programme managers:**

- Should be trained in how and where to make such referrals.
- Are responsible for finding out the procedures for making a referral in the organizations/community, where the programme staff/volunteers are working.

2. Discuss challenges and ask for the participants' experiences with referrals in their National Society or organization.

Session 12: Creating a safe space for activities - (75 minutes)

Materials:

- Flip charts
- Pens

12.1. Creating a safe space for CR activities (activity, 75 minutes)

1. (PPT 61) Explain: Unfortunately schools and child friendly spaces are not always the safe spaces they ought to be. Both during crises and at other times, schools have been sites of abuse and exploitation (e.g. in the form of sexual activity and sexual relationships between children and those adults who hold a position of trust, responsibility or authority in relation to children).
2. Divide the participants into four groups.
3. (PPT 62) Tell the participants: Imagine that you are setting up the Children's resilience programme in 10 schools. You know that the first priority is to keep everyone safe and healthy. How can you ensure this?

In groups discuss the following questions for 15 minutes:

- What types of violence/risks/health concerns do you think could happen?
- What practical actions could be taken to prevent the violence/risks/health concerns?

4. Ask the groups to present the practical actions they would take. Start with one group and ask the other groups to only present actions that have not already been presented, when it is their turn to present.
5. Add from the checklist below any points not mentioned during the presentations.

Physical conditions

It is important to ensure that:

- The children are safe coming and going to the safe place
- There are locks on latrines and appropriate lighting as well as separate washrooms for boys and girls
- There is enough room for all of the participants
- Equipment is available and appropriate
- first aid kits are available, and that facilitators are trained in using them
- Locations are used that protect participants from being watched by strangers
- There are no dangers to users within the location of the facility (e.g. rivers, embankments, cliffs, roads).

Staff training and actions

It is important to ensure that:

- Staff and volunteers are trained on code of conduct and child protection policies as well as violence prevention
- Staff and volunteers are screened and monitored
- Disclosure of violence are responded to, and appropriate action is taken
- Sessions are well-planned, and the activities are suitable for the participants
- Nobody is under threat or at risk of harm including psychological harm during sessions
- Anyone who suspects that an abuse of a position of trust has occurred, is occurring or may occur reports their concerns to the person responsible for child protection (or senior manager)
- Physical contact should always take place in an open or public environment and not take place in secret or out of sight of others.

6. End the activity by saying:

Children are especially in need of care and protection and it is vital to focus on the needs, wellbeing and safety of children and other vulnerable groups. During crisis but also in normal times children are at risk of being subjected to violence and it is important to understand that these risks can compromise children's psychosocial well-being. A child's ability to engage in trusting relationships may be seriously damaged after having been the subject of abuse. Much sensitivity and patience will be needed to help such children to bond again with trustworthy and responsible adults.

Session 13: Wrap up - (30 minutes)

Materials

Ball or something else, which can safely be tossed between participants

13.1 Wrap up (Activity, 30 minutes)

1. Wrap up the day by facilitating a closing exercise of your choice.

It is important to wrap up the activities daily to ensure reflection on what the participants have learned and create an opportunity for the participants to express their opinions about the day

Example of wrap up activity: "I check out with…"

- Ask participants to form a circle.
- Ask them to throw the ball to one another. When someone catches the ball, ask them to share one thing with the group that they will take home from the day. It can be an "a-ha moment", something that they found especially important, a lesson learned, a new understanding, a different perspective, etc.
- Start with sharing your own impression of the day; then continue by throwing the ball to someone else.

Day 3

Session 14: Welcome - (15 minutes)

14.1. Welcome (Activity, 15 minutes)

1. Welcome the participants to day three of the training
2. Recap day two

Session 15: Other practical issues to consider - (45 minutes)

15.1 Other practical issues to consider (Activity and presentation, 45 minutes)

1. (PPT 63) Tell the participants that you are now going to spend some time talking about other practical issues to consider, when setting up the children's resilience programme.

(PPT 64) **These practical issues include:**
- Selection of participants
- Translation of workshops
- Procurement of materials
- Making a timetable

2. (PPT 65) Ask participants: "What could be possible selection criteria for children in a children's resilience workshop?" and "what are the challenges when selecting children?" In groups write these down on a flipchart. Remind participants that the selection criteria which are used should be agreed upon by the whole team, including programme managers and should involve the communities. Ask participants to keep in mind that the selection should be as inclusive as possible (with a maximum of 25 children in each group and a maximum capacity for each school of about 4 groups).

3. Facilitate a discussion in plenary. Make sure that the following points are made:

- Try to use natural groupings for the workshops, such as children from the same class, or age group.
- Get to know the participants before planning the workshop, so the activities are appropriate for their ages, genders, social and cultural practices.
- Make sure that non-discriminatory and all-inclusive methods are used to choose participants. There should be no reason to exclude any particular child in the chosen target group (for example a child with a physical disability). If there are children who need assistance, make sure this is available.

4. (PPT 66) Present the other practical issues in plenary:

- **Procurement of materials:** The workshops are designed so it is possible to conduct them workshops with little materials or to use alternative materials in many of the workshops. However, it is good if you are able to procure the materials, this will make it easier for the facilitators to facilitate the workshop. Make sure to start the procurement well ahead of the first workshop and discuss a plan for delivering and storing the materials throughout the implementation phase.
- **Translation of workshop:** A time consuming but important task is to translate the workshops and additional material into local language. It is important to plan for this as well as include it in budget considerations.
- **Timing:** It is important to make a detailed timeline of each workshop, parents meetings etc., and to consider at what time of the year it is possible to conduct the workshops.

Draw a timeline on the flipchart of a children's resilience programme example. This could include the timing of the assessment, baseline, trainings, meeting with schools/headmaster, children's workshop, meetings with parents and caregivers, supervision meetings, monitoring visits, other staff meetings, the closing ceremony and evaluation deadlines if this is not covered, when going through the programme.

Go through the process and challenges of deciding on a time schedule for the actual workshops and parents meetings. Explain that this has to be discussed and decided together with the school or the organizers of the child friendly space, so the timing will be convenient for everyone.

Session 16: Recruitment of facilitators - (40 minutes)

Materials:

- Flip charts
- Markers

16.1. Recruitment of facilitators (Activity, 40 minutes)

1. (PPT 67, 68) Explain the importance of the recruitment process:

The success of a children's resilience programme depends on the interpersonal and social skills of programme staff, and their abilities to encourage enthusiasm and positive experiences amongst the children. Therefore the programme manager should prepare detailed job descriptions and selection criteria for each staff position.

As said earlier in the training, if the programme is planned in a country where human resources or experience in working with psychosocial support responses are limited, it may be necessary to recruit international staff with expertise in psychosocial support to manage the children's resilience programme.

2. (PPT 69) In groups, ask participants to discuss the following questions:

- What could be possible selection criteria for facilitators?
- What should the process of hiring facilitators be like?
- How can you motivate facilitators?

3. Ask each group to make a presentation of their discussion of one of the above questions.
4. (PPT 70, 71) Present the following key points on recruitment of facilitators:

Variation of facilitators

The programme should strive to recruit a group of teachers that are:

- Gender balanced
- Varied in age and experience

Background

Facilitators should preferably:

- Be teaching children from 10-15 years of age Have minimum three years of teaching experience
- Have an understanding of local culture and practices.

Commitment

Facilitators should be committed to:

- Participate in three day full time training workshop and conduct 16 sessions of 90 minutes, once or twice a week for a group of max. 25 children

- Facilitate meetings (3-4) with the parents
- Work together with field coordinators on issues of monitoring and follow up
- Ensure wellbeing and protection of children.

Personality

- be well balanced
- be willing to learn
- be open-minded
- be well-structured in their work
- be willing to learn new methodology and utilize these
- like and respect children
- not be using corporal punishment
- be willing to sign a code of conduct
- be well-respected by children and parents
- have excellent problem and conflict solving skills

Session 17: Training of facilitators and volunteers - (30 minutes)

Materials:

- Paper
- Pens
- Flip charts

17.1. Training of facilitators and volunteers (Activity, 30 minutes)

1. (PPT 72, 73) Explain to participants:

A critical component of the programme lies in building the capacity of those involved directly or indirectly in the day-to-day activities (i.e. programme staff, including field coordinators, facilitators, volunteers and community members). Training should be carried out at the start of the programme cycle, and as one of the very first activities once the programme has been approved and budgets have been allocated. If needed, refresher trainings can be organized at regular intervals in the programme cycle. Trainings should be tailored to each specific target group according to the skills and knowledge needed to carry out their required tasks and roles.

2. (PPT 74) Divide the participants into groups and ask them to develop and present a training agenda for a three-day training of volunteers/teachers. Ask participants to include the topics and main objectives of each session.
3. (PPT 75) Wrap up the activity by presenting suggestions (see below) to training topics/agenda to inspire the participants. The below training agenda is based on the facilitator training found on the PS Centre web site and can be adapted to local context and situation.

Day 1

- Introduction
- The children's resilience programme
- Psychosocial support
- Children's workshops – an overview
- Facilitating children's workshops
- Activity role-plays
- Wrap up day 1

Day 2

- Children's rights
- Communicating with children
- Communicating with adults
- Child protection
- Wrap up

Day 3

- Class room management

- Monitoring systems
- Practical issues
- Wrap up and evaluation

Session 18: Supervision and mentoring of programme staff - (105 minutes)

Materials:

- Lego bricks or pen and paper,
- Hand-out 4: Instructions for the role play.

18.1. Introduction to supervision and mentoring of programme staff (presentation and activity, 15 minutes)

1. (PPT 76, 77) Explain to participants the importance of supervision and mentoring:

Managing a children's resilience programme involves various forms of supervision and mentoring, all of which are related to accountability. The programme manager, field coordinator or technical advisor is responsible for supervising, supporting and encouraging the teams and volunteers. To ensure accountability as well as clarity of responsibilities it is important to make sure this is outlined in the organizational chart of the programme.

Supervision and mentoring refer to the support and guidance given to all those engaged in the programme (e.g. teachers, volunteers, parents and caregivers). Regular feedback and experience sharing with all involved is an important aspect of supervision and mentoring, since this will ensure that activities are adapted to the local fluctuating situation and that the needs of all involved are met. Working with the psychosocial well-being of children can be challenging, especially if the programme targets children in very difficult circumstances. Programme managers should monitor the well-being of all adults involved and offer support in the form of supervision if needs arise.

2. Ask participants: What is your worst fear or worry about supervising or mentoring your team? Clarify responses and conduct a short group discussion on what could be fears or worries about supervising or mentoring teams.

18.2. Creating a supportive working environment (Activity, 20 minutes)

1. Ask the participants: Please write down three things you are good at in your work.
2. Continue by saying: When you have done that ask yourself what other things you are good at in your work? Continue this until you have noted 10 things you are good at. (You may use Lego bricks to create a "team tower" of things the team is good at).
3. Now ask the participants: Would it have been easier to answer what you are bad at? Why?
4. Ask the participants to look at their list and ask them: How does it make you feel? How would it make your team feel and how do you think they would perform if they focus on what they are doing well?
5. Lead a short discussion on the merits of noticing the positive in working relationships. Make sure that the following point is made: Mentoring and giving positive feedback can have a tremendous impact through boosting the confidence of staff and volunteers.

6. You may end this activity by encouraging the participants to make a habit of noticing what all team members are doing well and to remember to compliment them. You may even give the participants the challenge of giving three positive feedbacks every day to their co-workers or staff, when they get back to their organization after this training.

18.3. Positive mentoring (Presentation, 15 minutes)

1. (PPT 78) Explain to participants:

Often a team member will turn to the programme manager with a problem or a challenge he or she is experiencing with a teacher, a child or a caregiver. In most cases the team member is seeking solutions and would like to discuss the case in order to find better ways of handling the challenging situation.

Sometimes the manager will have to issue instructions that the team member will have to follow. At other times a short mentoring is in place so the team member gets some support in order to handle the situation. The programme manager can use five simple steps and these steps can also be used when mentoring takes place in a small group.

It is important to note that the following steps are not the approach to use if and when team members turn to the programme manager to complain about their peers in the team or if there are other interpersonal conflicts in the team.

2. (PPT 79) Steps in positive mentoring:

These five steps can be followed when mentoring team members faced with a problem or an issue:

1. The manager asks the team member to present the issue or problem and to give a short description of the situation and the challenges it represents. Use active listening and clarifying questions to ensure that the issue or problem is well understood.
2. The manager asks the team member to think about what he or she did well in handling the situation to ensure the team member will be made aware of his or her behavior or actions in a positive way.
3. The manager asks what the team member would like to improve or do differently next time in the same or a similar situation. Manager probes a bit to elicit ideas from the team member.
4. The manager summarizes on these ideas and gives input if he/she has anything to add or suggest. The manager will most often also invite suggestions from others if in a group setting.
5. The manager sums up what was decided and if needed when to follow up.

18.4. Mentoring a team member facing a challenge - role play (Activity, 45 minutes)

1. Tell the participants that you are now going to do a short role play to practice following these steps in positive mentoring.
2. Explain to participants:

I will now ask four willing participants to act out a short team meeting with a programme manager and three team members. The role of the programme manager will be to lead the meeting and to follow the steps in positive mentoring. The role of one of the team members will be to present a challenge based on a case scenario. The role of the two other team members will be to listen carefully to the team member presenting a challenge and to provide suggestions on how to handle the situation when asked by the programme manager to input. The role of the rest of the participants will be to observe the verbal and nonverbal language of the persons in the meeting and give feedback on the structure of the meeting (were the PM able to follow five steps and how did it work).

3. Ask participants to act out the following roles:

    *   One programme manager facilitating the meeting
    *   One team member presenting a challenge
    *   Two team members participating in the meeting

Tell the participants that they will get short instructions for their role and emphasize that they do not have to be perfect in the role plays, it is a learning process.

4. Ask the rest of the rest of the participants to split into three groups to observe the verbal and nonverbal language of the:

    *   Programme manager
    *   Team members presenting a challenge, and
    *   The other two team members

5. Hand the role players the instructions for the specific roles (hand-out 4) and give them five minutes to prepare for the role play in separate groups.
6. Leave the five steps visible for the programme manager during the role play.
7. After the role play discuss the following points with the participants:

    *   How did the programme manager find the meeting? What went well and what could have been done differently?
    *   How was it for the team member to be mentored in this way?
    *   How did the other team members experience the meeting?
    *   What did the different groups of observers notice during the meeting?

18.5. Caring for staff and volunteers (Presentation, 10 minutes)

1. Explain to participants:

The needs of staff and volunteers are often similar to the needs of those they are supporting. A supportive environment is crucial to minimize stress. An environment where staff and volunteers are able to share and openly express themselves can relieve symptoms of stress. An environment where

talking about emotional reactions and limitations is actively encouraged, will ensure the quality and effectiveness of activities and the wellbeing of staff and volunteers.

(PPT 80) The programme manager can foster this supportive environment by integrating stress management into the policy and practice of the programme, for example, by:

- including provision for staff wellbeing and stress management in staff contracts
- being available to give guidance and support to staff
- promoting an organizational culture of openness and sharing
- creating team spirit through regular staff meetings and informal retreats
- organizing training about stress management
- ensuring that staff take regular days off and take annual leave
- respecting principles of confidentiality
- establishing a peer support system.

You may end this session by referring the participants to the material 'Caring for Volunteers: A Psychosocial Support Toolkit'.

Session 19: Monitoring and evaluation - (45 minutes)

Materials:

- Hand-out 5: Focus group discussions - Children,
- Hand-out 6: PIA questionnaire
- Hand-out 7: Field Coordinator visit report

19.1. Monitoring and evaluation (Presentation, 45 minutes)

1. (PPT 81, 82) Make a presentation to the participants – Why do we monitor and evaluate?:

Monitoring and evaluation are very important management tools used to keep track of all aspects of a response, and to assess if the implemented intervention is having the desired effect.

Accountability:

Monitoring and evaluation provide stakeholders particularly beneficiaries but also donors with information, explanations, and opportunities for input and feedback on the expected and actual performance of the project/programme and results.

Improving performance:

Monitoring and evaluation will show how resources are being used and highlight problems as they occur so that they can be addressed.

Learning:

Monitoring and evaluation will help repeat successes and avoid failures.

Communication and advocacy:

Monitoring and evaluation will provide information and an opportunity to openly discuss successes and problems and influence decisions

(PPT 83) What is evaluation and monitoring?

Evaluation: is the systematic, objective and periodic assessment of an ongoing or completed activity or programme. The evaluation looks at whether the activity has brought about the intended change.

Monitoring: is the process of routinely, regularly and continuously collecting data of all aspects of the project. This is done to keep track of whether the project's activities are implemented as planned. Monitoring means being aware of the state of the project by receiving answers from various sources to the questions *'what is going on and how'?* and *'Are we doing things right'?*

2. (PPT 84) Go through goal, outcome and outputs. Explain what they are and that they are important components needed for the programme manager's monitoring and evaluation.

Session 20: Wrap up, evaluation and goodbye - (30 minutes)

20.1. Evaluation (Activity, 10 minutes)

1. Hand out copies of the evaluation questionnaire to all the participants.
2. Ask participants to spend ten minutes filling in the questionnaire individually.
3. (PPT 96) Collect the questionnaires for later assessment.

20.2. Certificates and goodbye (Activity, 20 minutes)

4. Hand out the certificates to the participants. Take time to do this, and make sure to follow the traditions of the organisation.
5. End the training with a check-out and goodbye activity of your choice. Having spent two days together, it is likely that participants will feel a bond with one another. Personal stories and vulnerabilities might have been shared. Consequently, just as you say goodbye to a dear friend, take time for parting and saying goodbye. It is a good idea to compile a participants' list with names and contact information for circulation with everyone's consent.