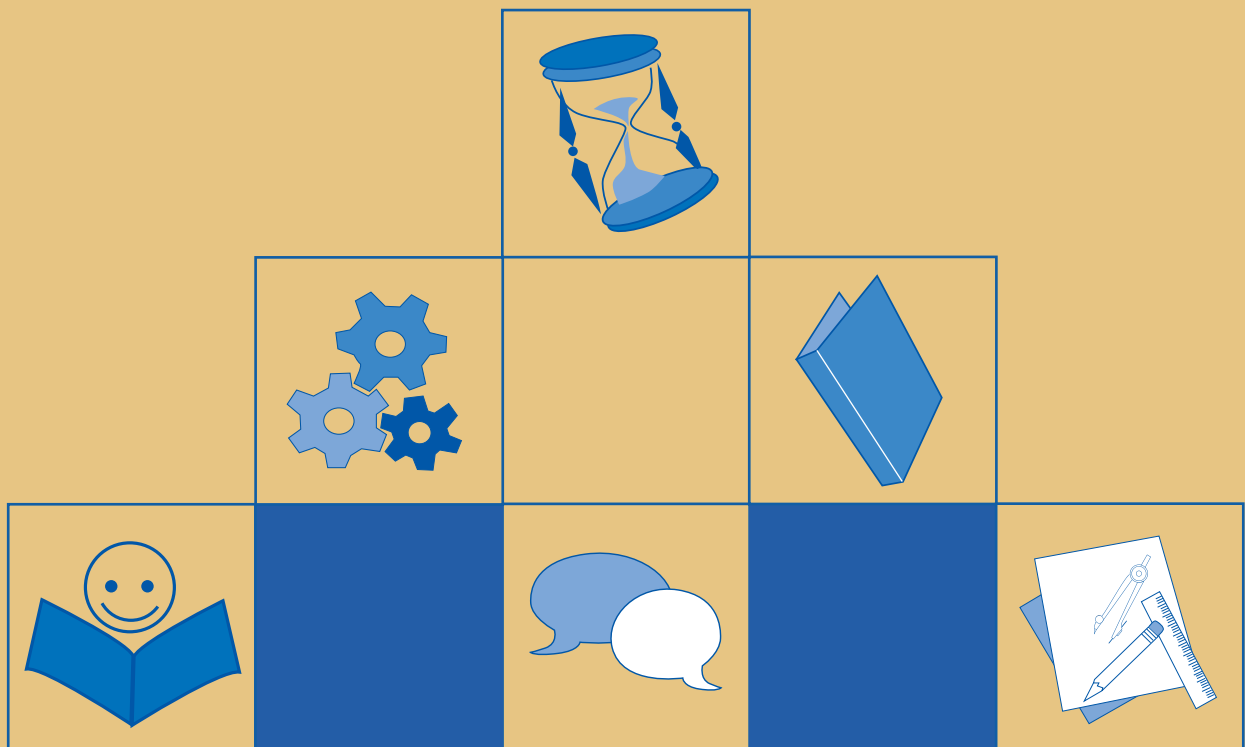

Working together: A GUIDEBOOK

for Training of Trainers on Mainstreaming
CHILDREN'S PARTICIPATION



Child Workers in Asia

Task Force on Children's Participation

MISEREOR
• IHR HILFSWERK



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Introduction

The United Nations Convention on the Rights of the Child lists a range of entitlements guaranteed to children as rights. Among these rights are the right to express one's views on decisions in all matters concerning them and to have those views be taken into account in accordance with one's maturity, freedom of expression, freedom of religion and conscience, and freedom of association and peaceful assembly. In addition to these specific rights, participation is established as a guiding principle in the pursuit and implementation of *all* rights of children. Thus, the Convention on the Rights of the Child highlights the central role of children in efforts to claim and guarantee their own rights.

All members of society – adults and children – have a responsibility to work together to protect and promote the rights of all persons and to empower them to secure their entitlements. Where groups of persons suffer from discrimination, exploitation, marginalization, coercion, or other violations of their dignity, it is necessary for steps to be taken to address this in collaboration with those violated, and with the goal of increasing their agency and influence in their own lives, and working for broad social change where necessary. In this way, the participation of children is both in their own best interests *and* the best interests of others, and is most fully realized in collaboration, mutual respect, and solidarity among children and adults in all of their relationships.

The extent to which children are empowered to effectively claim the entire range of their entitlements depends on the attitudes and practices of adults and the opportunities and support they provide for children, on the growing capacity of children to advocate for and effectively claim these entitlements, and on the strength of collaborations and solidarity among children and others working to secure rights and end exploitation.

Child Workers in Asia is committed to promoting further development and improvement of these capacities and practices to empower children to participate through promoting a culture of participatory and critical reflection for the organic development of principles and strategies, and identification and development of the positive values in the cultures, societies, and communities in which our members are based.

Working Together: A Guidebook for Trainings of Trainers on Mainstreaming Children's Participation was developed in accordance with these principles following on the recommendations of the Regional Workshop on Mainstreaming Children's Participation in 2004 in which NGOs and children identified capacity and skills building as a requirement for further mainstreaming efforts. The result was a regional research project to document practices of children's participation in interventions for working children in nine countries in South and Southeast Asia, and a program of training for members of the network to create a pool of trainers on children's participation within our network to facilitate mainstreaming within the network, and among its partners and the partners of its members.

The programme of training consisted of Training of Trainers workshops in South and Southeast Asia in which participants shared and discussed experiences and lessons learnt in practicing children's participation, explored the meaning of meaningful children's participation, built skills, and planned future efforts. This process was continued by participants holding trainings within their own organizations, among their partners, and in their communities, in which they used a draft of the current guidebook to help structure and enrich their trainings.

In every culture and society and in every understanding of justice are seeds from which concepts and practices of participation can be grown. It is our hope that *Working Together: A Guidebook for Trainings of Trainers on Mainstreaming Children's Participation* will be a useful tool for practitioners to structure, design, and augment their training on children's participation in order to make their participation a more common and regular aspect of their lives and the lives of others.

Acknowledgments

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The members of the Task Forces on Children's Participation who participated in the research on practices of children's participation in interventions for working children, the trainings of trainers for South and Southeast Asia in April 2005, and the follow-up trainings conducted in 2006, and without whose rich practical experience and insights the program could not have been successful;

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PLAN International for supporting all components of CWA's work on children's participation and Kerkinactie/Church in Action for supporting the printing of this guidebook.

Child Workers in Asia Task Forces on Children's Participation

Child Workers in Asia has established two Task Forces on Children's Participation, one in Southeast Asia in November 2001 and one in South Asia in March 2001. The Task Forces are responsible for devising strategies and practical programs to mainstream children's participation among CWA network members and to more generally advocate on the importance of working children's participation. They are the concrete venue for CWA to integrate the initiatives on working children's participation within its programs on child labour exploitation.

The principles of the Task Forces emphasize the cross-cutting and fundamental nature of participation in all activities to combat child labour exploitation and in all related processes. Participation of children is embedded in their development, contributing to their empowerment through increasing their capacity to assess their environment and make decisions, to network and work with others to pursue their entitlements, to build broader partnerships with other children and adults to tackle social problems and push for social change, and to build solidarity among children. Observance of these principles requires sober assessment of the limitations and risks of involving children in various activities, the need to preserve the integrity and sustainability of the process of their involvement, a need for general strategies and mechanisms, and a respect for the overall context of cultural practices, implications, and interpretations from which any meaningful conceptualization and practice must come.

South Asia Task Force – Members	Southeast Asia Task Force – Members
Convenor , Concern for Children and the Environment, Nepal	Convenor , KOMPAK, Indonesia
Members Arunodhaya, India Child Workers in Nepal (CWIN), Nepal Sri Lanka Interactive Media Group (SLIMG), Sri Lanka Underprivileged Children's Education Programs (UCEP), Bangladesh Society for the Protection of the Rights of the Child (SPARC), Pakistan	Members Visayan Forum Foundation, Philippines Foundation Education and Information Center for Child Rights (KKSP), Indonesia Church World Service, Lao PDR Child Rights Foundation, Cambodia LICADHO, Cambodia
Children's organizations CWIN Child Rights Forum CONCERN Participatory Child Forum ARUNODHAYA Children's Club UCEP Students' Group SPARC Child Rights Group	Children's organizations Child Labour Club Donkoi Children Development Center Child Labourers and Advocates for Social Participation (CLASP)

How to Use the Guidebook

The Guidebook consists of 15 modules and covers pre-training knowledge assessment, training methods, and evaluation. The materials here are suitable for planning, conducting, and evaluating an entire programme of training. However, it is not necessary that the guidebook be used in this way only. We encourage trainers to take what is useful from this guidebook and combine it with materials and methods they have found useful in the past, or to use the materials found here to enrich their own materials. Many organisations have found it useful to replace examples and case studies found in the manual with examples and case studies from their own experiences. The main goal of this guidebook is to promote reflection on practices of children's participation in order to improve those practices, and to develop more systematic conceptualisations and programmes to more fully mainstream children's participation.

The anchor of the guidebook is Module 4 – Reflection on Children's Participation in Practice. It is our belief that the most effective way to build the momentum and solidarity necessary to progressively mainstream children's participation is to engage in open sharing and discussion on the meaning and meaningful practice of children's participation among those who work to secure the rights of working children, and with working children themselves. Therefore, this module seeks to promote critical reflection on existing practices and ways forward, and seeks to avoid rigid frameworks, concepts, and definitions. This is a principle which we hope is evident throughout the guidebook.

Lastly, the trainings on which this guidebook is partially based targeted adults, and included adults only. However, many organisations who work regularly and directly with working children and children's organisations have found it useful to ask those children to participate in their trainings. This practice provides an opportunity for children to train adults on how adults should work with and for children, and involves them in discussions concerning the meaning of children's participation and how to mainstream it.

We hope that this guidebook will contribute to your training programme and your efforts to mainstream children's participation, and we welcome your feedback to develop and enhance this resource.



Module 1: Preliminaries

Registration and Distribution of IDs and Training Kits

Welcome Remarks

Ice Breakers/Warm-up

Introductions/Getting-to-Know-You

Expectations Check: Surfacing Individual Expectations

Factoring in Prior Needs Assessment

Leveling-off in Terms of Training Objectives and Participants' Expectations

Agenda and Schedule of Sessions

Training Guidelines

Creating Responsible Teams

Attitude Setting

Preliminaries

The art of teaching is the art of assisting discovery.
Mark Van Doren, poet

The master shook his head. "I could answer your questions but I won't try because you wouldn't understand the answer. Now listen. Imagine that I am holding a pot of tea, and you are thirsty. You want me to give you tea. I can pour tea but you'll have to produce a cup. I can't pour the tea on your hands or you'll get burnt. If I pour it on the floor I shall spoil the floormats. You have to have a cup. That cup you will form in yourself by the training you will receive here."
Janwillem Van de Wetering, The Empty Mirror



Registration and Distribution of IDs and Training Kits

Activity 1.1



Record the names and other important information about the participants
Distribute IDs and training kits



Upon arrival until the session starts



- Registration is a necessary process in the training. It provides a listing of the names of participants and a few vital pieces of information such as age, sex, address, etc. With the consent of the people, staff can already create a directory out of this information. Directories are generally useful for after-training coordination, linking and sustaining communication.
- Signing registration sheets is already a form of attendance-check. Registration sheets can have extra columns for daily attendance. Registration before the start of the session should be for the entire duration of the course.
- Kits should include only material relevant to the training and useful to the participants. Other material need not be included in the kit as it might be distributed in installments.



- 1 Ask participants to sign in and include other relevant information asked for in the registration sheets.
- 2 Upon registration, distribute name tags or IDs and training kits.
- 3 Advise participants to mark their own kit to avoid confusion.
- 4 Let them counter-check the initial contents of the training kit based on content list posted at the registration table.
- 5 Usher the participants to the session hall to find their seats, make contact with co-participants and make themselves comfortable before the session starts.

- 6 Invite them to see the display area, share material they've brought and take advantage of taking home loads of free material.



NAME	ORGANIZATION	ADDRESS	CONTACT	NUMBERS	E-MAIL	SIGNATURE



- Registration forms/sheets
- Pens
- Name tags/IDs
- Training kits



- IDs need not be formal and can be creative. Think of colors and shapes. Use the theme of the training as a motif.
- Bags are often used for kits and sometimes include a shirt (depending on resources and how wise such investment can be). Kits can be a simple envelope or a folder. As long as it serves the role of collecting training material, any creative ideas for a kit are most welcome. Consider local products such as weaving and recycled papers. You may even resort to a simple plastic bag. Your training will not be judged for your kit (alone) but a nice, creative and practical one makes a good impression.



Passport

- 1 Distribute sheets of bond paper and ask participants to cut them in half. Putting three pieces of half-sheets together, folding them in half and stapling them at the crease will create a 1/4-size improvised passport. Ask participants to put their names on the front page. Affixing ID photos should be encouraged.
- 2 Convey the idea that going through the various training modules is like a journey into different countries. Some may be foreign while others will be quite familiar. Let them write the module numbers on their passports, ensuring ample space between numbers.
- 3 Instruct them to keep their own training passport. Every time they complete a module, they should ask co-participants to sign under the respective module.
- 4 Let them understand that the passport will be a record of how far they have gone in the workshop and what parts they may have missed.



- Bond paper
- Scissors
- Staplers
- Individual ID photos
- Glue
- Pens



Public Letter

- 1 As a way of checking attendance, instead of signing-in, position a letter box at the entrance to the session hall.
- 2 Ask participants to drop in a letter bearing their intentions for the day. Have them sign these letters. These letters are collected by the documentor and serve as proof of attendance.
- 3 During free time, draw one or two and read them to the entire group.



- Letter box
- Pieces of paper
- Pens



Welcome Remarks

Activity 1.2



Be acknowledged for coming to the training
Listen to some inspiring messages
Witness the formal opening of the training



5 min



- Welcome remarks are more than just a verbal release. They should arouse the interest of the participants. Start with a bang!



- 1 Warmly greet everyone. Briefly introduce yourself as facilitator.
- 2 Introduce the speaker who is a representative of the organizers.
- 3 Give the floor to the speaker for his/her welcome remarks to acknowledge the participants, organizations, guests, observers, administrative staff, interpreters, documentors and facilitators. S/He also announces the opening of the training.
- 4 Lead the applause and cheer to mark the opening of the training.



Programme



Respected local leaders and guests of honor are sometimes invited to opening ceremonies and can be asked to give a brief inspiring speech. Ensure that they are well oriented in terms of how much time they have for their speeches. Limit the speakers to a few significant ones. Too much talk can ruin your opening.



Icebreakers/Warm-up

Activity 1.3



Warm-up to relieve tension and feel comfortable with the group



10 min



- Icebreakers are discussion questions or activities used to help participants relax and ease into a group meeting or learning situation.
- There are two types of icebreakers:
 - Facilitating introductions are used to help participants relax and ease into a meeting or training, and to help participants learn each other's names and personal/professional information;
 - Topic lead-ins are used to identify individual needs and goals, share information and resources, and/or surface resistance.
- Energizers are activities meant to warm up or wake up participants in preparation for the next activity. Icebreakers are energizers specific for preliminaries and introductions.
- Effective energizers are FABULOUS: Foolproof, Amusing, Bridged, Unique, Lively, Optimistic, Uncomplicated, Short.



Bingo!

- 1 Prior to the activity, make a 5 x 5 grid, like a bingo grid. Write "FREE" in the center space. In all the other spaces, write things such as "Born in a rural area," "Is the second child in family," or "Has been doing development work for more than 5 years now," or "Facilitated trainings on children's participation." Fill in all the grids with items of interest to the participants. Add something that refers only to you as facilitator. Reproduce a copy for each person.
- 2 Distribute cards and pens.
- 3 Instruct participants to move around and get the signature of a person who meets the criteria for each section. Note that as a rule, a person can only sign another person's paper in two spots (or you set a different rule).
- 4 Whoever completes the card shouts "Bingo!" Note the names of the first three persons to complete the cards and at the end of the game, acknowledge them with special claps.
- 5 Random-check the entries in the cards by soliciting names of people who signed in each section. Acknowledge them, too.



B	I	N	G	O
Born in a rural area				
			Is the second child in the family	
		FREE		
Has been doing development work for more than 5 years now				
		Has facilitated trainings on children's participation		



- Bingo cards
- Pens



Introductions/Getting-to-Know-You

Activity 1.4



Introducing each participant to the group



15 min



- Training is interaction. The more the participants know each other, the speedier and smoother the interaction will be.
- Sharing and knowing names and a few not-so-confidential things about each other can sure boost the interaction. So what are we waiting for? Let's get to know one another!



- 1 Everyone – including participants, facilitators, organizers, staff, documentors, interpreters, guests and observers – introduces themselves to the group through a brief round of who you are and where you're from.
- 2 Each introduction is acknowledged with a clap.



Hi. My name is Fakir Islam from Organization for Rural Advancement of Bangladesh. You can call me Fakir. I am a full-time staff and have been working with my organization for 10 years now. My involvement with child participation is in various activities such as a training needs assessment, developing and designing training curricula and training materials. However, I spend most of my time at work for training as a trainer.

Hello! I am Shaista Tariq from the Society for the Protection of the Rights of the Child (SPARC) in Pakistan. I have been working full-time at SPARC for two years. When it comes to child participation, I am involved in school projects, interacting with the whole community including teachers, students, and parents. I am also active in the formation of child-rights clubs which are formed in the schools where they will be activities regarding child rights. I'm part of a radio program for FM 99, which includes students as presenters. There are several programs, where I support students to get involved in every phase.



Adjective + Name Intro

- 1 Gather everyone in a circle.
- 2 Ask them to think of an adjective that best describes their personality, and any movement associated with it.
- 3 Each participant introduces themselves by stating the adjective and name while doing the movement.
- 4 The rest of the participants acknowledge it by echoing the introduction.



Expectations Check: Surfacing Individual Expectations

Activity 1.5



Solicit expectations of participants



30 min



- Training expectations are statements of what one wants/wishes/dreams the training to be. If training is like a tunnel, expectations are visions of the light you see at the end of it.
- Training expectations can take many forms: it can be in the form of a goal or purpose; it can be what you want to do during the training or even after the training; it can be how you see yourself working with the rest of the people in the training; it can be what you do not want to happen; it can be about everything or nothing.
- People have expectations. No doubt about it. Expecting nothing is an expectation in itself.
- Transparency of expectations aids in resolving possible conflicts that may arise in the course of the training.
- Knowing each others' expectations can help us understand where each is coming from and can work wonders in adjusting/correcting our perception of others.
- Expectations somewhat define the playing field of the training – the collective territory. When expectations are unclear, the boundaries get blurred and there can be a danger in trespassing on somebody else's private territory.



- 1 Ask participants to divide into three groups and discuss:
 - Why are we here?
 - What do you want to happen in the workshop?



- What do you not want to happen in the workshop?
- 2 Let them know that reports will be presented verbally.
- 3 During the plenary reporting, write the points on separate flip charts.
- 4 Summarize the points:
 - 1 Flip chart 1 represents participants' motivations for the training
 - 2 Flip chart 2 represents participants' expectations about the training
 - 3 Flip chart 3 represents ideas that can be developed into rules

Sample Raw Data of Expectations

Why are you here?	What do you want to happen?	What do you not want to happen?
<ul style="list-style-type: none"> to learn from sharing of experiences of other partners on CP to learn more about training techniques, facilitation and evaluation to learn how to design child participation training programs for different groups, our staff and the children themselves to learn about training function in promoting CP successfully to participate to learn new things to be able to refresh ourselves with new ideas to solve our local problems 	<ul style="list-style-type: none"> training to run effectively everybody to speak out more energizers creative methods that will not be stressful more time for sharing experiences to respect the time limits participant-friendly environment enjoyable/fun training smooth process, facilitators and helpers to respect each other clear feedback from participants and facilitators clear daily schedule all participants to participate participants to be approachable have more network partners – a wider network of friends 	<ul style="list-style-type: none"> to be confused to have very serious atmosphere people missing competition and negative comparisons between participants speak fast, especially facilitators getting out of topic interrupting other person while speaking get bored too much listening

Skills	Knowledge
<ul style="list-style-type: none"> development and strengthening of new and previously acquired skills application of learning into everyday practice developing new programs/directing or redirecting program priorities towards mainstreaming CP within the organization to implement CP for social transformation to promoting children's rights facilitating and conducting training for adults working with children (e.g., community workers, teachers) and children themselves as trainers how to motivate colleagues report writing and documentation to enhance intra/interpersonal skills to identify training methodologies for achieving objectives advocacy and dissemination within the country (training, seminar, workshops) 	<ul style="list-style-type: none"> to know something new to gain a clear definition of child participation to deepen understanding and appreciation of CP (in order to train children in self and mutual help); increase conceptual clarity to share and learn from others' experiences, good practices, strengths, weaknesses and constraints to gain insights from research on child participation practices of network members to identify options available for involving children to learn about the diverse contexts of child workers in Asia and other children's issues to study CP as a concept not included in international organizations to study CP as concept not based on pressure by elder organizations to know the how-to of involving children in policy planning, monitoring and evaluation to collect necessary material, experiences for developing training manual for different target groups

Planning

- to initiate a state-level network of children
- to develop concrete CP programs to increase visibility of child domestic workers
- to link advocacy on child participation at different levels
- to advocate for child participation in decision making to the fullest degree
- implementation of trainings by CWA to address different scenarios of child labor in Asia
- to extend scope of work
- to contribute to promoting CP in campaigns
- to build international linkage on child participation
- to help in organizing the children's club activities
- more self-involvement in training representatives from other organization on child participation
- to acquire different ideas, techniques, and methods to organize several programs for the children
- to share best practices
- to build a network on CP
- to build cooperation among NGOs promoting CP
- Promote resource sharing within CWA

On Facilitation

- to start from the level of experiences of participants and draw learning from them
- people learn by doing (application process)
- problem posing (application not data-based)
- raise probing questions (why, how)
- prepare, prepare, prepare
- to set up a grievance mechanism
- trainers are expected to share their learning, expertise
- to manage training team
- to use participatory approaches
- facilitators should be good communicators
- to recognize attention span
- to learn to coach (open up, pat, support, reinforce)
- to learn to synthesize (listening, classification, analyze, presenting "new" added knowledge)
- develop feedback (assess, document)



- Flip charts
- Permanent markers
- Masking tape



In group activities that pose questions to the participants, check first how much time you have. In cases of limited time, answering each question may eat up a lot of that time. What you can do instead is have each group attack and explore all possible answers to only one focal question. Then during plenary sharing, solicit more suggestions from the other groups. Focusing saves you a lot of your precious time.



Expectation Cards

- Divide participants into 6 groups.
- Distribute focus question to each group for discussion:
- Why are we here? What do we want to achieve? (Objectives)
- What do we want to be discussed in this workshop? (Content)
- How do we want the workshop to be conducted? (Process)
- What are our ideas of working together? (Relations)
- What are our concerns and worries that may prevent us from fully participating in the training? (Mental baggage)
- What do we not want to happen in the workshop? (Ideas for Guidelines)
- Distribute markers and meta cards.
- Tell them to write only key words/phrases in big bold letters.

- k When finished, ask them to post the meta cards on the board under respective headings.
- l Call on each group (1 – 5) to present their report.
- m After each presentation, solicit additional ideas from the other groups.
- n Inform them that Group 6's report will be shared and discussed appropriately during the development of training guidelines.
- o Summarize the expectations.



- Meta cards of different colors
- Permanent markers
- Masking tape



There are people who would say they do not have any expectations and will just go with the flow. While the group can just respect this view, it does not help much in clarifying and leveling-off on things. Maybe they do have some expectations and they are just too inhibited to share them or their expectations may simply be beyond human expression and understanding.



- Why are we here?
- What do we want to be discussed in this workshop?
- How do we want the workshop to be conducted?
- What are our ideas of working together?
- What are our concerns and worries that may prevent us from fully participating in the training?
- What do we not want to happen in the workshop?



Factoring In Prior Needs Assessment ¹

Activity 1.6



Take into account needs assessment conducted prior to workshop in discussing and agreeing on the objectives of the ToT.



10 min



Training Need Assessment Results

Capacity-building/Training Needs of Staff

- Designing CP training programs for staff
- Conducting consultations with children
- Skills in designing and facilitating training programs promoting CP with different target groups (children, teacher, parents, policy-makers, etc.)
- Skills in conflict resolution/management
- Conducting rapid assessment of children's training needs
- Conducting leadership training and conflict resolution/management training

¹ Take this as an example of valuing the results of previously conducted needs assessment. Any needs assessment conducted can be a valuable tool to level off expectations and consequently refine the training.

CP Issues and Concerns

- Opening the minds of staff on the value of CP such as listening to children and putting their best interests before our own.
- Challenging our views on working with children.
- Reflecting on one's childhood and finding out what you wanted as a child.
- Valuing children's ideas and being interested in what they want.
- Motivating children to participate and make their own decisions for better lifestyles.
- Understanding the learning process for children and the difference with that of adults.
- Deeper understanding of capacities of children (working children in particular) in order to determine what to expect and what adults can do to complement this.
- Turning children's organizations more organized and independent and decreasing adult involvement.

Recommendations During the Research Sharing Workshop

- How CP practices vary.
- How current levels of understanding on CP relates to CP practice.
- What are the hindering factors.
- Come up with common indicators for the meaning of CP.
- CP at the regional level (the role of children's organization in the CWA TFs).
- Look at how different cultures affect CP.
- Establish formal and non-formal ways of getting feedback from children as indicators.
- Understand the various levels of development across different organizations among partners and children.
- Manage risks of CP.



Sharing of Needs Assessment Results

- 1 Present the outcome of the needs assessment.
- 2 Distribute handouts to the participants.
- 3 Ask participants whether these reflect their expectations of the workshop and whether there is anything that needs to be added.
- 4 Solicit ideas and insights.



Handouts / Results of RSW



RSW Documents



Leveling-off in Terms of Training Objectives and Participants' Expectations

Activity 1.7



- Compare training objectives with participants' expectations and find out whether they align with each other or not.
- Build consensus on what is achievable in the training.
- Ensure that all participants are on the same track and prevent any false expectations or disappointments by the end of the workshop.



30 min



- Even if prior communication clarifies what a training is all about and what it aims to achieve, participants come to the training with their own set of expectations.
- These expectations may be congruent or off-tangent to the training goals.
- Training objectives and participants' expectations must match. If there is any misalignment, certain adjustments must be done to achieve a fit.
- Participants, organizers and facilitators must be able to consolidate all their expectations and build consensus decisions on what the final training program will be.

Training Objectives

- Understand meaningful children's participation and its implications in our daily activities at all levels
 - Gain insights into the diversity of the understanding and practice in children's participation
 - Improve skills in training on children's participation
 - Develop plans to strengthen children's participation in participants' organizations, on a national level and in the CWA network
- There are many different ways in which you can look at children's participation in an organization.
 - This ToT will focus on existing participation practices in the organization – children's involvement in daily activities (mainstreaming), levels and quality.
 - There is a need to widen the scope of children's involvement – in the organization and through the work of the organization (structures and mechanisms).
 - We must also look at children's participation practice in the CWA network and identify what can be done to increase children's involvement and improve the quality of their participation.



- 1 Ask the participants to compare the objectives of the training with their expectations and hopes to find out if they all match.
- 2 In case objectives and expectations are not fully aligned, open the forum for participants, organizers and facilitators to collectively decide how to further enhance the objectives – agreeing on what can be achieved and weeding out what cannot be met during the training.
- 3 Mark each agreement with a loud clap or a yell of 'Yes!'



Leveling-off in expectations is a form of check-and-balance. Trainers come to the training prepared with a training program. While a good training needs analysis based on research and profiling of target participants (calculated guesses or appropriation of actual context) can really be a basis of a good training design, the actual context of the learner, the trainer, time, venue, and other variables must inform the final design. But in actuality, there is nothing final in the training as everything can change and must change to respond to the context of the training. So we can call the consensus training program an actual working training program.



- Do the training objectives and expectations of participants match?
- Is there a need to add to or modify the objectives of the workshop?
- Which expectations can be met and which cannot during the workshop?



- Training objectives flip chart
- Flip chart of participants' expectations
- Masking tape
- RSW Documents



Agenda and Schedule of Sessions

Activity 1.8



- Present an overview of the agenda/content flow and schedule of the training sessions
- Review and comment on the agenda and schedule



10 min



- A working agenda and schedule sets the clock of the training. It provides a rhythm like sunrise and sunset and a good reference to assess the speed of the training – whether to go faster or slower. This serves as a guide to condition participants whenever they need to shift speed.
- A working agenda and schedule is not permanent but adjustable according to rules agreed collectively and the constantly changing context of training.



- 1 Present an overview of the agenda and schedule of training. You can use flip-charts or transparencies or even PowerPoint presentation (depending on technical availability). But always trust the reliability of flip charts, especially in working in technically poor but wisdom-rich communities.
- 2 Solicit questions, dilemmas, confusion, etc. Clarify these points as best as you can with the help of the organizers, staff and definitely the participants.
- 3 Finalize the schedule by building consensus on it. Point out that it is a working schedule and may change along the course of the training. Impress upon everyone that flexibility is a training virtue.
- 4 Lead a yell (e.g., Five days of training, five days of learning; I learn, I train, I learn!) to seal the pact.



- What do you think of the agenda and schedule? Is it workable for all of us?
- Is there anything we should change?



1	2	3	4	5
A.M. Module 1: Preliminaries Module 2: Why Mainstream CP Module 3: Basics of Adult Training	Continue Module 4: Reflecting on CP in Practice	Module 7: Designing a Training on CP Module 8: Selecting Appropriate Methods and Processes	Module 11: Implementing the Training Design Module 12: Monitoring & Evaluating the Training	Continue Module 13: Initial Planning on Mainstreaming CP
P.M. Continue Module 3: Basics of Adult Training Module 4: Reflecting on CP in Practice	Continue Module 4: Reflecting on CP in Practice Module 5: Visioning CP Module 6: TNA & Minimum Learning Competencies	Module 9: Enhancing Training Implementation Skills Module 10: Guidelines on Practicum Preparations	Module 13: Initial Planning on Mainstreaming CP	Module 14: Synthesis and Evaluation of ToT Module 15: Wrapping-up Agenda & Schedule Visual Aid



Training Guidelines

Activity 1.9



Set the boundaries/ground rules of the training



10 min



- Training guidelines are important in setting boundaries and maintaining order in the training.
- There must be a collective sense of what is acceptable and what is not to the group.
- Group norms in a training should provide an opportunity for the person to understand where he/she might have crossed the line, accept the consequences of the behavior, be accountable for it and be part of its solution.
- But guidelines should not be rigid. Guidelines can always be challenged, especially when they are not valid anymore.



- 1 Output chart of the group who worked on "What do you want not to happen?" is posted on the board.
- 2 Ground rules are evolved based on these answers.
- 3 Facilitator solicits from the participants additional rules that can promote cohesiveness and cooperation during the course of the training.
- 4 Solicited rules are written on the same chart.
- 5 Once listing is complete, each rule is reviewed and the entire group makes a collective decision whether to adopt them or not.
- 6 Adopted ground rules are transferred to a clean sheet of paper.
- 7 Participants are asked to sign their names on the sheet as an acknowledgement of this social contract.
- 8 Ground rules chart is posted on a highly visible wall to serve as daily reminder for everyone.



Rules by us!!!!

Participate at all times.
 Always be approachable and friendly.
 Contribute energizers.
 Everyone should respect time limits.
 Encourage clear feedback coming from both participants and facilitators.
 Always write in big letters.
 Provide clear schedules for each day.
 Speak loudly.
 Avoid competing and comparing our organizations (negatively).
 Always attend the sessions.
 Speak clearly (not so fast that we all get lost in translation; documentors should hear you).
 Avoid interrupting any speakers.



- 1 After generating ideas for guidelines, try summarizing all rules into 3 key points:
 - Love yourself
 - Love others
 - Love the environment
- 2 Write these on a flip chart and keep posted on the wall as constant reminder.



- Too much security (like having too many rules) is vegetating. Too much freedom (no rules) is suicide. Let the training be somewhere in between total security and total freedom but closer to the freedom side.



- What do we not want to happen in this training?
- How do we conduct ourselves here?
- What group norms should we adopt to ensure smooth and a harmonious working relationship and a successful training?



- Flip chart for training guidelines
- Permanent markers
- Masking tape



Creating Responsible Teams

Activity 1.10



Form teams to take care of the tasks of warming up the group, keeping time, providing a recap and keeping the training hall and materials in order.



10 min



- The success of the training does not only rest in the hands of the facilitators and organizers but is a collective responsibility.
- Tackling tasks collectively builds team spirit and strengthens camaraderie.
- Delineating tasks to the participants aids facilitators and encourages responsibility and shared accountability.
- **DAILY RESPONSIBLE TEAMS** are:
 - **ENERGIZER/TIME KEEPER** Team prepares and conducts short warm-up activities at the start of the session and after breaks; keeps track of time (especially breaks) and reminds facilitators in case they are going overtime; is in charge of gathering people in time for each session;
 - **RECAP** Team gives a creative summary report to refresh everyone's memory of what happened the previous day/session;
 - **ROOM MANAGEMENT** Team takes care of keeping the session hall and the materials in proper order at the start and end of the session; assists facilitators in the technical aspect of the training (e.g. positioning the OHP and the screen).



- 1 Let participants count off 1,2,3,1,2,3,... Same numbers group together to form a team. Members create a name for their team.
- 2 Ask representatives of each team to draw out a piece of paper. Each paper contains one of the following images: smiling sun, TV tube with a reporter and an orderly room. Each image represents a particular set of daily responsibilities to be taken by each team on rotation. The responsibility represented by the image the team gets will be their responsibility for the day.
- 3 Post the images on a chart.
- 4 Using the rotation-of-responsibility scheme, complete the chart and ask teams if the schedule is okay with them. This will be the schedule of responsibilities for the entire duration of the course.
- 5 Post the chart on a visible wall.



RESPONSIBILITY	1	2	3	4	5
Energizers/Time Keeper	X	Z	Y	X	Z
Recap	Y	X	Z	Y	X
Room Management	Z	Y	X	Z	Y



- Pieces of paper with images
- Responsibility chart
- Masking tape



Attitude Setting

Activity 1.11



Set the attitude climate for the entire training.



10 min



- Training is team building. Everyone should work together as a team to effectively achieve the training goals.
- When we see that all of us are essentially interconnected with one another, it is much easier to build a community of learners.

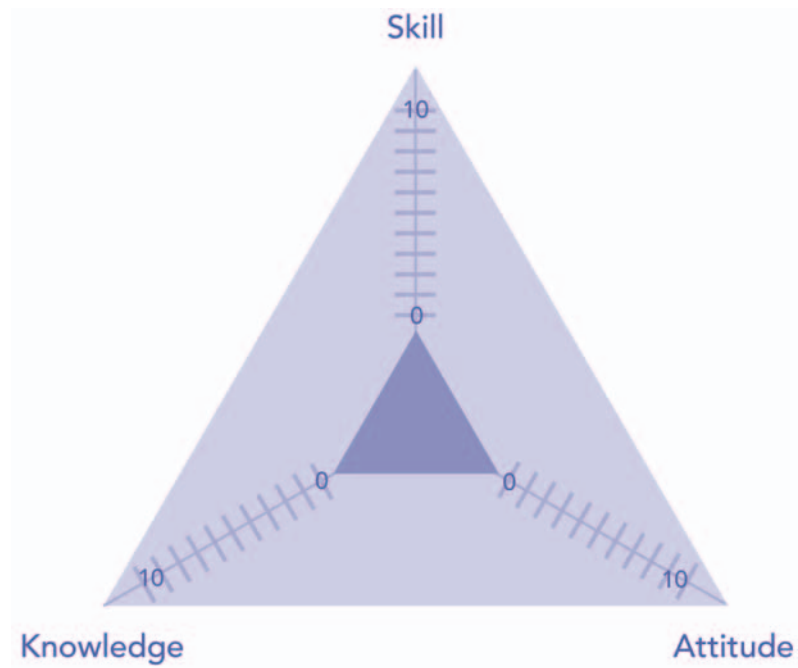


- 1 Give each participant three threads of yarn of different colors (e.g., red, yellow and green, or whatever is culturally appropriate). Each thread represents the self, the organization and the community.
- 2 Ask participants to tie a knot at both ends to keep the threads together, making one string.
- 3 Instruct participants to tie together all the strings forming a giant circle.
- 4 Let them close their eyes and think of themselves, their organizations and their communities.
- 5 When they open their eyes, have them hold the circle of strings and teach them the chant: "Together Efforts and Actions Multiply (3x). We are a Team!"
- 6 Tell the participants to chant louder and louder at each line while moving the strings up and down. At the last line, the group throws the circle up and lets it fall on the ground.
- 7 End the ritual by saying: "We are all connected by our common dream. Let's pursue that dream while standing on the ground. Together we turn our dream into a reality."
- 8 Keep the strings for use at the end of the entire course.



Strings of different colors, 1.5 feet in length

Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.





Module 2: Why Mainstream Children's Participation

Background Information About Our Own Organization and CWA

CWA Milestones in Mainstreaming Children's Participation

Mainstreaming Children's Participation in the CWA Network

Module 2

Why Mainstream Children's Participation

The real voyage of discovery consists not in seeking new lands, but in seeing with new eyes.
Marcel Proust, French novelist



Background Information About Our Own Organization and CWA

Activity 2.1



Know, review and share basic information about our own organization and CWA



30 min



- CWA stands for Child Workers in Asia; established in 1985.
- CWA is presently a network of more than 75 NGOs in 12 countries working on child labor issues in Asia.
- CWA envisions Asian societies without child labor exploitation where working children have their best interests protected by all social sectors.
- CWA's mission is to be a regional network which can strengthen the roles of NGOs and generate the voice of working children.
- It facilitates the sharing of expertise, information and experiences, and strengthens collaboration to address the elimination of the worst forms of child labor.
- The General Assembly of member organizations is the highest governing body in CWA. It has an Executive Board and a Thai Board. The day-to-day operations are facilitated by its Secretariat, which is based in Bangkok.
- CWA created Task Forces focusing on the following priorities:
 - Bonded child labor
 - Child domestic work
 - Migrant and trafficked children
 - Education and child labor
 - Children working in agriculture
 - Children in armed conflict
 - Children's participation
 - Research, documentation and information dissemination



Sharing and Multiple Choice

- 1 Prior to the activity, prepare three sheets of bond paper marked as A, B or C. Post these three feet away from each other on the board or at the back of chairs positioned in front. Also prepare at most 10 multiple choice questions or unfinished statements about CWA.

- 2 Tell the participants you will be reading some questions or unfinished statements. Then read the choices of which one is the answer.
- 4 At your GO! signal, participants fall in line in front of the answers they choose.
- 5 At each round, check their answers by reading the correct answer.
- 6 After going through all the questions and unfinished statements, open the discussion and input-sharing about information on CWA.
- 7 Sum up the key points.



- 1 CWA stands for:
 - a Community Welfare Association
 - b Children's Welfare Asia
 - c Child Workers in Asia
- 2 CWA was founded in what year?
 - a 1985
 - b 1995
 - c 1987
- 3 Current organization membership in CWA has reached:
 - a Almost 50
 - b More than 50
 - c Exactly 50



- ABC markers
- Masking tape
- Questions list



The multiple choice format can be a weeding out process where those who answered incorrectly are eliminated. But such elimination will reduce much of the fun of learning together. To avoid this, do not eliminate anyone but acknowledge those who answered correctly with some special claps.



- What do we know about CWA?
- What is CWA? What does CWA stand for?
- What are its vision and mission?
- How does CWA operate as an Asian network?



CWA Information Brochure



CWA Milestones in Mainstreaming Children's Participation

Activity 2.2



Identify highlights in the organizations' and CWA's work on children's participation



15 min



- A** CWA is committed to creating platforms for working children's views.
- B** For the past few years, CWA in partnership with local NGOs and international organizations has been focusing on:
- strengthening children's participation within the CWA network programs;
 - promoting children's participation in the region;
 - awareness raising, educating and promoting better understanding of the concept of child participation and capacity-building training for NGO staff and children to work together.
- C** The objectives of CWA's work on child participation as articulated by and accomplished through its Task Force CP include:
- Strengthening the leadership and advocacy capacities of (potential) leaders of child workers organizations/groups. (STRONGER LEADERSHIP AND ADVOCACY SKILLS)
 - Strengthening capacities among local NGO field workers in facilitating processes of empowering children and facilitating children's participation. (CAPABLE FACILITATORS OF CHILDREN'S EMPOWERMENT AND CP)
 - Improving cooperation and team work among NGOs and other groups addressing child labor. (IMPROVED COOPERATION AND TEAM WORK)
 - Increasing number of advocates for children's participation among adults in policy making and program management positions. (A GROWING CRITICAL MASS OF ADVOCATES)
 - Integrating children's participation in strategies and interventions addressing our priority issues – bonded child labor, migration and trafficking, child domestic work – and other child labor issues. (CP MAINSTREAMED)
- D** The CWA Task Force on Child Participation comprises two units: one for South-East Asia (established 2000) and one for South Asia (established 2002). A CWA Task Force (South Asia and South-East Asia) on Child Participation has been organized to develop ownership and facilitate actions on this agenda. The Task Forces have been the concrete venues for CWA to integrate the initiatives on working children's participation within its programs on the worst forms of child labor such as trafficking and domestic child labor with child participation and child-centered approaches to problem solving.
- E** Several activities, research and capacity-building, have been undertaken by the CWA in order to fulfill the objectives for the program on child participation. Prominent among these are:
- **Rapid assessment of working children's participation in actions against the worst forms of child labor in Asia (conducted in 2000).** A joint initiative with the Regional Working Group on Child Labor (RWG-CL). The objective of this assessment was to give an indication of how and how far working children were then being involved in actions related to child labor in the region. Another objective was to understand what more needs to be done to ensure better opportunities for participation by working children. One of the key findings of this assessment was that Asian social development communities (including NGOs, Governments and UN bodies) had a long way to go in raising levels of children's participation in their interventions on child labor. Results of this assessment led to the development of corresponding strategic directions for improving child participation, including directions for building capacities of

adult facilitators and child participants in ensuring meaningful and sustainable participation by working children. As a follow-up then, several initiatives for building capacities were undertaken some at the regional level, others at the national level.

- **A Handbook for Action-Oriented Research (2002):** CWA collaborated with the RWG-CL for this handbook that aimed at strengthening the capacities of practitioners and researchers in action-oriented research on worst forms of labor. Select member organizations of CWA participated in collecting country-specific information to feed into this handbook.
- **Learning to Work Together: A Handbook for Project Managers (2003):** The handbook emerged as one of the recommendations from the rapid assessment conducted in 2000 towards enhancing adult's facilitation of working children's participation. CWA collaborated with the RWG-CL to organize consultations with children and adult facilitators across Asia to develop this useful handbook. It has since then been used extensively in capacity-building initiatives by members of the CWA and of the RWG-CL.
- **Capacity-building** of member organizations in South-East and South Asia. Regional-level training programs such as the South-East Asian Regional Training on Leadership and Advocacy for Child Laborers (Bangkok, 2001) and Developing Capacities of South Asian Trainers and leaders on Child Participation (Colombo, 2003). National-level training programs include workshops with member organizations in Cambodia, Indonesia, Vietnam, Bangladesh and India. In addition, member organization has conducted training programs for their staff and child participants. Some members have developed their own training manuals.
- **The Young Leaders' Handbook on Facilitating Participatory Activities for Working Children (2003).** This handbook was conceived in response to recommendations from the Regional Training on Leadership and Advocacy (South-East Asian Cultural Camp in 2001). Child participants from CWA member organizations in Thailand, Laos and Cambodia participated in the development and testing of this handbook. The handbook was an attempt to build capacities of child workers by providing useful information and tips for facilitating participatory activities.



Searching for Objectives

- 1 Prior to activities, write on separate pieces of meta cards the different objectives of CWA in relation to CP. Hide these meta cards in the room (under a chair, behind the curtain, etc.).
- 2 Instruct the participants to search for the five key objectives as articulated by the Task Force CP. Once found, have the meta cards posted on the board. Solicit insights based on these objectives.

Exhibit

- 3 Introduce the different materials on CP produced by CWA and mention briefly the other related events. Pass the samples of the materials around for everyone to see.



- Meta cards
- Markers
- Masking tape
- Sample exhibit materials



- What does the Task Force on CP aim to achieve?
- What are some of the CP-related efforts conducted by CWA to promote and strengthen CP within the network?



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Mainstreaming Children's Participation in the CWA Network

Activity 2.3



- Identify recent and current CWA endeavours at mainstreaming CP
- Identify the link between these endeavours, this ToT Guidebook and organizational thrusts on CP



20 min



- A** During the CWA **6th Regional Consultation** in January 2003, the network members agreed to adopt the general objectives of institutionalizing children's participation as enshrined in the United Nations Convention on the Rights of the Child (UNCRC), making working children partners in the CWA network and programs. It was also decided that it is required for all CWA members to have child participation components in their programs in order to maintain the membership within the network. In this regard, starting in 2003, the child participation Task Force has included representatives of children's organizations as members of the task force.
- B** CWA as a regional network of more than 75 NGOs working in 12 countries agreed in its 6th General Assembly upon exploring in depth "how to provide space for working children's organizations as meaningful partners in development." As a network, CWA needs to prepare itself in terms of:
- Respecting and documenting practices and experiences of different organizations which are working in different socio-economic and cultural contexts at national levels.
 - Building the capacity of network members and partners in terms of changing perceptions, policies and practices at different levels.
 - Recommending mechanisms and guidelines for the network itself towards institutionalizing child participation as one of the core network principles and values; this includes requiring child participation as a major membership criteria within the network.
- C** In June 2004, CWA held a **Regional Workshop on Mainstreaming Child Participation** in the CWA Network. During this workshop, strategies began to be discussed; all participants developed:
- 1) Drafting indicators for "good" and "bad" practices in child participation and
 - 2) skills and capacities required for adults and children in order to achieve the goals of mainstreaming child participation.
- D** In September 2004, four years after the first status report on child participation in the region (Rapid Assessment) and after four years of efforts to build capacities of member organizations, CWA revisited the status of the practice of child participation. It is within this context that CWA proposed to document existing practices in child participation, this time, however, exclusively among select member organizations across nine countries in Asia.

- E** The documentation of existing practices on child participation among CWA members is being carried out towards fulfilling the following objectives:
- Mapping the current status of practice on child participation across CWA members in 9 countries.
 - Assessing the impact of capacity building initiatives, specifically those initiated by CWA on the current practice of child participation in selected organizations.
 - Understanding range of approaches, mechanisms, systems and models being practiced.
 - Assessing what is working and what is not and the key enablers and disablers thereof.
 - Analyzing strengths and challenges in the practices and identifying areas for capacity building and policy advocacy.
 - Reviewing good practices based on the draft indicators developed at the child participation workshop.
 - Including children's voices in the documentation is both a means and an end in this process.
- F** It was proposed that the documentation on practices in child participation will include case studies from five countries in South Asia and four in South-East Asia: Bangladesh, India, Nepal, Pakistan, Sri Lanka, Thailand, The Philippines, Indonesia and Cambodia. At least one and at most three member organizations of CWA in each of the selected countries will comprise the case studies. A minimum of 16 case studies will contribute to the lessons-learned exercise that will map the current status of child participation in the child labor interventions of the CWA partners. The documentation will include data collection involving adult and child participants as key respondents in each case studied. Children's views will form an essential component of the review of the practices.
- G** Still, in the spirit of institutionalization of children's participation as one of the mandates in the 6th Regional consultation, CWA conducted **Training of Trainers (TOT) on Mainstreaming Children's Participation** on 5-9 April 2005 in Bangkok, Thailand, for selected members in South-East Asia and on 19-23 April 2005 in Kathmandu, Nepal for South Asia. It aimed to gain insights into the diversity of the understanding and practices of children's participation, to improve skills in training on children's participation, and to understand meaningful children's participation and its implications in our daily activities at all levels. This training employed various methods to honor the diversity of views developed from differing practical approaches of the various organizations. Training was outlined into learning cycle and sharing of experiences on children's participation practice, meaningful children's participation in an enabling environment, and different approaches towards children's participation, capacity building on children's participation, facilitation skills exercises, communication skills exercises, and plans of action.
- H** CWA commissioned Perlyn G. Bunyi (aka Lakan) to write this Guidebook based on the experiences in the two regional ToTs. It is hoped that the Guidebook will be made useful in the trainings on CP to be conducted by member organizations and partner communities.



Reading Discussion

- 1 Prepare on separate pieces of paper points A to H of the core messages.
- 2 Ask for eight volunteers and give each of them a paper to read. Reading follows the sequence from A to G.
- 3 Solicit insights and reactions after each reading, underscoring the links between CWA and the organization's thrusts on CP.
- 4 Synthesize the key points.



7 papers bearing core messages

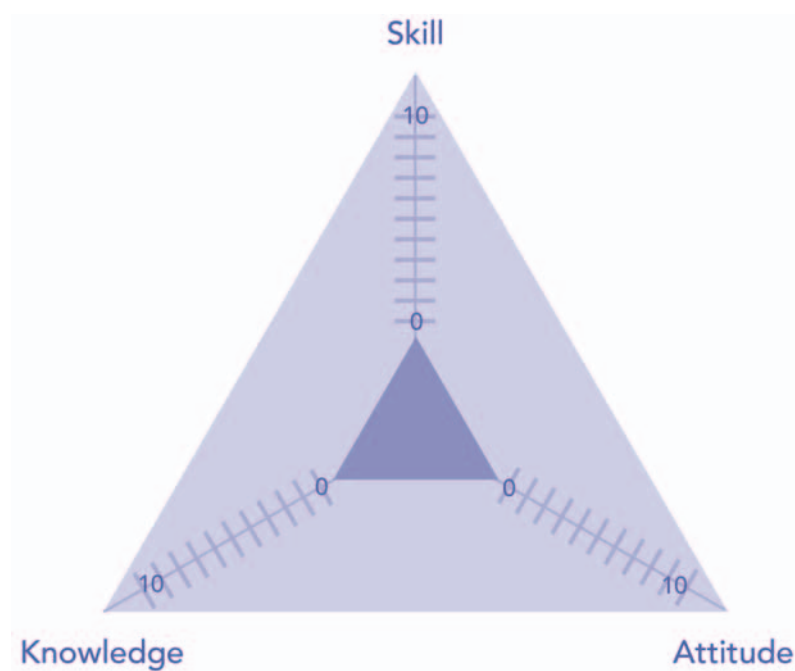


- What undertakings have been done by CWA to mainstream CP?
- Why train trainers on mainstreaming CP?
- Why did CWA venture into developing this guidebook?



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**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Module 3: Basics of Adult Training

Defining Training and Training of Trainers

Importance of Goal-Content-Context-Method Interrelationship in Training

From Learning Cycle to Learning Spiral

How Adults Learn

The Training Spiral and the SAPIME Process

The man who can make hard things easy is the educator.
Ralph Waldo Emerson



Defining Training and Training of Trainers

Activity 3.1



Define training and ToT
Differentiate training from other learning processes



20 min



- Learning is essentially a social process of constructing meaning.
- Training is different from other learning processes. While other learning processes are focused on gaining more knowledge, training emphasizes acquiring new skills and/or strengthening previously acquired skills.
- All types of learning have three basic components: knowledge (cognitive), skills (psychomotor), and attitude (affective). These three components are present in all types of learning but in varying degrees and emphasis. In Trainings of Trainers one can find knowledge and attitude components but the learning is biased towards skills acquisition.
- In the Training of Trainers on mainstreaming children's participation, as an example, we can break down the learning components as follows (though not exhaustive, it is but a representative sample):
 - Knowledge: training, learning theories, programming, mainstreaming, children's participation, children's rights, issues concerning children, Asian context, South-East Asian context, South Asian context;
 - Attitude: discipline of a trainer, seeing the importance of training people, valuing children's participation, progressive and developmental view of the child, respect for other people's views;
 - Skills: analysis, training design, facilitation, communication, synthesizing, creativity, conflict management, counseling.
- ToT implies that at the end of the training the participants are expected to be able to train other trainers or potential trainers.



ACROSTICS

- 1 Divide participants into three teams.
- 2 Give each team a big sheet of paper on which they write in big bold letters the word TRAINING vertically.
- 3 Ask participants to think of words or phrases that immediately come to mind the moment they hear the word 'training'. These words or phrases may be concepts, definitions or associations they have with the focal word.

- 4 Tell them to write their answers on the paper using the letters of the word training, i.e., answers must begin with any of the letter, or the letter can be found in the middle or end of the words or phrases. Each letter can have more than one answer.
- 5 When all teams are finished, call on the teams to report, beginning with a volunteer team.
- 6 Open a forum for discussion.
- 7 Synthesize key points.



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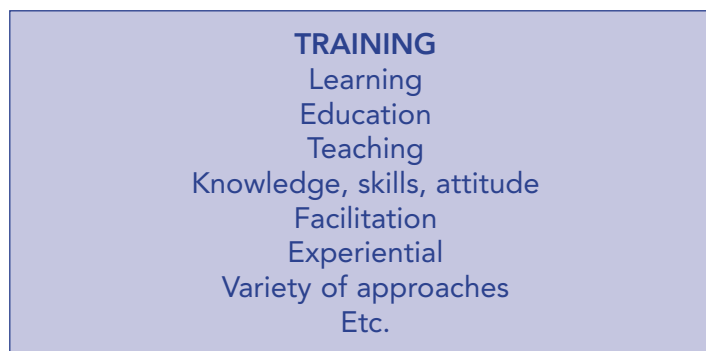
- 3 big sheets of paper / colored or not e.g., manila paper
- 3 permanent markers
- a few pieces of masking tape



Verbal Release

- 1 Form a circle with the participants.
- 2 Tell them you are going to pass a ball (can be improvised ball of cloth) to somebody. Whoever receives the ball shall name or identify ideas that first come to mind upon hearing the word training. These can be definitions, associated terms and concepts.

- 3 Pass the ball and let the participants start playing with it and releasing their thoughts.
- 4 As participants verbalize their thoughts, write these ideas on the board.
- 5 When enough ideas are solicited, catch the ball to stop the game.
- 6 Review your notes on the board with the participants.
- 7 Open a discussion.
- 8 Synthesize key points.



Ball of cloth
Boardmarker or chalk (depending on available board)



In adapting to local context, the word 'training' can be translated into local terms. Use any of these popular terms as the focal word instead of training. Using the local language or a mix of languages (depending on the situation) can facilitate in recording the training sessions for the community as they need no translation. Thus, nuances of the culture embedded in the language are kept intact and are prevented from being lost when translated into a foreign language. This will also encourage participants to focus on indigenous knowledge and wisdom.



- What is the meaning of training?
- What concepts come to mind whenever we hear the word 'training'?
- What are the things we associate with training? Why?
- How does training compare with other learning processes?
- If a training is a ToT, what does that imply? How is it different from other trainings?



Importance of Goal-Content-Context-Method Interrelationship in Training

Activity 3.2



Define the following: training goals, content, context, method
State a rule on the relationship of training goals, content, context and method



20 min



- Training Goals = learning objectives; the set of knowledge, skills and attitude that is desired for the learner to have at the end of the training;

- Content = what needs to be learned (knowledge, skills and attitude);
Context = description of the total learning environment including the learner, the trainer, the space and the time;
- Method = processes/approaches including activities and exercises employed;
- Training goals are a function of the interplay of content, context and method. The success of achieving the training goals cannot just depend on the content alone, neither context nor method alone. Not one is more important than the others; all three are equally valuable. In a sense, in designing an effective training program, there must be an equilibrium among these three elements.



Puzzle and Scenario Analysis

- 1 Previous to the exercise, prepare three differently colored papers (e.g., red, yellow, blue) and write on each of them the following: TRAINING GOAL: LEARN ABOUT THE STORY.
- 2 Cut them into pieces of different sizes and shapes. Make sure the number of pieces of all three papers combined is equal to the number of participants.
- 3 Put the pieces of coloured papers in a small pot or coconut shell.
- 4 Ask each participant to draw out a piece.
- 5 When the last person has drawn out his/her piece, tell the participants to group themselves according to colour and to build the puzzle. The puzzle should reveal the mission of the exercise.
- 6 Recognize with a special clap the first team to finish the puzzle and to recite the mission.
- 7 Present three small containers (e.g. cups) bearing pieces of white paper. Each container is properly labeled as: content, context, and method.
- 8 Ask representatives of the teams to draw one piece of paper per container.
- 9 Given the common mission plus the three pieces of paper, instruct the teams to discuss among themselves if their mission is possible or not. In case the mission is deemed impossible, they can exchange a piece with another one only from the same container.
- 10 When done, call on a volunteer team to start the reporting. The volunteer team has the prerogative to call the next reporting team.
- 11 Open the forum for discussion.
- 12 Synthesize key points.

How will you let them know?

Training Goals: Learn about the news

News Content	Context of Learner	Method
Death of a dear friend Disclosure on abuse Asking permission to meet with friends Successful advocacy campaign	Failing heart condition/ Heart ok Conservative/Liberal Emotionally unstable/ Emotionally stable	Direct/Indirect Public/Private Formal/Informal Verbal/Non-verbal



Red Team	Yellow Team	Blue Team
Drawn Cards: <ul style="list-style-type: none"> • Disclosure on abuse • Emotionally unstable • Public Problem: Will you be able to disclose an incident of abuse to an emotionally unstable friend in a public place? If so, how will you do it? If not, what will you do instead?	Drawn Cards: <ul style="list-style-type: none"> • Death of a dear friend • Failing heart condition • Non-verbal Problem: How will you let a friend know of dear friend's death through non-verbal means? Do you think that is the best solution?	Drawn Cards: <ul style="list-style-type: none"> • Asking permission to meet with friends • Conservative parents • Direct Problem: If your parents are conservative and you will be seeking permission to meet with your friends, how will you do that in a direct way?



- 3 differently coloured papers each containing the mission
- 1 small pot
- 3 cups
- 15 white strips of paper



- What are the different variables in any training?
- What are the training goals? Content? Context? Method?
- Why are these variables important to a training?
- How do these variable relate to one another?



From Learning Cycle to Learning Spiral

Activity 3.3



Define the learning spiral

Enumerate the processes involved in experience-based learning

Identify the value of experienced-based learning as a framework in participatory processes



10 min

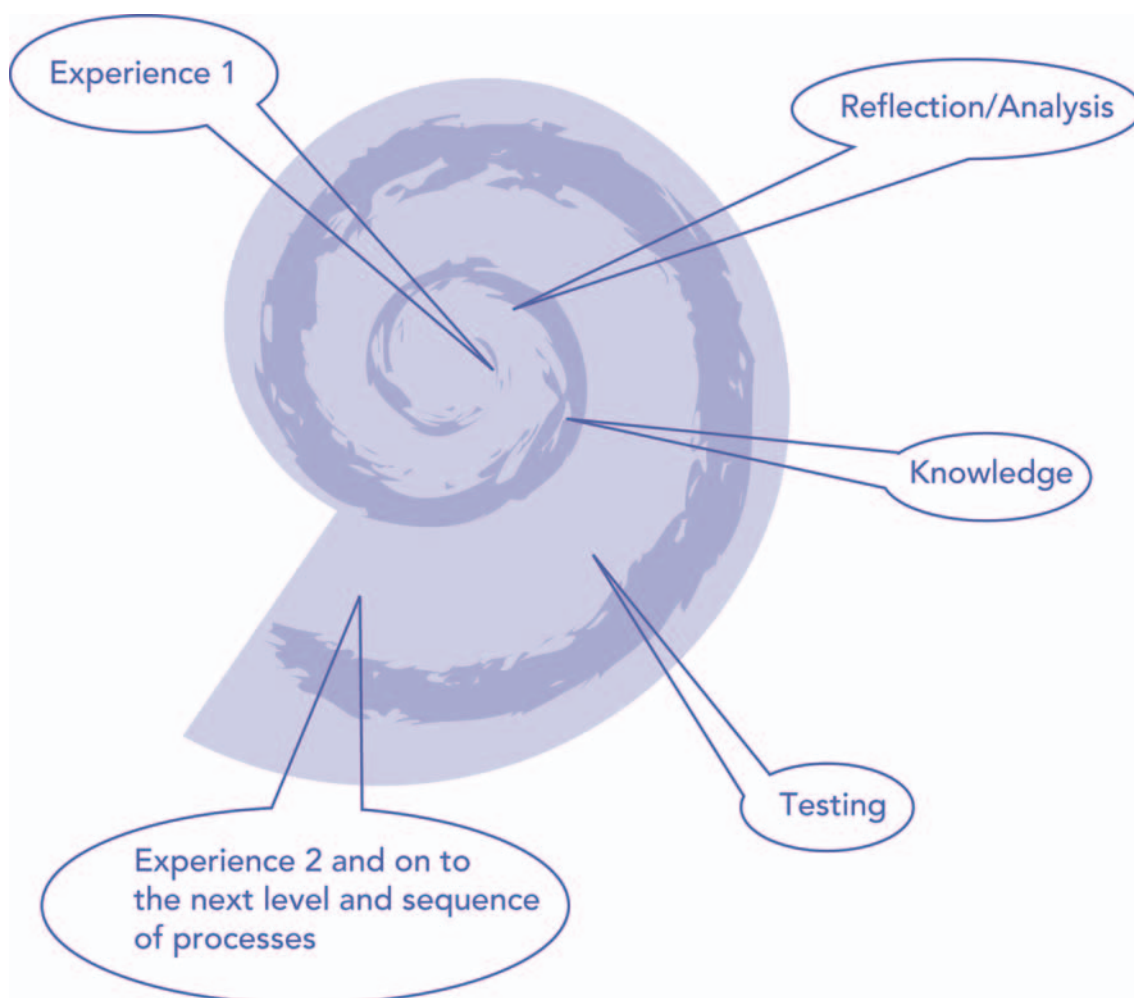


- For many people, experience is the best teacher. But that does not mean an experience automatically results in learning. One can have an experience and yet not learn from it.
- According to David Kolb (together with his partner Roger Fry):

People learn following a cycle of processes that includes the following in sequential steps:

- **Experience** = events, either naturally occurring like most life experiences or artificially created (e.g., doing a role play or a reenactment of an event);
- **Reflection/Analysis** = opportunities to be aware, think and wonder about those experiences; can be personal or aided by facilitators through helpful structures;
- **Drawing conclusions and knowledge** = sorting and ordering the experiences and creating theories/models/framework to explain them.

THE LEARNING SPIRAL



KOLB'S LEARNING CYCLE MODEL



- Testing leads to new experience, thus setting the cycle in motion again. That is why Kolb called it the Cycle of Experiential Learning.

But cycle means coming back from where one started which in a sense contradicts the essence of learning. We may cross the same path again and again but each time it is and should be different. In a sense, as testing leads to a new experience and the same sequential steps spin again, we are talking about a different dimension of time and space that can be better (progress) or worse (regress) than the initial one.

- In this ToT, we want to increase our knowledge and understanding of trainings on mainstreaming children's participation. How to get there? We start from the participants' own experiences – i.e, previous training experiences, being involved children's participation work.
- These experiences need to be shared, reflected upon and analyzed, using a variety of tools which we've been using or others are using, or something we created in the process of our interaction.
- Through this process participants will gain more knowledge. It could validate our present views about trainings and children's participation work. Or it can question and challenge strongly held views. It can add to, subtract or even totally change our present views.
- Based on a better understanding, we will be able to plan activities, programmes, etc. These will lead to new experiences which can then be shared and analyzed again – hopefully coming up with innovative and practical ideas to effectively mainstream children's participation in our area of work.
- This is the approach of this workshop. It requires participants to share their experiences and views freely. It requires an atmosphere of respect and valuing diversity. As the learning spiral continues, so should our workshop. This is not a terminal event but the start of a process of capacity building which will continue for a number of years.



Input/Lecture

- 1 Input on the Learning Cycle/Spiral.
- 2 Solicit concrete examples from the participants' own experiences.
- 3 Sum up key points.



Diagrams of Experiential Learning (Cycle and Spiral)



If this will be given as a straight input, it will be helpful if a concrete example will be used to trace the four stages. The example can be solicited from the participants and they themselves can identify possible scenarios at each stage. Another way to ensure the participants absorb more of the lecture is that after the input, ask them to think of a particular experience they have as a trainer and focus on that. Let them find out if the four stage experiential learning applies or not.



Sharing Stories

- 1 Divide participant into groups of three people. Each group gets a piece of paper from a box. Written on the paper is either one of the following:
 - a Asking questions
 - b Giving instructions
 - c Choosing an activity
 - d Synthesizing
- 2 Tell them to share their short stories on how they have acquired their present knowledge, skills and attitudes towards this specific aspect of training.
- 3 Provide guide questions after their sharing:
 - a What are the commonalities and differences of your experiences in becoming good in this area?
 - b Looking back, how did you become good in this area? What did you go through to become good in it?
- 4 Open the discussion.
- 5 Present the experiential learning cycle/spiral and further the discussion.
- 6 Synthesize key points.



- Box
- Pieces of paper
- Diagram of Experiential Learning (Cycle and Spiral)



- How can we learn from our experiences?
- What are the steps to take to learn from them?
- What processes are taking place at each step?



How Adults Learn

Activity 3.4



Identify, compare and contrasts different ways of learning
Analyze the implications of differences in learning styles



30 min



- People have different capacities and intelligences. In the past, the intelligence quotient or IQ has been the only measure of one's intelligence. A high IQ would mean high academic skills predicted to result in future success.
- At present, other theories about intelligence exist. Here are a few:
 - Brain hemispheres – there are two sides of the brain: the Left is logical (speech, calculations, intellectual analysis, reading, writing, naming, ordering, sequencing, complex motor sequences, critique, evaluation, logic) while the Right is creative (artistic activity, rhythm, emotions, recognition, comprehension, perception of abstract patterns, spatial abilities, facial expressions, intuition, images, color); we need to stimulate and use both sides of the brain
 - Multiple Intelligences – people have different sets of intelligences. These are:
 - Emotional Quotient – people with high emotional intelligence are more likely to succeed in life than those with low EQ
 - Lifelong Learning – learning is not confined within the four corners of the school; it defies boundaries and is a lifetime process
- People have different styles of learning.

Learning Styles

- The ACTIVIST – learns best by testing new knowledge or skills immediately and then correcting
- The REFLECTOR – learns best by thinking carefully about how to apply new learning before acting
- The THEORIST – learns best by conceptualizing how/what is being learned fits with coherent models and theories
- The PRAGMATIST – is highly practical; only learns if new knowledge makes sense and can help him/her achieve goals
- There is no singular style by which people learn. Learning is not free-size but must be custom-fit to its particular group of learners and even to every individual in that group. Training must be learner-centered
- Learning follows certain widely held principles that guarantee its effectiveness. Always be aware of the wisdom of these principles.

SOME TRAINING TIPS

- Conduct proper participatory needs assessment
- Move from 'known' to the 'unknown,' i.e., build on participants' own experiences
- Follow up on training
- Use participant-friendly methods
- Use local and gender-sensitive language
- Training should be participatory
- Training needs should be evaluated
- Training should end with clear and realistic plans for follow-up
- Content should be applicable and realistic to children's situations
- Participants should be informed about opportunities and limitations in their situations
- Facilitators must be competent
- Always take into account the child's best interests (especially if working with children)

Principles of learning	Learning is most effective	Think about these scenarios and find out how the learning principles apply
Readiness	When the learner is ready, capable and willing to learn; learners feel the need for the experiences and outcomes	One of your trainees feels obligated to attend the training following the orders of his superior; he hates thinking he's going through a workshop while his work backlog is mounting up; he just can't concentrate in your training. Is he ready to learn?
Relevance	When the learner recognizes the relevance of what is being learned; learning situations are adapted to the needs, capacities and interests of the learners; learning experiences help the learner gain insight through practical use of the relationship with which is having experiences	What you are teaching is quite foreign to your participants' expectations. It seems difficult for them to make the connections. Do you think this is good?
Exercise	When it is applied and related to specific real-life situations	You lecture theoretically on practice standards on children's participation. Do you think your participants will absorb everything?
Habit	When it is habit-forming; learner gains confidence in his/her ability and acquires favorable attitudes and good work habits	You programmed the training to end each day with a sound-off of what participants think and feel about the workshop. By the fifth day, do you expect them to be more confident in feedbacking?
Frequency	The more it is repeated	You introduce an energizer game which is totally new to the entire participants. Because of time constraints, you have to cut it short. On another occasion you repeat the same game and spend 15 minutes just doing it. Which one is better? Why?
Recency	The more recent/current it is	You are on the last day. You need to administer a simple evaluation tool. Some items in the tool ask about activities most and least enjoyed. Will you give them the tool and let them answer based on what they can recall or will you first make a quick review of sessions? Which is which?
Continuity	When it is continuous	As specified in the training goals, your training ended with a wonderful plan on how to do staff training on child participation. There was no clear mechanism set to follow up on the plan. Participants thought the planning was a mere exercise. What could you have done better?

Principles of learning	Learning is most effective	Think about these scenarios and find out how the learning principles apply
Emphasis	When it is emphasized and given stress	You've been doing CRC trainings for years. But one time you missed discussing how every right has its corresponding responsibilities. Would you be surprised if some parents approach you complaining that their children have become demanding and are not taking responsibility for their actions?
Stimulus	<p>When the environment contributes positively to the learning situation; when more senses are stimulated in the learning;</p> <p>Levels of Learning</p> <ul style="list-style-type: none"> • MOTOR – involves muscle control (e.g., learning to jump or run) • SENSORIMOTOR – requires cooperation of muscles and senses (e.g., playing guitar, typing) • IDEOMOTOR – combination of higher thought processes with muscular actions (e.g., stenography, bookkeeping) • IDEATIONAL – use of ideas and intangible factors and learning to handle people; does not involve muscles (e.g., philosophizing) 	You are quite used to lecturing and doing much of the talking in front of the participants all the time. During your session the entire class is so quiet and occasionally some participants fall asleep. How do you remedy this situation?
Tension-free	When learners are free from emotional tensions and stress/pressures are just right to push them within their limits; no environmental distractions	You and your colleague are conducting a mothers' class on children's participation, some of whom brought along their young children. You notice that the kids are playful and some are uncomfortable with the heat that made them restless and cry. This situation dissipated much of your participants' attention. What would you do?
Rhythm	Experiences are adapted to the normal growth of the learners	You conducted a training needs analysis before the training using submitted profiles of 80% of the participants. On the first day of the training, you notice those who do not submit their profiles are quite advanced in relation to the current session. What adjustments would you do for the next session?
Participation	Situations provide satisfactorily for learner participation in planning and learning; learner is not just a receiver but a co-creator of learning	Because of time constraints, you are strictly following your design without due consideration on the clearly observable disinterest among some of your participants. They are there physically but their minds fly away. How would you save this situation?



Learning Grid Autograph

- 1 Pass around pieces of paper divided into quadrants. Each participant must have his own paper plus a pen.
- 2 Ask them to write in the two quadrants on the left different descriptions of what they do personally to learn something new or reinforce their previous learning. These can be their own learning styles or way they are accustomed to. Both quadrants can be labeled MY STYLE.
- 3 On the two quadrants on the right, ask them to think of other people's ways of learning which they have never tried or are not used to. Label these as NOT MY STYLE.
- 4 Let the participants move around and find out who else in the group shares the same or has distinct learning styles. Ask people who fall under the description to sign on respective quadrants.
- 5 When most participants have accumulated quite a number of names, put the game to a stop.
- 6 Ask participants to reflect on the exercise.
- 7 Open the discussion.
- 8 Synthesize key points.



MY STYLE	NOT MY STYLE
<ul style="list-style-type: none"> Favors visual learning <p>Dennis Chi-chi</p>	<ul style="list-style-type: none"> Too much listening <p>Nini</p>
<ul style="list-style-type: none"> Fun, active and collective <p>Xu</p>	<ul style="list-style-type: none"> Individual/solitary <p>Fe</p>



- Grid papers
- Pens
- Visual aids



- Is the way of learning the same for all people? Why?
- What are the different ways of learning?
- Why is it important for trainers to know that every individual has his own learning style? What will be its implication on the training?



The Training Spiral and the SAPIME Process

Activity 3.5



Analyze the component stages of a training
Introduce the Training Spiral/SAPIME Process



15 min



- Just like learning, training follows a spiral.
- Training can be divided into three parts: before, during and after training. Each part involves particular processes that build up from each other and can proceed through the same processes at a different level:

BEFORE training

- **Situational Analysis** = involves knowing the target participants; conducting training needs analysis; identifying gaps based on training goals and identifying minimum learning competencies
- **Planning** = designing based on minimum learning competencies, i.e. structuring the flow of activities and sessions, choosing effective methods, tasking or dividing roles and responsibilities; also includes other preparations concerning the training such as venue, time, logistics and staff

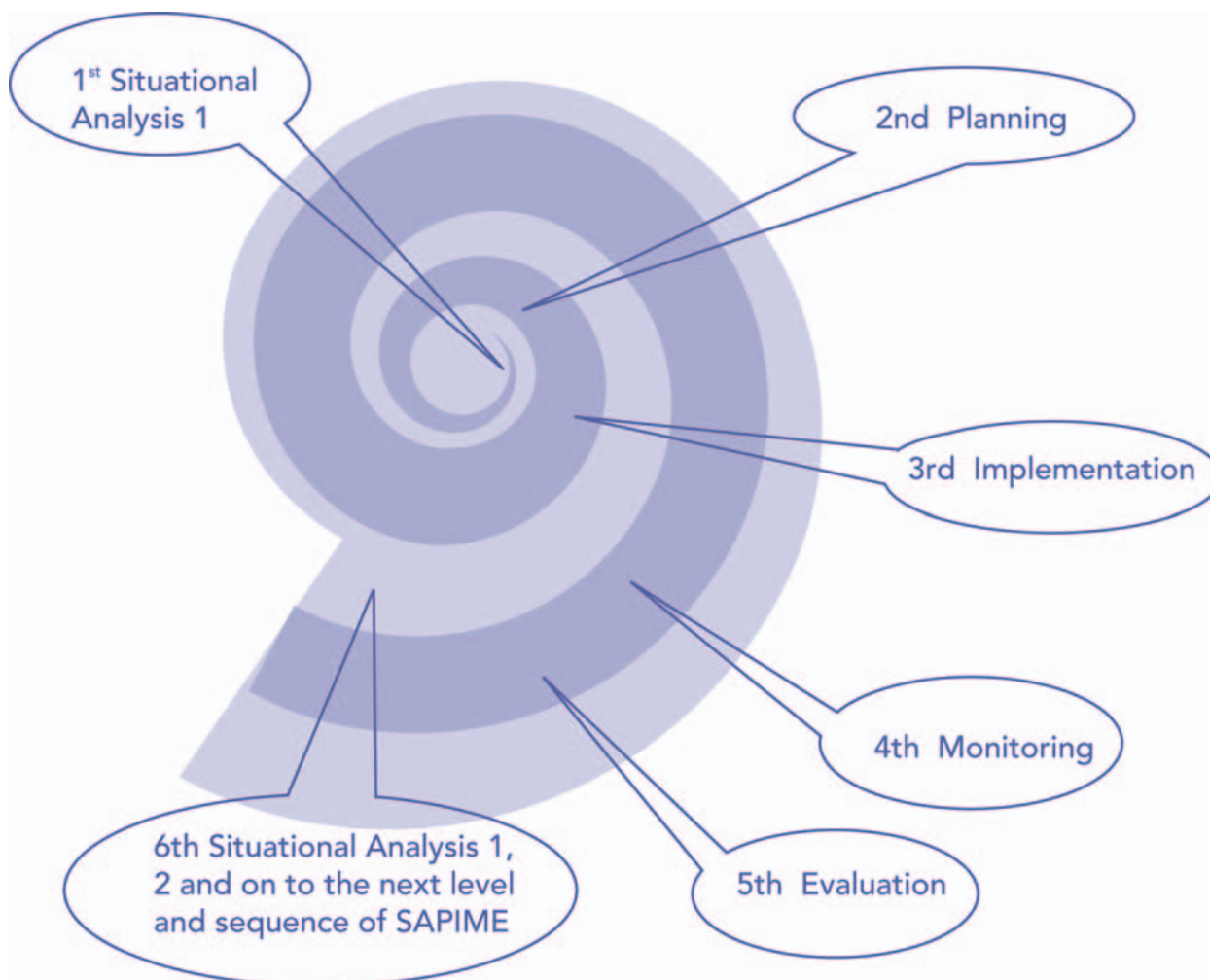
DURING training

- **Implementation** = actual conduct and facilitation of the training with the participants
- **Monitoring** = finding out if things are running as planned and if there is anything that needs to be modified to improve the training

AFTER training

- **Evaluation** = assessing the achievement of the goals, efficacy of the delivery of the training and its effects on the participants; culling the lessons out of the entire training experience.
- Documentation preserves the experience in tangible forms that we can review. It is very helpful especially in assessing the training experience.
- Proper documentation should be part of any training and must be done at all stages.
- Documentation can be in various forms: written/encoded, audio, photo, video or mere compilation of files and outputs. It can be a combination of forms or it can use all.
- SAPIME is the acronym for these sequential steps: Situational Analysis → Planning → Implementing → Monitoring → Evaluation. Each of these steps involves a spiral of learning, and moving from one step to the next implies a continuously expanding spiral of learning.
- SAPIME is a spiral process:

SPIRAL OF SAPIME PROCESS



Sequencing the Steps

- 1 With three groups forming their own circle, distribute meta cards and markers to the participants.
- 2 Based on their own experiences, ask them to write down in big bold letters all steps they follow in conducting a training – including before, during and after the training processes. One step per meta card.
- 3 Have them arrange their cards chronologically – i.e., which should be the very first step, which the second, ... until the last one.
- 4 Instruct the groups to combine and lay down their meta cards on the ground forming a singular column, putting similar cards on top of each other.
- 5 Open the discussion.
- 6 Input on Training Spiral and the SAPIME process. Then further the discussion.
- 7 Synthesize key points.



B E F O R E	Generating ideas for a training Target participants Research TNA Planning Prepare programme Gather materials
D U R I N G	Conduct training Introductions Expectations Documentation Synthesis
A F T E R	Evaluation Reporting Follow-up



- Meta cards
- Permanent markers
- Diagram of the Training Spiral/SAPIME Process



- Our training program will follow the SAPIME process.
- The following is a scheme on how the modules in this Guidebook follow the SAPIME process:

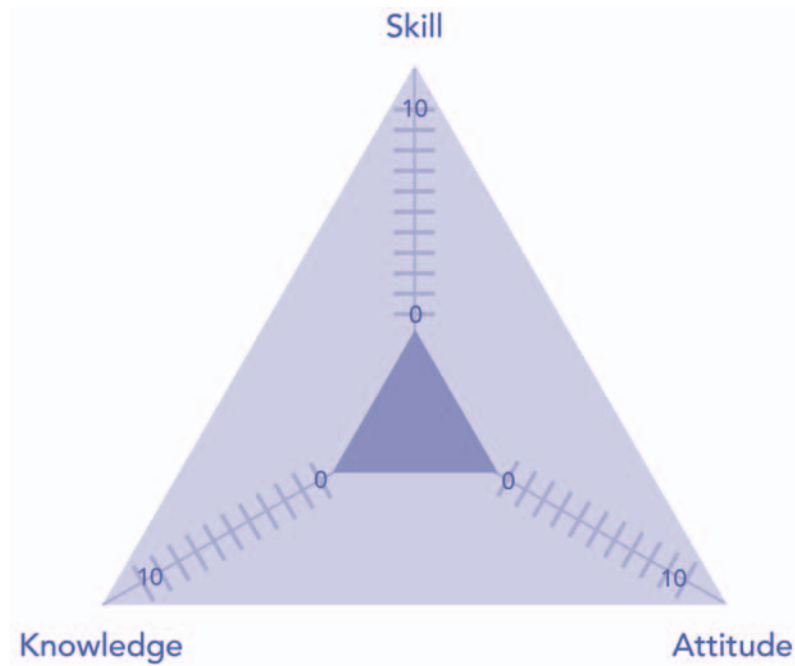
Situational Analysis	Module 1: Preliminaries Module 2: Why Mainstream CP Module 3: Basics of Adult Training Module 4: Reflecting on CP in Practice Module 5: Visioning CP Module 6: TNA & Minimum Learning Competencies
Planning	Module 7: Designing a Training on CP Module 8: Selecting Appropriate Methods and Processes Module 9: Enhancing Training Implementation Skills
Implementation	Module 10: Guidelines on Practicum Preparations Module 11: Implementing the Training Design
Monitoring & Evaluation	Module 12: Documenting, Monitoring & Evaluating the Training Module 13: Initial Planning on Mainstreaming CP Module 14: Synthesis and Evaluation of ToT Module 15: Closing Rites



- What are the different processes involved in a training?
- How are these processes sequenced from one to the other?
- What is SAPIME?
- How does this ToT follow the SAPIME process?



**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Module 4: Reflecting on Children's Participation in Practice

- Common Concepts and Understanding of CP
- Sharing of Experiences on Children's Participation Practice
- Different Approaches Towards Children's Participation
- Meaningful Children's Participation in an Enabling Environment
- What Should Adults Do or Not Do to Make Participation of Children Meaningful?
(what are the do's and don'ts in children's participation?)
- Monitoring Quality of Children's Participation: Case Studies
- Mainstreaming CP

Module 4

Reflecting on Children's Participation in Practice

I never teach my pupils; I only attempt to provide the conditions in which they can learn.
Albert Einstein

NOTE: This module forms the backbone of the guidebook. While sessions are structured enough to create a logical flow, it should not be taken as the definitive approach in reflecting CP as practiced at the ground level by different organizations. CP is a fast-evolving concept that is approached differently by organizations and people working to promote it. The content and processes described in this particular module are definitely under construction and very much open for information based on concrete and practical experiences on the ground. Any innovations on tackling the ideas here are most welcome.



Common Concepts and Understanding of CP

Activity 4.1



- Level off on concepts and understanding of CP
- Identify reasons why children should participate



60 min



- Leveling-off is finding a common ground or establishing a certain uniformity for the collective benefit.
- Leveling-off on CP is not necessarily building consensus on a common or singular definition but is the recognition of and respect for the commonalities and differences of understanding and positions on CP, with the purpose of creating an environment for collaboration.
- People can have divergent views, understanding and practice of CP. Organizations may have opposing or congruent positions on CP.
- Knowing the differences and commonalities can facilitate the collaboration on CP work.



Survey

- 1 In a circle, conduct a quick survey of what immediately comes to mind when certain words are thrown to the participants:
 - Child
 - Working children
 - Participation
 - Children's participation
- 2 Use a soft and light ball (can be a piece of cloth or a roll of tissue paper) as object stimulus to be thrown around. The person who catches the ball says a word/phrase/short statement that expresses their immediate thoughts responding to the focal word stimulus. S/He throws the ball to anyone.

- 3 Change the word stimulus when you think you have enough responses.
- 4 Capture the responses by writing them on the board.
- 5 Divide the participants into four teams.
- 6 Let them share among themselves their personal and organizational beliefs, understanding and dilemmas on CP, and reasons why children should participate.
- 7 Provide each team with a set of meta cards and markers for them to write their answers.

Picture Frame

- 8 Ask teams to create still pictures representing their answers, with all or some of them included and posing at the height of an action. Use the meta cards as titles for each picture. They can also add short dialogues written inside dialogue balloons on bond paper like in comics. Let them rehearse this so they can remember their position and who holds what in each picture.
- 9 Call on the participants to gather in a plenary. Ask for volunteer team to initiate the reporting and to call on the next team.
- 10 Open the discussion.
- 11 Summarize key points.



Child <below 18, boys and girls, developing, adolescents, evolving capacities, some dependent while others independent, etc.>

Working children <helping the family, earning money, light work, not abusive, depending on capacity of children, life skills, learning to be responsible, etc.>

Rights <entitlement, what is right, what is due, legal, enjoy, survival, protection, development, participation, respect, defend, etc.>

Voices of children <being heard, expressing ideas and opinions, communication, being considered, etc.>

Children as decision-makers <making decisions, analyzing the situation, making a collective stand, having a say on matters affecting children, etc.>

Children organizing themselves <forming teams, children's association, children as leaders, etc.>



- Meta cards
- Markers
- Bond paper
- Scissors



- The exercise, while it aims to at least come up with a common ground of understanding CP, need not necessarily end with a consensus of definitions. The point is to help participants recognize their commonalities and differences in understanding CP and be able to respect such diversity and work together in the pursuit of common objectives.
- Identified reasons why children participate can be used as foundation in developing principles of CP. These germinal ideas on principles can be further enhanced in the succeeding sessions.



- What are your immediate thoughts when you hear the following terms:
 - Child?
 - Working children?
 - Participation?
 - Children's participation?
 - Why should children participate? What are the reasons for their participation?



Sharing of Experiences on Children's Participation Practice

Activity 4.2



Deepen insight in the practice and understanding of children's participation through sharing of experiences focusing on children's involvement, benefits and achievements, constraints and challenges



120 min



- The output of this session will be an integral reference in developing the training design and the action plans in the subsequent sessions. It will also provide the basis for plans of action regarding the practice of involving children in their own organization.
- In sharing experiences on CP practice of organizations, it is important to identify the following areas:
 - Opportunities and spaces that exist for children
 - Purpose of children's involvement?
 - Methods of participation
 - Stakeholders
 - Achievements and benefits of involving children
 - Constraints and challenges encountered in children's participation
 - Enhancers or enabling factors that positively contribute to making children's participation happen.



Single Route Gallery Walk

- 1 Group participants according to organization.
- 2 Provide each organization with flip charts and permanent markers plus a set of guide questions. Guide questions should also be posted on the board. Each question must be answered on separate flip chart. Flip charts must be labeled with the guide question on top and the name of the organization at the bottom.
- 3 When done answering, instruct participants to post the flip charts referring to the same question next to each other on the wall. It is best if you have already designated a wall for each question prior to posting.
- 4 Direct the participants to the first question wall.
- 5 Call on each group to present their answers.
- 6 After going through all the answers on each question, challenge the participants to analyze the reports.
- 7 Solicit insights and reactions.
- 8 Then lead the participants to the next question-answers wall. Keep repeating steps 5 to 7 after moving around to all the question-answers walls.
- 9 Wrap up.



Question No 1.

In which activities of the organization are children being involved?

Planning the programme

- asking the children's needs
- designing activities based on their interest
- deciding schedule
- suggesting the rules and role

Implementing the programme

- giving input/suggestions
- acting as partners
- acting in concert

Monitoring

- observing the process
- controlling
- giving feedback

Evaluation

- criticizing
- recommending

Research

- children as researchers
- help maintain database and in treatment of data

Child rights training in schools (children clubs in primary and secondary education)

- participating in training sessions
- planning and facilitating sessions with peers
- planning and organizing children/CR events
- supporting poor children/students

Child and youth newsletter

- providing inputs
- distributing
- assessing contents

Resource person – teaching

- involvement
- thinking
- planning
- solution

Community theater workshops

- brainstorming
- every step of the process
- perform drama
- express their opinion and thoughts
- give feedback



Question no 2.

What is the purpose of their involvement?

- Giving children the opportunity to develop their potential/talent; providing avenues for growth and learning
- Implementing participation rights; seeing child's rights as part of human rights
- Placing children at equal level with adults
- Learning to be responsible
- Know their needs; knowing their issues, suggestions on how to go about the program/activity
- Social change
- Improving quality of services
- Enhancing existing strategies/approaches/practices
- Building self confidence
- Promoting children's voices and value in the society
- Building/empowering children to become young advocates
- Changing adult attitudes towards children; creating positive relationships and environment between children and adults
- Enrich program by putting it in touch with reality
- Ensure relevance of work to stakeholders



Question no. 3

How do you go about involving children? (methods)

- Finding access, e.g., referrals by NGOs and government
- Inviting children to meetings and workshops (inform them of the objectives and desired outcomes but give them time and chance to design processes)
- Asking opinion through questionnaire, interview, FGDs, consultations
- Giving opportunity as co-facilitator and facilitator
- Facilitating them to express their needs and interest through some media, e.g. theater, magazine, wall magazine
- Providing space, facility, time
- Playing games; group dynamics
- Role plays
- Discussions; fora
- Use of songs and music
- Theater
- Dancing
- Meeting
- Active information sharing (newsletter, publications, regular meetings)
- Art camps



Question no. 4

Who is involved?

- Children
- All staff
- Community leaders
- Teachers/Educators
- Partner NGOs
- Government agencies
- Domestic workers
- Parents



Question no. 5

What are the achievements and benefits of involving children?

- Maximized children's participation
- Program ran as planned
- Clear division of responsibility and role
- Mutual satisfaction
- It built good cooperation
- Annual planning will gain the right target
- Children are more independent, confident and motivated
- Reducing gap between children and adults
- Children can express their ideas
- Gain skill and experience
- Strengthened policy advocacy
- Piloting/developing pioneering approaches
- Children are aware of children's rights and issues
- Children develop skills in organizing and facilitating session with their peers, children's events
- Children develop confidence to speak out and raise concerns with friends, teachers and policy makers
- Formation of children's associations
- Representation of children in other formations, local and national
- Child workers become leaders in their community and schools
- Parents and the community are made more aware not only of the children's rights but also on importance of CP



Question no. 6

What are the constraints, the challenges encountered in children's participation?

- Security and protection
- Access to children
- Priorities of children
- Children being passive, lacking self-esteem
- Domination by adults
- Cultural factors
- No space for children to participate in governmental policies
- Language/communication barriers
- Parents not allowing their children
- Time
- Distance
- Mobility and invisibility
- Emotional baggage
- Fast turn-over of leaders
- Most adults are involved but not prepared
- Tokenism still prevails
- Funding
- Capacity of organization
- Lack of support from adults
- Knowledge of adults in CP and CR
- Lack of mechanisms, laws and policies promoting CP
- Local officials are not receptive to children's issues
- Learning about rights without knowing responsibilities



Question no. 7

What do you consider to be enhancers – factors that positively contribute to making children's participation happen?

- Documentation of experiences (what we did, what worked out and what didn't work out, lessons)
- Conscious practice of including participation indicators in assessment
- Experience in working with children; gains in terms of child rights awareness; CP resources and experiences
- Access to children
- Policy concerning use of pictures/videos of child soldiers for media reporting/advocacy
- Common understanding of principles and values
- Openness of the child's roles
- Analyzing skills
- Conflict resolution skills
- Conducive culture
- Understanding of the concept; common understanding of CP among children and adults
- Skills of facilitators
- Atmosphere of equality
- Relatively conducive policy environment; laws and regulations
- Dynamic civil society
- International agencies prioritizing CP
- Parents understanding the importance of CP; supportive parents
- Increased capacities of children and organizations; knowledge and skill of practitioners on CP promotion
- Funding is available; partners' and donors' commitment and support; resources to pursue CP agenda
- Readiness of staff (skills, capabilities)
- Opportunities to be involved/ be invited in trainings/conferences at national, regional and international levels



- In which activities of the organization are children being involved (opportunities and spaces that exist for children)?
- What is the purpose of their involvement?
- How do you go about involving children (methods)?
- Who is involved?
- What are the achievements and benefits of involving children?
- What are the constraints and challenges encountered in children's participation?
- What do you consider to be enhancers – factors that positively contribute to making children's participation happen?



- Flip charts
- Permanent markers
- Masking tape
- Guide question sheet



Different Approaches Towards Children's Participation

Activity 4.3



- Appreciate diversity of approaches to children's participation
- Deepen discussion on the outputs of previous session
- Identify or evolve organizational principles of CP
- Introduce CWA CP Taskforce Principles of CP in Southeast Asia and South Asia



60 min



- Children's participation can work in different fields at the same time.
- Children's involvement may benefit them in many ways (and often at the same time): their own development, to claim certain rights and to contribute to civil society.
- One approach may not be more valid than another.
- While approaches to CP are primarily informed by organizational principles, the context at which these approaches operate may have effects on how these approaches are defined.
- People can learn from different approaches and enrich their own practice of involving children. There is always room for improvement with every approach.
- Some organizations may have already articulated their principles on CP while others are still – defining them.
- The ToT might not be the most appropriate space for developing the principles as it is the task of their organization to define it (not unless we are developing principles for the entire network of participants and their organizations). But the workshop can at most initiate the brainstorming to generate ideas that can be taken forward to the respective organizations.
- In CWA, regional groups use the following principles in their approaches to CP:

CPTF SA Principles

1 Child participation is:

- a An informed and willing involvement of all children including those who are differently abled and those at risk any way, concerning them either directly or indirectly;
- b The most important principle and element in CRC that cuts across all other rights, namely the right to develop, survive and be protected;
- c An evolving concept, a value which cuts across all programmes and takes place in all areas, from homes to governments, from local to international levels.

2 Children's participation enables children to:

- a Belong
- b Be heard
- c Be important
- d Contribute
- e Get to know their problems and solve them
- f Participate in all decision-making forums
- g Develop their potentials and talents
- h Be a continuing part of many solutions
- i Be organized for making collective efforts and
- j Interact and build relations with other children and with adults.

3 Objectives

- a To work towards child participation as an integral part of all local, national, regional and global development and planning processes;
- b To strengthen the capacity of NGOs and children's organizations towards facilitating child participation;
- c To document and share the best practices of children's participation in the region;
- d To facilitate regional-level interactions among children and their organization;
- e To facilitate children to access policy making forums and influence regional and global policies;
- f To advocate and lobby policy makers at the regional level for inclusion of child participation in their policy-making exercises.

4 Plan of action

- a To open spaces for the promotion of children's participation
 - i To influence and establish partnerships with parents, local communities, schools and local government, NGOs and community groups to support and enhance children's participation;
 - ii To create a child-friendly environment in families, communities, local governments and other arenas where children participate through formal and informal structures;
 - iii To ensure that the governments in the region consult children during the formulation of national plans of action to create a world fit for children;
 - iv To influence ILO and other international organizations to consult with children in their activities pertaining to children;
 - v To influence the governments to consult children in planning processes dealing with matters concerning children;
 - vi To build strategic links with groups and initiatives such as CRIN, Southeast Asia Task Force on Children's Participation, South Asia Children's participation discussion groups, Regional Working Group on Child Labour, Global Movement for Children, International Movement of Working Children's Organizations, to promote children's participation at local, national, regional and international levels.
- b Promote a better understanding of children's participation

- i To popularize and establish children's participation at all levels and in all issues concerning children;
 - ii To document and disseminate information about good practices of children's organizations, their achievements, contributions and challenges;
 - iii To share and exchange experiences, insights and learning on children's participation at various levels and with all the stakeholders.
- c Build capacities of children and adults
 - i To enhance the capacities of child protagonists and of adults who work with them as facilitators to strengthen children's participation;
 - ii To develop the training capacities of the members of the child and adult organizations represented in the task force so that they are able to build the capacity of children and adults within their respective countries;
 - iii To develop training materials that can be used in the region to build the capacities of children and adults in our member countries.

CPTF SEA KEY CONCEPTS

- 1 **Child participation is an effective cross-cutting strategy.** The empowerment of children transcends various issues that affect children. We recognize the need to identify the best interests of the child from the points of view of the child. We realize that the child has a rich and broad perspective of issues concerning him/her, and that his/her opinions can benefit the cause of working children as a whole.
- 2 **Child participation has limitations and risks.** There are risks involved in the process such as granting the right to participate without taking into consideration the age and situation of the child. Other risk factors are tokenism, retaliation of child advocates, "the super star complex", etc. There are societies around the world that do not even allow adults to participate, much less allow children to participate. While on one hand there is an undercurrent of resistance to child participation as upcoming agenda in child rights implementation, on the other hand there is also a tendency to "take" the concept to extremes (e.g. pushing children into governance, politicalization of children). We need to be careful not to complicate the process of realizing child participation, but to make it simple, uncomplicated and achievable in the given context. The child participation we envision is not the kind of participation that will neglect the fact that with every right comes equal responsibility.
- 3 **Child participation has cultural implications and interpretations.** We recognize that there is a wide spectrum of cultures existing today with different concepts on how children are valued and how they are socialized. Not all of them inherently allow children to participate. This challenges for us to consider the socio-cultural conditions of children including their employers, parents, environment and the society they are part of. It is also necessary for us to reflect on the positive practices and attitudes in our cultures to further improve the environment and enable children to participate.
- 4 **Child participation is a process which must be carefully handled.** We realize that the participation of children does not end when a child speaks or sits in a meeting. We must also see to it that promises made to children and the action plans concerning children be implemented and monitored together with the children. We envision that governments consult children especially in making policies or actions that may affect them.
- 5 **Child participation requires clear mechanisms and effective strategies to be realized.** In order to develop effective child participation, children and adults who

work with and for children need to take part in the action with clear roles and tasks. There is a need for strong partnerships between children and adults because the most effective projects and programs can be developed with the combined experiences of the two groups. Child participation also entails social preparation. Children must not only be given choices without understanding the issue, they need to be prepared to participate. On the other hand, adults also have to be well-informed and trained to facilitate the creation of venues for child participation.

- 6 **Child participation has empowerment as an overall goal.** It is important that we recognize the dignity of the child as the most important concept when allowing them to participate. Child participation should have a clear end in mind, it is not an end in itself. We should not promote child participation just for the sake of itself. There should be clear issues and problems that should be addressed and solved with child participation.
- 7 **Child participation promotes solidarity among children's groups.** It unites children with similar goals and provides a venue for them to voice their concerns. Child participation promotes the formation of children's organizations. We should encourage, as well as give proper attention to, children's organizations in order to promote advocacy, solidarity and networking.



Organizational Principles

- 1 Introduce the concept of different approaches to CP in diverse contexts.
- 2 Ask participants to group themselves according to organizations. Let them share experiences about organizational principles in relation to CP. Allow them time to review their output from the previous sessions focusing on why such programs or activities are intended for CP and identify underlying principles in the operation of these programs or activities. Reports can be written on flip charts.
- 3 Call on representatives of each group to share their reports.
- 4 Share the CWA Taskforce CP principles in South Asia and Southeast Asia. Ask participants to note the similarities and differences, and ways how one can inform the others.
- 5 Open the forum through Q and A
- 6 Synthesize key points.



- What are the underlying principles of CP behind the programs or activities within the organization?
- What are compelling reasons of the organizations promoting CP in their work?



- Flip charts
- Markers
- Masking tape



Meaningful Children's Participation in an Enabling Environment

Activity 4.4



- Define what is meant by "meaningful children's participation" using principles of CP
- Level off on definitions of meaningful children's participation
- Identify elements that make CP meaningful



45 min



- Looking at the experiences in involving children gives us an idea about the activities, objectives and methods to involve children. But these data may not inform us about the quality of children's involvement. Therefore we need to look into the process of involvement and ask ourselves: how meaningful is the participation of children?
- The term 'meaningful' can be defined as carrying great weight and having important effect(s). It signifies value, worth, sense, essence, significance. But meaning is not a constant but a variable item. The meaning of 'meaningful' cannot be fixed as values change from person to person, from culture to culture, from time to time.
- It is important to understand meaningful children's participation using principles of CP and their justifications.
- There is a need to develop clearly the elemental requirements for CP to be genuinely meaningful.

Live TV Talk Show

- 1 Inform the participants that you are all going to put up a live TV talk show tackling the issue of meaningful CP.
- 2 Gathers volunteers representing different organizations who will act as guests. Others act as audience while the rest help in the physical set-up. A sofa and extra chairs will do for the panelists. For extra effect, the show's title can be creatively improvised and posted on the background. Microphones, whenever available, can be used for a feel of a live talk show.
- 3 Get a volunteer to act as your co-host. Make sure you orient him to the program flow, giving him an idea of possible questions. You can arrange with him a way to support each other in the course of the program.
- 4 At the start of the show, provide an opening spiel – an introduction that talks briefly about your show and what it is all about. Use this also to introduce yourself and your co-host.
- 5 Excite the audience by revealing the focal topic of the show.
- 6 Call on your guests and introduce them one-by-one (alternatively they can introduce themselves).
- 7 Proceed with the show by asking the questions one at a time.
- 8 Engage the audience by having them interact with your guests. Your co-host can even be on the side of the audience anchoring their participation.
- 9 Once you get all the necessary information from the guests, end the show by acknowledging their presence as well as the audience's.
- 10 After wrapping up the talk show, ask participants what they have discovered in the course of the activity.
- 11 Open the floor for discussion.
- 12 Synthesize key points.

NOTE:

This example focuses on training methods and processes.

You can also use this as an activity in Module 6.

Just so you have an idea how a live talk show would run.

You can do something similar but make sure it centers around meaningful CP.



Panelists and host are seated. ON-AIR!

(To Audience) Welcome to Hardtalk CWA! Superstar trainers from all over the world are here to share with us their precious training experiences. Let's welcome our guests for today. (To Guests) Kindly introduce yourselves – state your name, your organization and nationality to our audience and to the viewers at home.



Host

(Guests introduce themselves one-by-one.)

Host

Today, each of our panelists will talk about child participation training. They will reveal their top secrets as expert trainers – how long they have been doing trainings and what lessons they have learned from their wealth of experience. What principles guide them in promoting children's participation in their training? These points they will share in a short while. But before we hear them, our audience and viewers can participate in the sharing by contributing questions, comments and insights. If you have any, please write them on in sheets of paper provided for by our production assistants here in the studio. For our beloved viewers at home, please email your messages to cwa@hardtalk.com. I'm sure our guests will be more than happy to respond to your queries. Let me start by asking our panelists: What is the focus of your training programs? What are the subject matters you cover?



Guest 1

Our program does not deal so much with participatory rights. We have introduced participation along with UNCRC through capacity building. Children drafted a plan of action at the end of a 3-day camp. We focus on training children and helping them execute their plans.



Guest 4

Our training on UNCRC highlights participation and protection, targeting not only children but adults as well, including government officials.



Guest 3

We do trainings on UNCRC and development, using theater and PRA tools. Our foremost concern is child protection especially on child sexual abuse. We work at three levels: with children, with the community, and with employers.



Guest 5

Just to give you an idea of the situation of children in Nepal, we have children migrating to urban areas without proper information and warnings about the dangers, so we develop training material on the right to information. These materials are used to address concerns on the migration of children such as what hazards they can fall into when they move to the city. In developing modules for advocacy, we use the format developed by the children themselves.



Guest 2

In our organization, we conduct trainings on child rights, communication skills, child participation, leadership, interactive theater, street theater on drugs and HIV issues.



Host

One of our home-viewers has sent in this question. He wants to know what type of tools you are using for CP trainings. Maybe our panelists can specify different tools for different groups. Who would like to answer?



Guest 3

We use a training manual for theatre for development – this is a Save the Children technique – and participatory rural appraisal.



Guest 4

Sometimes we facilitate training courses and protection on children's rights. Some of the adults training is facilitated by adults, and sometimes we invite children-facilitators to facilitate other children. We've been using a variety of methods like the ones we've been using here.



We do not have a specific module but we work based on the requirement of NGOs or groups. We share feelings. In all our trainings, whether for children or adults, we always have children facilitating while we adults have a rather supporting roles. This is a matter of principle. If CP is to be practiced as such, we can see modules like this one boosting our energy. Such models can be replicated in other areas. We make it a principle that anywhere, it becomes more meaningful when children are there.



Now you train adults and children. I assume they are of different levels and different needs. How do you decide what kind of training to organize? What is the first thing you do?



I have already told you about the migration. We distribute training manuals to children who come to us. We use tools like child-to-child methods. We have discussions with parents and teachers.



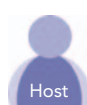
And how do you identify what you will train them for?



It all depends on the local situation. In the child-to-child context, the children identify themselves. They see potential dangers they may fall prey to, they discuss among themselves the decision whether to be in urban areas or not. When you go to urban areas it is not always safe to be there. We are also trying to decrease peer pressure. In most cases a child will be influenced by his peers. He goes back to the rural area and drives everybody with him because he impresses them with talk about cinema halls and all good things.



We do interesting workshops about education. We help children understand that education is a fundamental need. We use varied tools such as interactive workshops, we produce handbooks with the children and conduct photographic activities, trainings and exhibitions... playing out drama and theater, developing campaigns. Children are proposing some training projects.



So how do you decide which one you will train?



We have scientific guidelines.



There are six corners in the hexagon... Monitoring, etc. Could you explain this?



1st, get target group to get the idea of proposed training
 2nd, study training needs
 3rd, prepare objectives, plan training, administrative set-up
 4th, present training and pre- and post-training
 5th, then evaluate on short-term and long-term basis
 6th, follow-up
 And the cycle continues.



So each time you organize you do a specific training needs identification. How?



Through activities, discussions, some field visits... some studies... surveys...



Using a variety of methods?



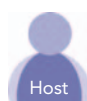
Yes, according to what should be suitable for them, if they cannot read or write, etc.



You try to do training needs assessment to find out what's appropriate for the group. Anyone else like to share planning of training? Do you do something similar or different?



We always send questionnaires like what we received from CWA before this training. We send questionnaires to inquire on their experiences and applications. Even after 6 months, we will be asking them what is the follow-up... based on this we organize the next workshop.



So you also assess after the training.



In our case, we give emphasis on areas where child violations are high. We do not provide questionnaires to government; we talk to the ministry and have an MOU and we tell them to send their district women and children's affairs officer for that training... we have trained 90 officers...



How do you convince them? What kind of training do you propose for them? And how they can involve children in their work, is that the focus?



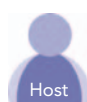
We believe they need to be sensitized so that they will form policies respecting child rights.



After needs assessment we do trainings, have separate groups for children, parents, employers, to provide awareness. Have one-day workshop, three hours, for separate groups on important issues. Mostly for children we have 2-4 days training for children who go to school or are working part-time. For adults we have trainings with police officers.



In planning trainings, we basically use these tools as basic child-to-child methodology. We use this method for example in having children identify who are going back home.



There's so much to share but given our limited time, we will have to cut this here. But I wish to thank all our wonderful guests and audience who took time to be here. Don't worry folks we'll try to answer your queries in the next episode of Hardtalk CWA. Thanks, indeed.
OFF-AIR!



- Materials for physical set-up
- Looking at the process of involvement, is participation really meaningful?
- How is the interaction between children and adults and amongst children themselves?
- How do they communicate?
- How do facilitators and leaders facilitate involvement of others?
- Are the methods used in an appropriate way?
- Is there any follow-up after children's initial involvement?



What Should Adults Do and Not Do to Make Participation of Children Meaningful?

Activity 4.5



- Analyze the practice of involving children
- Identify and develop organic criteria to be considered when involving children (also serving as monitoring tools)



75 min



- CP can thrive only in an enabling environment that values the rights of children. An enabling environment can be a created physical environment, can be cultural, can be psychological (state of mind, dispositions).
- In promoting CP, there are practices based on principles that are good and those that must be avoided.
- An enabling environment and good practices on CP should mutually reinforce each other.

GOOD PRACTICES IN CHILDREN'S PARTICIPATION

Practicality in general

- CP should be sincere and genuine, not tokenism
- Children are not directly or indirectly forced, but willing to participate
- Children feel free to say 'no' to participation, and are not blamed for doing that
- Children have self-confidence and know how to speak out and trust each other
- Use of appealing methods to encourage or invite participation from children, for example participatory and child-to-child methods
- Children have opportunities to meet others
- Opportunities to participate in workshops are widely open to other children so that the opportunities to enhance their knowledge and skills are shared
- Children are involved in planning the activities
- Children and adults work together in solidarity and friendship at all levels, without barriers and/or discrimination

Involvement in decision-making processes

- Children participate in all decision-making forums
- Make sure that decisions made are shared
- Children are informed and receive information that help them in their decision-making
- The decision-making process should help broaden children's choices and capacities, not just be about saying 'yes' or 'no'

Partnership and participation

- Adults and children need to build good partnerships, which go beyond asking children to make decisions or be involved. This includes the need for the children's understanding the need to inform children about their rights and situations
- Adults and children have a common vision; knowing what they want to work on together and what they want to achieve
- All parties involved have a clear understanding of roles, duties and responsibilities of each stakeholder in the children's participation process, including children, so that the vision can be realized

What does good children's participation do for children?

- Children feel they belong, are heard and are important
- Children get to know their problems and how to solve them; they meet other people, develop their potentials and talents, and are included as continuing participants in development of solutions to problems

BAD PRACTICES IN CHILDREN'S PARTICIPATION

- Opportunities are only limited to the same individuals or groups of children who always participate in workshops
- Adults already have blueprints for children to work; adults tell children what not to do
- Children are used for political purposes in the guise of children's participation, and/or children's participation is used as a space to earn money
- Adults use children to uphold their own interests
- Little follow-up on and monitoring of commitments and declarations made, while children's problems get worse
- Adults lack awareness of children's rights, which is manifested in the ill treatment of children
- No mechanism or process to ensure that children have enough information and have things to say when they are invited to meetings
- Ethical issues are ignored, for e.g. use of photos, names, stories are used without consent from children



- 1 Ask participants to form four groups of five. Two groups focus on what adults should do or should not do to make participation meaningful, while two groups discuss what conditions need to be in place to create an enabling (welcoming, conducive, appropriate) environment for children to participate in. In doing so, participants apply the CP principles identified in the previous sessions.
- 2 Instruct teams to write their answers on flip charts.
- 3 Call on the participants for the plenary reporting.
- 4 Open the discussion.
- 5 Share the good and bad practices in CP of the CWA workshop in May 2004 (pp. 8-9 of CWA Newsletter, Vol. 20 No. 3, May-December 2004). Solicit reactions and suggestions.
- 6 Summarize key points.



What should we do or not do to make children's participation meaningful?

(Quality of Action)

DOs	DON'Ts
<ul style="list-style-type: none"> • sustain CP following step by step • give children the opportunity to gain knowledge and try to put them on the same level 	<ul style="list-style-type: none"> • adults should never provoke children to do any violent actions • don't impose adult standards on children's organizations

DOs	DON'Ts
<ul style="list-style-type: none"> • receive child sensitivity training • develop child-protection policies • give children enough freedom to work the way they want to and for adults to compliment their work • challenge adult-centric culture • adults should set up the mechanisms to follow up on decisions made by children • adults should constantly be good models for children, practicing CP in both public and private life 	<ul style="list-style-type: none"> • adults should limit their control over the children • don't expect the children to do adult work • don't alienate yourself from the children

What conditions need to be in place to create an enabling environment for children to participate? *(Quality of Structures)*

- Child should be involved right from the start of project planning, implementation, monitoring and evaluation of the project or activities
- Staff/adults must be equipped with the right skills and attitudes to effectively facilitate the participating children
- There should be functional children's associations at the local level to ensure a sustainable participation of working children. Without it, child participation is not sustainable and is limited to individual children handpicked or appointed by NGOs and other adults
- Children must be fully equipped with knowledge and developed competencies and capacities, to enable them to effectively participate and take leadership in making decisions and policies that concern them
- Strengthen the working children's support system to lessen or remove practical difficulties facing children like work, demands of school, poverty, unsupportive parents and other insecurities that may affect children's involvement and participation
- There should be clear policies to protect and ensure the security and safety for children participating in particular activities
- Children should be provided facilities and support in children's participation
- Policies and laws related to child rights and child labour must be enforced and enhanced
- There should be clear and written guidelines, policies, and mechanisms in the organization for the working children's involvement and participation
- Children should be informed of the objectives and purposes of their involvement/ participation in all activities



- What should we do and not do to make children's participation meaningful? (Quality of Action)
- What conditions need to be in place to create an enabling environment for children to participate?(Quality of Structures)



- Flip charts
- Permanent markers
- Masking tape



- CWA Newsletter Vol. 20 No. 3



Monitoring Quality of Children's Participation: Case Studies

Activity 4.6



- Validate the need for sufficient information in monitoring quality of CP
- Explain that quality of involvement is not necessarily reflected in different levels of involvement but in how people actually apply the principles and stick to minimum standards of children's participation
- Apply the CP principles and definitions of meaningful CP in specific situations



45 min



- The concept of meaningful and quality CP as discussed in the previous sessions relate to principles and practice standards that must be upheld and be subject to vigilant monitoring.
- Monitoring the quality of CP through application of principles/practice standards requires sufficient information.
- Quality of involvement is not necessarily reflected in different levels of involvement but in how people actually the principles and the practice standards of CP.

Case Study AandB¹

- Which is more relevant in terms of children's involvement?
- Is children organizing themselves, implementing activities and being in charge more important than children being consulted?

Scenario	CASE A	CASE B
	<p>Children organizing themselves, implementing activities and being in charge</p> <p>Children take the initiative to organize themselves in a club to clean up the school compound and to start a gardening club to improve the school environment. They discuss this with school authorities and they get permission to go ahead. A club is formed with member and a steering committee. Children organize the clean-up. They raise funds and with the money thus collected they purchase trees, plants and tools. They develop a school garden and the club members continue to maintain the school garden.</p> <p>The idea to start a club came from two friends after having seen a television programme about improving the</p>	<p>Children being consulted</p> <p>Children are consulted on the process of coming up with policies that regulate the establishment of schools. Researchers go out to schools and get the children's views on this issue. The children stress that it is important that schools should have green lungs – playgrounds with grass and trees and gardens.</p> <p>To ensure fair a representation of children, selections were made from different types of schools in different provinces, and both rural and urban schools were selected. In the schools children in grades 1-9 were informed about the purpose of the consultation and they were requested to elect two representatives per class. These representatives participated in group discussions about school environment.</p>

¹ These case studies and their analysis were used in the Training of Trainers workshops, and were provided by Henk van Beers.

Scenario	CASE A	CASE B
	<p>school environment. They discuss it with their teacher who thinks it is a good learning opportunity for children. The teacher discusses the idea with the management who invite the two girls to present their ideas. They get the go-ahead to form a club and are appointed chair and vice-chair of the club. Teachers are requested to identify pupils in their classes who could become members of the club. The teachers nominate the class leaders to become members. The two girls organize a meeting with the members and develop a plan to involve all school children in cleaning up the school compound. Together with their class teacher, each class leader will be in charge to form a group and it is decided that on Saturday mornings one hour will be spent on cleaning the school compound and on gardening. Activities will be done on a rotational basis. Club members will supervise the cleaning and gardening.</p>	<p>In addition, all children in the selected schools were requested to make drawings of their "ideal school environment" or to write an essay about the same topic. These drawings and essays were used in the group discussions with the children.</p> <p>The initial analysis of the collected information was done by the research team who had further group discussions with a number of children to get feedback on their analysis. The outcome of the discussions was used to come up with a final analysis and the report was sent to the ministry who took the recommendations seriously and included them in its policy.</p> <p>The researchers went back to the schools and reported to the children the outcome of the research and the new policy.</p>
Level of Involvement	<p>Example A</p> <ol style="list-style-type: none"> 1 Children initiate the activity 2 Children organize themselves 3 Children make decisions (planning, managing) 4 Children are involved in the implementation 5 Children manage the activity <p>A1 Children initiate the activity HOWEVER:</p> <ul style="list-style-type: none"> • Two friends take the initiative and get the go-ahead after approval from school authorities <p>A2 Children organize themselves HOWEVER:</p> <ul style="list-style-type: none"> • The friends are appointed chair and vice-chair by the school management • Other members are identified and appointed by the teachers • Class leaders together with teachers organize their classmates 	<p>Example B</p> <ol style="list-style-type: none"> 1 Children are consulted 2 Their opinion is taken seriously <p>B1 Children are consulted</p> <ul style="list-style-type: none"> • Fair representation is taken into account in terms of age, gender, rural and urban schools, private and public schools • Children were informed about the purpose of the consultation • Children participated voluntarily • Class representatives were elected by the pupils • All children in the school have an opportunity to be involved in the consultation process and to express their views • Children have an opportunity to react to draft analysis of the consultations

Level of Involvement	CASE A	CASE B
	<p>A3 Children take decisions HOWEVER:</p> <ul style="list-style-type: none"> • Only the two friends take decisions • The club members (but not clear how democratic and whether there is influence from the teachers) <p>A4 Children involved in implementation HOWEVER:</p> <ul style="list-style-type: none"> • Only the children in the classes. • It is not clear whether they participate voluntarily • It is not clear whether the club members take part themselves <p>A5 Children manage the activity HOWEVER:</p> <ul style="list-style-type: none"> • Only few, i.e. the club members are involved in managing the activity 	<ul style="list-style-type: none"> • Children get feedback on the outcome of the research and the policy implications <p>B2 Children are taken seriously</p> <ul style="list-style-type: none"> • Children are informed about the purpose and the process of consultation from the start • Fair representation entails that children's views have meaning • Children can back out if they do not want to participate • Children can comment on first analysis • The ministry includes children's ideas in its policy • Children get feedback on the outcome of the consultations
Impact	<ul style="list-style-type: none"> • One school environment is improved • A limited number of children personally benefit from the initiative through personal growth and development 	<ul style="list-style-type: none"> • The consultation has a lasting impact on new regulations for the establishment of schools • Numerous children will benefit from the regulations in the sense that their school environment is child friendly • For some children the consultation process may have been an eye opener and may have raised awareness about their environment • Some of the children will have gained confidence and self-esteem because they were consulted and taken seriously • Those who were selected to be class representatives may have benefited through personal growth and development



- 1 Introduce to the participants two case studies: Case study A which at first sight represents ideal models of children's participation and Case study B which relates to children involved in consultations. Handouts of both case studies are distributed to each participant.
- 2 Instruct them to look closely at these case studies. Using minimum standards and the articles in the Convention on the Rights of the Child, participants are requested to comment on the quality of children's involvement in these two cases.
- 3 Divide the class into four groups. Groups 1 and 2 look at case study A and groups 3 and 4 look at case study B. Analyses are written on flip charts.

- 4 Have the groups report and discuss the studies in plenary.
- 5 Sum up key points.



- Case studies handouts
- Flip charts
- Markers
- Masking tape



The outcome of the previous sessions can be combined with the good and bad practices in CP of the CWA workshop, as well as the SEA and SA Task Force principles, the research on CP practice and minimum standards for consultations and the standards of the SC Alliance to come up with CWA's own standards. This is something that could be addressed in the Plan of Action in Module 13.



- What do you think about the level of involvement of the children in the given case?
- What do you think will be the impact of their involvement?
- Do the cases presented follow certain practice standards? What practice standards are complied with?



Mainstreaming CP

Activity 4.7



Level off on definitions and meanings of mainstreaming CP
Identify ways of mainstreaming CP



60 min



- Mainstreaming CP means making sure that children's participation becomes part of our day-to-day activities at all levels .
- Maintreaming CP is making CP a way of life for the individual, the organization and the larger society.



Acrostics

- 1 Divide participants into three teams. Each team is given a flip chart where the word MAINSTREAMING is written big and vertically in the middle. Participants are to think of words or phrases that define or are associated with the term 'mainstreaming'. Each letter can be the found at the start, middle or end of the word or phrases. Each letter can have more than one answer.

Brainstorming

- 2 Distribute a set of 15 meta cards to each team. Ask them to brainstorm on at least 15 ways to mainstream CP.
- 3 Call on representatives of each team to report their output.
- 4 Open the forum to discuss the commonalities and differences of the output, with the hope of arriving at a common ground to understand what mainstreaming CP is all about. If possible, build consensus on this definition and understanding. This will be very crucial in Module 13 when plans at mainstreaming CP will be developed.
- 5 Summarize key points.

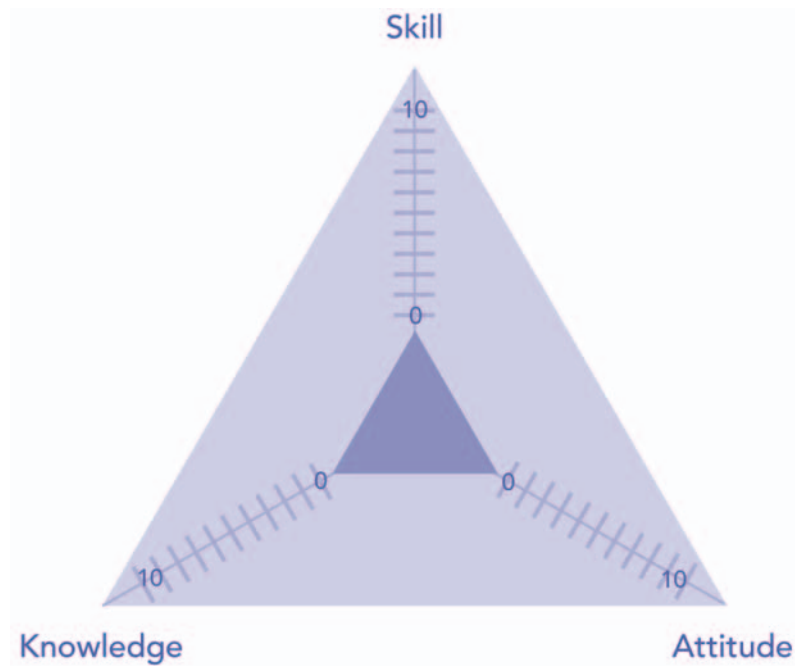


- Flip charts
- markers
- Masking tape



- What is mainstreaming?
- What words or phrases do we associate with mainstreaming?
- What do we mean by the term 'mainstreaming CP'?
- What are the different ways of mainstreaming CP?

**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Module 5: Envisioning Children's Participation

- Practicum Team Formation
- Visions Children's Participation

Envisioning Children's Participation

Training is useless unless you have a purpose.

Anonymous



Practicum Team Formation

Activity 5.1



Forming the practicum team



15 min



- Practicum is a rehearsal training that approximates the target environment
- Practicum is the hands-on process of demonstrating and testing the knowledge, skills and attitude gained in the artificial environment of (the) training, with the goal of enhancing the previously acquired sets of learning before they are shared to the target organic environment.
- The practice environment of the practicum can be varied:
 - co-trainers acting as participants (simulation);
 - guests invited to the training hall as participants (This can qualify as a form of pretest.);
 - team goes to a community (not really their target community) and conducts practicum (This can also qualify as another form of pretest.).

In all these situations, the participants approximate the nature of the target organic participants – i.e., the people for whom primarily the training was created.

- Building solid practicum teams takes a process. Teamwork does not happen in an instant. Thus it is crucial for the team to be formed much earlier than the practicum period so they can have sufficient time to build synergy and esprit de corps.



Grouping

- 1 Brief the participants about the practicum, stressing its value to the entire training process. Emphasize the need to develop practicum teams that will work collaboratively as they go through the succeeding modules that will guide them in developing their own sessions.
- 2 Explain carefully that as far as practicum is concerned, the teams that will be formed are final. Practicum teams must be differentiated from other team formations which later activities may require. Hence, a participant must work hard for his/her practicum team while also enjoying working with other participants in other activities.
- 3 Ask participants to form five practicum teams. For a class size of 10, that will be 5 pairs. For a class size of 15, that will be 5 triads. In case division may not be equal, some teams may have more number of members than the rest.
- 4 Ensure that there is somehow a balance of strengths and competencies among practicum teams. People who may have been weak in past performance may need reinforcement.

- 5 Boost morale by encouraging participants to think of a name for their team and to compose a short yell.
- 6 Ask the teams to write their individual names and team name on a PT chart which is posted on the wall.
- 7 Conduct a roll call with each team taking center stage and sharing their yell.
- 8 Recognize each team with impromptu claps.



Achievers



Movers



Catalysts



Dreamers



Innovators



Creators



Encourage teams to create names that will propel them to deliver their best at all times. Names such as Achievers, Movers, Catalysts, Dreamers, Innovators and Creators are a few of many good choices.



Birds of the same feather flock together, as the saying goes. Both homogenous and heterogenous grouping have their own advantages and disadvantages. However different or alike the members are, the important thing is for each one of them to be committed to work and to grow with the team to achieve their common goal.



- What is a practicum?
- Why do we need to create practicum teams?
- What is the relative advantage of having teams than individuals for the practicum?



Visions for Children's Participation

Activity 5.2



Drafting vision statements for CP in the next years

45 min



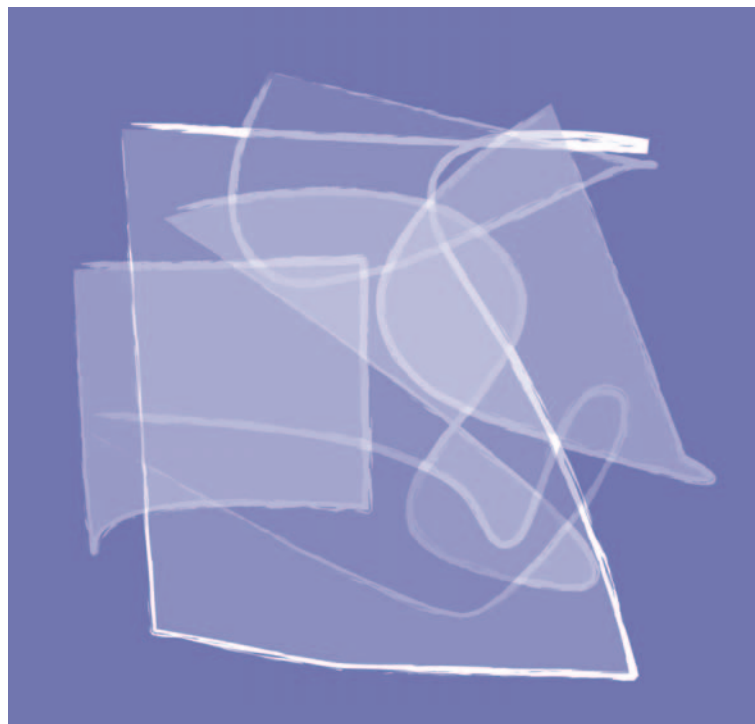
- Visions are long-term statements of the future – a future that is better than the present and the past.
- Visions carry the values of the very people who envision them. For an organization, they consist of the collective dreams and aspirations – an end – that binds people.
- Visions should be clear, concise and compelling.

- Visions can be distinct from each other – there might be no singular future but futures.
- People envision futures from where they are at present.
- When we think of the futures of CP, we cannot help but also think of the present and the past. Visions are the other side of history.
- Visions might just be grand illusions when we do not see any connections to our present and past. Visions need to be grounded in our current and historical context. That way, we can feel a sense of control of our futures.
- A vision can remain constant for a long period of time but is not immune to change. It is imperative for organizations to revisit their visions.



One-Line-at-a-Time Drawing

- 1 Each practicum team forms a circle seated on the ground.
- 2 Distribute a piece of flip chart placed at the center and distribute sets of craypas/oil pastel.
- 3 Ask every member of a team to get a color. Each team assigns a number to every member beginning with 1.
- 4 Tell the participants that the activity is a simple collective drawing of lines.
- 5 When you call on a number, the person assigned to that number shall draw a line – it can be straight, curved, angled, broken, diagonal, etc. as long as it is a line and not a recognizable image of an object.
- 6 Then call on another number. The ones called on shall draw a line beginning from where the last person stopped. Lines can intersect each other in any fashion.
- 7 Repeat steps 5 and 6 until the group has accumulated several continuous and intersecting lines – forming an abstract drawing.
- 8 Ask the teams to study their own drawing and look at it at different angles.
- 9 Ask them to discover hidden images or shapes of things.
- 10 Let the participants highlight the images through shading and clearly outlining the figures. Each drawing can have one or more images imbedded in the jumble of lines.



Forced Analogy

- 11 Ask participants to focus on the images created as symbols. Let them interpret the meanings or messages of these symbols relating them to the future of CP – i.e., what we want CP to be in the coming, say 5 or 10 years.
- 12 Introduce a simple sentence-completion guide to help the participants in this analogy of symbols and CP:
 - "CP in the future will be like a (symbol)."
 - "Because (characteristics of the symbol relate with an envisioned CP)."



- Wind... as it will carry the messages of CP to places far and near.
- Carbon dioxide needed by plants to produce oxygen... once CP is absorbed as a way of life, it will produce positive things to help the entire community to develop.

- 13 In plenary, ask each team to present their drawings, the symbols and their analogies.

Creating Vision Statements

- 14 Challenge the participants to translate these analogies into vision statements of what the group wants CP to be in the future. Statements are written on meta cards cut in the shape of big stars. Use the following as guides in developing the vision statements:
 - "In 5-10 years time, CP will be..."
 - "In that future, there will be... to promote and sustain CP."
- 15 Using strings, have them hang the stars of vision from the ceiling or clip them on an improvised clothesline.
- 16 Open the discussion.
- 17 Synthesize key points.
 - Flip charts





- Craypas
 - Stars meta cards
 - Permanent markers
- (One set per team)

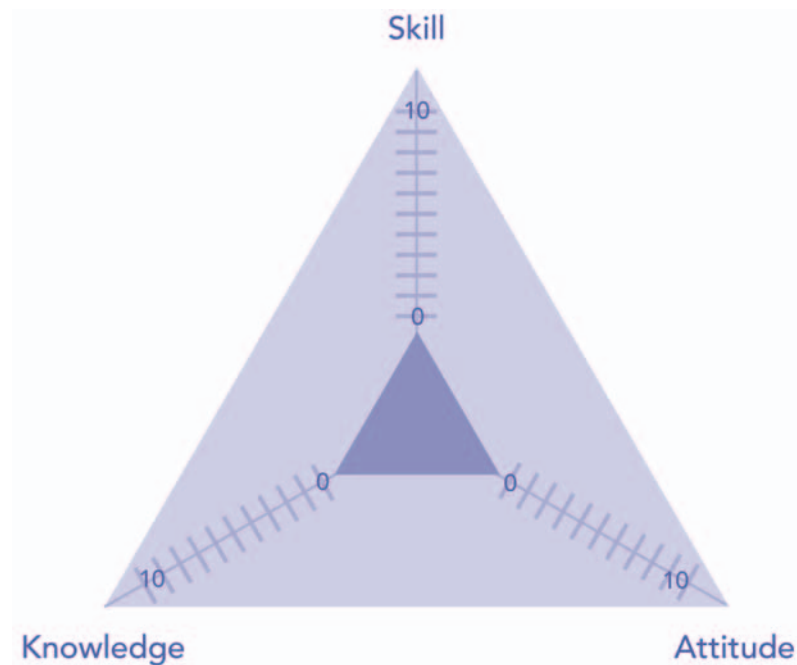


Make sure to keep the vision statements developed here as these will be used and referred to in the succeeding modules.



- What do we envision of children's participation for the next five to ten years?

**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Module 6: Training Needs Analysis and Minimum Learning Competencies

Present/Actual K-S-A State of the Target Participants

Desired K-S-A State of the Target Participants

Contrasting Actual and Desired States, Identifying Perceived Learning Gaps and

Developing Minimum Learning Competencies

Goal-Setting for Training on Children's Participation

Module 6

Training Needs Analysis and Minimum Learning Competencies

Some are born with knowledge, some derive it from study, and some acquire it only after a painful realization of their ignorance. But the knowledge being possessed, it comes to the same thing. Some study with a natural ease, some from a desire for advantages, and some by strenuous effort. But the achievement being made, it comes to the same thing.

Kung Fu Tzu (Confucius)



Present/Actual K-S-A State of the Target Participants

Activity 6.1



Identifying or assuming/approximating actual knowledge-skills-attitude state of the target participants



45 min



- While designing a training program, it is essential for the trainer to set his ego and self aside and direct his/her thoughts towards the alter or the other. The trainer must think in terms of what the trainees will be able to do by the end of the training.
- Trainers must know their trainees. Here are some common techniques used in gaining information about the trainees:
 - Direct observation: Visit the community and interact with the people. Observe your target participants in their activities.
 - Questionnaires: Develop a set of questions on the information you need. Send the questionnaires to the target participants. Request them to submit the completed forms immediately. Collate and analyze the information.
 - Consultation with persons in key positions, and/or with specific knowledge: Identify key informants. Make an appointment to consult them.
 - Review of relevant literature: Collect the information you need from available related literature and publications; search the internet.
 - Interviews: Identify primary and secondary informants. Ask them for individual or group interviews.
 - Focus groups: Gather a small group of people who may have the information you need. Create a forum for information-sharing and discussion.
 - Tests: Develop a pre-and-post training test. Administer the pre-test way ahead of the training. Interpret the test results.
 - Records and report studies: Gather and review any pertinent records or reports that are accessible.
 - Work samples: Make an inventory of work samples. Find out what information you can generate from reviewing it.
- A trainer must understand or have a good grasp of the training culture and the psychology of the learners.

- There are three learning domains, each with its own hierarchies:
 - Cognitive (knowledge, retention)
 - Affective (behaviour, attitude)
 - Psychomotor (skill performance).
- Any training that does not include the emotions, mind and body is incomplete; knowledge fades without feeling.
- Different trainings have different sets of hierarchies of the three domains depending on which domain is given priority:

Cognitive Affective & Psychomotor	Affective Cognitive & Psychomotor	Psychomotor Cognitive & Affective
Knowledge-based training e.g., Seminar on Understanding Basic Concepts of Children's Participation	Attitude-based training e.g., Forum on Valuing Children's Participation	Skills-based training e.g., Training of Trainers on Mainstreaming Children's Participation

- A trainer must be able to identify the actual knowledge-skill-attitude state of the target participants. This will be the baseline of the training. Any change in the course of the training has to be measured against this baseline.



Profiling

- 1 Introduce the idea of developing a profile of the target participants of the training. Ask the trainees to think of the value of doing this. Give a brief input on this.
- 2 Have each practicum team discuss among themselves their target participants. Let them write down as much information they already know about them as possible – general and/or specific characteristics. In case they know little about the participants, they can make assumptions or educated guess.
- 3 Instruct them to identify the common and distinct differing characteristics. They can use a table like the one below.
- 4 Using the table, ask the trainees to translate the information into the simple format of Knowledge-Skills-Attitude. This will be referred to as the Actual K-S-A.

Some Variables to Consider in Knowing Your Trainees

VARIABLE	COMMONALITIES Similar Characteristics	DIFFERENCES Unique Characteristics
Age		
Physicality (body type, physical disabilities)		
Gender		
Education (literacy, indigenous wisdom, etc.)		
Language (spoken, written, signs, etc.)		
Religion/Spirituality		
Politics (ideology, party affiliation, etc.)		
Economics (economic class, work, source of livelihood, etc.)		
Geography (residence, origin,)		
Ethnicity		

VARIABLE	COMMONALITIES Similar Characteristics	DIFFERENCES Unique Characteristics
Technology		
Social Organization (civil status, family, etc.)		
Etc.		

Actual KSA in Children's Participation

The actual K-S-A should list all knowledge, skills and attitudes the participants possess in relation to at least the following concepts: children's work, children's rights, CP and trainings. Listing can be done per participant but the Actual K-S-A to be used in designing the training should be a collective/summary list of K-S-A (common and differential) for the entire target group.

Example (not a thorough list):

K knows the UNCRC; minimal background on CP; knowledgeable on trainings

S proficient in problem analysis; skilled facilitator; able to work in an multi-organizational, multi-cultural environment; adept in creative ways of dealing with children and young people; has organization skills

A high regard for other people's opinions; values gain based on experience; respects differences



- Flip charts
- Permanent markers
- Masking tape



Knowing Adult Asian Learners

The following is a listing of some characteristics exhibited by many, if not all, adult Asian learners.

NOTE: While this list might not be a thorough accounting of characteristics which might not even be unique among Asians (and can also be found in people of different races and ethnicities), it aims to provide a perspective on understanding the dynamics of adult Asians in the context of a learning environment. Putting people into certain boxes or stereotypes was never an intention of coming up with this list. But we hope that understanding these characteristics can help trainers and facilitators in creating trainings that best suit the target audience.

Learners have varied experiences; not one is more important than the other: Each participant carries a unique wealth of experiences. Treat everyone with equal importance and respect. Help the participants recognize the importance of their experiences. Challenge them to convert these experiences into instruments of mutual learning.

Learners can make choices even if they sometimes do not have much choice in life: Knowledge is power. Learning is a tool of empowerment for the participants. Make sure the program allows for choice and decision-making. When given some sense of control and responsibility over the pace and depth of the process, the participants will learn best. Exercise participatory governance of the training.

Learners have bodies and spirits wanting and waiting to be stimulated: Once you have found their soft spots and they feel at home with the training, they will respond easily and actively. Provide as comfortable a setting as possible, with frequent opportunities to stretch and relax. Make sure you know what is culturally appropriate in terms of gestures, movements and touching.

Learners feel their way with the group: They may appear shy and self-conscious to an outsider, but they may just be careful not to step on somebody else's toes, especially at the beginning of the group process. Since training may not be a regular phenomenon in their lives, participants need to feel secure and capable in the early stages of the course. People should be made to feel that participation demonstrates, rather than threatens, leadership and competence. Inspire confidence and be careful not to put individuals on the spot.

Learners can be the directors of their own learning: Given clear, adequate and appropriate information, learners can self-facilitate their individual and collective learning. The trainer must encourage and assist the participants in becoming their own authority in the learning situation.

Learners are community learners: A supportive training community can facilitate learning. Encourage natural and informal groupings among trainees. Let them take the time to talk informally amongst themselves, both with the facilitators and the staff. Acknowledge collective concerns and visions.

Learners expect the training to be worth their investment: The participants invest time, experiences, knowledge and capacities. They expect to mutually benefit from the interaction. Do your best in meeting these expectations.

Learners want things to be relevant: They expect to leave the training enriched with knowledge, skills and attitudes which they can apply directly or indirectly to their back home situations.

Learners participate for many valid reasons: They were told or assigned to the trainings. They are personally interested. They see the possible benefits for their work. They will learn something new. It is a day away of their routine. It is sponsored so costs are minimal. A trainer conditions him/herself to confront attitudes ranging from resentment to indifference to genuine interest. Whatever their reason may be, the role of the trainer is to guide the participants towards achieving common training goals.

Learners give premium on one's honor and expect to be respected as adults and as equals: Mutual respect must be evident in every aspect of the workshop from curriculum to environment to presentation. Do not talk at, down to, ridicule or embarrass anyone in the group. Uphold human rights and human dignity at all times.

Learners learn not only through thinking but also through feeling and doing: Use different approaches to activate their brains, hearts and bodies. Keep them alive, awake and enthusiastic – mind, body and soul!

Learners communicate not only through direct words but through indirect and non-verbal ways: For the Asian learner, not everything can be expressed verbally. Sharpen your senses including intuition. Learn to recognize and interpret signs, symbols, gestures, facial expressions, figures of speech. Observe. Observe. Observe.

Learners love their cultures: Let them identify with their cultures and traditions by integrating these components into the learning process with utmost respect.

Learners are not passive but active co-creators of their learning: Do not mistake silence for passivity. The learners may simply be processing things in their minds, hearts and souls. Silence, like a picture, can paint a thousand words.



- Who are the target participants for the training?
- What are their present characteristics – both common and distinct?
- What are their Actual K-S-A states in relation to children's participation?
- What assumptions can you make about the target participants as far as children's participation is concerned?



Desired K-S-A State of the Target Participants

Activity 6.2



Projecting a desired K-S-A state of the target participants based on vision



30 min



- The desired K-S-A is a set of predicted K-S-A outcomes after the training is implemented.
- The basis of the desired K-S-A will be the envisioned condition of the target participants.



Forecasting

- 1 Ask the practicum teams to review the visions developed in Module 5. Make sure copies are distributed.
- 2 Using the visions as basis for a future outcome, motivate them to think of a practical training they wish to conduct. Let them identify what they want their target participants to be after that training, knowledge-, skills- and attitude-wise in relation to children's participation. This set of K-S-A will be referred to as the Desired K-S-A.



Desired KSA in Children's Participation

K -

S -

A -



- Copies of the visions developed in Module 5
- Flip charts
- Permanent markers
- Masking tape



- What is the desired K-S-A projected from the vision statements developed in the previous module?



Contrasting Actual and Desired States, Identifying Perceived Learning Gaps and Developing Minimum Learning Competencies

Activity 6.3



- Compare Actual K-S-A to Desired K-S-A to determine if training is possible
- Identifying Perceived Learning Gaps
- Identifying Minimum Learning Competencies



45 min



- The relationship between Actual and Desired K-S-A informs the trainer whether a training is possible, useful, needed or not.
- The gap between Actual and Desired K-S-A will form the basis in constructing the Minimum Learning Competencies expected of the target participants when actual training is implemented.
- The intended trainees are the main protagonists of any training. The training takes place only if it is perceived as needed to help the trainees perform as expected.
- The Minimum Learning Competencies (MLCs) are the least set of K-S-A that the target participants are expected to gain through the training. The MLCs are the value-added benefits of the training to the participants.
- Training Needs Analysis (TNA) is the systematic process of comparing Actual to the Desired K-S-A states of the target participants and identifying the gaps. These gaps define the needs and the Minimum Learning Competencies that the training should be able to provide.

If DESIRED K-S-A Is	$<$ (less than)	the PRESENT K-S-A then	There can be no training since the participants know more than what they are expected to learn; perhaps, the trainer undergoes a training under the trainee in this situation, otherwise the trainer should just change the training goals.
	= (equal)		There can be no training as the participants already know what they are expected to learn otherwise, the training can just be a review course.
	$>$ (greater than)		This condition permits the training since participants do not know yet what they are expected to learn from the training; this will result in a new experience and a new set of K-S-A.



Comparative Analysis

- 1 Instruct the practicum teams to compare their sets of Actual and Desired K-S-A. Let them identify and analyze the gap between the two.

- 2 Based on their analysis, ask them to come up with Minimum Learning Competencies that will respond to the gap.
- 3 Check and feedback on the outcome.
- 4 Motivate them to make any needed revisions.

Desired CP K-S-A	GAP in CP K-S-A	Actual CP K-S-A
Minimum Learning Competencies		



(not a thorough listing)

Desired CP K-S-A <ul style="list-style-type: none"> • Knows the definition of and approaches to CP • Able to design a training on CP 	GAP in CP K-S-A <ul style="list-style-type: none"> • Lacks knowledge of CP definition and approaches • Lacks basic training skills 	Actual CP K-S-A <ul style="list-style-type: none"> • Minimal background on CP • Has been a participant in several trainings; but not yet as trainer/facilitator
Minimum Learning Competencies <ul style="list-style-type: none"> • Should be able to know the definition and approaches to CP • Should be able to apply basic skills in training 		



- Bond paper
- Markers
- Flip chart
- Handouts



- How does the Desired K-S-A compare with the Actual K-S-A?
- Which one is the greater unit, Which are the smaller?
- Is training permissible given the relationship of Desired and Actual K-S-A?
- What are the gaps between Desired and Actual K-S-A?
- How do the gaps relate to the training needs?
- What learning competencies will answer the gap?



Goal-Setting for Training on Children's Participation

Activity 6.4



Translating Minimum Learning Competencies into learning/training goals



30 min



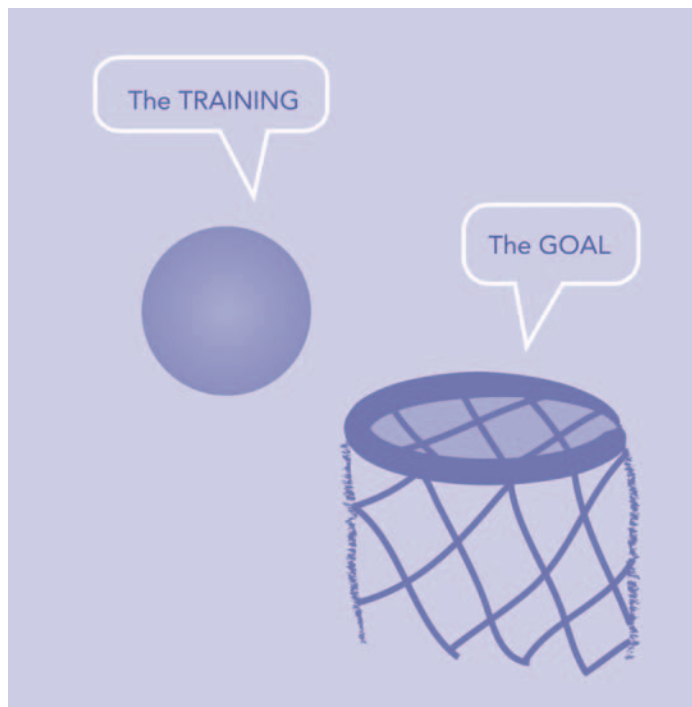
- Trainings and basketball have a thing in common: both have goals.
- Training goals are statements of what we want to achieve in order to get closer to our missions, then to our visions.
- Visions are long-term, Missions are medium-term, Goals are short-term. Visions can span a lifetime; Missions usually last 10-15 years; Goals can be much shorter, like 40 minutes for a practicum.
- Training goals give a sense of direction to the training. They are the training's north star to guide the people involved (facilitators, participants, organizers, etc.), not to get lost but keep finding their way.
- The primary question to ask in developing training goals is: "What do I (as instructor or trainer) want the trainee(s) to be able to do, demonstrate, or explain by the end of the training?"
- Training goals frame the dynamics of training content, context and method.
- When goals are SMARTly-stated, training is as good as half-done.
 - Specific: Training objective should state exactly what is expected of the trainees and how they will be tested. It should be clear and not subject to misinterpretations.
 - Measurable: The end result of the training should be observable and should demonstrate whether the lesson has been learned or not, both in quantitative and qualitative forms. Trainings must be performance-based.
 - Achievable: The primary responsibility for the learning rests on the trainees. Thus training should be adjusted to the abilities and capacities of the participants. Objectives should be realistic and doable.
 - Relevant and Realistic: The training's importance to and possible impact on the participants must be well articulated.
 - Time-bound: Training has a particular time frame.



Basketball Game

- 1 Divide the group into equal teams (preferably at least 6 per team). Teams should arrange themselves in columns all facing a front. If there are extra people, they can assume the role of scorer(s) and referee(s).
- 2 Encourage each team to create a group name for themselves. These names are written on the score board.
- 3 Introduce the game by asking participants to guess the game indicated by your actions: guard, pass, dribble, shoot and dunk. It will surely be easy for them to guess it right – Basketball!
- 4 Distribute improvised balls made of old newspapers wrapped around by masking tape.
- 5 Get volunteers from each team to be the basket. S/he will stand five feet away from the first player and maintain this distance at all times. Baskets are formed by having them hold both hands together across their chest. The baskets in this game are flexible, i.e., they can be moved to the right or to the left but not above the head.
- 6 Ask the remaining players in each team to count off and to remember their numbers. Make sure the last numbers in all teams are all the same. If not, encourage staff to complete the teams with less players.
- 7 Introduce the movements for the game: DRIBBLE = player holding the ball shifts it from one hand to the other in upward-downward motion; PASS TO NUMBER X = person holding the ball throws it to person X from his/her position; SHOOT = player holding ball throws the ball targeting the basket (careful enough not to hit the face); and DUNK = player holding the ball runs towards the basket and dunks the ball. Movements will follow the commands of the facilitator.
- 8 Explain the scoring mechanics: when the command is "shoot", teams that are able to shoot score one point each; when the command is "dunk", only the team that dunks first scores a point. The teams that score five points first wins the game.
- 9 Commence the game. The team that scores five points first wins the games.
- 10 Award a special clap or create a cheer for the winning team.

- 11 Ask participants to reflect on the game.
- 12 Open the discussion, then focus on goals – evoke its importance to any team.
- 13 Synthesize key points.
- 14 Relate the basketball game to the past activities.



Learning/Training Goals-Setting

- 15 Let the participants regroup according to practicum teams formed earlier.
- 16 Allow them some time to reflect on the question: "What do I (as instructor or trainer) want the trainee(s) to be able to do, demonstrate, or explain by the end of the training?"
- 17 Challenge the practicum teams to translate the visions and the Minimum Learning Competencies into learning/training goals that follow the SMART criteria:
 - **S**pecific
 - **M**easurable
 - **A**ttainable
 - **R**ealistic and relevant
 - **T**ime-bound
- 18 Ask each team to write their statements of SMART learning/training goals using the set of meta cards in the shape of a basketball goal (basket) and permanent markers. Outputs are posted on the board.
- 19 Ask each team to share their outputs in the plenary.
- 20 Open the discussion.
- 21 Summarize key points.



- Improvised basketballs
- Board marker and eraser for scorer
- Whistle for the referee
- Basket meta cards
- Permanent markers
- Masking tape



Some Verbs to Use in Training Objectives

Level	Action
Knowledge	describe list explain recognize
Ability	distribute revise edit assemble
Problem-Solving	solve diagnose intervene recommend

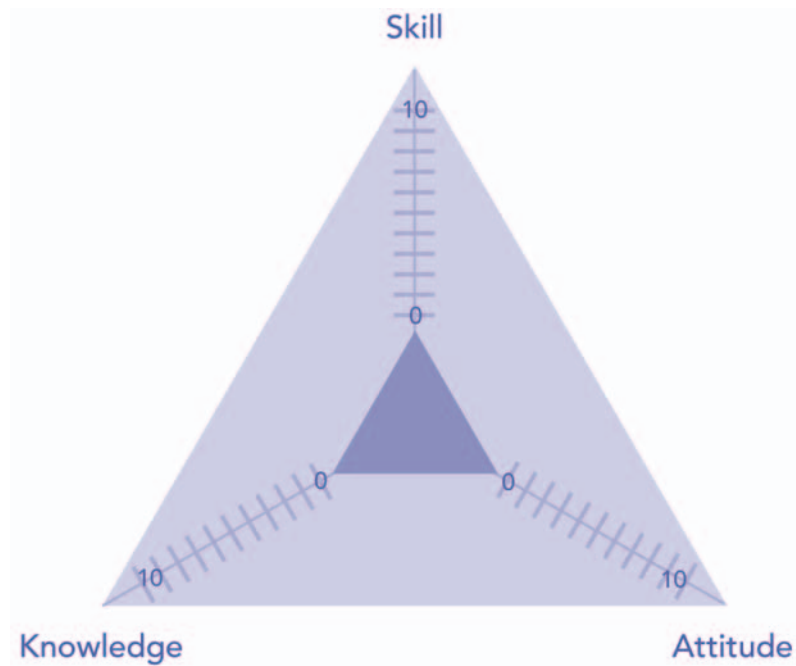
Benefits of Establishing Training Objectives

For the Trainer	<ul style="list-style-type: none"> • awareness of what learner capabilities should be at end of workshop • establishes realistic expectations • provides scale for evaluation • provides natural guidelines for workshop structure, topics and order of presentation • helps to build internal and external credibility by demonstrating that training is a challenging, sophisticated and professional activity
For the Participant	<ul style="list-style-type: none"> • helps to indicate levels of knowledge, capability and experience to be assumed or required • helps to facilitate understanding of organization, content, level and emphasis of workshop • helps to reinforce content and message when used in summary or conclusion
For Organization	<ul style="list-style-type: none"> • clear objectives addressing needs improving the organization's ability to justify support and approval • can demonstrate linkages to specific tasks • can specify contributions to the reduction of performance gaps



- What do I (as instructor or trainer) want the trainee(s) to be able to do, demonstrate, or explain by the end of the training?
- How important is defining training objectives/learning goals?

**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Module 7: Designing a Training on Children's Participation

- Sharing Training Experiences: What Works and What Does Not Work in Programming/Designing a Training?
- How to Go About Training on Children's Participation
- Program Building Blocks for Workshops on Children's Participation
- Elements and Structure of a Training Design
- Suggestions on the Format of Training Design
- Drafting a Training Design on Children's Participation

Designing a Training on Children's Participation

Failing to plan is a plan to fail.

Effie Jones



Sharing Training Experiences:

What Works and What Does Not Work in Programming/Designing a Training?

Activity 7.1



- Sharing experiences in effective programming or designing of trainings in general
- Enumerating the advantages and disadvantages of different programming or design approaches



60 min



- A training design is like a map that can guide a trainer in determining his location and direction in relation to training goals. One common mistake among trainers is to treat the design not as a map but a territory – i.e., treating the design as training itself, only following straight lines, taking no detours and sticking only to shortcuts to reach the target.
- A design presents only one path among the many ways to achieve the same training goals. The task of the trainer is to ensure the design approximates the most productive, most efficient, most effective and most appropriate of all possible ways.
- For the conduction of the actual training, a trainer is open to (better yet, has prepared) alternative ways when one way is not working.
- All trainers have their own unique style of programming or designing a training. This personal style accounts for the differences in the various training designs for the same subject matter, aside from the context which the designs were based.
- Some trainings are structured and planned; others are unstructured and spontaneous.
- A good training design should combine both qualities in appropriate proportions. It should be structured but not too structured; it should be planned but still allow room for spontaneity. Designing a good training is a balancing act.



Survey

- 1 Divide participants into groups of three. Provide each group with cards and markers.
- 2 Let all groups brainstorm for 10 minutes on their experiences, particularly in programming and designing trainings (CP or non-CP focused). Ask them to reflect on what works and what doesn't, and on advantages and disadvantages of these programming or designing approaches.
- 3 Ask each group to present their output in the plenary session.
- 4 Open the discussion.
- 5 Sum up key points.



- Meta cards
- Permanent markers
- Masking tape



Structured & Planned Training	Unstructured & Spontaneous Training
<ul style="list-style-type: none"> • Follows a certain pattern • Maintains order and security • Learning by comparison, assessment and feedback • Knowledge domain is structured, bounded • Learning is properly sequenced and programmed • Results in structured learning outcomes • Structured conversations result in learning 	<ul style="list-style-type: none"> • Freeform • Celebrates chaos and freedom • Learning by unstructured comparison • Knowledge domain is unstructured and unbounded, • Learning is exploratory and collaborative • Yields unstructured applications • Unstructured dialogues result in breakthrough insights



- In your experience as trainers, what works effectively in terms of training program/design?
- While approaches do you use in programming/designing trainings (especially CP trainings)?
- What do you think are the advantages and disadvantages of each approach?



How to Go About Training on Children's Participation

Activity 7.2



Identifying important considerations in designing trainings on CP



60 min



- With limited resources and in sometimes discouraging conditions, approaches to CP trainings need to be carefully planned.
- Approaches to CP should challenge the very constraints given in a particular situation while upholding the rights and best interests of children.
- Creativity and innovation are value-added components to complement good practices in CP.
- When it comes to creativity and innovation, children and young people have great potentials to tap into.
- Local experiences are a rich resource to cull practical lessons that will inform future endeavors on CP.



Live Interview at Station and in the Field

- 1 Invite volunteers to come forward as interviewees when they think their programming/designing approach is innovative or effective (at most four people representing different approaches). Two of the interviewees can be seated up front in an improvised station set. Place the rest of the volunteers in different areas of the room, representing the field.
- 2 Ask for two volunteer field reporters who will interview the other interviewees.
- 3 Interview the two volunteers at the station so that they can share their approaches in detail. Each interview should last no more than three minutes.
- 4 Use the guide questions for the interview.
- 5 Turn the focus to the field reporters as they conduct similar interviews with the other interviewees.
- 6 Encourage the rest of the participants to participate by 'phoning in' questions.
- 7 Open the discussion via livecast on the station and in the field.
- 8 End the program with a summary of key points.



- Improvised station set
- Improvised microphones
- Earphones for interviewers (as props)



- Who are the target participants of your trainings?
- How do you develop your training designs and materials?
- What are the challenges and constraints you face in programming and designing your trainings (especially CP trainings)?
- Have you tested these training designs and materials before? If so, how were they evaluated?



Program Building Blocks for Workshops on Children's Participation

Activity 7.3



- Introducing a tool called Program Building Blocks for workshops on children's participation
- Presenting and sharing current local approaches to programming trainings on CP
- Referring to these different programming approaches while creating training programs on CP appropriate to a specific context



60 min



- Organizations and practitioners have different approaches to programming trainings on CP. There is no universal approach applying to all situations. Each programming approach may be effective, efficient and appropriate in a particular situation but not necessarily in a different situation. Programming has its own context.
- Finding out which approach is most effective, efficient and appropriate for a particular context in a given time is a crucial task of a trainer.
- One approach divides the CP training into three sequential blocks:
 - Sensitization
 - For those who need to be made aware of the need to involve children in different aspects of the programme or a certain activity.

- Understanding children's participation
Even if participants are aware of the need to involve children they still might need a better understanding of what children's participation entails or could entail.
- Skills-building
For those who are working directly with children or who want to work with children. Skills may include communication, facilitation, methods and activities, issues related to protection and practice standards.
 - Facilitation skills exercises
 - Communication skills exercises
- The following table present groupings of topics, issues and concern that can be seen as building blocks on CP awareness raising and skills training:

Programme-building blocks for Workshops on CHILDREN'S PARTICIPATION²

Session	Sensitization	Increasing CP Understanding	Skills-building
Unfair treatment	X		
Unfair treatment now	X		
Why CP	X		
Definition of a child		X	
Childhood exercises		X	
Definition of CP		X	
Participants working on definition of CP		X	
CRC CP articles		X	
History of children's rights		X	
Human rights exercises		X	
CP different angles (CR, project cycle)		X	
Internalizing CP	X	X	
Meaningful CP		X	
Creating an enabling environment	X	X	
Communication exercises			X
Facilitation skills exercises			X
Methods to involve children			X
Communication feedback			X
Sharing experiences		X	X
Quality of CP (standards)		X	X
Revisit constraints, prioritized, causes			X
How to deal with challenges			X
Plan of action	X	X	X

² This tool was used in the Training of Trainers workshops, and was provided by Henk van Beers.

Session	Minimum	+ Children's rights perspectives	Programme officers	Working with children	In-house CB on CP	Children and young people
Expectations and objectives	X	X	X	X	X	
Unfair treatment	X	X	X	X	X	
Unfair treatment now	X	X	X	X	X	
Why CP	X	X	X	X	X	
Definition of a child		X	X	X	X	
Childhood exercises		X	X	X	X	
Definition of CP		X	X	X	X	
Participants working on definition of CP			X	O	X	
CRC CP articles		X	X	O	X	
History of children's rights		X	X	O	X	
Human rights exercises		X	X	O	X	
CP different angles (CR, project cycle)		X	X	O	X	
Internalizing CP	X	X	X	X	X	
Creating an enabling environment	X	X	X	X	X	
Communication role play			X	X	O	
Communication exercises				X	O	
Facilitation skills exercises			X	X		
Methods to involve children			X	X	O	
Communication feedback				X		
Communication role plays, real work				X		
Sharing experiences	X	X	X	X	X	
Quality of CP			X	X	X	
Decision making and communication within organization					X	
Revisit challenges, constraints, categorized & prioritized			X	X	X	
How to deal with challenges			X	X	X	
Plan of action	X	X	X	X	X	

Inventory

- 1 Survey and make an inventory of different programming approaches used locally by CP practitioners.
- 2 Ask them to share their views on the advantages and disadvantages of applying such approaches.

Tool Presentation

- 3 Present the Programme Building Blocks. Distribute handouts.
- 4 Encourage participants to look at them and see whether they would like to find out more about certain sessions or whether they would like to present their own module(s).
- 5 Open the discussion.
- 6 Summarize key points.

- Flip charts
- Permanent markers
- Handouts

- How do you program or design trainings on CP in your organization?
- What considerations do you make to do this?
- What are the advantages and disadvantages of using this approach?
- Do you know of other approaches to programming/designing CP trainings?

**Elements and Structure of a Training Design**

Activity 7.4



- Enumerating and differentiating the structural elements of a training design
- Stating the importance of a good training design
- Identifying important structural considerations in drafting a training design



60 min



- Before drafting a training design, here are some important questions to consider:
 - 1 "What do I (as instructor or trainer) want the trainee(s) to be able to do by the end of the training?"
 - 2 "What training resources and activities will I use to facilitate learning?"
 - 3 "How will I measure any actual changes desired in behavior?"
 - 4 "What tools and processes will I use to evaluate my method of instruction and the training content?"
 - 5 "What is the best way for me to reinforce learning?"
- A training design is composed of several components:
 - Theme or topic
 - General/overall objectives
 - Specific objectives
 - General profile of target participants
 - Facilitators
 - Venue and its facilities

- Inclusive dates of training
 - Activities (including opening, icebreakers/energizers, pre-activities, main activities, processing, synthesis, evaluation)
 - Core content/lessons/messages
 - Training methods/strategies
 - Mechanics/procedure
 - Logistics/resource requirements
 - Tasking/schedule of responsibility
 - Time-frame or expected running time for each activity
- Most trainings are designed as Structured Learning Experiences (SLEs). SLEs are organized systems of activities arranged from simple to complex for a maximum build-up effect of experiential learning.
 - There are many ways of structuring the activities and content of a training. The ADIDAS approach is just one:
 - Activity:** Defreezing exercise; set tone of workshop; what is the main purpose of the workshop?; get initial ideas/ experiences from participants, e.x. flip charts, cards, discussion highlights
 - Discuss:** Process responses from group by: asking why, sorting, classifying, clarifying, differences/similarities?
 - Input:** To input is to add your own knowledge as facilitator or resource person; recognize that you will be also challenging their own analysis
 - Deepen:** To deepen is to facilitate the MUTUAL LEARNING PROCESS (two-way process); can be a small workshop group discussion or plenary session; case study method; problem-posing
 - Apply:** To plan; how we can use what we have learned; further activities optional
 - Synthesize:** Summarize lessons; Answer: What is new knowledge? Have we achieved the objectives? What was not done?
 - The person who learns the most as a result of systematic instructional design is the instructional designer.

Basic Training Design Considerations for Maximum Impact

BRIDGE THE GAP. The goal of the workshop is to bridge the gap between the participant's current and desired capabilities. Taking into account the educational levels, backgrounds and positions of the participants during the design process will help accomplish this objective. The design should also be sensitive to the cultural expectations of the audience.

EMPHASIZE COMPATIBILITY AND RELEVANCE. Incorporating familiar terminology, ideas and materials can facilitate the introduction of new practices and unfamiliar skills. Approaches which present the lessons as compatible with, or an extension to, the tools and methods the participant is already comfortable with, will be rewarded by faster comprehension and acceptance. Thus, the design should emphasize usability and relevance.

MOVE FROM SIMPLE TO COMPLEX IN A SNOWBALL EFFECT. Start at the level of the participants. Use their present knowledge and experiences in moving gradually to new experiences and knowledge. Build up from the previous activities; prior activities become the materials for the next activity.

USE THE ADIDAS STRUCTURE. Never start with boring lectures. Start always with a bang of energizers to capture the attention of the participants. Use sense-

stimulating experiential activities and let these activities serve as diving board for processing and discussion. Subsequently solicit input from them and share information. Let the discussion deepen. Challenge the participants to analyze and apply lessons to their own situations. Synthesize key points and then close with a big bang, too.

INCREASE TRAINEE PARTICIPATION. Attitude, motivation, self-esteem and responsibility affect the participant's willingness and capacity to learn. Make sure the workshop design includes a blend of activities that stimulate and motivate through involvement, measurable skill development and positive feedback.

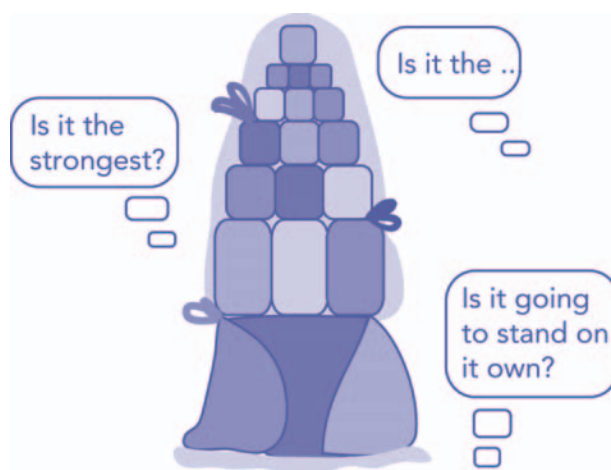
ENSURE FLEXIBILITY AND COST-EFFECTIVENESS. The workshops' design should be flexible, accommodating and cost-effective. It should also factor in the translation costs; redundancy and repetition should be kept to a minimum. Logistical costs should be reduced to a minimum, make use of already available resources in the area. Consider the lead time, i.e., how much time is left before the target date of training.

USE VARIED INSTRUCTIONAL MEDIA. Utilizing a variety of training methods within a workshop solves a number of potential problems. There is no single training method that is optimal for all learners; diversity can help reach a wider audience. Variety in training techniques guards against boredom and reinforces concepts without obvious repetition.



Tower Building

- 1 Ask each practicum team to locate an area in the session hall far enough from each other. Let them mark the boundaries of this area by drawing a chalk circle on the floor. Once the circle is drawn, no one from the practicum team is allowed to leave the circle.
- 2 Distribute 10 sheets of newspapers to each team.
- 3 Instruct them about their mission to create a tower made of the sheets and anything they are willing to share. The tower should meet the following criteria: it should be the tallest, the most stable and it should stand on its own once completed. Construction should be finished within 10 minutes.
- 4 Signal the start of construction.
- 5 After 10 minutes, shout STOP!
- 6 Inspect each tower and test if each subscribes to all the criteria.
- 7 Give a special clap to the team that meets all three criteria.
- 8 Let the participants reflect on the exercise. Ask them how the exercise relates to programming and designing trainings on CP. Solicit insights.
- 9 Open the discussion.
- 10 Synthesize key points.





- Sheets of newspaper
- Chalk



- How can we relate building a tower to designing a training?
- What are the fundamental building blocks or elements of a training design?
- How important is a good structure to a training design?



Suggestions on the Format of Training Design

Activity 7.5



- Checking on the suggested format for designing a training on CP
- Identifying the relative advantages of the matrix format as compared with the paragraph-outline form



15 min



- Some trainers construct their design in paragraph or outline form. Others use a matrix like the one below.
- The paragraph format provides detailed description of each component of an activity. But it can consume several pages through which reader needs to flip to see the previous and the following activity.
- Some of the key advantages of the matrix are: it make it a lot easier to see the entire picture or an overview of the training to check what happens before and after each activity to trace how one activity flows to the next and to identify the components of an activity in one glance.

CP Theme/Topic(s):

General/Overall Objectives:

By the end of the training, the participants will be able to:

Specific Objectives:

By the end of the training, the participants will particularly be able to:

Target Participants:

Facilitator(s):

Venue:

Date:

Time	Activity	Objective	Core Content	Method & Mechanics	Logistics	Tasking



Format Presentation

- 1 Introduce the format of a training design. Distribute handouts.
- 2 Explain the importance of its components.
- 3 Demonstrate by working on a sample plan.
- 4 Solicit feedback from the participants.



- Flip chart
- Masking tape
- Permanent markers
- Handouts



- What are the features of the matrix format?
- How does each component contribute to the conceptual clarity of a training design?



Drafting a Training Design on Children's Participation

Activity 7.6



Drafting a training design on particular topics on CP following the suggested design format



90 min



- A good training design makes the good trainer.
- A training design always falls short of perfection. It is always a work in progress and should be open for comments, revisions and enhancement.
- Before the actual training, a design remains a draft. During the training it becomes a working draft. A training design can only be final when it is implemented.



- 1 Ask participants to group themselves according to practicum teams.
- 2 Following the suggested format, let the teams draft their own training designs by consolidating previous outputs (training goals, TNA) with their chosen focal topics.
- 3 Make yourself available for consultation.
- 4 Ask each team to submit written training designs for review and documentation.



SAMPLE TRAINING DESIGN

(Note: Please see footnotes for comments on the design.)

SESSION PLAN¹

On Global Education Day our organization had a consultation meeting about children's participation on education. Then we realized adults should be sensitized about child participation. As per their expectation we arrange this session.

Topic: Child Participation²
Specific Target:³ To sensitize adults about CP
Objectives:⁴ After this session the participants will be able to:

- Understand CP
- Create opportunities for CP
- Practice within their families, communities, and in their day to day lives.

Target Group: Adults (20)⁵
Place:⁶ Auditorium, Himalaya Hotel
Facilitators: Uditha, Ferdosi, Mannan
Methodology:⁷ Participatory approach
Resources:⁸

Material

- 1 computer
- 2 multimedia projectors
- 3 sound systems
- 5 flip charts
- 6 colored marker pens
- 7 colored papers
- 8 paper tape

Structure ⁹	Method ¹⁰	Time
Introduction about CP ¹¹	Opening session-(Ferdousi) ¹² , PP presentation-(Uditha)	5 min
Sharing experiences	Small group discussion – Mannan 3 groups @ 6 pax each	10 min
Analyzing and presenting the findings	Flip chart presentation (three key points by each group)	10 min
Sharing expectations	Constructing road map	10 min
Summarize ¹³	Flip chart	5 min

¹ Output of CWA SA ToT on Mainstreaming Children's Participation, Kathmandu, Nepal, April 19-23, 2005

² Too broad a topic; rather: Introduction to the Concept of Child Participation

³ Rather: general/overall objective

⁴ These are specific objectives but they still need to be SMARTLY-stated; can be another column that matches each activity

⁵ Should provide more data on the profile of target participants; can be facts or informed assumptions

⁶ Include also inclusive dates of training

⁷ Can be deleted; information about methodology can be specified under the method column of matrix

⁸ Should be another column of the matrix to specify logistical needs per activity

⁹ Can be renamed as Activity

¹⁰ Should include step-by-step descriptions of mechanics or procedure

¹¹ Should include preparatory activities like ice-breakers and name introductions

¹² Tasking can be another column of the matrix

¹³ Should include evaluation and closing rite

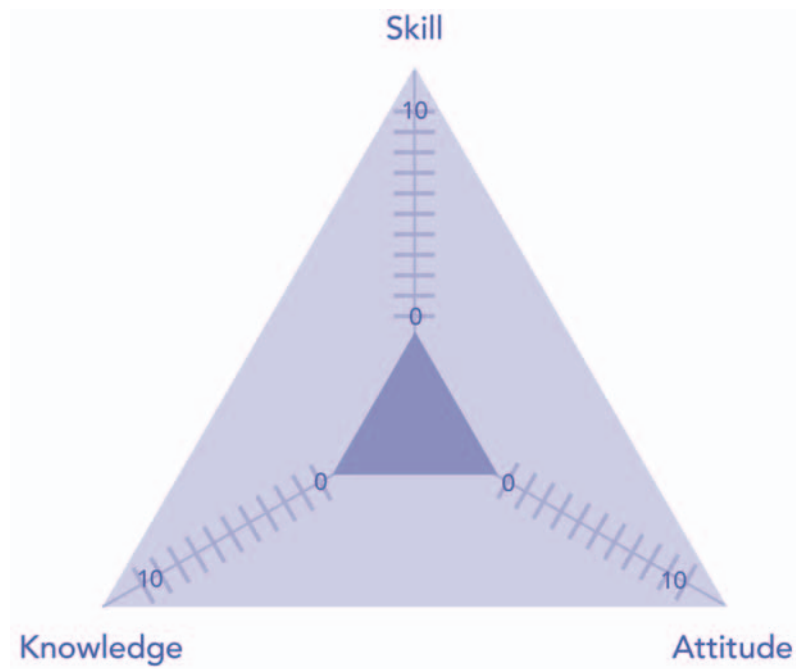


- Flip charts
- Permanent markers
- Masking tape



- What are the strengths of the design?
- What are its weaknesses?
- How can the weaknesses be addressed?

Plot your K-S-A Growth Triangle after every module.
Briefly explain why you plotted it as such.





Module 8: Selecting Appropriate Methods and Processes

Sharing Training Experiences: What Works and What Does Not Work in Terms of Training Methods?
Different Training Methods and Participatory Approaches
Choosing Appropriate Methods and Processes
Developing Training Aids

Selecting Appropriate Methods and Processes

What I hear, I forget.
What I see, I remember.
What I do, I understand.
Kung Fu Tzu (Confucius)



Sharing Training Experiences:

What Works and What Does Not Work in Terms of Training Methods

Activity 8.1



Surveying different training methods of current practices
Identifying active and passive ways of learning
Identifying which learning methods are typically used for a particular training



30 min



- Active ways of learning include:
 - using initiative
 - doing
 - exploring
 - testing
- Passive ways of learning include:
 - observing
 - questioning
 - interpreting
 - reviewing
- Different types of training rely on different learning methods. The table below is a guide to the learning methods used in each training type.

Training Type	Learning Method
Coaching	Doing
E-learning	Using initiative
Workshop	Using initiative/testing
Induction	Listening/questioning
Job shadowing	Observation/questioning
Mentoring	Exploring
Networking/seminars	Listening/questioning
Open learning	Using initiative/exploring
Evening classes	Listening/questioning
Project work	Exploring/doing
Quality competitions	Using initiative/exploring
Individual workshop	Reviewing/doing
Simulation	Doing



Survey

- 1 Give each participant a set of five meta cards to write down the training methods they have encountered in recent practices, with one method per card.
- 2 Ask participants to lay their cards down on the floor so everyone can see them.

Clustering

- 3 Instruct them to group similar or closely related cards. They can be different terms but should refer to the same method.
- 4 Divide the group into teams equal to the number of clustered methods.

Defining each method

- 5 Assign each team to a particular method. Let members of the team share what they know about the method.
- 6 During plenary, ask a representative of every team to talk briefly about key features of the method.
- 7 Open the discussion.
- 8 Summarize key points.



- Meta cards
- Permanent markers
- Masking tape



- People think about things by representing them in one of, or a mixture of, three ways:
 - VISUALLY – they see pictures
 - AUDITORY – they hear voices and sounds
 - KINESTHETICALLY – they feel emotions and sense things
- So-called Very High Frequency (VHF) presentations have a strong impact on retention:
 - VISUAL: pictures, scenes, images, logos, diagrams, graphs, charts, photos, drawings
 - HEARING: words, music, sounds, accents, conversations
 - FEELING: emotions, smells, tastes, tactile experiments, pain/comfort



- What are the training methods you use?
- Which of these methods do you use frequently? Why?
- Which methods you seldom use? Why?
- What learning method is typically appropriate for a training type?



Different Training Methods and Participatory Approaches

Activity 8.2



- Demonstrating and experiencing a variety of training methods
- Differentiating one training method from the other in terms of use and limitations
- Comparing the advantages and disadvantages of the training methods
- Listing possible training methods to use in the practicum



45 min



- Participatory learning aims to socialize knowledge from discovery-based learning, which assumes that learning is most effective when people uncover facts and principles for themselves.

Some Common Training Methods

Approach	When/Why To Use	How To Use	Limitations
Ice-breakers, Warm-ups, and Inclusion Activities	<p>At the beginning of the training, for purposes that may include one or more of the following:</p> <ul style="list-style-type: none"> • Encouraging involvement and active participation • Getting the group acquainted • Facilitating networking • Stimulating thought about concerns and expectations • Setting the tone for interaction • Building team work and cooperation 	<ul style="list-style-type: none"> • Make them fun • Relate them to the topic, purpose, and/or expectations of the training or meeting • Use an activity that works for the agenda and the available time <p>In choosing the activity to use, consider:</p> <ul style="list-style-type: none"> • Size of the group • How well group members know each other • Length of the activity • Relationship between warm-up and the training purpose and agenda 	<ul style="list-style-type: none"> • Large groups impact the selection of the activity • If ice-breaker is not related to the activity, may seem like a poor use of time

Approach	When/Why To Use	How To Use	Limitations
Brainstorming	<p>To generate alternative solutions to a specific problem</p> <ul style="list-style-type: none"> To come up with new uses for things or design new products When participants represent many different backgrounds When you want to create equity within a group (break through traditional, established roles) To encourage all group members to speak up To obtain the best and fullest intelligence and creativity from a combined group 	<ul style="list-style-type: none"> Establish rules: Round robin, one idea per person, be wild and creative, no interruptions, no evaluation of others' comments, individuals may pass State a problem or open-ended question to focus participants' ideas Give group a few moments to jot down their own thoughts before starting the round robin Record all ideas on flip chart paper When brainstorm is complete, have group help to merge items and narrow to a manageable few Use voting to narrow and prioritize ideas Move to action planning once the top two or three ideas have been identified 	
Group Memory	<ul style="list-style-type: none"> To help a group "own" all the ideas – once they are up on the wall, they become group ideas, not individuals' To free participants from having to take notes To improve the group's short-term memory As a record of the group's output As means for prioritizing information To prevent repetition 	<ul style="list-style-type: none"> Easels with large pads and markers; pages can be posted around the room Facilitator can also record, but it's easiest if a second person records Listen for key words and phrases, use abbreviations, but do not edit Allow group members to change wording if they wish to do so When recording allow space for group members to change wording Have all the sheets typed at the end of the session for group members to review 	<ul style="list-style-type: none"> Time Clarity of what is recorded

Approach	When/Why To Use	How To Use	Limitations
Case Studies	<ul style="list-style-type: none"> • During skills training • When hands-on, practical application exercise is desired • To focus the participants on the recipients of service (e.g., students) • To build team cohesiveness 	<ul style="list-style-type: none"> • Make sure adequate information is included for participants to work with • Allow time for participants to read and reflect on cases • Works well with groups of any size; divide large crowds into smaller groups of 7 to 8 • Facilitation is helpful, but not required • Effective with inter-disciplinary group 	<ul style="list-style-type: none"> • Can be frustrating if not enough time provided to adequately problem solve <p>How to Overcome Limitations:</p> <ul style="list-style-type: none"> • Provide adequate time to problem solve
Demonstration with Practice	<ul style="list-style-type: none"> • To show how to perform a task correctly • To provide participants with an opportunity to learn by doing 	<ul style="list-style-type: none"> • Place participants in such a way that everybody can observe • Point out principles which should be illustrated • Ask questions to check understanding after each key point 	<ul style="list-style-type: none"> • Demonstration, alone, is ineffective for improving participant skills • Group size <p>How to Overcome Limitations:</p> <p>Include practice and coaching by:</p> <ul style="list-style-type: none"> • Providing feedback at each steps of the learning sequence • Facilitating learners' identification of their own mistakes and routes to improvement • Providing tips for improving performance
Panels and Forums	<ul style="list-style-type: none"> • To illustrate a variety of views on an issue and/or the inter-relationship of the facets of an issue or subject • To bring more points of view to an issue 	<ul style="list-style-type: none"> • Prior to the panel, give each speaker an overview of the panel, and their role in it • Give each speaker an advance list of questions to cover • Prior to the panel, explain to the learners who the speakers are, why they were invited to participate, and the expected learning outcomes • Following the panel, summarize the highlights • Have learners apply 	<ul style="list-style-type: none"> • Difficult to control content of discussions <p>How to Overcome Limitations:</p> <ul style="list-style-type: none"> • Present questions ahead of time • Meet with panel before the scheduled event

Approach	When/Why To Use	How To Use	Limitations
		<p>panel viewpoints to applied projects</p> <ul style="list-style-type: none"> Remember, it is the instructor who must assure the desired learning takes place 	
Lecture	<p>To provide a great deal of information quickly</p> <p>It is impossible to divide a large group into smaller groups</p>	<ul style="list-style-type: none"> Try to involve the audience In the beginning, explain when questions will be answered Ask the audience to share experiences Use visual aids including charts, diagrams, pictorials coupled with preparatory comments and explanations (limit words in visual aids) Provide copies of all overhead transparencies Use large fonts (at least 18 point) on overhead transparencies Use instant attention-getters to illustrate a point Provide examples related to group's experiences to illustrate concepts Provide notes of key points with space for writing Use in combination with other approaches Use catchy words and phrases Humor and jokes should relate to the topic Pause for effect 	<ul style="list-style-type: none"> Least effective for retaining and applying information Easy to lose audience's attention <p>How to Overcome Limitations:</p> <ul style="list-style-type: none"> Use in combination with other training methods that involve more active participation
Small Group Work Sessions	<ul style="list-style-type: none"> When discussion is important and each person needs to be heard When there is a task to accomplish or a problem to solve For Jigsaw learning (see Jigsaw approach) 	<ul style="list-style-type: none"> Establish the norm of equity by doing a warm-up in which each person speaks Best group size is five to nine participants Discussion should be facilitated Record on large sheets of paper and put on wall (see Group Memory) Brainstorming is a great way to get a lot of ideas out quickly (see Brainstorming approach) "Round Robin" is a way to make sure everyone is heard if they so desire 	<ul style="list-style-type: none"> Some people can feel "over-processed" Some people may choose not to speak <p>How to Overcome Limitations:</p> <ul style="list-style-type: none"> Facilitator should keep the agenda moving, be sensitive to pacing

Approach	When/Why To Use	How To Use	Limitations
Facilitating Group Work	<ul style="list-style-type: none"> When there is a task to be performed To make the group's work efficient 	<ul style="list-style-type: none"> Establish and publicize group guidelines Can be used with group of any size, but 5 to 9 participants are optimal Facilitator should be neutral, with no personal investment in the content of the work Establish group objectives and outcome Create an open, trusting, safe, productive climate to enhance the group's efficiency Try to start with an opening activity that creates a "norm equity state," or equalizes group members for the business at hand. Such an activity involves each person speaking in turn, possibly answering the same question about the content of the task, or their participation in the group Respect the group members Monitor individual contributions to avoid certain group members dominating the discussion Frequently summarize the group's work Use a "group memory" system (see Group Memory) to record the group's output 	<ul style="list-style-type: none"> Use of unskilled facilitators can be a detriment to productivity <p>How to Overcome Limitations:</p> <ul style="list-style-type: none"> Use skilled facilitators Use co-facilitating to develop skills
Jigsaw Learning – "Putting the Pieces Together"	<ul style="list-style-type: none"> When there's too much information for one person to read or absorb To encourage reading or listening for salient points To practice communicating critical points to others 	<ul style="list-style-type: none"> Can be particularly helpful with second-language learners For reading: divide group; assign portions of an article to different participants; ask them to read, then summarize the main points; report back to whole group For presentations: divide group into smaller groups; 	

Approach	When/Why To Use	How To Use	Limitations
	<ul style="list-style-type: none"> To get different perspectives on information 	<p>participants select sessions based on interest; attend sessions, (taking notes, and summarizing main points; report back to whole group</p> <ul style="list-style-type: none"> Provide note-taking sheets with questions and or probes specific to content covered For large groups: have several people read same passage; then discuss and decide on main points and select reporter to report to larger group 	
Evaluation	<ul style="list-style-type: none"> To determine how an activity is proceeding (process check) and to make any needed midstream modifications At the end of an activity to determine quality of the activity and participants' satisfaction To find out what difference an activity made in behavior, programs or practices 	<ul style="list-style-type: none"> Individual and/or group questions Oral questions and/or written surveys Verbal wrap-up sessions at the end of a meeting or training During an activity At the end of an activity Several months after an activity Use ready-made forms or create your own forms based on your specific content and evaluation needs Interview small groups of participants in focus groups 	
Resource Library	<ul style="list-style-type: none"> To provide practice in locating and analyzing information and materials needed for applying learnings to real work environment (i.e., Monday morning problem-solving) To obtain additional information related to one's specific needs 	<ul style="list-style-type: none"> Assistance/Demonstration by expert Individualized to specific needs 	



Demo-Presentation

- 1 Divide participants into practicum teams.
- 2 Ask each team to draw a piece of paper from a small box. Each paper bears a training method and its descriptions (use, when to use, how to use, limitations and ways to overcome limitations). The participants are to use the information to present the training method to the rest of the participants.
- 3 Let the teams briefly demonstrate each of the training methods before the class.
- 4 Open the discussion.
- 5 Summarize key points.
- 6 Ask practicum teams to list the training methods that they intend to use for the practicum.



- Pieces of paper with training methods
- Descriptions
- Small box
- Assorted training materials



- What are the different training/learning methods commonly used?
- How do these training methods differ from each other?



Choosing Appropriate Methods and Processes

Activity 8.3



- Selecting appropriate training methods for practicum training design
- Considering one's K-S-A as a trainer in selecting the appropriate training methods



60 min



- Some useful criteria for assessing alternatives for the training:
 - Direct costs: the cost of trainee travel plus the purchase of services, facilities, materials or equipment specifically for the training
 - Indirect costs: the costs of using existing labour and facilities plus the cost of trainees being away from work, traveling and receiving the training
 - Efficiency: the time needed to deliver the training
 - Effectiveness: the degree to which the training is likely to achieve its learning objective(s)
 - Mix: the degree to which trainees get to mix and make contacts with each other. This might seem to be less important than the other criteria, but I have included it because of the number of times senior managers have specified it as an important secondary reason for doing the training.



- Here are some practical considerations to help trainers comparing and selecting appropriate training methods:
 - **Population variability** in terms of their current level of K-S-A on the subject, their aptitude for achieving the required K-S-A, and the learning they will need. High variability suggests an individualized or maybe a small group approach, where trainees can work at their own pace and the material can be organized in a more modular fashion.

- **Population preferences:** Ask yourself whether they prefer to learn on their own, to receive individual instruction or to learn in a group
- **Nature of the learning to be achieved:**
To what extent is the learning likely to be more effective if ...
 - trainees can be away from job pressures for a continuous period
 - trainees can interact with other trainees
 - the training is undertaken in short sessions
 - there are opportunities for live demonstration and practice
 - trainees receive the training at their own pace
 - trainees can easily backtrack and review any part of the training
 - the training is delivered consistently on every occasion
 - trainees are able to ask questions of a subject matter expert
- **Media requirements:** The extent to which each of the following is required to conduct the training effectively: text, voice, body language, still graphics/photos, the actual equipment used on the job and animations/video sequences. Then look at the extent to which the following media facilities are required for trainees to practice the required skills effectively: voice recording, video recording, computer simulations, the use of actual equipment.
- **Logistical issues:**
Practical considerations are also important
 - it is difficult to gather adequate numbers at any one time for classroom training
 - it is difficult for trainees to travel to a central training site
 - it is expensive for trainees to travel to a central training site
 - it is difficult for trainees to be released for sufficient time to do the training in one go
 - the training content will need to be regularly updated
- **Available resources:** There are usually resources at our disposal, of one sort or another, that we can apply to the new situation in order to bring the costs down.
- **People:** How many experienced in-house personnel do you have in the following categories: training designers, developers of CBT materials, developers of a/v materials, on-job instructors/coaches, classroom training presenters?
- **Equipment:** How many of the following items of equipment do you have available: intranet-enabled PCs, multimedia PCs, video players and monitors, cassette or CD players?
- **Facilities:** How many classrooms do you have with basic visual aids, with full audio-visual support or with actual equipment for each trainee to practice with.
- **Existing materials:** To what extent do you already have suitable materials available: training designs, audio-visual materials, computer-based training materials?
- **Off-the-shelf solutions:**
There is always the option of buying an off-the-shelf solution in preference to creating one in-house or having it created for you. You need to know if suitable products are available off the shelf and what they would cost per trainee in each of the following categories:
 - computer-based training materials
 - stand-alone workbooks
 - videos plus workbook
 - audio cassettes/CDs plus workbook
 - classroom course materials
 - externally run classroom courses
- Another important consideration in choosing appropriate training methods is for the trainer to assess his own capacities:

Trainer Assessment Tool

	KNOWLEDGE	SKILL	ATTITUDE
K-S-A needed to match learning methods to the learning objective(s) and appropriate audience	<ul style="list-style-type: none"> • Knowledge of various learning methods • Understanding of learning methods • Understanding how to match learning methods to objectives and audiences 	<ul style="list-style-type: none"> • Ability to use different learning methods • Ability to select appropriate methods to meet stated behavioral objectives • Ability to adequately introduce and direct group activities based on learning activities for different participants' backgrounds 	<ul style="list-style-type: none"> • Willingness to try new things and take risks, step out of comfort zone, learn from mistakes • Commitment to meet the learning style needs of every participant
Your strengths			
Your plans to learn more			

Checklist and Trainer-Assessment Tool

- 1 Group participants according to practicum teams.
- 2 Distribute checklist of things to consider when deciding on which training methods to use.
- 3 Let them complete the trainer-assessment tool.

Deciding on Training Methods

- 4 Let them study and reflect on the checklist. They should check whether the methods they plan to use are appropriate to the given context. If not, they must choose other training methods. In making decisions, they should refer also to the trainer-assessment tool for better insights.
- 5 Stress that their objective is to come up with appropriate methods for their design.
- 6 Make yourself available for consultation.



- Copies of checklist
- Trainer Assessment Tool
- Pens



- What are the important points in selecting appropriate training methods?
- Why is it important to consider the trainer capacity as well?
- Weighing all the factors, which training methods should be employed for the practicum training?



Developing Training Aids

Activity 8.4



- Identifying the meanings, values and functions of training aids
- Selecting and developing appropriate training aids for the practicum



45 min



- A training aid is anything that supports the presentation of information, or enhances the learning process. It can be in the form of imagery, graphics, text, sound, video, etc.
- Training aids become relevant and compatible if custom-made for a particular workshop.
- Training aids can perform one or more of the following functions:
 - **Create focus:** Training aids emphasize points which allow the audience to focus on important material and reinforce the objectives of the workshop
 - **Sustain interest:** Clear, colourful, well-designed training aids can help sustain interest in the presentation by providing visual and mental variety
 - **Provide continuity:** Use of consistent graphics, text, colour and style conventions enhances participants' perception of continuity
 - **Enhance comprehension and learning:** Supporting graphics, illustrations and examples augment the presenter's ability to convey complex concepts, principles or processes
 - **Guide the presenter:** Training aids provide structure to presentations when they are assembled and organized in advance. The trainer can then guide content and pacing of the presentation more easily and naturally
 - **Improve credibility:** Well-organized training aids reflect planning, thought and concern for the learner. This demonstrates training commitment and professionalism
 - **Increase flexibility:** A comprehensive set of training aids supporting each curriculum element provides flexibility to accommodate questions, amplification or compression, as required, to meet participant needs



Survey

- 1 Conduct a quick survey of what the trainees typically use as training aids to support their presentations.
- 2 Solicit ideas on what training aids are, their forms and functions.

Exhibit Samples

- 3 Showcase several different kinds of training aids.

Brainstorming

- 4 Ask participants to group themselves according to practicum teams. Let them choose one training aid needed in their practicum. Allow them to brainstorm on what will be the best option on the training aid to develop.
- 5 Provide needed materials. Better yet, challenge them to develop the training aid out of available materials in the area.

Product Presentation

- 6 For the plenary reporting, ask each team to present their training aid, pointing out its advantages. The rest of the participants can make comments, adding points on the advantages as well as limitations.

Sum up key learning points.

- 7 Remind practicum teams to complete their practicum training aids, applying what they learn from the session.

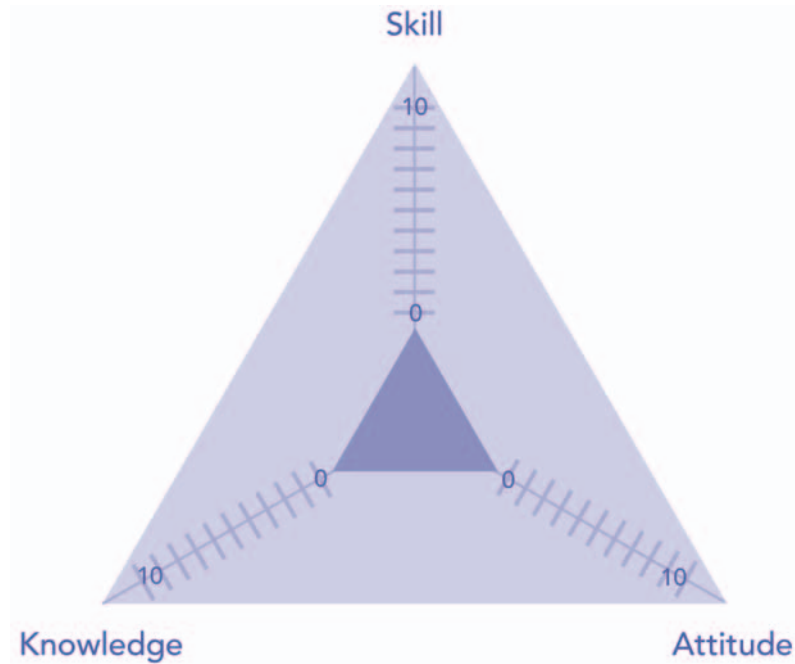


- Sample training aids
- Assorted materials for use in training aids



- What are training aids? How do they contribute to a successful training?
- What are the different forms and functions of training aids?
- What training aids would be useful and effective for the practicum?

**Plot your K-S-A Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Module 9: Enhancing Training Implementation Skills

Understanding Facilitation and Communication

Identifying Essential Facilitation and Communication Skills

Strong and Weak Points in Communication and Facilitation

Team Facilitation

Practical Training Tips

Module 9

Enhancing Training Implementation Skills

A teacher is one who makes himself progressively unnecessary.

Thomas Carruthers

The mediocre teacher tells.

The good teacher explains.

The superior teacher demonstrates.

The great teacher inspires

William Arthur Ward



Understanding Facilitation and Communication

Activity 9.1



- Defining and comparing facilitation and communication
- Learning key concepts about facilitation and communication



30 min



- Facilitation and communication are interrelated concepts. Facilitation is effective communication; effective communication must be facilitative.
- Simply put, facilitation is the act of making things easy for others.
- In the context of a group training process, facilitation means helping the learners to achieve their learning goals by guiding them through their collective experiencing and interaction.
- Communication is:
 - A process of interchange of thought or information to bring about mutual understanding or good human relations
 - Exchange of facts, ideas or emotions by two or more persons/beings
 - Interplay of words, letters, symbols, gestures or messages
- The communication process involves:
 - Ideation
 - Incubation
 - Encoding
 - Transmission
 - Receiving
 - Decoding
 - Feedback
- In training, it is impossible not to communicate. Research shows that a listener's understanding and judgment of spoken messages come from:
 - 7% words
 - 38% paralinguistics
 - 55% facial expressions

- Effective Communication should be:
 - Complete and accurate – free from errors or distortions
 - Definite – free from doubts/indecisions
 - Forceful – with conviction
 - Suitable or appropriate – manner; social acceptance
 - Simple – free from complications; easily understood
 - Transparent – not containing hidden meaning
- Beware of the following common communication pitfalls:
 - Badly expressed messages
 - Faulty translations
 - Loss of transmission and poor reaction 30% loss
 - Inattention
 - Unclear assumptions
 - Insufficient adjustment period
 - Distrust of communicator
 - Premature evaluation
 - Fear
 - Failure to communicate
 - Cultural barriers
- Try this Nine-Point Plan to Improve Communication:
 - Common language
 - Length
 - Speed
 - Reduce noise and static
 - Voice tone
 - Full attention
 - Structure
 - Image
 - Empathy
- Active Listening is crucial in communication and facilitation.
 - The Ability to communicate to the speaker what you have heard and understood of the situation;
 - The Ability to accurately paraphrase what you think the speaker is saying, incorporating the speaker's facts and feelings around a particular issue or situation that has affected him/her.



Pass the Message to the Back

- 1 Prior to the activity, prepare four pieces of paper bearing different messages in the form of a sign (e.g., SOS, @, 1969, •).
- 2 Divide participants into three teams. Ask each team to form a column, all facing front.
- 3 Explain that the game is a non-verbal exercise and any form of sound is not allowed.
- 4 Show the last person of each line a sign which s/he will pass on to the front by writing it at the back of the next person using the pointer finger as a pen. The message is passed on until it reaches the person in front who will then rush to the board and write the message using a marker or chalk. S/he will run to the back and will be shown the next message. Continue until all messages are on the board.
- 5 Check all the answers while showing the original message.
- 6 Open the discussion and input-sharing.
- 7 Wrap up.



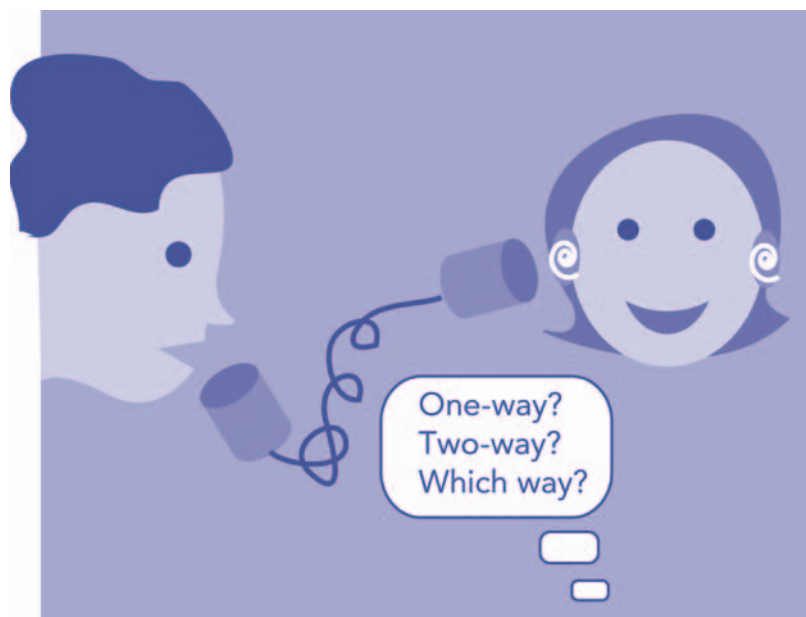
- Message papers
- Markers or chalk



- Active Listening Is **not**
 - Ordering around, commanding
 - Praising, agreeing
 - Warning, threatening
 - Moralizing, preaching
 - Advising, prescribing
 - Lecturing, reasoning
 - Criticizing, blaming
 - Ridiculing, shaming
 - Reassuring, sympathizing
 - Questioning, interrogating
 - Distracting, humoring
- Here are some pointers on how to actively listen:
 - Focus attention to speaker's content and tone
 - Avoid listening part-time
 - Avoid thinking of what you want to say next
 - Avoid thinking of something entirely unrelated
 - Avoid being caught up in your own emotional reactions
 - Children sometimes need help in labeling their feelings or describing a situation. Listen carefully to what children actually say and to what they maybe trying to say
 - Listen with empathy
 - Be sensitive to a speaker's feelings and communicate your understanding in a language and tone that is in tune with speaker's feelings.
 - Acknowledge what the speaker is saying without value judgment and without putting conditions or limits on what the speaker experiences.



- Why are some of the written messages on the board correct while others are wrong?
- Describe the kind of communication going on in the exercise!
- Define effective communication!
- How do we improve our communication process?
- What is facilitation? How does it relate to the communication process?





Identifying Essential Facilitation and Communication Skills

Activity 9.2



- Identifying skills needed in facilitation



30 min



The ARTS of facilitation involve:

- Asking = A facilitator asks the right questions
- Recording = A facilitator notes down important ideas either by writing them down or by simply committing them to memory
- Triggering = A facilitator motivates and stimulates the interests and curiosity of the participants by providing them with dynamic and exciting activities
- Synthesizing = A facilitator sums up key important points and weaves different ideas together creatively in an easy-to-understand-and-recall manner

Facilitator's Role

- Generalist and Specialist
- Coordinator and Organizer
- Neutral Observer

Facilitator's Talk

- Encouraging
- Clarifying
- Restating
- Reframing
- Reflecting
- Feedbacking
- Probing
- Summarizing

Facilitation Skills Before+During+After Training³

BEFORE THE SESSION

Prepare yourself

- What is the discussion about?
- How am I going to cover the topic?
- Do I know enough?
- Am I stimulated by the topic?

Find out about participants

- How many are there?
- What do I know about them?

Prepare resources

- Writing materials
- Games and exercises

Arrange venue/seating

- Do I have enough chairs, tables?
- Does the seating arrangement encourage participation?

DURING THE SESSION**Create a friendly atmosphere**

- Ensure proper introductions
- Establish working principles
- Make it lively and fun
- Be relaxed and calm
- Be creative
- Be flexible
- Use games, exercises and jokes

Be a good listener

- Leave your problems at home
- Do not be judgmental
- Do not interrupt
- Do not interpret
- Concentrate

Encourage participation

- Keep eye contact with all group members
- Be supportive of all members
- Delegate roles and duties
- Ask stimulating questions
- Offer input
- Allow space for discussion
- Use appropriate language
- Have a clear and lively voice
- Make it fun and lively
- Give clear instructions
- Keep the focus
- Use concrete and practical examples
- Encourage use of visual aids
- Be creative
- Use games, exercises and jokes
- Keep the ball rolling
- Provide feedback

Be time-conscious

- Keep the ball rolling
- Know the time allocated
- Focus

Help group come to consensus

- Be a good listener
- Allow space for discussion
- Remind members of aim
- Summarize along the way
- Be patient
- Be neutral (don't blame any member, but allow yourself an opinion)

- Be flexible

Be open and honest

- Be conscious of your limitations
- Let participants see you're human

Be prepared to deal with conflict or difficult group members

- Enforce working principles
- Address issue with group
- Ask disrupters to consider their behaviour
- Give disrupters duties
- Be neutral
- Never humiliate anyone

AFTER THE SESSION

Clean up the venue

- Collect materials
- Close up venue as necessary

Reflect on the session

- Note problems with content – should you make any changes, additions, omissions?
- Note anything to do with the methods adopted
- Note anything to do with your performance

Reflect on group members

- Note whether people are following
- Note anything to do with specific characters

Follow-up as necessary

- Make any changes as necessary
- Reallocate group members if there are problems
- Decide on how to give feedback on evaluation and if any action needs to be taken



- 1 Form two groups.
- 2 Provide focus guide question to each group. One group identifies roles and qualities of an effective facilitator; the other group identifies the same for an effective communicator.
- 3 Encourage the participants to arrange their answers in chronological order, i.e., group together and sequence those tasks that are done before the training, then during the training, then after the training.
- 4 Distribute materials. Answers are written on flip charts.
- 5 When both teams are done gather the participants for the plenary.
- 6 Call on each team to present their report.
- 7 Open the discussion.
- 8 Summarize key points.

Note: Lists will not be exhaustive. Can be added to throughout the process of training.



What does a facilitator do? (distinguish trainer)

- Starts from the level of experience of participants, builds from these experiences and draws learning from them
- Provides opportunities for participants to apply learning (people learn by doing; application not database)
- Prepares, prepares, prepares
- Sets up a grievance mechanism
- Shares their learning and expertise
- Throws probing questions; Why? How?
- Manages training team
- Uses participatory approaches
- Communicates effectively
- Motivates to increase the participants attention span
- Coaches and motivates participants (open up, pat, support, reinforce)
- Synthesizes (listening, classification, presenting "new" added knowledge)
- Values feedback (assess, document)



WHAT MAKES A GOOD FACILITATOR?

- Uses good techniques
- Not biased
- Knows the topic
- Understands the problem
- Open minded
- Speaks clearly and understandably
- Able to draw attention
- Able to synthesize and tie loose ends in discussion
- A good communicator
- Prepares lessons and hand-outs
- Encourages participation
- Non-discriminating
- Inclusive
- Flexible and adapts easily to the situation
- A good listener
- Clear about session objectives
- Self-confident
- Eloquent
- Energetic
- Friendly
- Knows the background of the participants
- Not imposing
- Has strong leadership qualities
- Thinks analytically
- Adaptive
- Clear and audible voice
- Respects and encourages participation
- Creative
- Knows how to counsel
- Have a sense of humor and knows how to use it
- Convincing
- Knows how to deal with conflicts/crisis

- Smiling
- Knows how to make decisions
- Spontaneous
- Alert
- Able to read nonverbal communication such as facial expressions
- Knows when and when not to speak fast
- Patient
- Empathic
- Knows how to react promptly
- Games specialist
- Has high artistic skills
- Punctual
- Responsible
- Honest
- Non-judgmental
- Non-biased
- Uses appropriate methodologies
- Uses body language
- Able to control own control
- Establishes eye contact
- Adjusts to the level of the participants
- Provides feedback
- Practices two-way communication
- Has knowledge in using and developing material



What makes a good communicator?

- A good listener
- Speaks clearly
- Gives clear instruction
- Has a clear agenda; knows what s/he wants
- Sends coherent messages
- Knows what s/he is talking about
- Uses simple, clear and easy-to-understand language
- Understands capacity and level of knowledge of the person s/he is communicating with
- Uses a variety of media tools
- Has mastery/knowledge of topic
- Uses supporting document to clarify



- What makes a good facilitator?
- What makes a good communicator?
- What capacities are necessary in effective facilitation and communication?



- Flip chart
- Permanent markers
- Masking tape



Strong and Weak Points in Communication and Facilitation

Activity 9.3



- Identifying and recognizing one's present communication and facilitation skills
- Reflecting on the strong and weak points in communication and facilitation
- Identifying ways to improve these competencies



10 min



- Every communicator/facilitator has his own set of competencies and limitations (strong and weak points).
- Awareness on the strengths and limitations is one step in improving one's competencies; doing something about them is another.
- An effective communicator/facilitator PAMPERS his speech:
 - **P**rojection = neither too loud as in shouting nor too soft as in whispering; just the right volume for the last person at the back to hear
 - **A**rticulation = not swallowing words; giving justice to each syllable
 - **M**odulation = varying tone and pitch; putting drama into speaking
 - **P**ronunciation = observing proper tonic accents
 - **E**nunciation = accentuating syllables
 - **R**epetition = repeating key phrases/points for emphasis
 - **S**peed = fast to capture attention and excite; slow to emphasize points
- Effective communicators and facilitators use their body to communicate to the PEOPLE:
 - **P**roximity = try to be as close to the participants as possible; reach out
 - **E**ye contact/level = look into people's eyes, not the ceiling, not the floor
 - **O**rientation = try to favor all directions, not only the front
 - **P**osture and gesture = learn to read other people's body language, and yours, too
 - **L**ooks = need not dress up like an executive but a self-confident look always wins
 - **E**motions = communicate with your heart
- Effective communicators and facilitators throw the right questions

Asking Questions:

CLOSE ENDED	OPEN-ENDED
<ul style="list-style-type: none"> • Fixed choice = fixed response • Choose one or more answers from choices provided • Faster • Good for gathering fact • Provide uniformity of answers • May not provide enough detailed information • May be open to interpretative errors • Could force respondent to give an opinion that s/he really does not have • Easier to code 	<ul style="list-style-type: none"> • Free response • Answers in own words at whatever length s/he chooses • Time-consuming • Good for determining feelings and attitudes • Can give further thoughts or comments or interesting anecdotal information • Some may answer ambiguously; some in contradictory or totally unrelated ways • Answers get misunderstood by researcher due to guessing • Difficult to categorize and code



Accounting and Reflection

- 1 Ask participants to reflect on their own facilitation and communication skills and think of their strong and weak points.
- 2 Let them reflect on what they can do to strengthen their capacities and overcome their limitations.



- What are your facilitation and communications skills?
- Which of these skills are your strengths? Which ones are your weaknesses/limitations?
- What can you do to reinforce your strengths and overcome your limitations?



- Bond paper
- Pens
- Craypas



Team Facilitation

Activity 9.4



- Share and clarify expectations on team facilitation
- Identify different roles in team facilitation
- Clarify tasking for the practicum



- There are times we facilitate on our own. Sometimes we do that as a team.
- Team facilitation requires team work.
- Clarifying on expectations, defining tasks and responsibilities and setting up mechanisms for communications are a few of the important matters that contribute to an effective team facilitation.



Team Expectations

- 1 Let the participants group themselves according to their practicum teams.
- 2 Ask them to share ideas on how they will work effectively as a team.
- 3 Let them share what conditions bring out the best and the worst in each of them in the context of training. Encourage them to accept and understand each other's strengths and weaknesses as trainers and find ways to complement each other.
- 4 Tell them to clarify tasking, responsibility and support system in the preparation and conduct of the practicum.

Group Covenant

- 5 Ask teams to write two copies of their agreement, both signed by the team members to seal their commitment.
- 6 Inform them that one copy will feed into their training design. The second copy will be used to create a paper boat that will symbolize the journey of the team in achieving their training goals.

Symbolic Reporting

- 7 In the plenary, ask representatives of each team to present their boats and share briefly on their agreement.
- 8 Sum-up key points.



- Colored papers
- Pens



- What is team facilitation?
- What are the expectations of each member on working as a team of facilitators?
- How will they work as a team?
- Who takes on what responsibility and task?



Practical Training Tips

Activity 9.5



Reflect on some practical training tips



20 min



Friendly Reminders for Facilitators
(Training Tips)

- Review the guidelines for delivering training as you prepare to conduct the course
- Develop one or more checklists of training delivery and presentation skills and use these as self-assessment tools or to observe other trainers and provide feedback on their performance
- Videotape trainer presentations and use these guidelines to evaluate delivery and presentation skills, for self-assessment or for assessment of other trainers
- Use the guidelines to reflect on your own performance as a trainer
- Arrive early for the course every day (but especially on the first day); Always be on time
- Greet the learners individually and as a group (especially on the first day)
- Learn the names of the learners quickly
- Describe the design of the training course clearly and thoroughly
- Encourage the learners to ask questions
- Refer to your own experience and credentials modestly and in ways that are appropriate for the group
- Model positive behavior and attitudes that support the course goal and learning objectives
- Explain roles, responsibilities, learning objectives, expectations, and group norms clearly
- Provide opportunities for learners to share their expectations
- Collaborate and build relationships with learners and organizers as well as other trainers
- Sustain collaborative relationships among learners, trainers, and organizer
- Respect and build on the knowledge and skills of learners
- Adjust your training and communication style to meet the needs of the learners based on your observation of how they work as individuals and in groups
- Use a variety of learning approaches (e.g., role plays, case studies, simulations, competitions) as outlined in the training plan, with content based on the learners' performance needs

- Use a variety of instructional media (e.g., flip charts, transparencies, anatomic models, printed materials, and technology-based methods) appropriately to enhance instruction and involvement
- Exhibit energy by interacting with learners, asking effective questions, presenting with intensity, and using humor appropriately
- Ask questions and encourage interaction
- Encourage learners to try out new behaviors and skills, and provide encouragement and positive feedback when they do
- Help learners to feel comfortable to fully participate in the training and learn from one another as well as from the trainer
- Provide opportunities for learners to answer questions raised by their peers
- Encourage learners to explain training messages to their peers
- Ask learners to share their viewpoints so that the training can build on their experience
- Handle problems and challenges effectively and courteously
- Manage any negative individual or group behaviors
- Respond politely to naive questions
- Respect answers and viewpoints different from yours, do not belittle learners or other trainers, and offer feedback in ways that are socially appropriate for the ethnic or cultural groups represented in the training
- Dress consistently with local norms
- Celebrate small victories and positive progress with the whole group
- Create a climate of fun by doing things the learners enjoy, find humorous or engaging
- Help and encourage the learners to look at situations from different perspectives
- Tailor verbal and non-verbal communication to the learners' culture and needs
- knowledge and backgrounds
- Explain concepts and procedures clearly
- Give clear and concise directions
- Use memorable or vivid examples to illustrate key points
- Reinforce essential or critical messages
- Use voice, gestures, silence, movement, posture, space, and appropriate equipment, supplies, and other objects to support and enhance learning
- Use culturally appropriate anecdotes, illustrations, analogies, and humor to enhance learners' understanding and involvement
- Check learners' understanding by asking questions, assessing responses, conducting informal conversations, and observing practice sessions
- Change the presentation approach in response to cues from learners
- Use techniques such as learning journals, action plans, and peer support to identify ways to apply newly acquired knowledge and skills on the job
- Ensure application of knowledge and skills by providing appropriate learning opportunities drawn from real-life experiences, such as simulations, role plays, games, and case studies
- Demonstrate skills using anatomic models, role plays, and commonly available equipment
- Have learners practice these techniques before you give them feedback
- Link conceptual approaches to real-world applications by providing guided practice at clinical sites
- Show in a variety of ways the on-the-job benefits of meeting the learning objectives
- Assist learners with planning how they will apply their new knowledge and skills on the job
- Provide positive, timely feedback to learners when they have performed well
- Follow the progress of the learners during activities, and provide direct, specific feedback to reinforce accurate responses and correct inaccurate responses
- Validate learners' questions, feedback, and concerns, while preserving their individual dignity and self-esteem
- Listen carefully for learners' feedback about their learning needs and respond accordingly

- Add your own suggestions to feedback from your learners about what should be changed to improve the quality of the training experience and meet training requirements, and how those changes should be made
- Use a variety of facilitation techniques
- Help learners to distinguish between fact and opinion during discussions
- Summarize or conclude learning experiences by asking questions about the experience, comparing and contrasting learners' responses, and helping them to draw conclusions about the objectives of these experiences
- Manage the physical environment to be sure it supports learners in mastering the learning objectives
- Prepare for the use of audio-visual equipment and have a back-up plan in case of problems
- Modify the media used to accommodate the needs of the learners and the realities of the situation
- Manage time well to ensure that all learning objectives are met
- Listen to the learners for evidence of learning and engagement
- Observe individual and group behaviors
- Ask for feedback on content and delivery and encourage learners to share new ideas to improve the learning experience
- Make appropriate adjustments during the current training day, as well as adjustments to the next day's schedule
- Make changes in the original design, based on learners' feedback gathered directly through questions, or through observation of their progress
- Interact with learners during meals and other free time



Exchange Cards

- 1 Prepare the training tips in card form – i.e., each tip is written on colored paper the size of a regular playing card. Put the cards in a small box.
- 2 Ask participants to draw out 3 cards each. Let them read and reflect on the training tips written on the cards.
- 3 Instruct them to move around and find a partner to trade cards with. The way to trade the cards is to do a simple jac-en-poy game or using the hand to symbolize a paper (open hand), a stone (closed fist), and a pair of scissors (only the pointer and middle fingers are out). Person A and B simultaneously create the hand symbols. A paper can wrap the stone so paper wins over the stone; a stone cannot be cut by small scissors so stone wins over scissors; scissors can cut paper into pieces so scissors wins over paper. When both persons use same symbol they repeat the game. The person who loses the game trades one of his cards to the winner. The winner should read and reflect on his new card. Then both find new partners. Repeat the process with each participant aiming to get as many training tip cards to reflect on.

Reflection

- 4 At the end of the game, allow time for participants to review their cards and reflect on them.
- 5 Solicit reflection points during the plenary session.
- 6 Summarize key points.
- 7 Ask all participants to post their cards on the display board for everyone to see.

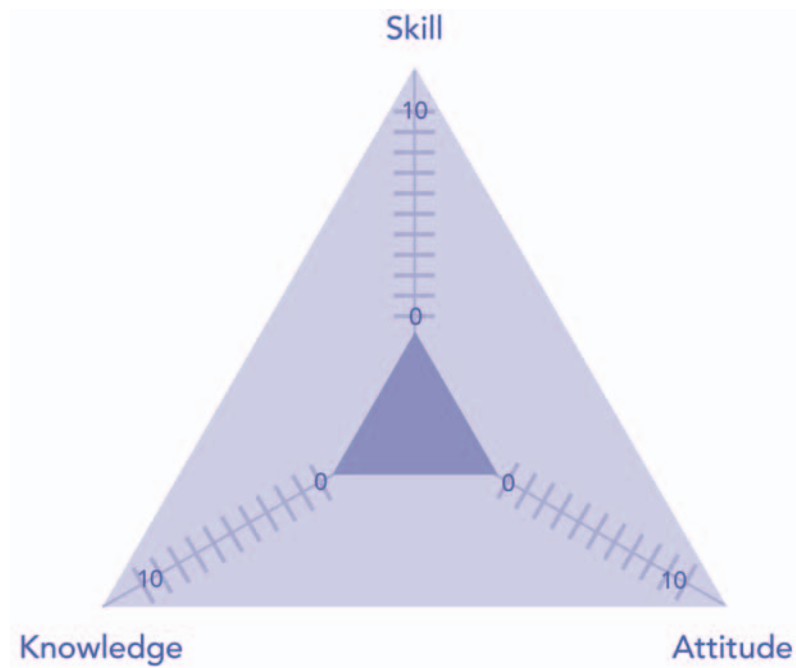


- Training tips cards
- Small box
- Masking tape



- What are some important training tips we must keep reminding ourselves about as trainers?
- How do these tips resonate with our own experiences as trainers?

**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





10

Module 10: Guidelines on the Practicum and Preparations

- Basic Concepts about Practicum
- Format of Practicum
- Important Points in Feedbacking
- Introduction of Format for Observers' Feedback
- Scenario Guide for the Conduct of the Practicum Session
- Sequence of Practicums

Module 10

Guidelines on the Practicum and Preparations

If you want to know the taste of a pear, you must change the pear by eating it yourself. . . .
If you want to know the theory and methods of revolution, you must take part in revolution.
All genuine knowledge originates in direct experience.

Mao Zedong, founder of the People's Republic of China.

Speech, July 1937, Yen-an, China



Basic Concepts about Practicum

Activity 10.1



- Review concepts of practicum introduced at Module 5 during the formation of practicum teams



10 min



- Practicum is a rehearsal training that approximates the target environment.
- Practicum is the hands-on process of demonstrating and testing the knowledge, skills and attitude gained in the training through artificially-set environment, with the goal of enhancing the previously-acquired set of learning before it is shared to the target organic environment.
- The practice environment of the practicum can be varied:
 - co-trainers acting as participants (simulation)
 - guests invited to the training hall as participants (Note: This can qualify as a form of pretest.)
 - team goes to a community (not really their target community) and conducts practicum (NOTE: This can also qualify as another form of pretest.)
 - In all these situations, the participants approximate the nature of the target organic participants – i.e., the people for whom primarily the training was created.

Image Stimulus

- 1 Ask the participants to recall the concepts introduced about the practicum during the practicum team formation of Module 5.
- 2 Present 3 images to the participants: people doing physical exercise, a mechanic holding the tools, people moving up the stairs, people moving in different directions, people in the community.
- 3 Let them use these powerful images to trigger the recall of the concepts.

- 4 Let them form groups to work on interpreting each image.
- 5 Call on a representative of each group to share their ideas in the plenary.
- 6 Present the flip chart of concepts.



- What are the basic concepts that we learned about practicum in Module 5?
- How would you relate the images to a practicum? What characteristic of a practicum does the image represent?



- Images
- Flip chart
- Masking tape



Format of Practicum

Activity 10.2



Know and clarify the specifications of the practicum



10 min



- Certain parameters for the practicum should be set up to guide the facilitating team.
- These parameters or specifications should not be seen as limitations but a set of challenges to overcome in order to guarantee quality practicum.

Suggested Specifications for the Practicum

- Should be based on the theme of children's participation; can be a specific issue, concern, topic, etc. about CP
- Should have SMARTLY-stated learning goals
- Should specify the assumptions used as basis for the training design
- Should have a written training design following suggested format
- Should run for a maximum of 90 minutes (depending on how the design is scaled down)
- Should specify which part of design will be tested
- Should be demonstrated at least through class simulation
- Should be facilitated by all members of the practicum team
- Should use materials prepared/improvised prior to conduct of practicum
- Should give preference to the language convenient to the trainee-facilitators and target audience as the medium of instructions



Read, Explain, Then QandA

- 1 Throw the main question to the plenary: "What are the fundamental specifications of our practicum?" Let them toy with their ideas silently.
- 2 Have the participants form pairs.
- 3 Let each pair draw out a piece of rolled bond paper from a box. Each paper contains a specification of the practicum.

- 4 Ask each pair to present and explain the specification. Post each paper on the board.
- 5 Open the floor for a question and answer (QandA) portion.
- 6 Summarize the agreements and seal it with a special clap.



- What are the fundamental specifications that must be followed in the practicum?



- Box
- Rolled bond papers
- Masking tape



Important Points in Feedbacking

Acxivity 10.3



- Identify important considerations in giving and receiving feedback



20 min



Feedbacking allows us to know what other people think of our action. It gives us the chance to have a view of the experience from different standpoints. Other people may have seen things we failed to see or saw differently. This plurality of views can afford us to re-examine our own experience and challenge our very own view of things, with the hope of making us better persons. Feedbacking should be taken in an angle of growth and development.

Reminders in Giving and Receiving Feedback:

In Giving Feedback...

- **Be honest, not brutal, but tactful** = Share your authentic and objective truths in a way that will not be misunderstood. Exercise sensitivity.
- **Be constructive, not destructive** = Feedback weak points to motivate improvements and not to kill the spirit and the efforts.
- **Be appreciative but not patronizing** = Mention the good points and compliment but do not flatter the person's ego.
- **Be respectful and know the boundaries** = Feedbacking is an exercise of freedom of expression but remember, your rights end where others' rights begin. Be responsible.
- **Be friendly, not intimidating** = Standing in front of people may be enough to give people butterflies in their stomach. Do not add insult to injury. Give support.
- **Be fair, not biased** = Free yourself of any prejudices. Don't take this feedbacking as an opportunity to exact personal revenge for an unfinished business in the past.
- **Be clear and specific, not vague and too general** = Don't play safe by making general statements, especially about weaknesses. More often than not, they just add to confusion. Clarify your point by being specific about it.
- **Judge the action, not the person** = Separate the action from the person. Feedback on the experience. Don't attack the person. Don't be harsh.
- **Encourage, not discourage** = Invite the person to grow. Point out the strengths that

need to be reinforced. Challenge the person to address the weaknesses.

- **Make suggestions, throw questions, not prescriptions** = Share alternative ideas but don't impose these on the person. Your ideas should inspire thinking that may propel the person to build on and innovate your ideas, and eventually create his own. You can feedback by asking questions that trigger analysis and reflection.
- **At the right time, not too soon, not too late** = Timing is an essential factor in feedbacking. Feedback given at the right time boost momentum and can lead to personal transformation; but given at a wrong time, it can dampen the spirit.
- **Keep the feedback format in mind, but always reserve room for spontaneity** = Let the agreed structure of feedbacking guide you in ensuring that you will not miss any important point but let your thoughts flow freely and naturally.

In Receiving Feedback...

- **Be open** = Listen attentively and entertain what other people have to say about the session – good or bad. Take them on face value.
- **Be curious** = Wonder about how people took the experience. Knowing their varying views can provide you an array of angles to look at things, especially ones that are different from your point of view. They may be looking at things you failed to look at.
- **Be humble** = Don't feed your ego with all the praises you may receive. Humility is a great virtue. Be affirmed of your capacities and resolve to work harder.
- **Be accepting** = You are a work-in-progress. Learn to accept the awful truth about your limitations. We all are far from perfection. You are not alone.
- **Be positive** = Always look at the bright side of things even at the face of negative criticisms. Recognizing where you were not so good at is in itself an act towards personal growth.
- **Be gentle** = Don't take negative feedback too seriously. Do not be harsh on yourself; it's just a training – a part of your life but not your entire life. It's not going to be the end of the world. Take things easy.
- **Be objective** = Don't take things personally even if they seem to be. Take an objective look. Analyze. Analyze.
- **Be reflective, not reactive** = Don't get caught up in an emotional drama over your weak points. Being combative does not make up for your flaws. Reflect on the experience and learn from it.
- **Be thankful** = Appreciate how people went out of their way to share their views. Giving feedback is no easy matter. Acknowledge their best efforts
- **Take risks, don't play safe** = Don't remain within your comfort zone; think outside the box and explore other possibilities.
- **Listening, not hearing** = Feedbacking is not hearing sounds from one ear and out the other. It is absorbing the message and making it part of your system.
- **Welcome change** = Make a date with change. Plan on how you will overcome your limitations and strengthen your capacities.



Laundry List

- 1 Divide the participants into 2 teams by counting-off 1,2,1,2. Same numbers group together and form a circle.
- 2 Distribute focus question to each team:
 - Team 1 answers the question: How should we give feedback to others?
 - Team 2 focuses on: How should we receive the feedback of others?
- 3 Distribute a set of meta cards in the shape of shirts and permanent markers to every team.
- 4 Ask participants to write their answers like messages in these shirts.
- 5 Provide separate clotheslines for teams to hang these shirts.
- 6 Ask representatives of the teams to report the output.
- 7 Compare the outputs to the list of reminders above and see if there's anything to add.

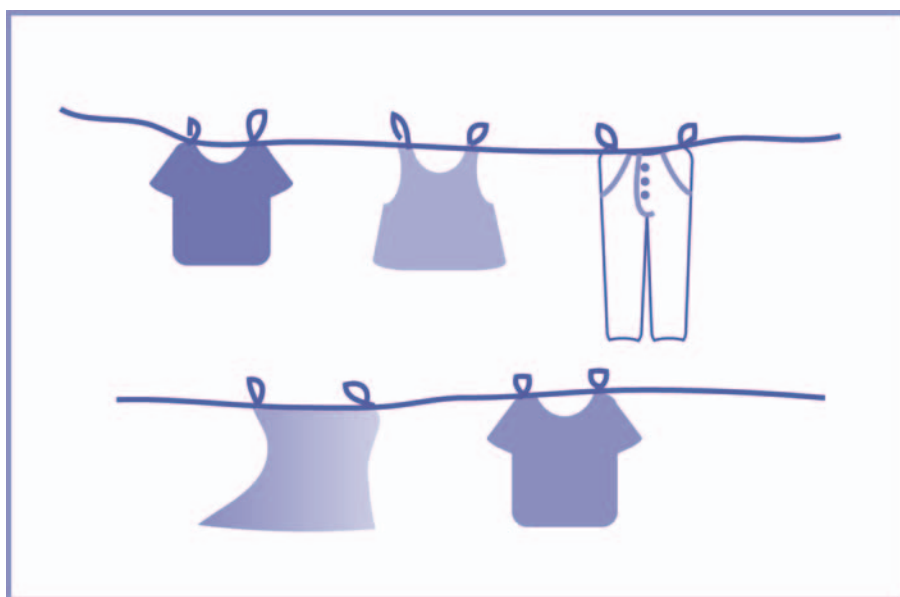
- 8 Encourage everyone to practice these reminders by putting hands one after the other like a volcano and erupting with a loud yell of YES!



- Shirt meta cards
- Permanent markers
- Clotheslines
- Clothespins
- Reminder flip charts



- How should we give feedback to others?
- How should we receive the feedback of others?
- What are essential considerations when giving and receiving feedback?



Introduction of Format for Observers' Feedback

Activity 10.4



- Know the format for the observers' feedback
- Identify ways of contributing constructive feedback.



10 min



Observers are encouraged to write down and/or make mental notes of their specific observations during the conduct of the practicum. This is to facilitate the feedbacking process. Each observer will have a maximum of 3 minutes to provide feedback.

Proposed Guide Steps in Feedbacking on Communication and Facilitation Skills

1. Mention 2 or more communication skills that the participant did well
Explain why s/he did it well.

2. Mention 2 or more facilitation skills that the participant did well
Explain why s/he did it well.
3. Mention things that you would have done differently. With each issue explain why and how it could be done.



Presentation

1. Distribute copies of the handout of format for feedback to the participants.
2. Go through each guide step.
3. Respond to any question or clarification.
4. Make sure the participants understand their role as observers at each batch of practicum.
5. Solicit practical suggestions in sharing constructive feedback.



- Handout of format



Feedbacking can take many forms. It can be verbal or non-verbal. Verbal feedbacking can be seen as a more direct and confrontative approach as compared to non-verbal which can be indirect and less confrontative. The ones giving the feedback should be given the option to use an approach they think and feel is appropriate to a given context.



- What will be our guide steps in feedbacking as observers?



Scenario Guide for the Conduct of the Practicum Session

Activity 10.5



- Identify the sequence of steps that will guide the conduct of the practicum



15 min



10-Step Practicum Scenario Guide

Step 1

Before conducting the session, the practicum team states their session's topics, learning goals and a few assumptions used in coming up with their design. These assumptions specify conditions of the real target participants and the learning environment. Can include brief descriptions on number and composition of participants, characteristics of the venue, logistical constraints, etc.

Step 2

The practicum team conducts the session proper. Observers record their observations.

Step 3

After the session the practicum team gives feedback on their own performance: what they did well, what problems they encountered. Afterwards, they can listen to the feedback of others and make a few notes.

Step 4

The two observers for each session give their feedback on the practicum team's performance. Focus is on the achievement of learning goals and the communications skills and facilitation skills displayed by practicum team. Each observer has a maximum of 3 minutes to share feedback.

Step 5

The facilitators can share additional feedback.

Step 6

Other participants offer comments focusing on content and method. They can share experiences of conducting a similar session. They can point out some reminders, difficulties and highlights of running the session.

Step 7

The practicum team responds to the feedback from the observers, facilitators and co-participants.

Step 8

The practicum team is applauded for giving their best effort.

Step 9

A copy of the materials developed by the practicum team are collected, properly labelled and submitted to the documentation team.

Step 10

The practicum team can plan a meeting among themselves in refining the materials they developed. A copy of this revised materials should also be submitted for documentation.

**Back Posting**

- 1 Distribute sheets of bond paper; some are blank sheets while 10 have steps written on them. These steps, when arranged in order, spell out the scenario guide for the entire practicum.
- 2 Using masking tape, ask participants to post their paper to any person's back without telling the person what is written on it. Ensure that each person has a paper on his back.
- 3 Then call out step 1. The person who has this at his back goes in front and turns his back to present the step. Everybody reads aloud the step.
- 4 Then call out step 2. So on, so forth until the last person.
- 5 Ask participants if there is anything missing. Use the blank sheets and write the suggestions. Insert these steps where they should be properly placed.
- 6 Make a quick round again of the steps to remind people.
- 7 Tell the participants to assist everyone in taking the paper off their backs and posting them all in sequence on the wall.



- Sheets of bond paper – 10 have written steps; others are blank
- Masking tape
- Permanent markers



- What will be the step-by-step scenario for the practicum?
- What happens in each step?
- Are there any steps missing? Anything to add?



Sequence of Practicums

Activity 10.6



Determine the sequence of practicums



10 min



- The sequence of practicums is the order of the sessions.
- It is very important to have this defined prior to practicum for several reasons:
 - So that each practicum team will be able to condition themselves already for the practicum;
 - So that they can have a sense of how much time they have in preparations;
 - So that they can detect and troubleshoot any conflict as to who will be the set of observers and practicum facilitators at any given session.

Practicum Teams	Session Order	Observers
Muchsin and Sokha Vincent and Alinda	(7) (2)	Rhoda and Aar Chamrong and Washington
Rhoda and Aar Chamrong and Washington	(1) (6)	Vincent and Alinda Muchsin and Sokha
Thany and Rat Au, Jerome, and Rosty Marcy and Lisa	(4) (5) (3)	Marcy and Lisa Thany and Rat Au, Jerome, and Rosty



Shortest to Longest

- 1 Hold strips of paper (half-inch wide) of different lengths with one end visible and the other hidden between hands. The visible ends should be equal.
- 2 Have each practicum team draw out any strip they desire.
- 3 Let them compare the lengths and order the paper from shortest to longest.
- 4 Use this order to sequence the practicum sessions, with the shortest as the first and the longest the last to do the practicum facilitation. Create a sequence table
- 5 Assign observers per session, making sure there is no conflict in schedule.
- 6 Post this table on the wall as reminder.



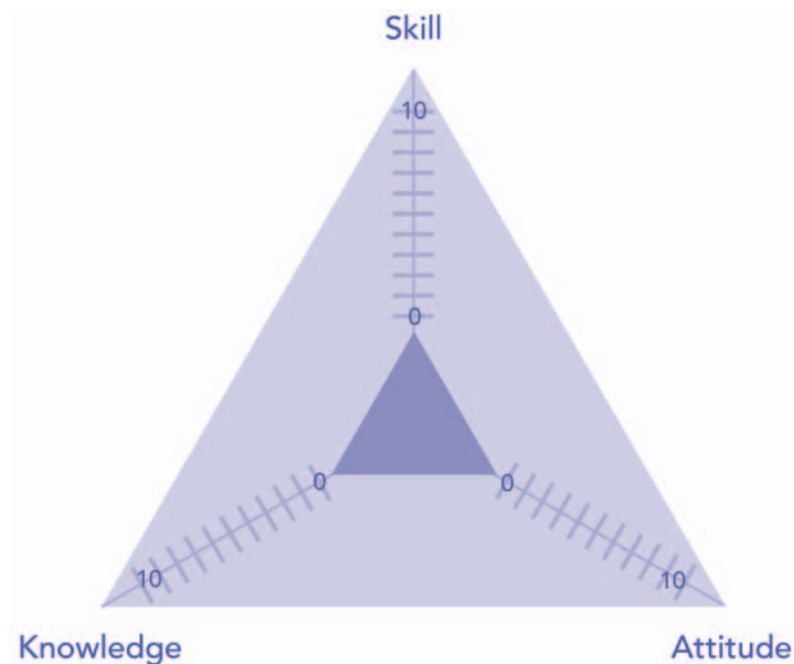
- Strips of paper of varying lengths
- Table flip chart
- Permanent markers
- Masking tape



- What will be the order of practicum?
- Who will observe what practicum?

Prepare! Prepare! Prepare! Prepare! Prepare!

**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Module 11: Implementing the Training Design

Reminder Notes on Monitoring and Observation of Practicum

Simulated Practicum: Participants Exercising Their Training Implementation Skills

Implementing the Training Design

Knowing is not enough; we must apply.

Willing is not enough we must do.

Goethe



Reminder Notes on Monitoring and Observation of Practicum

Activity 11.1



- Review the practicum guidelines
- Familiarize self with the Monitoring and Observation Tool



10 min



Checklist for Practicum Presentation Skills
A Practicum Monitoring and Observation Tool
(To be completed by Practicum Observers and Trainers)

Check appropriate box to qualify observation of step or task. Write necessary remarks to make specific descriptions of the observation.

- **Highly Satisfactory (HS):** Performs the step or task way above standard procedure or guidelines
- **Satisfactory (SA):** Performs the step or task according to standard procedure or guidelines
- **So-so (SS):** Performs the step or task neither satisfactorily nor unsatisfactorily.
- **Unsatisfactory (US):** Performs the step or task poorly according to standard procedure or guidelines
- **Highly Unsatisfactory (HU):** Performs the step or task way below standard procedure or guidelines
- **Not Observed:** Step or task not performed by participant during observation/evaluation

Facilitators: 1. 2. 3.							
Session Topic:							
Step/TASK	OBSERVATIONS						
	HS	SA	SS	US	HUS	NO	REMARKS
Presents an effective introduction							
States the objective(s) as part of the introduction							
Asks questions of the entire group							
Targets questions to individuals							
Asks questions at a variety of levels							
Uses participant names							
Provides positive feedback							
Responds to participant questions							
Follows trainer's notes and/or a personalized reference manual							
Maintains eye contact							
Projects voice so that all participants can hear							
Moves about the room							
Uses audio-visuals effectively							
Displays a positive use of humor							
Presents an effective summary							
Provides for application or practice of presentation content							
Overall, delivered an effective classroom presentation							
<div style="text-align: center;"> _____ (Signature over printed name of Observer) </div>							



Recall

- 1 Ask participants to recall the practicum guidelines developed in the previous module.
- 2 Present the flip chart of guidelines to ensure nobody misses on all points.

Familiarity with new Tool

- 3 Present the monitoring and observation tool for the practicum. This will be used by trainers and observers per practicum session. Make sure there are sufficient copies.
- 4 Let the participants who will take turns as observers familiarize themselves with the tool.
- 5 Entertain any clarification about it.

Building Solidarity

- 6 Gather everyone in a circle. Let them join hands together.
- 7 Encourage everyone to share short prayers, wishes of good luck and warm support.
- 8 Solicit an idea for a brief chant to boost morale (e.g., We are the best!).
- 9 Expand the circle without disconnecting the hands, then ask the participants to shout the chant thrice, each time getting louder and louder and on the last, everyone moves to the center and raises their hands in full solidarity with the group.



- Practicum Guidelines Flip chart
- Copies of Monitoring and Observation Tool
- Pens



- How do we monitor and observe the practicum?
- What aspects of the training should be constantly monitored and observed?
- How do we use the Monitoring and Observation Tool?



Simulated Practicum:

Participants Exercising Their Training Implementation Skills
Activity 11.2



- Implement and check the effectivity of the training design
- Demonstrate facilitation skills
- Monitor and observe practicum facilitators



40 min each practicum session with brief intervals for feedbacking and breaks



- In the delivery of the training, the facilitator(s) must ensure the following:
 - Use effective communication and presentation skills
 - Use effective facilitation skills
 - Build rapport with the participants
 - Create an environment of trust, comfort and security
 - Establish and maintain credibility
 - Respect the rights of participants to participate or not but encourage responsibility
 - Give clear and simple instructions
 - Conduct training in a responsive and collaborative way
 - Use participatory learning methods
 - Encourage active participation
 - Provide supportive feedback
 - Monitor the process and progress of training and make necessary adjustments

- Affirm the participants for the efforts they are giving
- Provide venues for practical application of knowledge and skills
- Provide opportunities to process the experience
- Synthesize key learning points



Actual Practicum

- 1 Introduce the first practicum team.
- 2 Ask them to state the assumed actual KSA level of their target audience. The rest of the participants act as the proxy target audience, carefully approximating the qualities (e.g., behavior) of the real target audience.
- 3 Ask for a volunteer time-keeper who would signal to the facilitating team at the following periods: allow 5 minutes and time to wrap-up and end session.
- 4 Let the practicum team conduct their session proper.
- 5 After the session, ask the audience to give the practicum team a special clap.
- 6 Conduct the feedback session following the guidelines.
- 7 Call on the next team. So on and so forth until the last practicum.
- 8 Congratulate everyone for going through this important process in a ToT.

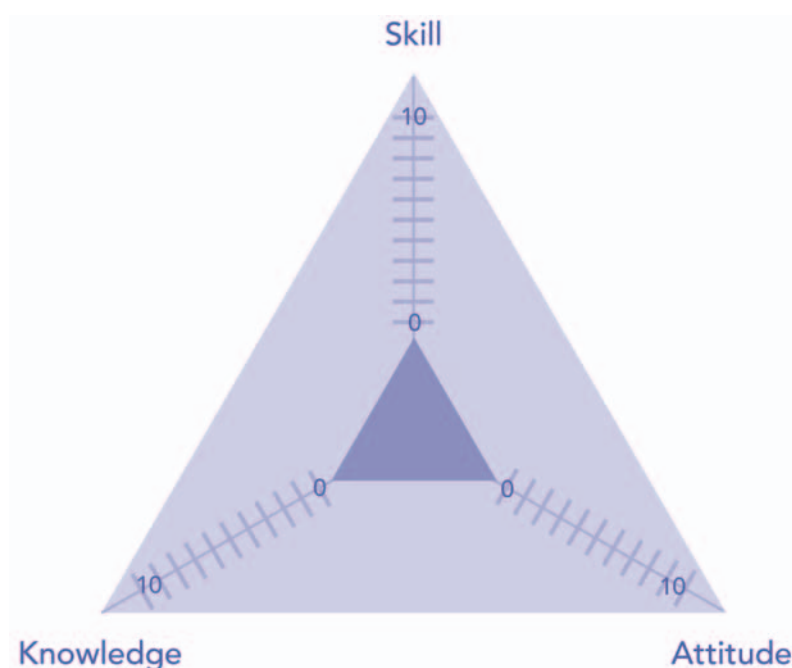


- Teaching aids (audio, visual, etc.)



- Best wishes for all practicum teams! Give it your best shot!

**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Module 12: Documenting, Monitoring and Evaluating the Training/Practicum

Some Notes on Documentation and Monitoring & Evaluation

Reflecting on the Lessons from the Practicum

Enhancing the Implemented Training Design

Module 12

Documenting, Monitoring and Evaluating the Training/Practicum

The road to wisdom?
Well, it's plain
and simple to express:
Err
and err
and err again
but less
and less
and less.

Piet Hein, Danish inventor and poet



Some Notes on Documentation and Monitoring & Evaluation

Activity 12.1



Define and differentiate documentation, monitoring and evaluation
Identify the importance of doing documentation, monitoring and evaluation of trainings



30 min



- Documentation, monitoring, and evaluation work hand-in-hand. All three can be conducted during the pre-training, training, and post-training.
- Documentation is the gathering of all pertinent information in different forms about a training to preserve documents for future reference. There are several forms of documentation: written/encoded documents, audio recording, photo, video, CD or an album of different training materials.
- Training monitoring is the systematic, planned, organized, purposive and routinary collecting of information about the training. The simple documentation and checking of training records and notes keeping becomes monitoring when reviewed against the training plan.
- Evaluation is about using monitoring and other information collected through documentation to make informed judgments about the training and make changes and improvements.
- Evaluation answers the following questions
 - how well are we doing?
 - are we doing the right things?
 - what difference are we making?
- evaluation is an in-depth study, taking place at specific points in the life of the training.



- 1 Group participants into three teams.
- 2 Assign topic of discussion per team: documentation, monitoring and evaluation.
- 3 Instruct participants to share whatever they know about the focal topic of their group.

Answers are written on flip charts.

- 4 Gather the participants for the plenary reporting. Each team shares their output to the big group.
- 5 Input on the topics.
- 6 Open the discussion.
- 7 Summarize the main points.



Documentation	Monitoring	Evaluation



- Flip charts
- Permanent markers
- Masking tape



- What do you know about documentation? Monitoring? Evaluation?
- How are they different from each other?
- How do these processes contribute to a successful training?



Reflecting on the Lessons from the Practicum

Activity 12.2



- Identify key practicum learning points
- Reflect on these learning points as valuable input for planning



30 min



- Experience teaches. Whatever we do is an opportunity for learning. Let us take the advantage of learning from our own experiences.
- One way of digesting the learning from the practicum is to identify key strengths, weaknesses, opportunities and challenges (SWOC Analysis)
- The lessons of the practicum should motivate us to improve the training design and facilitation so that our training will surely hit its real target.
- Learning from experience is a mark of growth.

'You Learn'
 You live you learn
 You love you learn
 You cry you learn
 You lose you learn
 You bleed you learn
 You scream you learn
 You grieve you learn
 You choke you learn

You laugh you learn
 You choose you learn
 You pray you learn
 You ask you learn
 You live you learn
 By Alanis Morissette
 Pop singer



Lyrics Study and/or Listening Engagement

- 1 Read the lyrics of Alanis Morissette's song "You Learn". Better if you have the tape or CD, play it for everyone to listen to the song.
- 2 Solicit insights from the participants. Have a short song analysis. Do this to set the tone of the next activity (which is learning the most out of own experiences).

Tool Assessment

- 3 Distribute the assessment tool to the participants.
- 4 Allow them time to reflect on their experience and write their response.

Sharing

- 5 Group participants into groups of 5s to share and discuss the lessons learned. They can identify specific KSA gained from the practicum. Answers are written on flip charts.

Plenary reporting

- 6 Call on the rapporteur for each group for the plenary reporting.
- 7 Open the forum for discussion.
- 8 Sum-up key points.
- 9 Collect the diploma assessment tool for review and documentation.

Practicum Assessment Tool

(To be completed by all practicum trainee-facilitators)

I Survived the Practicum!

This certifies that I _____ (Name of Trainee) _____, have survived the practicum sessions of the _____ (Title of Training) _____ held in _____ (Venue) _____ on _____ (Inclusive Date) _____.

My experience has given me the knowledge, skills and attitude to help me become an effective FACILITATOR.

I have learned important lessons ABOUT MYSELF, such as:

I also need to improve my skills in the following areas:

I can apply the new knowledge and skills in my work in my own country/organization/ community by:



LEARNING POINTS FROM PRACTICUM

- CRC awareness is important
- Planning is important
- Techniques for participation
- Concentration
- Body language
- Methods
- Process
- Plans for sessions
- Roles and responsibilities of trainer
- Multimedia
- Facilitation
- Appropriate materials
- Observation skills
- Giving feedback
- Communication
- Subject knowledge
- Speech
- Presentation
- Co-facilitation
- Focusing on subject
- Patience
- Listening
- Meaningful CP
- Degree of CP
- Self analysis
- Where we are
- Analysis of organization
- Preparing
- Schedule
- Plan and use materials
- Team work
- Time management
- Setting objectives
- Sharing experiences
- Learning is a process
- Same topic, different methods

How will we apply learning back home?

- Will conduct CP trainings and apply lessons learned
- Practice myself
- Share with/echo to the management and other co-workers
- Develop more modules
- Meaningful participation of children in our child rights committee
- Make training more meaningful



- Practicum assessment tool
- Pens



- What did you learn from the practicum?
- What knowledge, skills and attitude did you specifically gain from such exercise?
- Do you see any implications for work back home?



Enhancing the Implemented Training Design

Activity 12.3



- Revise the implemented training design by considering the evaluative comments and suggestions made during its critiquing
- Create a documentation album of the practicum



60 min



- Trainings can only come close to perfection. There will always be room for improvement and alteration.
- The gains of the practicum feedbacking and assessment should be translated into action by going back to the drawing board and finding ways to enhance the implemented training design. This improved training design will be the one used with the actual target audience.



Revision

- 1 Ask practicum teams to gather among themselves.
- 2 Let them go through discussing their implemented training design while considering the comments and suggestions made during the critiquing.
- 3 Let them identify which comments and suggestions are practical enough to be incorporated in the design and the ones are not. Make sure they weigh their options whether to follow or trash the suggestions.
- 4 Have them make the necessary revisions on the design.
- 5 Make yourself available for consultation.
- 6 Ask them to document all materials of their practicum.
- 7 Instruct them to submit both the initial and revised drafts of training design on an agreed time.



- Flip charts
- Permanent markers
- Masking tape

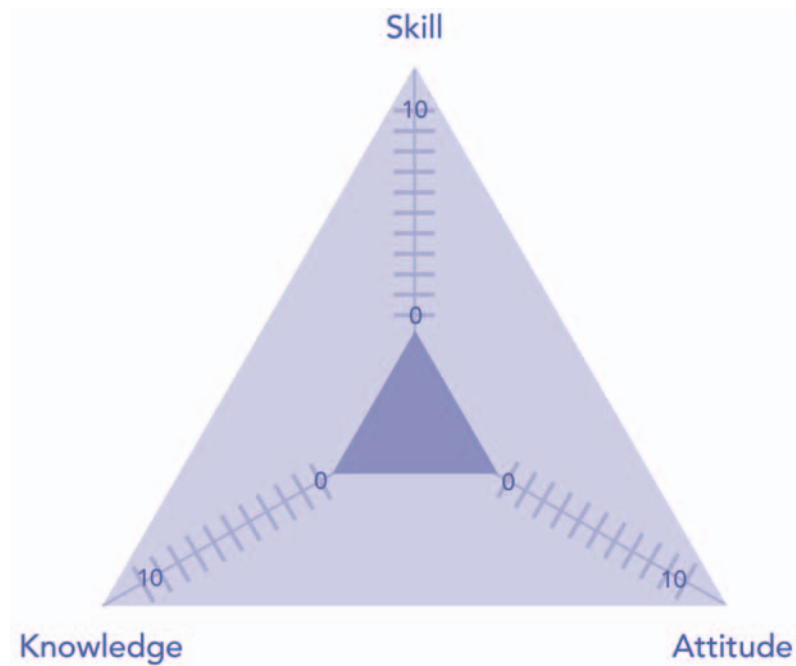


- A training design is only fit for a particular audience in a particular place and time. In a sense, a training design is always a draft. It is always subject for change and multiple interpretations.
- A single design can be interpreted and implemented differently by different trainers.



- How can the training be improved?
- Which among the practicum suggestions should you consider in order to enhance the training design?
- Which among the suggestions should you reflect upon to improve personal capacities as a trainer?

**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Module 13: Initial Planning on Mainstreaming Children's Participation

- Training is Part of Capacity Building
- What Does Capacity Building on Mainstreaming Children's Participation Entail?
- Looking at the CWA Network as a Resource
- Orientation to Planning
- Planning Format
- Planning at Organizational Level
- Feedback on the Organizational Plans of Action
- Planning at Country Level
- Planning at Network Level
- Next Steps

Module 13

Initial Planning on Mainstreaming Children's Participation

Learn avidly.

Question repeatedly what you have learned.

Analyze it carefully.

Then put what you have learned into practice intelligently.

Confucius



Training is Part of Capacity Building

Activity 13.1



- Reflect on what capacity building means
- Identify the relationship between training and capacity building



45 min



- We need to see training as part of capacity building – therefore not focus only on training itself but to look at other aspects that need to be worked on.
- We need to see capacity building as a process which will take time and investment especially in human resources. When aiming to build capacity on children's participation in the organization the above issues need to be taken into account and planned for.



Reflection

- 1 Introduce the quoted statement to the participants.

"It does not help to train individuals when organizational vision is unclear, organizational culture is unhelpful and structure is confusing or obtuse. It does not help to secure resources when the organization is not equipped to carry out its tasks. It does not help to develop information management systems when the basic organizational attitude is one which rejects learning through monitoring and evaluation in favor of frantic activity (CDRA, 1995)"

(Capacity-Building, An Approach to People-Centred Development, Deborah Eade, Oxfam 1997)

- 2 Let them reflect for a while what the statement means to them.
- 3 Solicit insights.
- 4 Introduce capacity building as a point for discussion.

Brainstorming

- 5 Group participants into pairs and let them brainstorm on the other aspects of capacity-building aside from training. Pairs list their answers on meta cards – one idea per card.

Buzz Session

- 6 Go around from pair-to-pair to solicit answers until all ideas are exhausted.

- 7 Post the meta cards on the board, grouping ideas according to the following categories:
 - Information sharing (sharing of experiences, documentation, exchange visits, net working)
 - Training (Sensitization, Awareness raising, skills)
 - Process and Follow up (regular feedback sessions or meetings, availability of support and advice throughout, addressing emerging issues and needs)
- 8 Further the discussion.
- 9 Summarize key points.



- Flip chart of quoted statement
- Meta cards
- Permanent markers
- Masking tape
- Handouts:
- Discussion paper on capacity building SCS
- Background and resources paper



Participants may bring up groups to work with as well such as individuals, staff, management, community, government etc. These can also be taken into account but the focus should be on the process of capacity building



Towards A Common Understanding of Capacity Building

What is Capacity Building?

"Capacity building" is a broad term and has almost become synonymous with "development" in some instances. There is no one definition of what capacity building is, but rather different interpretations of what the term means to an organization that says it is working with capacity building. It is more an approach that reflects an organization's philosophy of development as well as how it interprets its own role(s)¹ and therefore there is no single answer.

Two definitions that can be useful to increase the understanding of the term capacity building on children's participation:

"Capacity building is an ongoing process of helping people, organizations and societies improve and adapt to change around them. Performance and improvements are taken in the light of the mission, objectives, context, resources and sustainability."

*Organizational capacity building is a conscious intervention to improve an organization's effectiveness and sustainability in relation to its mission and context."*²

Most important in these definitions are the facts that it is about a continued process that would lead to change that could occur at different levels (individual, organizational and societal). It is not un-intentional or accidental but a *conscious intervention* to improve (change) an organization.

Capacity building in practice

In practice capacity building can be described as a variety of approaches including training, organizational development consultancies, inter-organizational linkages, exchange visits and networking. It can occur at a variety of levels (individual,

¹ Capacity-Building, An Approach to People-Centred Development, Deborah Eade, Oxfam 1997.

² Power and Partnership? Experiences of NGO Capacity Building, Edited by Rick James, Intrac 2001.

organizational, societal) and address a variety of issues (program, the internal organization and relations). It could be a mixture of approaches, levels and issues, with training individuals as an important component of capacity building. However, training is only one element that should be broadened to include others or the whole spectra of approaches. Capacity building is a continual process and that is why training of individuals in an organization needs to be complemented with other approaches.

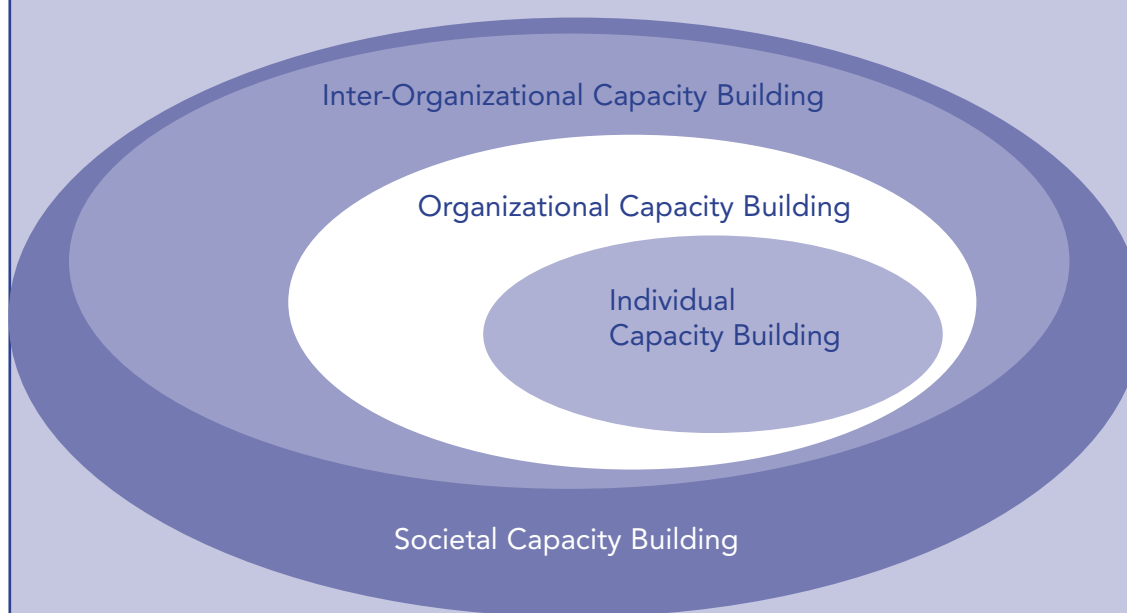
"It does not help to train individuals when organizational vision is unclear, organizational culture is unhelpful and structure is confusing or obtuse. It does not help to secure resources when the organization is not equipped to carry out its tasks. It does not help to develop information management systems when the basic organizational attitude is one which rejects learning through monitoring and evaluation in favour of frantic activity (CDRA, 1995)"³

Extracts of key conclusions from "Power and Partnership? Experiences of NGO Capacity-Building, edited by Rick James; a publication from INTRAC on research carried out on NGO capacity-building in the North and the South

- Needs for capacity building should be identified by the members concerned, not by somebody else. Ownership is crucial to success.
- The context, both at local and regional level, affects the nature of the capacity building needs. The context also influences the impact of capacity-building interventions. An analysis and understanding of the context is another crucial element for success.
- NGOs can stimulate the demand of their partners for capacity building through;
 - Bringing awareness of what capacity building is
 - Making partners aware of potential capacity-building providers
 - Funding budgets for capacity building
 - Discussing, dialoguing and negotiating with partners about the need for capacity building
 - Seek cooperation from others
- There are a number of different strategic choices for NGO capacity building programs. A mixture of interventions may be used over time. There must be flexibility for change if new needs emerge.
- Interventions at one level (individual, organizational, inter-organizational or societal) have implications at other levels.
- Capacity building is an ongoing process, not a one-off event. Significant time commitment is required.
- The capacity building process must be participatory and contain "learning by experiences" approaches.
- Clarification of roles is needed between NGOs, partners as well as potential capacity-building providers at start of capacity-building program. Monitoring and evaluation mechanisms should be built into the program.

³ Capacity-Building, An approach to People-Centred Development, Deborah Eade, Oxfam 1997

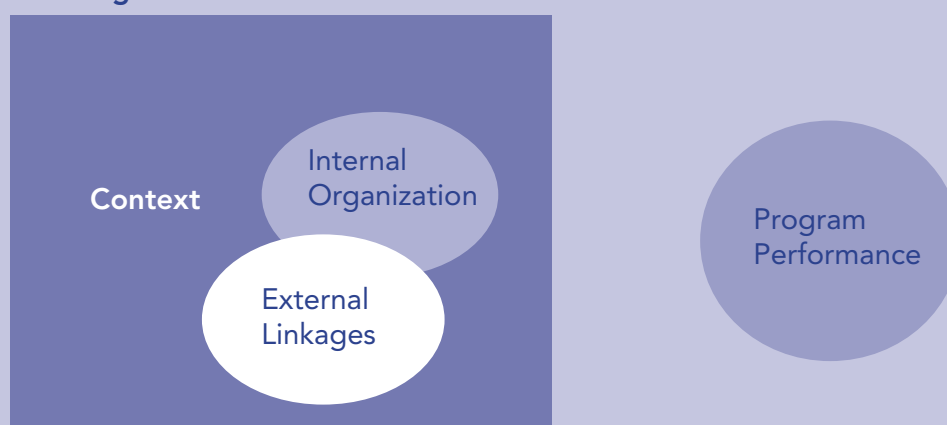
- Implement good practice learning from others
 - The importance of leadership development in capacity building and "personalizing" the capacity-building intervention.
 - Ensuring the preconditions for ownership are there
 - The need to understand the power dynamics within organizations
 - Interventions which are flexible, include follow-through, are participatory and provide incentives
 - Levels of capacity building



Examples of

- **Societal capacity building:**
 - a NGOs or partners work with a university to introduce a course on children's participation
 - b CWA works with authorities to involve children in a National Plan of Action for children.
- **Inter-organizational capacity building:**
 - a CWA and its members work to develop children's participation mainstreaming. Each member may have their specific area of competence that they bring into the joint work. (Mutual learning and capacity building).
 - b International contact between CWA and other organizations in other parts of the world.
- **Organizational capacity building:**
 - a Organizational development of partner organizations or community development groups.
 - b Support to a partner's strategic planning processes.
- **Individual capacity building:**
 - a Training in children's participation of staff from partner organizations.
 - b Awareness raising on children's participation among staff from partner organizations and local authorities.

What is an organization?



According to this model, NGOs are viewed as a combination of three main areas;

- The internal organization (To Be)
- The program performance (To Do)
- The external linkages (To relate, external outside the organization)

The areas are overlapping and relate to one-another. Capacity building programs must take all aspects into consideration, including the context in which the organization operates.

Examples of capacity-building interventions;

- To Be: organizational development, leadership training, planning and strategic management, financial systems
- To Do: children's participation training, monitoring and evaluation of quality of projects
- To Relate: advocacy, networking, collaboration with others

Capacity building needs

First identify the skills you need to improve the involvement of children.

- Prioritize these skills according to the impact they would make on improving the involvement of children. You may like to think also about the cost of acquiring skills and the time it might take.

Now answer the following questions for each skill:

- Skill required:
- Priority [high/medium/low]
- Why?
- How to get it?
- Who will have their capacity raised?
- What are the chances that the skills can be acquired by more than one member of staff?
- Should more than one person be involved?
- When? How long will it take?
- What will it cost? (remember to include potential loss or replacement of staff member's time)

(Adapted from: 'Getting the Message Across' – p.149)

Capacity development – background materials for Exchange lunchtime discussion 1 April 2003

What Is Capacity Development?

Excerpt from 'Planning, implementing and evaluating capacity development' – Isnar Briefing Paper 50

<http://www.isnar.cgiar.org/publications/briefing/Bp50.htm>

<http://www.isnar.cgiar.org/publications/briefing/Bp50.htm>

The terms capacity building and capacity development are highly elastic, in that they can be stretched to embrace many different things. In the sphere of agricultural research and development, capacity building is often equated with training activities and workshops. In management schools, capacity building often means organizational development (Harrison 1994).

In non-governmental and voluntary service organizations (NGOs and VSOs) capacity building is often associated with the empowerment of individuals and grassroots organizations (Eade 1997; Fals-Borda and Rahman 1991). At the United Nations and the World Bank, capacity building typically refers to improving national institutions to improve governance and economic management (UNDP 1998; Picciotto and Wiesner 1998).

The term building often implies that activities are carefully planned and executed, that they follow a clear and detailed plan or blueprint. However, capacity development involves more experimentation and learning than engineering (Horton 1999). For this reason, I believe the term capacity development, which implies an organic process of growth and development, is more appropriate than capacity building.

Peter Morgan (1997) has defined capacity development as the process by which individuals, groups and organizations improve their ability to carry out their functions and achieve desired results over time. This definition highlights two important points: that capacity development is largely an internal process of growth and development, and that capacity-development efforts should be results oriented.

Some definitions – from 'What is capacity development? – An introduction'

http://www.capacity.org/what_is_cd.html

http://www.capacity.org/what_is_cd.html

The following list provides a selection of some of the many definitions used by different development organizations.

Capacity Development is "the process by which individuals, groups, organizations, institutions and societies increase their abilities to:

- 1 perform core functions, solve problems, define and achieve objectives; and
- 2 understand and deal with their development needs in a broad context and in a sustainable manner." UNDP, 1997. "Capacity Development", Technical Advisory Paper II. In: Capacity Development Resource Book. Management Development and Governance Division. UNDP.

"Capacity building is an approach to development not something separate from it. It is a response to the multi-dimensional processes of change, not a set of discrete or pre-packaged technical interventions intended to bring about a pre-defined outcome. In supporting organizations working for social justice, it is also necessary to support the various capacities they require to do this: intellectual, organizational, social, political,

cultural, material, practical, or financial." Eade, D. 1997. "What is capacity-building?", in: *Capacity-Building, An Approach to People-Centred Development*, pp.23-49. Oxford: An Oxfam Publication.

"Capacity development refers to investment in people, institutions, and practices that will, together, enable countries in the region to achieve their development objectives" World Bank. 1997. Partnership for Capacity development in Africa. A Progress Report. World Bank.

"Capacity building is a process by which individuals, groups, institutions, organizations and societies enhance their abilities to identify and meet development challenges in a sustainable manner." CIDA. 1996. Capacity development: the concept and its implementation in the CIDA context. Hull: Policy Branch, CIDA.

"National [Red Cross and Red Crescent] Society capacity development is a systematic approach of continuous learning to improve the ability and capacity of Red Cross and Crescent societies to make the most effective and efficient use of the available human and financial resources to achieve the humanitarian purposes of the Movement in a sustainable way." IFRC. 1998. Framework for National Society Capacity development. Geneva: International Federation of Red Cross and Red Crescent Societies. Geneva: IFRC.



- What to you is the meaning of the quoted statement?
- How is training related to capacity building?
- What are the other aspects of capacity building that we must consider in relation to training?



Useful Resources

Capacity.org: Website of the European Centre for Development Policy Management dedicated to advancing the policy and practice of capacity building in international development cooperation. It offers: a quarterly "magazine" on a timely theme or issue, a virtual library providing access to publications, and links to related Websites.
<http://www.capacity.org>

'What is capacity building?' (cited above)

http://www.capacity.org/what_is_cd.html

'Evaluating capacity development' – article by Mackay and Horton 2002

http://www.isnar.cgiar.org/ecd/CJPE_17_2.pdf

'Planning, implementing and evaluating capacity development – ISNAR Briefing Paper 50' (cited above)

<http://www.isnar.cgiar.org/publications/briefing/Bp50.htm>

'The development of capacity,' Allan Kaplan 1999

http://www.cdpa.org.za/Publications/Various_Articles/The%20Developing_of_Capacity%20UN%20NGLS__by_allan.htm

'What do we know about capacity building? An overview of existing knowledge and good practice.' Anneli Milen, Department of Health service provision, WHO, 2001.

http://www.gtzsfdm.or.id/documents/library/on_cb/CapacityBuilding_WHO.pdf

UN and Capacity Building:

<http://www.un.org/esa/subindex/gh15.htm>

a search listing of capacity building topics, with a primary focus on work done within the UN organizations.

Measuring Capacity Building – USAID 'state of the art' paper

http://www.cpc.unc.edu/measure/publications/special/capacity_building.pdf

http://www.acdicida.gc.ca/cida_ind.nsf/0/adf96586df70b4b785256c69004f5b0d?OpenDocument#TOP



What Does Capacity Building on Mainstreaming Children's Participation Entail?

Activity 13.2



- Enumerate the different components of capacity building on mainstreaming children's participation
- Identify capacity building needs
- Take accounting of capacity building resources



45 min



Capacity building on mainstreaming CP includes:

- training/skills
- exchange/information sharing (visits)
- sharing experiences
- research, documentation
- awareness, sensitizing
- follow up
- using existing expertise
- networking
- training materials
- funding



Needs Assessment

- 1 Let the participants identify as many skills they need to improve involvement of children. This can be done on two levels: individual and organizational.
- 2 Ask them to prioritize these skills [high/medium/low priority] according to the impact they would make on improving the involvement of children. Have them consider the cost of acquiring such skills and the time it might take.

Resource Inventory

- 3 Direct the attention of the participants in accounting available resources and capacities.
- 4 Let them cross-check the needs with the resource inventory.

Resources

human resources
documentation
other NGOs
expertise
training institutes
evaluations
training materials
research



- Bond paper
- Pens



- Use this guide in needs assessment:
 - Skill required:
 - Priority [high/medium/low]
 - Why?
 - How to get it?
 - Who will have their capacity raised with these skills?
 - What are the chances that the skills can be acquired by more than one member of staff?
 - Should more than one person be involved?
 - When? How long will it take?
 - What will it cost? (remember to include potential loss or replacement of staff member's time)
 (Adapted from: 'Getting the message across' – p.149)
- Answer the following in doing resource inventory:
 - What capacity building resources exist in your office? (such as training materials, expertise, documentation, evaluation, research) (please state language(s) and format)
 - What other resources exist in your country/region? (i.e. funding, teaching and training institutes, NGOs, human resources, documentation, training materials, networks, etc.)
 - What is needed in your office, country, region to assist in capacity building? Please indicate the priority of your recommendations.

**Looking at the CWA Network as a Resource**

Activity 13.3



- Know the available resources within the CWA network for consideration in planning



25 min



- CWA as a network is one level of work distinct from that of the member organizations and the other levels of national and local government, community, and so on.
- The network and its organs, in the spirit of partnership, can be viewed as mechanisms for capacity building, resource sharing and generation.

- CWA aims to mainstream and institutionalize CP as a criterion of membership.
- While the process of planning on the network level is the responsibility of the task force, the work they do can also feed into planning for individual organizations by providing a framework and a sense of solidarity in the development of those plans.
- CWA network members can look into past efforts on children's participation as a resource for building a coherent set of CP standards within one's own organization, and in doing so, contributing to the development of network-wide guidelines and concepts.
- In any given capacity, an organizational undertaking is integrated into the network at different levels. This integration determine to what extent the network and its organs are viewed as a resource for any given capacity building project.
- CWA hopes that any plan on mainstreaming CP can draw on its resources and environment.

CWA Secretariat as a Resource: Outline of Presentation

Task force CP

- improve strategy and action plans
- mechanism and coordination sharing

Member

- feed network
- implement POA

General assembly

- policy decision
- overall mandate

Secretariat

- overall facilitation
- information dissemination
- resource access

Executive board

- governance
- leadership

CWA Taskforces on Children's Participation

Aspects of the CP Taskforce	Southeast Asia CP Taskforce	South Asia CP Taskforce
Membership	Composed of 5 children's organizations and 5 adult NGOs from Cambodia, Indonesia, Lao PDR, Philippines and Thailand	Composed of 7 children's organizations and 7 adult NGOs from Bangladesh, India, Nepal, Pakistan and Sri Lanka
Mandate	<ul style="list-style-type: none"> To serve as the reference group of the network in improving the CWA strategies and action plans on child participation Creating mechanisms of coordination and interaction between countries at the sub-regional and regional levels to ensure exchange of ideas, expertise and experiences 	
Plans of Action	<ul style="list-style-type: none"> Open spaces for the promotion of children's participation Promote better understanding of children's participation Build the capacities of children and adults 	

Services Provided

CWA Secretariat	CWA Network
<ul style="list-style-type: none"> Resource Center: Information sharing/resource/documentation/database/directory Introduce Bill as Information, Communication, Research Systems Development – responsibility is to pull things together and try help develop the general support structures for implementation of the Secretariat's role and responsibilities. Information Sharing (Exchange program on good practices) Expertise Technical Support, Resource Person Funding support shared 	<ul style="list-style-type: none"> Resource Center: Information sharing/resources, Information Sharing (Exchange program on good practices) Expertise Technical Support, Resource Persons Capacity Building Advocacy opportunity Bring new issues to the network i.e. child domestic worker issues



Presentation

- 1 Present CWA network focusing on its capacities as a resource. Highlight the important role of the secretariat in terms of facilitation and support.

QandA

- 2 Provide a forum for question and answer.



- Flip charts
- Handouts



- What are the different resources available within the CWA network?
- How can each member organization draw from and contribute to these resources?
- What is the role of the Secretariat in this regard?



Orientation to Planning

Activity 13.4



- Define what a plan is
- Review principles in SMART planning
- Differentiate the various levels of planning
- Identify the necessary steps in planning
- Familiarize with the planning format



30 min



- A plan is a roadmap describing what one should do to achieve the target goals.
- There are reasons why good projects fail, a lot of which can be addressed while still at the drawing table. Consider this formula for project failure:
 - bad and rigid plan; overplan
 - lack of ground knowledge
 - people lack capacity/experience
 - design and action are not compatible
 - external and internal factors not considered
 - unwilling to adapt/change; lack of flexibility
 - poor monitoring and assessment
- Good plans are SMART plans: specific, measurable, attainable, relevant, time-bound.
- Project planners are typically confronted by the following Project Dilemmas:
 - Strategic vs. Panic activities
 - Realistic (min) vs. Ideal (max)
 - Attainable vs. Lack of resources
 - Sustainable vs. Piecemeal, donor-driven, "flavor of the month"
- Planning can be done at different levels:
 - Organizational level
 - Country level
 - Support from network
 - training
 - child-friendly material
 - follow up
- A good plan should consider as many factors – both enabling and disabling – that can affect the possible outcome:
 - What questions do we have to answer when we are making a plan? Which resources are there?
 - Why (look at set of multi-level objectives)
 - What (challenges in the RSW presentations, Secretariat presentation – draft indicators, country reports, sharing of experiences exercise, mainstreaming CP report, skills needed to mainstream, CP newsletter – good and bad practice indicators and how to make sure ... brochure – structure, task force documents)
 - How (capacity-building handout, checklist for capacity-building resources)
 - When
 - Whom

Planning Checklist

SWOC Analysis

strength
weaknesses
opportunities
challenges

VMGSP

vision
missions
goals
strategies
programs → activities

Mechanism

guiding principles
policies and guidelines
planning sessions
budget
TORs

Organization

people
management
partners
communication
budget

CWA as a Resource

mechanism-network
taskforce
resources-Secretariat
institutionalize
create mechanism for exchange
facilitate
mainstream
improve strategies
research
resource person
resource center
technical support
expertise
funding support shared



Survey

- 1 Solicit ideas about what a plan is and constitute a good plan.
- 2 Write the ideas on the board.
- 3 Level-off in terms of definition and review the SMART principles.

Introduction of Planning Levels

- 4 Talk about various levels of planning and clarify how each interconnects with each other.

Planning Steps

- 5 Discuss the different steps and necessary considerations in making a SMART plan.



- Flip charts
- Masking tape
- Chalk



- What makes a good plan?
- What are the different levels of planning?
- What are important steps and considerations in ensuring a good plan?



Planning Format

Activity 13.5



- Reflect on the fundamental elements a context-based plan should incorporate
- Familiarize with suggested format for the planning
- Identify other areas for consideration to enhance planning format



30 min



The following provides a listing of some of the fundamental elements that must be incorporated in a plan. Other elements not listed but are considered important based on context must be incorporated as well.

OBJECTIVE:

Develop plans (a general/broad 2-year plan and a concrete 1-year plan) to strengthen children's participation in participant's organizations, the country level and the CWA network

ELEMENT/COMPONENT	EXAMPLES
What to do? (Activities)	<ul style="list-style-type: none"> • Training • Information • Documentation • Feedback • Sharing of experiences • Exchange • Others • Explain (Refer to capacity building session)
Why? (Objectives)	<ul style="list-style-type: none"> • Train trainers • Sensitize people • Influence policy-makers • Share experiences • Document experiences • Others • Explain

ELEMENT/COMPONENT	EXAMPLES
For whom? (Target Participants)	Staff Management Children Community Other NGOs Government CWA Task Force Others Explain
How? (Strategies & Approaches)	Forum Workshop Advocacy campaign Others Explain
When? (Time frame)	2005 2006 Long term plan Concrete plan until end of 2005 Explain
Where? (Level)	Country Organization CWA Task Force Explain
Who will do what? (Tasking & Responsibilities)	Staff Management Children Community Other NGOs Government CWA Task Force Others Explain
Need what? (Resources)	Training materials Expertise Documentation Research and evaluation Funding Training institutes Other NGOs Human resources Explain (Refer to handout on resources)

WHO, WHAT, WHERE, ETC. FORMAT

WHY	WHAT	WHERE	HOW	WHO

LOGFRAME FORMAT

GOALS:							
1	2	3	4	5	6	7	8
OBJECTIVES	ACTIVITIES	OUTPUT	INDICATORS	MEANS OF VERIFICATION	TIME-FRAME	PERSONS IN CHARGE	ASSUMPTIONS

**Format Presentation**

- 1 Ask the participants about what needs to be taken into account in creating a plan. Let them brainstorm in groups.
- 2 Solicit responses. Write answers on the board.
- 3 Introduce the planning format card-by-card. Post each card on a flip chart.
- 4 Let the participants study how it will be used and how it can facilitate the planning process. Let them identify other elements crucial in their context. Provide more cards for this.
- 5 Open the discussion for clarifications.
- 6 Sum up key points.



- Meta cards
- Flip chart
- Permanent markers
- Masking tape



- What are the basic elements incorporated in context-specific plans?
- What are the key features of the suggested format?
- How can the format be used to facilitate planning?

**Planning at Organizational Level***Activity 13.6*

Draft initial ideas for organizational plans to ensure application of learning and follow-up to training within specified timeframe



60 min



Plans developed from this workshop are mere ideas for the organizations represented by the participants. They must be able to consult their colleagues in the organization about these plans when they get back after the training. The organization must own the plan collectively. Otherwise, it can be a formula for failure.



Planning and Consultation

- 1 Group participants according to organizations. Each group starts planning with due consideration to the suggested format, incorporating elements crucial in their context.
- 2 Make yourself available for advice and feedback.



(SAMPLE ORGANIZATIONAL PLAN FOLLOWING THE WHO, WHAT, WHERE, ETC. FORMAT)

WHY	WHAT	WHERE	HOW	WHO
To gain the knowledge of CC members on how other CC members are working.	Interaction among CWISH's CC members with other organizations' CC members.	Sept 2005 – Jan, 2006	Sharing experiences among CC members. Resources-CWISH Org working with CC clubs.	For CC members
To improve the quality of child participation.	Workshop on CP among NGOs working on CP.	Feb 2006.	Developing the indicators to measure CP Resources-CWA	For NGOs
To enhance the skill of org's staff on CP.	Training on CP.	Dec. 2005	Thorough HR-CWISH Training. Financial Support-CWA	For staff of CWISH
To build the capacity of children on CP & CR.	Training on CP & C. Rts.	May, 2006	Through training Resources-CWISH & CWA	For CC members
To analyze the situation of DCW in CC.	Research on the situation of participation of DCW in CC.	By the end of Dec 2006	Conducting research Resources-CWISH, CWA & CP Task Force	For CWISH & Task Force
To review the program.	Follow-up	Every 6 months		
To build the capacity of teachers on CP & C. Rts.	Training on CP & C. Rts. For teachers from private and govt. schools & follow-up	Nov. 2005	Through training Resources-CWISH & CWA & also working in coordination with PABSON	For teachers

WHY	WHAT	WHERE	HOW	WHO
To gain knowledge from other organizations on how they are working on CP	Exposure Visit	Dec. 2005		Through Visit. Resources-CWA For staff of CWISH
Making staff aware of TOT programs information & learning	Sharing Program	April 2005	By organizing sharing programs. Resources-CWISH	For staff of CWISH and management.

Action Plan of CWISH on Mainstreaming CP

SAMPLE ORGANIZATIONAL PLAN IN LOGFRAME FORMAT:

CP TOT SEA – Organization Plan, DEPDG

Goal: Youth Leadership Program

Objectives	Activities	Output	Indicators	Means of Verification	Time-frame	Persons in Charge	Assumptions
Suggesting for Youth Leadership in MYN Project and learning role of responsibility and process in local org	Visiting local NGOs, GOs	Organization structure Responsibility 18 youths 13 GOs 20 NGOs	90 of 18 youths are informed about the process of local organization	Individual evaluation form Group meeting after visiting	2 months	Coordinator MYN Staff MYN Volunteer MYN	Youth can develop capacity and adapt the knowledge to work
Learning to work from real experience	Internship	18 volunteers 13 Organizations	Not less than 80% of youth learned direct experiences from internship in organization	Summarize report of 18 youths internship Evaluate of internship from 13 organizations twice through questionnaire and interview Summarize meeting of youth internship	2.5 months	Representative from GO/NGO Coordinator MYN Staff MYN Volunteer MYN	Youth learn more skills from organization Adaptable in future work Increase network
Learning research and project process for development	Study how to do research and write a project		Each youth got an outline of research Each youth will present two projects Meeting for sum up training and present the outline of research	Not less than 85% youths will learned the research method and write the project	6 months	Coordinator MYN Staff MYN Volunteer MYN Professional	Youth learn more about research method and able to set up their project to better development



- Flip charts
- Permanent markers
- Masking tape



- Considering our own organizations, what general plan and specific plan must we develop to mainstream CP?
- Which format is appropriate to use?



Feedback on the Organizational Plans of Action

Activity 13.7



- Review, comment and make concrete suggestions on the organizational plan of action for its improvement



40 min



- Feedback is necessary in enhancing a plan.
- Not all comments or suggestions need to be followed. The planner must exercise his discretion in choosing which suggestions to follow after carefully considering all points.



Gallery Viewing and Feedbacking

- 1 Instruct participants to post all plans on the wall or boards provided like a gallery.
- 2 Ask participants to move in pairs from one plan to the other, taking time to look carefully at the plans and writing feedback and comments on post its. After 5 minutes, move to another plan.
- 3 Do this for at least 5 rounds.

Plan Enhancement

- 4 Ask the planners to check their plan and the review the comments posted. Let them make the necessary adjustments or revisions after carefully considering all points.
- 5 Display final outputs on the wall designated only for organizational plans.
- 6 Encourage participants to find time to check the revised plans.



- Post-its
- Pens



- What are the strengths of the plans? Weaknesses?
- How can the plans be further improved?
- What comments can you make about the plans? Any suggestions?



Planning at Country Level¹

Activity 13.8



Draft country level plans to ensure application of learning and follow-up to training



40 min



Participants may represent various organizations working all over their country. They can be from similar geographic divisions such as province, district, region, etc. They may create plans within their common geographical areas: country plan, provincial plan, etc.



How: Participants group according to country/region. Develop a plan of action for the period 2005 and a general plan for 2006. Gallery walk and people can comment on post-its.

Note: Go around with pointers or tips:

Think about doing things together – co-facilitating, mentoring, feedback, exchange visits, internships. Exchange visits across countries.



SAMPLE COUNTRY PLAN

Sri Lanka

ISSUE	WHAT	HOW	WHEN	WHO
Other NOs, GOs and institutions for 'popularizing the issue of CP'	National consultations on CP	One-day consultation meeting	Within 2 years	NGO/CBO workers Child clubs, children's orgs, govt officials, policy makers, media institutions
Research	Special research on mainstreaming CP	Children's organizations, (children will conduct research within their orgs)	Within 1 year	Interactive children's movement, national network of children's orgs
Campaigns	Awareness with urgent action to safeguard CR campaign New issues of mainstreaming CP will be raised Special study with children	District core group will be the focal group, poster, questions, child-rights handbook	Within 1 year	SLIMG program division District core groups Education department Children's organizations

¹ Optional

Comments:

- 1 Where is CWA [in 'whom' column]?
- 2 Time schedules should be specified, more detailed.
- 3 What are your resources?



- Flip charts
- Markers
- Masking tape

Questions to Ask In Reviewing Country Plans

- What objectives are important? Why?
- Why are their activities strategic?
- What new plans can you suggest?
- What are their assumptions?
 - About their existing resources?
 - About doing joint activities?
 - About CWA Sec't support?



Planning at Network Level¹

Activity 13.9



- Develop plans at network level



45 min



As participants' organizations may belong to a different network, coalition or alliances, they may create a plan at a network level. Aside from other things, members of the network share in the responsibility and resources.



Inter-agency Planning

- a Group participants according to network, coalition or alliances. Each group starts developing plans on a network level. Plans are written on flip charts and are posted on designated walls or board provided.

Gallery Viewing and Feedbacking

- b Signal the start of the gallery viewing.
- c Encourage participants to provide feedback using Post-its.

Plan Enhancement

- d Have the groups check the comments on their plan.
- e Motivate them to make the necessary revision based on careful study of comments and suggestions.
- f Instruct them to post final plan on designated wall or board.



SAMPLE CWA-LEVEL PLAN: Cambodia On Developing Practice Standards

- 1 CWA provides expertise and common guideline on how to develop it

¹ Optional

- a Regional Workshops (May-June 2005)
- 2 Conduct consultation with relevant stakeholders and children (country level)

On Capacity Building

- 1 Training on how to measure CP impact (CWA – early 2006)
- 2 Conduct follow-up workshop for staff and network (country level)

On Documentation

- CWA conducts research on existing policy guideline supporting CP in each country (2006)

SAMPLE CWA-LEVEL PLAN: South Asia Regional Activities

- a South Asia working children's organizations conference (in Nepal)
- b Dissemination of information from sector
- c Development of advocacy material
- d Exchange program with children, Sri Lanka
- e Creating a Yahoo group for sharing information (through Sujana – Concern)
- f National networks share CP in network (working children, NGOs+working children N/W)
- g Secretariat selects common activities
- h Create a database of child-led organizations on CWA website
- i Continue meeting as a group
- j Regular updates on progress



- Flip charts
- Permanent markers
- Masking tape



- What can be done at the CWA network level?
- What are areas of convergence that can be network-wide actions?
- How can this be done?



Next Steps

Activity 13.10



- Brainstorm on follow-up activities to the training, especially check-and-update mechanisms on plans
- Identify areas of partnership



45 min



It is important to identify the next steps after the plan. These steps should clarify how the plan will be implemented, monitored and evaluated by participants and their organizations. Areas of partnership must be defined.



Points of Convergence

- a In reference to all the plans developed at various levels, ask participants to identify what can be done together. These are common activities that can be done inter-organizationally within same country, inter-country within same region, or as CWA network as a whole.

Planning the Partnerships

- b Let them suggest ways that these convergence points can be done and what follow-up plans must be created. Help them identify specific issues and concerns on these possible partnership activities.

Commitment Setting

- c Build consensus and solicit commitments for the agreed plans.



Follow-up plans What will we do together?

What? (important to identify issues and concern)	How?
Develop common standards for members of network <ul style="list-style-type: none"> • Common guide process • Standard mean "minimum" • Realistic time frame 	<ul style="list-style-type: none"> • When and how long? • Who all? Which organs of the network and what will be their roles? • What steps? • What happens at country level?
Develop the network resource center (human, documentation) based at the Secretariat	
Capacity building: training together	
Documentation? More than what we have now (policies, guideline in CP, role of CWA in assisting regional partners to influence CP at the national level – giving national push)	
Exchange programs?	
Influence and build capacities of other TFs	
Joint advocacy at regional level (broaden influence, take advantage of conferences)	
Participation of children in decision-making body of CWA (advisory board, task force)	

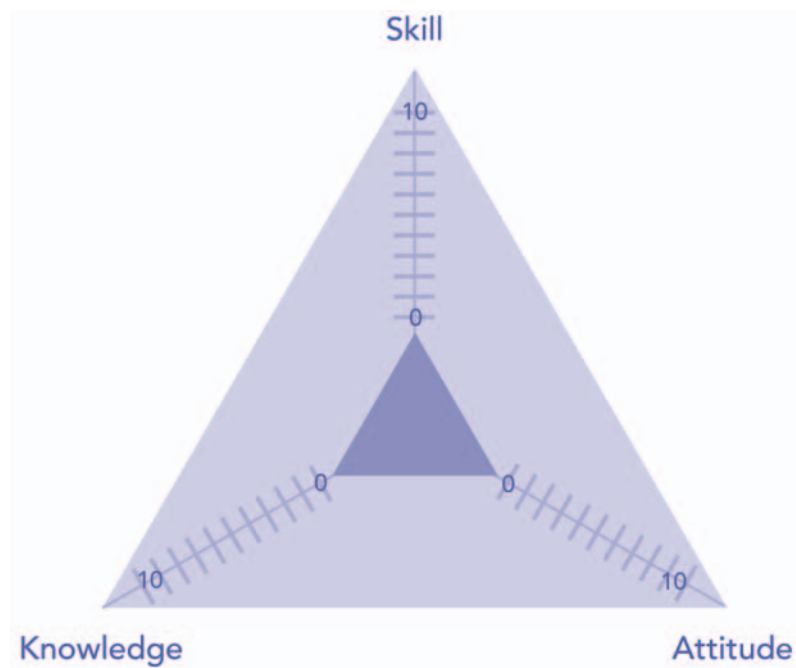


- Flip charts
- Permanent markers
- Masking tape



- What are the commonalities of the plans at different levels?
- Are there any common activities that can be done collectively, whether inter-organizationally, inter-country or inter-region?
- How do we do these common activities?
- What mechanisms are already in place or should be developed to facilitate these common actions?
- How can CWA as a network and the Secretariat serve as a resource for all these collective plans?

**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Module 14: Synthesis and Evaluation of TOT

Course Synthesis

Evaluating the Course

Culling the Lessons From Evaluation

Module 14

Synthesis and Evaluation of TOT

Learning without thought is labor lost.
Thought without learning is intellectual death.
Confucius

The man who graduates today
and stops learning tomorrow
is uneducated the day after.
Newton D. Baker



Course Synthesis

Activity 14.1



- Participate in the summing-up of the entire course
- Recall activities through each module
- Identify key learning points



20 min



Ball of Recall

- 1 Write on pieces of bond paper the titles of training sessions (one title per paper).
- 2 Starting with the last session, crumple the paper into a ball. Then wrap it around using the preceding sessions until you have the first session on the top layer. This will result in a ball of papers, each layer being a training session.
- 3 Have the participants sit in a circle.
- 4 Encourage them to sing a song while passing the ball around. Whenever you cut the song, the person holding the ball should unwrap a page and read aloud the training session written on it.
- 5 Ask the person to say what s/he remembers about that particular session.
- 6 Instruct him/her to throw ball to any participant who should share memories and lessons learned from that session.
- 7 Pass the ball around and repeat from Step 4 until the last session.
- 8 Sum-up the key points.



- Bond paper bearing session titles, crumpled into a ball
- What can you remember about each of the training sessions?
- What activities did we do? What can you say about these activities?
- What were the key lessons from each of the sessions?





Evaluating the Course

Activity 14.2



Feedback on the entire training course (objectives, duration, design, facilitation, organizing, logistics, etc.) using evaluation instrument



30 min



Why evaluate training?

- Assess benefits of the training
- Determine learners' satisfaction with the training
- Track the development of staff knowledge and skills
- Find out if the learning is being applied in the workplace
- Identify training gaps and future training needs
- Establish if the investment/cost of training was worthwhile
- Inform future training plans and strategy
- Ensure training continuously improves

- Training benefits can be hard to describe in concrete terms. But it is generally possible to pin down the benefits, enabling you to make a sound case for training, by choosing what you wish to measure or compare before and after training. You need to form expectations from training, and decide how you will check that they have been met.
- Learners may evaluate the course in small groups or by completing a form. Most forms include a rating scale and open-ended questions that ask what the learners think about the training materials and activities, the trainer, and the training environment.
- Asking learners what they think helps them to have a positive attitude about the course. The evaluation process indicates your commitment to enhancing the training and learning, and that the people designing, managing, and delivering the training want the course to truly fit the needs of future learners.
- Some Useful Tips for Evaluating Training:
 - Ensure that evaluation instruments are developed and ready before the course.
 - Ensure that there is sufficient time allotted in the course schedule to administer evaluations and to share and solicit feedback.
 - Plan with trainers and organizers how to use information from these evaluations to revise the course design and training materials for future trainings.
 - Plan how to monitor, follow-up and evaluate performance of the learners after training.



Administering Evaluation

- 1 Distribute evaluation instruments to all participants.
- 2 Go through each question or item and check if any clarification is needed.
- 3 Let them fill out the form.
- 4 Collect all the forms for review and documentation.

TRAINING COURSE EVALUATION

Title of Training:_____

Venue:_____

Date:_____

Organizers:_____

Facilitator(s):_____

Please answer the following questions. The evaluation is anonymous so no need to mention your name or position. Thank you.

1 Have workshop objectives been met?

Objectives

1 Understand meaningful children's participation and its implications in our daily activities at all levels

Please circle:

Yes No

Comments:_____

2 Gain insight in the diversity of the understanding and practice in children's participation

Please circle:

Yes No

Comments:_____

3 Improve skills in training on children's participation

Please circle:

Yes No

Comments:_____

4 Develop plans to strengthen children's participation in participants' organizations, the country level and the CWA network

Please circle:

Yes No

Comments:_____

2 Can you apply in your work what you have learned during this workshop?
Please elaborate.

3 Are issues on children's participation well explored?

- 4 This kind of workshop will be repeated in South Asia. Is there anything in the workshop program or approach that you would advise to do differently? Please explain.
- 5 Is there anything that should be left out of the workshop program? Please explain.
- 6 Is there anything that needs to be added? Please explain.
- 7 The duration of this ToT workshop was:

Please circle

Too short

Just right

Too long
- 8 What is your impression of the logistical support? Was it enough? Please explain.
- 9 What other comments would you like to make?
- 10 Please look at the overview of sessions on the next page and indicate whether you considered the sessions very useful, useful or not useful. In case you cannot remember the details or you did not attend, please indicate.



- Copies of evaluation instrument
- Pens



- What can you say about the training?
- What aspects did you like? What aspects you did not like? Why?
- What recommendations can you suggest for future improvement?

Session	Very useful	Useful	Not useful	Cannot remember/did not attend
Objectives and expectations				
Learning cycle				
Sharing of experiences on children's participation practice				
Different approaches towards children's participation in general				
What should adults do or not do to make participation of children meaningful?				
Practice standards on children's participation				
Measuring quality of children's participation: case studies				
Participants' experiences in training: What works? What doesn't work?				
How to go about training on children's participation?				
Program building blocks for workshops on children's participation				
Facilitation and communication skills				
Introduce Format for Feedback by observers				
Sequence of feedback sessions for volunteer facilitation teams and observers				
Practicum – participants exercising their skills				
Conclusion of the practicum				
Recap of the whole week				
What does capacity building on children's participation entail?				
Preparing for planning				
Looking at the CWA network as a resource				
Principles for planning				
Planning at organizational level				
Feedback on plans of action at organizational level				
Planning at country level				
Plan at CWA level				
<div></div> <div>(Signature over printed name of evaluator)</div>				



Culling the Lessons From Evaluation

Activity 14.3



Identify lessons resulting from the course evaluation



15 min



- A training will always have its unique set of strengths, weaknesses, opportunities and challenges.
- Measuring the outcome and learners' satisfaction can give the trainers a wealth of information useful in future trainings.
- A training is not a finished product but a work-in-progress. Keep improving!



People's Forum

- 1 Ask participants to share learning discoveries and recommendations after going through the course evaluation.
- 2 Write notes on the flip chart.
- 3 Open forum for discussion.
- 4 Synthesize.

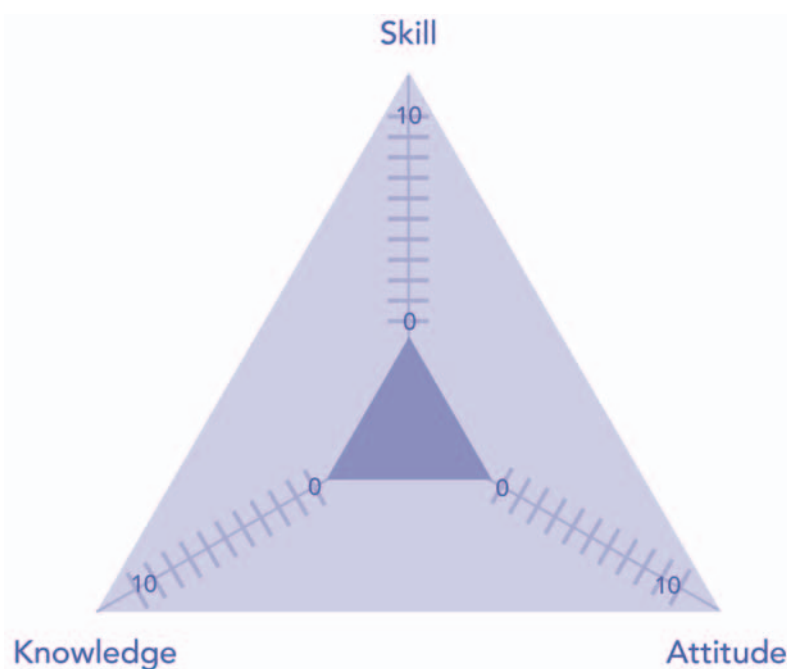


- Flip charts
- Permanent markers
- Masking tape



- What lessons did you gain after evaluating the course?
- Are there any recommendations which you can suggest to improve the training?

**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**



**WHAT'S UP
IN THIS MODULE?**

Preliminaries

Why Mainstream
Children's Participation

Basics of
Adult Training

Reflecting on Children's
Participation in Practice

Envisioning
Children's Participation

Training Needs Analysis
and Minimum Learning
Competencies

Designing a Training
on Children's Participation

Selecting Appropriate
Methods and Processes

Enhancing Training
Implementation Skills

Guidelines on
the Practicum
and Preparations

Implementing
the Training Design

Documenting, Monitoring
and Evaluating the Training/
Practicum

Initial Planning
on Mainstreaming
Children's Participation

Synthesis and
Evaluation of TOT

Module 15: Closing Ceremony

Facilitators' Wrap-up

Recognition for Training Completion

Final Ceremony

Module 15

Closing Ceremony

"Teachers are those who use themselves as bridges, over which they invite their students to cross; then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own."

Nikos Kazantzakis



Facilitators' Wrap-up

Activity 15.1



- Be recognized and affirmed for actively participating in the entire course
- Shift attention from the facilitators who formally hand over the facilitation of workshop to the organizers



10 min



- Briefly wrap up the session of the day and the course.
- Acknowledge all participants for their hard work, participation and cooperation.
- Hand over the facilitation to the secretariat/organizers.



- (Depending on facilitators)



Recognition for Training Completion

Activity 15.2



- Be honored and awarded a certificate for active participation and completion of training



15 min



- Recognizing the active participation and completion of training by the participants is an act of affirmation. This can further boost their morale in keeping their momentum to continuously learn and apply their learning.

- Awards can be formal certificates or other creative forms.

Plain Awarding



- 1 Call on the guest or organizer invited to give the closing remarks.
- 2 Call on the representative of the organizers to read the citation in the certificates.
- 3 Award the certificates as each participant is called to come to the front.
- 4 Encourage participants to applaud everyone who is called to receive the certificate.

Mixed-up Certificates



- 1 Call on the representative of the organizers to read the citation in the certificates.
- 2 Distribute the certificates to the participants, ensuring that each participant does not get his/her own.
- 3 Ask for a volunteer to come to the front and call on the person whose certificate s/he is holding. The person giving the certificate can give a brief introduction about the awardee by citing one good quality s/he discovered about this person in the course of the training.
- 4 Encourage participants to applaud everyone who is called to receive the certificate.
- 5 Let the awardee give a very short acknowledgement speech. Then s/he awards the next certificate. So on and so forth until everyone gets his/her own certificate.



- Certificates



Final Ceremony

Activity 15.3



- Participate in the end-of-training and send-off ritual



10 min



- Trainings should start with a bang, and also end with a bang.
- The end of the training should be able to inspire people to pursue the collective vision even when they are miles apart.
- While the entire training focused on discovering new knowledge, skills and attitude, its end should be more on a symbolic/spiritual level that transforms people into keepers of the covenant.



Circles of Goodbyes

- 1 Ask participants and staff to form 2 concentric circles. Those in the inner circle face and pair with those in the outer circle.
- 2 Encourage participants to exchange goodbye messages to each other.
- 3 Instruct the participants that the circles rotate in opposite fashion so they form a new pair to exchange messages.
- 4 Do this until the circles go back to original position.

- 5 Breaking the circle, allow participants to approach people s/he has not exchanged messages with.
- 6 Form the circle again.

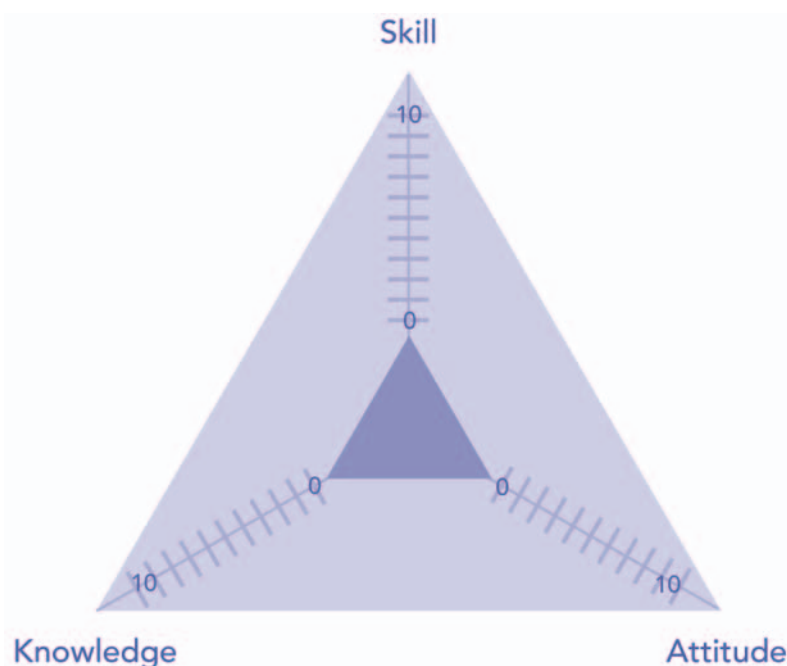
Strings of Unity and Commitment

- 7 Hand over the circle strings used at the end of the preliminaries. Let the participants hold the strings.
- 8 Teach them the chant: "Our dreams and efforts at mainstreaming children's participation are all interconnected. Together we will all make a big difference." Let them repeat the chant.
- 9 Ask the people to untie the strings and recover their own piece. This piece they will bring back home to remind them of the lessons of the training and their commitment in mainstreaming children's participation.



- Copy of the expression to be recited
- Strings of Unity used during preliminaries

**Plot your KSA Growth Triangle after every module.
Briefly explain why you plotted it as such.**





Session Evaluation Tools

Evaluation

Preliminaries**Session Evaluation Tool**

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines



= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Registration and Distribution of IDs and Training Kits								
Welcome Remarks								
Ice-breakers/Warm-up								
Introductions/ Getting-to-Know-You								
Expectations Check: Surfacing Individual Expectations								
Levelling-off in terms of Training Objectives and Participants' Expectations								
Levelling-off in terms of Training Objectives and Participants' Expectations								
Agenda and Schedule of Sessions								
Training Guidelines								
Creating Responsible Teams								
Attitude Setting								
OVERALL RATING FOR MODULE								

Module 2

Why Mainstream Children's Participation Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines





= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
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General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
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OVERALL RATING FOR CONTENT								
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Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Background Information About Our Own Organization & CWA								
Organization's & CWA's Milestones in Mainstreaming Children's Participation								
Mainstreaming CP in the CWA Network								
OVERALL RATING FOR MODULE								

Module 3

Basics of Adult Training Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines









= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
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Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Defining Training & Training of Trainers (ToT)								
Importance of Goal-Content-Context-Method Interrelationship in Training								
From Learning Cycle to Learning Spiral								
How Adults Learn								
The Training Spiral and the SAPIME Process								
OVERALL RATING FOR MODULE								

Module 4

Reflecting on Children's Participation in Practice

Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



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Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Common Concepts & Understanding of CP								
Sharing of Experiences on Children's Participation Practice								
Different Approaches towards Children's Participation								
Meaningful Children's Participation in an Enabling Environment								
What Adults Should Do or Not Do to Make Participation of Children Meaningful (What are the Dos and Don'ts in Children's Participation?)								
Measuring Quality of Children's Participation: Case Studies								
Mainstreaming CP								
OVERALL RATING FOR MODULE								

Module 5

Envisioning Children's Participation

Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines



= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
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Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Practicum Team Formation								
Visioning Children's Participation								
OVERALL RATING FOR MODULE								

Module 6

Training Needs Analysis and Minimum Learning Competencies Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines



= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
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Logical coherence and flow of topics								
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OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Present/ Actual K-S-A State of the Target Participants								
Desired K-S-A State of the Target Participants								
Contrasting Actual and Desired States, Identifying the Perceived Learning Gaps & Developing the Minimum Learning Competencies								
Goal-Setting for a Training on Children's Participation								
OVERALL RATING FOR MODULE								

Module 7

Designing a Training on Children's Participation Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines









= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Sharing Training Experiences: What Works & Does Not Work in Programming/ Designing a Training?								
How to Go About training on Children's Participation								
Programme Building Blocks for Workshops on Children's Participation								
Elements and Structure of a Training Design								
Suggestions on the Format of Training Design								
Drafting a Training Design on Children's Participation								
OVERALL RATING FOR MODULE								

Module 8

Selecting Appropriate Methods and Processes

Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines









= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Sharing Training Experiences: What Works & Does Not Work in terms of Training Methods								
Different Training Methods & Participatory Approaches								
Choosing Appropriate Methods & Processes								
Developing Training Aids								
OVERALL RATING FOR MODULE								

Module 9

Enhancing Training Implementation Skills Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines








= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Understanding Facilitation and Communication								
Identifying Essential Facilitation and Communication Skills								
Strong & Weak Points in Communication and Facilitation								
Team Facilitation								
Practical Training Tips								
OVERALL RATING FOR MODULE								

Module 10

Guidelines on the Practicum and Preparations

Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines







= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Basic Concepts about Practicum								
Format of Practicum								
Important Points in Feedbacking								
Introduction of Format for Observers' Feedback								
Scenario Guide for the Conduct of the Practicum Session								
Sequence of Practicums								
OVERALL RATING FOR MODULE								

Implementing the Training Design

Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines



= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Reminder Notes on Monitoring & Observation of Practicum								
Simulated Practicum: Participants Exercising Their Training Implementation Skills								
OVERALL RATING FOR MODULE								

Module 12

Documenting, Monitoring and Evaluating the Training/Practicum Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines





= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Some Notes on Documentation, Monitoring & Evaluation								
Reflecting on the Lessons from the Practicum								
Enhancing the Implemented Training Design								
OVERALL RATING FOR MODULE								

Module 13

Initial Planning on Mainstreaming Children's Participation

Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines



= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Training is Part of Capacity Building								
What Does Capacity Building on Mainstreaming Children's								
Looking at the CWA Network as a Resource								
Orientation to Planning								
Planning Format								
Planning at Organizational Level								
Feedback on the Organizational Plans of Action								
Planning at Country Level								
Planning at CWA Level								
Next Steps								
OVERALL RATING FOR MODULE								

Module 14

Synthesis and Evaluation of ToT Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines



= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Course Synthesis								
Evaluating the Course								
Culling the Lessons From Evaluation								
OVERALL RATING FOR MODULE								

Module 15

Closing Ceremony Session Evaluation Tool

Check appropriate box to qualify observation on area of evaluation. Write necessary remarks to make specific descriptions of the observation. Please specify recommendations, if any.



= Highly Satisfactory (5): Performs the step or task way above standard procedure or guidelines



= Satisfactory (4): Performs the step or task according to standard procedure or guidelines



= So-so (3): Performs the step or task neither satisfactorily nor unsatisfactorily



= Unsatisfactory (2): Performs the step or task poorly according to standard procedure or guidelines



= Deeply Unsatisfactory (1): Performs the step or task way below standard procedure or guidelines




= Not Observed (0): Step or task not performed by participant during observation/evaluation

Looking at the entire module:

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
CONTENT (Overall)								
Specifics: Clear Objectives								
Relevance								
Depth of topic and sub-topic discussion								
Adequacy of core learning points								

General Areas of Evaluation							REMARKS	SPECIFIC RECOMMENDATIONS
Novelty of ideas								
Logical coherence and flow of topics								
Balanced presentation of issues and ideas								
OVERALL RATING FOR CONTENT								
METHODOLOGY:								
Specifics: Variety of activities/ exercises used								
Appropriateness of methods to different learning styles								
Build-up effect of ideas								
Organization and structure of activities (from simple to complex)								
Motivational effect on participants								
Anticipation of difficulties								
Employment of useful training aids								
Clear instructions and steps especially when to deepen relevant points								
OVERALL RATING FOR METHODOLOGY								

Looking at each session within the module:

Session							REMARKS	SPECIFIC RECOMMENDATIONS
Facilitators' Wrap-up								
Recognition for Training Completion								
Final Ceremony								
OVERALL RATING FOR MODULE								



Child Workers in Asia

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