

Introduction

Strengthening Families for Better Early Childhood Outcomes: A Parenting Education Curriculum Guide provides an approach to parenting education. The curriculum¹ explores how parents with low levels of education can gain skills to effectively support their children’s development, from birth to eight years. It aims to harness the best parenting practices that already exist in the community to build new effective practices through a specialized parenting education strategy. This strategy helps parents identify what they want for their children, and to gain the skills to achieve their goals. It aims to build early childhood leadership in communities, as well as a sustainable skills base for supporting and managing child health, learning and protection initiatives in the community. In this way Parenting is viewed more as a force for change ‘rather than a course’.

This Training of Trainers guide² takes participants through the important steps of using the curriculum guide and developing a parenting program. The TOT was developed with a flexible format. The nine modules can be facilitated in one workshop of approximately six days. Alternatively, each module can be presented separately or in clusters over time. Within each module the facilitator may select some or all of the sessions depending on the circumstances and need. Individual sessions could also be extracted for use during ongoing professional development and program review meetings.

Each session is designed with an easy to use format. Facilitators can quickly identify the title, time and materials required and the Take-Away Message. There are links to pages in the curriculum guide, providing related background reading or additional information about the topic. Each activity has five or six steps that are easy to follow and implement. *Discussions Guidelines* are provided that highlight key questions for extracting meaning from the activity. Each session can be expanded using the ideas found in the *Ideas for Reflection and Action* section. The *Tools and Resources* section provides At-A-Glance technical information for the presenter or the tool that will be used or developed in the activity.

The activities are designed in a way that any field program can conduct the exercises in-house without relying on outside expertise. In that way, the pace of training can be more flexible. For best results, organize a master trainer to conduct a regional training for ECCD coordinators. The master trainer will familiarize them with the on-line parenting education resource, take them through the basic TOT exercises, develop their skills as trainers, and show them how to adapt the training program for local needs and interest. ECCD project coordinators benefit from participating in a support network with other coordinators as part of a learning and sharing team. The parenting education TOT is a beneficial activity for generating discussion and action about the importance of parenting education to strengthen early childhood outcomes. The TOT at both regional and local levels is both a learning and action-planning tool.

¹ When the word “curriculum” is used, this refers to the Strengthening Families For Better Outcomes Parenting Education Curriculum.

² When the words “TOT or TOT Guide” are used, this refers to this training manual.

Deborah Llewellyn and Hadijah Nandyose developed the TOT Workshop and field-tested it in Ethiopia (August 2012). The facilitators wish to thank the Plan International ECCD Team for the many ways they contributed to an improved TOT guide.

Parenting Education –One Component of a Comprehensive Program

Parenting Education is part of a comprehensive strategy to improve early childhood wellbeing. Learn more about Plan International Australia’s holistic and synergistic approach to ECCD in Attachment 1. Plan International Australia views ECCD as a core thematic priority because of the impact quality ECCD programs have on children’s learning, development, protection, health, participation and future life success. PIA believes that NGOs are well positioned to reach those children who are currently missing out on access to quality ECCD and who either do not enrol in school, repeat or drop out. These are the last 10 or 20% of children in developing countries around the world who cannot be reached by their government because, for example, they are too poor, too remote, speak a minority language, have disabilities, are first generation learners, or are girls – and usually an intersection of these factors compounds their disadvantage.

In order to reach these children and demonstrate to duty bearers a sustainable and scalable model for community managed early childhood support and services, PIA has been working with international consultant and child development expert Deborah Llewellyn since 2008 to support development of a model approach to ECCD called Community Led Action for Children (CLAC). This approach aligns with the *‘Four Cornerstones’* and is an attempt to build an effective and practical model for ECCD that is relevant for developing country contexts and based on many years of field experience, testing and learning. The CLAC approach has also been developed to support an increased focus on social inclusion through targeting the poorest and most excluded children, including girls, children with disabilities and children from ethnic minority groups. The approach includes parenting education, quality early learning centers and supports for children in the first three years of primary. It promotes formal and non-formal sector collaboration to ensure education equity for hardest to reach children.

TOT Experiential Approach

The approach used in this TOT guide is called ‘experiential learning’. It helps participants to learn from their own experiences, with the facilitator /trainer as a guide. Each session is based on the experiential learning model. The facilitator guides the participants through a process of experiences, activities, reflection, and discussion. The participants draw conclusions and learn to apply new knowledge or skills in their own program. Through this method, participants will gain in-depth understanding of what is done and why; and will actually participate in development of tools they will use to implement their program. Learn more about training and facilitation techniques in the Strengthening Families Curriculum Guide, pages 70-76.

How To Use This Manual

The TOT includes 9 Modules and 41 sessions. Each session takes 1-2 hours to complete. Modules or sessions within a module can be presented according to available time and local needs. The sessions are sequential and build on previous sessions. However, they can be re-organized and adapted depending on the needs and interests of individual groups.

The TOT is designed for easy use. Look over the table of contents and become familiar with the subjects that are covered. Then look through the modules. You will see that each module lists the sessions in the module with a brief description and the time required to conduct the session. Each session can be expanded using suggestions in the section – Ideas for Reflection and Action. All of the sessions have the same format: Title, Time, and Materials, Take Away Message, Activity steps, Discussion Guidelines, Ideas for Reflection and Action, and Resources and Tools.

The materials section tells what needs to be prepared before the training such as flip chart posters. It lists supplies that will be needed. Teaching materials are found in the Resources and Tools Section, as well as links to the curriculum guide for background reading on the topic.

Useful Training Materials:

- 6 flip chart books – Used for presentations & group work
- Two flip chart easels – or one flip chart easel and one white board
- Four colors Markers – several boxes
- Four boxes of crayons and smaller felt tip pins (colored) for group work
- Colored cards – approximately half size A-4 paper cut vertically
- Multiple packs of sticky notes
- Colored A-4 paper
- Stapler, paper clips, rulers, 4 pairs scissors, and glue-stick
- Masking tape and /or wall adhesive
- Folders, notebooks, pens, pencils, highlighter pin for each participant

Handouts are provided as attachments. These can be circulated electronically so that each participant can print and bring own set of materials. This lessons time and expense for any one unit.

Managing Time and Place

Get an early start. Participants are fresher in the morning hours. Suggested schedule is 8:30-1:00 morning session with 30-minute tea break and 1:45 - 4:30 with 30 minute working tea taken during a group work activity. Participants should be aware of the daily schedule. Schedule should be followed promptly as agreed rather than waiting for latecomers.

Look at the training room before the workshop. Create a seating arrangement where participants see each other's faces, not their backs. You will need four breakout areas with small tables for group work. It is useful to have a wall clock in the training program. Make sure that each participant has a bottle of water. Notify participants regarding location of toilets.

Energizers

Each day begins with a warm-up exercise to help participants reflect on previous session and focus on the work ahead. Energizers are provided between sessions when a quick stretch or break is needed. A rollicking-fun energizer provided after lunch is a good way to get people to arrive promptly. Involve participants by asking volunteers to plan a 3-minute energizer that will be used at some point during the workshop. Make a list of the volunteers by name. Post this on the wall. That way each volunteer knows when his or her turn will come and will be ready to lead.

Other ways to engage participants

Use a number system for calling on participants

Upon arrival give each participant a number. The facilitator should have an identical set of numbers, which are shuffled periodically during workshop. After asking a question, the facilitator calls a randomly selected number to identify someone to respond. After hearing from several participants called by number, the facilitator can then ask if someone else wants to add something. This has several benefits. It demonstrates the confidence of the facilitator that all members have something worthwhile to say. It prevents some participants from dominating. It keeps everyone on his /her toes.

Involve participants to provide recaps of the day and feedback about the session

Each morning select a participant to provide a brief recap at the end of the day with 3 of 4 important points that participants should take forward.

Each morning ask for three volunteers to provide feedback on the sessions facilitated that day. The volunteers spend about 10 minutes sharing their perspectives with each other. Then the three participants provide feedback to the facilitator(s). This occurs after at end of day after other participants have left. The facilitator may also talk to the feedback volunteers about what is planned for the next day and seek input about any activity.

Share the facilitation role

Whenever possible it is advisable to have two facilitators for a workshop. It is often said that to teach is to learn. The facilitation role provides a grand opportunity to strengthen knowledge and leadership of the ECCD project managers.

CONTENTS

Total Time: 6 days

- Module 1** **Setting the Tone** [4 sessions – 2.5 hours]
- Module 2** **Introduction to Parenting Education** [4 sessions – 4 hours]
- Module 3** **Developing Program Logic** [3 sessions – 3 hours]
- Module 4** **Principles of Effective Parenting Programs** [5 sessions -4.5 hours]
- Module 5** **Conducting and Using a Situational Analysis** [6 sessions + field practice-12 hours]
- Module 6** **Selecting Parenting Group Members and Facilitators** [5 sessions – 5 hours]
- Module 7** **Overview of Parenting Curriculum Content and Methods** [6 sessions-4.5 hours]

Note: This is an introduction to the four stages of parenting education. Each of the 19 sessions in the parenting curriculum will require several hours preparation before a facilitator is skilled to deliver the session.
- Module 8** **Monitoring Progress and Evaluating Program Impact** [4 sessions – 4 hours]
- Module 9** **Reflection and Action** [4 sessions – 4 hours]

Attachments and Tools

1. CLAC Model Development Story & CLAC Brief
2. Child Wellbeing Index
3. Results Framework (Illustrative)
4. Promoting Inclusion of Vulnerable Populations –Workshop Generated Information Sheet
5. Child Development Milestones Charts
6. Situational Analysis (S/A) Data Collection Plan
7. S/A Data Sources and Methods –Workshop Generated Information Sheet
8. S/A Suggested Interview Questions
9. S/A Data Analysis Chart
10. Parenting Group Member Selection Criteria – Workshop Generated Information Sheet
11. Parenting Facilitator Selection Criteria – Workshop Generated Information Sheet
12. Parenting Monitoring Tools #1
13. Parenting Monitoring Tool #2
14. Parenting Monitoring Tool #3

- 15. Workshop Follow-up Actions and Tool Development**
- 16. Results Planning Sheets**
- 17. Workshop Menu of Follow Up Actions**
- 18. Workshop Evaluation**

Module 1 Setting the Tone

Total Time: 2.30 hours

- | | | |
|------------------|--|-------------------------|
| Session 1 | Welcome | Time: 30 Minutes |
| | <i>Host welcome participants; introduces special guests and addresses any logistics issues.</i> | |
| Session 2 | Introductions | Time: 30 Minutes |
| | <i>Participants introduce selves by sharing a childhood memory that implies the important influence of parents and guardians</i> | |
| Session 3 | Workshop Objectives | Time: 40 Minutes |
| | <i>Participants think about how the workshop may be useful to them professionally and personally</i> | |
| Session 4 | ECCD – Why? What? How? [Power-point] | Time: 45 Minutes |
| | <i>Facilitator presentation introductory presentation covers why ECCD is so important; Plan International's Four Cornerstones Approach to ECCD; and the Community Led Action for Children model for ECCD supported by Plan International Australia</i> | |

Module 1 Session 1	Official Welcome & Logistics	
Time:	15 -30 minutes	
Materials	<ul style="list-style-type: none"> • Packets of materials for workshop participants in place upon arrival • Name tags • Flipcharts and markers • Number cards – one per participant; facilitator has matching set of numbers. 	
Take-Away Message <i>Invite the right people to the workshop and make sure they recognize implications</i>	Activity:	
	1. Host welcomes participants and provides comments about the purpose of the workshop – building a strong ECCD implementation team	
	2. ECCD Project Coordinator makes additional comments	
	3. Language translation issues are addressed	
	4. Logistics are addressed	
	Discussion Guidelines	
	Arrange speaker in advance and request prompt start-time and brief comments	
Ideas for Reflection and Action		
1. What are the benefits for assigning number cards to each participant and using these		

<i>for action from every session.</i>	to call on participants to respond to a question or offer insights or opinions during the workshop?
	2. What are the benefits of mixed seating where participants sit with people they do not normally work with on a day-to-day basis?
	3. Consider a seating arrangement that intersperses strong English speakers with those who may need assistance. Ask for assistance from those with English fluency at various points in the day to provide a quick translation or clarify needed points in a small cluster of participants seated nearby.
Tools & Resources	<i>Strengthening Families for Better Early Childhood Outcomes</i> – a parenting education curriculum guide; Plan International Australia; 2012.

MODULE 1 SESSION 2	INTRODUCTIONS
Time:	30 minutes
Materials	
Take-A-Way Message	ACTIVITY
<i>Parents are the most influential teacher in a child's life. Vulnerable families may need added support to fulfill this important role.</i>	1. Participants remember something that their parents taught them (prior to 8 years) that still holds meaning to them today.
	2. Participants introduce self /position and briefly tell what the parent taught and its meaning to them today. Maximum of 30-40 seconds per person. [Tip: It helps to model how to present the information in succinct manner.]
	DISCUSSION GUIDELINES
	1. What does this tell us about parents' significant role as "first teachers"?
	2. How does this influence our understanding about importance of parenting education?
	3.
	IDEAS FOR REFLECTION AND ACTION
1. Think about how parents influence self-concept, inter-personal skills, thinking skills and approaches to learning, attitudes, beliefs, and likes/dislikes.	
2. What action steps does this generate? <ul style="list-style-type: none"> • Take time to become more observant about parenting behaviors in your day-to-day life. • Think more about how your parents influenced who you are today? 	
	3. If we grouped the comments, would this reveal some preliminary ideas about the vital role of parents and areas of influence related to child wellbeing?
Tools & Resources	

Module 1 Session 3	Workshop Objectives& Schedule
Time:	40 minutes
Materials	<ul style="list-style-type: none"> • Today’s Schedule and Overview of Workshop Topics (By Day) Posted on Wall • Sticky notes
Take A-Way Message	Activity
<i>Participants should believe that what they gain from attending the workshop would help them be more successful in their work.</i>	1. Participants describe a problem they face in their work for which this parenting education workshop could potentially provide solutions. (Write problem on sticky note)
	2. Each table organizes post-it notes into similar topics
	3. In plenary, each table reports topic themes mentioned at each table.
	4. Facilitator lists main topics on flip chart and puts checks by those that will be addressed. Put symbol to represent “parking lot” for those that are outside realm of workshop.
	5. Facilitator introduces workshop overview and schedule of day
	6. Seek consensus from group that workshop plan (posted on chart or handout) meets primary expectations
	Discussion Guidelines
	1. Does this help us recognize that parents are an important and even essential resource for development?
	Ideas for Reflection and Action
	1. Why is it important for participants to see relevance of training to the large and small issues they face in their work?
Tools & Resources	

Module 1 Session 4	ECCD – What? Why? How? [Power Point Presentation]
Time:	30 -45 minutes

Materials	Power Point Presentation – importance of ECCD; Plan International Four Cornerstones Approach; CLAC Approach to model development
Take-A-Way Message <i>The period birth to eight years is considered the most critical period of human development. What happens during this period often predicts individual and social potential. That is why we say that ECCD is not just a child’s right but also a development imperative.</i>	<p>Activity</p> <ol style="list-style-type: none"> 2. Show introductory slides about importance of ECCD. Stop to comment on slides and to ask/answer questions. 3. Show slides to introduce Plan International Four Cornerstones approach to providing ECCD supports. 4. Show slides about Plan International Australia’s support for ECCD model development in Uganda and Indonesia (Community Led Action for Children- CLAC] and the program logic framework. 5. Provide concluding comments that CLAC is showing good results in many areas and working to refine approaches for even better outcomes. Other countries are invited to build on these ideas and successes with new innovative strategies that demonstrate how to reach every child in targeted vulnerable communities with supports that change these children’s futures. <p>Discussion Guidelines</p> <ol style="list-style-type: none"> 1. Why do you think ECCD is such an important concern for development organizations? 2. What new things did you learn about early childhood development? 3. What more do you want to find out? <p>Ideas for Reflection and Action</p> <ol style="list-style-type: none"> 1. Some participants may know very little about ECCD. It is important to provide some background information to create a shared understanding about why ECCD is so important. 2. Children require four kinds of support to improve outcomes in the birth to 8-year period – skilled and committed parents/guardians; quality early learning centers; transition to primary supports; and improved child services and multi-sector collaboration targeted to children of poverty. What are the implications for ECCD program development? 3. How is the CLAC approach like the four cornerstones approach? How is it different?
Tools & Resources	<p><i>The Science of Early Childhood Development</i> <i>Five numbers to Know about ECCD</i> <i>UNICEF Facts for Life</i></p>

Module 2 Introduction to Parenting Education

Total Time: 4 hours

Session 1

What Makes Effective Parents?

Time: 45 minutes

Participants brainstorm about what effective parents do, ineffective parents do. They reflect upon what changes parents from ineffective to effective? This exercise demonstrates importance of building on what individuals already know.

Session 2

Defining Parenting Education?

Time: 30 minutes

Participants produce a working definition for parenting education that is measured by changes in practice

Session 3

What do Children Need? Part 1 Child Development Milestones

Time: 75 minutes

Participants learn about child development milestones and think about what children need from the environment, materials and interactions to achieve these indicators.

Session 4

What do Children Need? Part 2 Child Wellbeing Index

Time: 90 minutes

Participants think about the holistic nature of child development. Children require effective health and nutrition supports, as well as safety and protection to achieve child development milestones. It is useful to think about the most essential health, learning, and protection indicators needed for child wellbeing. This enables teams to focus resources and work strategically to address high priority concerns. Participants will adapt a CWI for local context.

Module 2 Session 1	What Makes Us Effective Parents?
Time:	45 minutes
Materials	<ul style="list-style-type: none"> • Flip chart paper and markers for 2 groups; masking tape or wall adhesive • Label (2) flipcharts with heading: What do Effective parents do? • Label (2) flipcharts with heading: What do Ineffective (“bad”) parents do?
Take A-Way Message	Activity:
One way to improve parenting is to take time to reflect about what	1. Introduce topic – Thinking about what we already know about effective and ineffective parenting.
	2. Divide participants into two groups.
	3. Each Activity has three parts. Two parts use brainstorming methodology. Remind participants about the meaning of brainstorm. The third part uses reflection and discussion.
	4. Give each group 3 minutes to brainstorm about “ <u>What do effective parents do?</u> ”

<i>we already know and do</i>	(Select reporter)
	5. Give each group 3 minutes to brainstorm: “What do ineffective parents do?”(Select recorder/reporter)
	6. Ask groups to think about what changes parents from ineffective to effective? Plan to report these ideas. (5 minutes)
	7. In plenary ask each group to share 1 idea from their list and continue until all new items are shared. Do this for both lists. As ideas are called facilitator may bullet the main point to produce one chart from combined ideas.
	Discussion Guidelines
	1. Share views on what moves individuals from effective to ineffective parents
	2. Ask participants what this activity reveals about the need for parenting education
	3. Ask participants what this reveals about an effective methodology to use in parenting education [e.g. parents learning from each other; facilitators role less of talking and more of getting others to talk; drawing from what individuals already know]
	4. Would this be a good parenting education session? Why or why not? If used in parenting, how might this reveal positive deviants among PG members?
	Ideas for Reflection and Action
	1. Grouping responses into three areas of child wellbeing – health; cognitive & psychosocial development; and protection – will introduce one of the important workshop concepts.
	2. Are these three questions useful when conducting a situational analysis to find out the status of child wellbeing and existing supports?
3. What did this activity teach you about parenting education facilitation? Why is it important to give voice to all participants?	
	4. Look up term “positive deviance” – think about how this discussion might reveal positive deviants in the community and enable them to influence other parents
Tools & Resources	

Module 2 Session 2	Defining Parenting Education
Time:	30 minutes
Materials	<ul style="list-style-type: none"> • Journals & flip chart paper • Provide each participant with number to use during the workshop. Facilitator randomly calls out numbers, rather than names, to respond to questions.

Take-A-Way Message <i>Effective parenting education is measured by changes in practice.</i>	Activity
	1. Ask participants what comes to mind when they hear the term “parenting education”
	2. Participants write own definition in notebook.
	3. Participants share in pairs.
	4. Use number system to hear ideas from participants and jot these in bullets on flip chart
	5. After calling several numbers, ask for additional volunteers
	6. Plenary – Formulate a working definition by considering the key concepts. Show CLAC parenting education definition and see if all concepts are captured. [See Tools and Resources box below]
	Discussion Guidelines
	1. Is it possible to have knowledge and skills and still not be an effective parent?
	2. How would you describe the changes in parents you want to see?
Ideas for Reflection & Action	
1. Learn about different kinds of parenting methodologies and why some are considered effective and others not?	
2. Think about a belief or perception that you once held but changed. What caused you to change?	
Tools & Resources	CLAC Parenting Education Definition <ul style="list-style-type: none"> • Create awareness about the caregiver’s role in relation to supporting child wellbeing • Strengthen or modify caregivers’ attitudes, beliefs and practices in relation to caring for the child • Develop motivation to work as a team with others to address community issues that affect child wellbeing.

Module 2 Session 3	<i>What do Children Need? (Part 1/ Child Development Milestones)</i>
Time	1 hour 45 minutes
Materials	<ul style="list-style-type: none"> • 4 simple puzzles each made with 4 pieces. When put together the puzzle forms a figure of a child. • 4 large paper doll cutouts drawn on flipchart paper with the following headings: <ul style="list-style-type: none"> ○ Social & Emotional Development ○ Motor Development ○ Cognitive Development ○ Language Development • Child development milestones chart - (Ideally the picture charts developed for the parenting groups combined with the narrative charts birth to 8.
TAKE AWAY MESSAGE	Activity <ol style="list-style-type: none"> 1. Participants arrange themselves in four groups around 4 tables. Participants remove

<p>Early Years Matter – children build a foundation upon which all later learning, behavior, and health depend.</p>	<p>puzzle pieces from an envelope and see how fast they can put them together. The four pieces form the shape of a child. Tables put together a puzzle with 4 parts representing the child.</p>
	<p>2. Tell participants that each part signifies one area of development. Ask them to name 4 ways or areas in which children develop. We call these “domains”.</p>
	<p>3. Distribute child development milestones and explain importance. See discussion points below.</p>
	<p>4. Introduce following activity to increase participants’ knowledge about child development and enable them to provide support to parents.</p>
	<p>5. Divide into four groups. Each group will address one child development domain. To do this, become familiar with the indicators in that domain for children birth to 8. Decorate the flip chart paper doll cut out to illustrate or explain answers to the following questions regarding that domain of development:</p> <ul style="list-style-type: none"> • What do children need from environment • What kind materials do children (to achieve these indicators) • What do children need from interactions with others? (to achieve these indicators)
	<p>6. Post work and do gallery walk</p>
	<p>7. Each group has 10 minutes to present main points. Others have 5 minutes to comment on ways “their domain” influences development of domain being presented. Take only comments up to 5 minutes.</p>
	<p>8. Conclude the activity with comments about supports children require: They benefit from parents who are knowledgeable, communities that are supportive, and child service providers that work together to ensure that every child has a safety net.</p>
	<p>Discussion Guidelines:</p>
	<p>1. Background Notes for Facilitator: Child development milestones remind us that children develop in four main areas – motor /sensory-motor; social and emotional; cognitive; and language. They are developing skills in each domain simultaneously. Most children develop certain skills in each of these “domains” by set periods of time. Children may move a little slower or faster, but generally follow same path. When children are slightly delayed they may benefit from more stimulation in this area. If children are noticeably behind others of same age in one or more areas they may have a developmental delay and this should be reported to the health clinic or other professionals. The period birth to 8 is the early childhood age range. This is the time when children are undergoing most rapid growth in human development cycle. Children in age range are dependent on support from adults.</p>
	<p>2. What are the most important messages you take from this activity?</p>
	<p>Ideas for Reflection and Action</p>
	<p>1. Begin to observe young children and notice how they are developing in the four domains.</p>
	<p>2. When we tell parents they should talk more to their children, they may think these ideas are strange. If we tell them to play, they may think this is strange. They may say that their children play. We need to explain more in-depth. Parents have good intentions.</p>

	3. Talk to parents in a caring manner, not judgmental. Facilitators should model this way of interacting and point out to participants how the methods being used are applicable to parenting education groups.
Tools & Resources	Child Development Milestones Cards

Module 2 Session 4	What do Children Need? (Part 2 /Child Wellbeing Index
Time:	1 hour 30 minutes
Take Away Message	Child Wellbeing Index
<i>Child wellbeing indicators provide basis for thinking and planning. A CWI can help teams to focus resources and work together more strategically. In developing a CWI it is important to consider the cultural context and adapt indicators to national norms and expectations.</i>	Activity
	1. Introduce concept that in order to develop in these four domains they also require good health and nutrition; as well as safety and protection.
	2. Introduce child wellbeing Index (CWI) tool, how it was developed and its purpose. CWI is a framework for what we hope to achieve for children by 8 years. The Child wellbeing tool is a guidepost. It is useful for collecting data, program planning, materials design and evaluation.
	3. Invite participants to adapt this index for local context and to begin to identify the priority concerns we will want to address in the parenting program.
	4. Divide into 3 groups. Assign one CWI area to each group for close examination. They should read and discuss the indicators and code as follows: <ul style="list-style-type: none"> • Put check by indicator appropriate for culture and context • Put x if not appropriate or not an issue • Put circle around any number that is a high priority and highly challenging to achieve in this context • Add any other indicator necessary but if so, try to eliminate one so that CWI is one page in length, an At-A-Glance chart
	5. Each group should make a list of the most challenging concerns in health, learning, or protection on flip chart paper to post
	6. Each group explains their work to others and receives feedback.
	7. Concluding remarks: CWI is useful for field practitioners at the project level. It requires us to highlight the most essential indicators and then to focus our program more strategically.
	Discussion Guidelines:
	1. How does this CWI compare with similar instruments you may already be using in your organization? What did you learn from this exercise that will help you adapt or improve the set of indicators you already have own hand?
2. Do you think that others in your organization would agree with the priority concerns identified during this session?	

	<p>3. Would community parents agree that these are priority concerns? If not, what would they say?</p> <p>4. Why is it important to answer these three questions?</p> <p>Ideas for Reflection and Action</p> <p>1. Talk to others in your organization about the child wellbeing indicators. Get their input. Finalize the CWI for project use.</p> <p>2. Which challenges identified are most difficult to address and why? Which require assistance from other service providers?</p>
Tools	Child Wellbeing Index

Module 3 Developing Program Logic

Session 1 What is an ECCD Model? Time: 30 minutes

Session 2 What changes do we want to see? Time: 2.30 hours

Session 3 Visualizing a Program Logic Framework Time: 30 minutes

Module 3 Session 1	What is a model?
Time:	30 minutes
Materials	Flip chart with information found in step 2 and step 5 below.
Take Away Message	Activity:
<i>To develop an ECCD model think SSISTA: Systematic, strategic, integrated, synergistic and tested</i>	5. Ask participants this introductory question: <i>When we think about our ECCD program, how would we describe the difference between a set of ECCD activities and a "model"?</i>
	6. Show Flipchart page: <ul style="list-style-type: none"> • A model is a framework for a shared vision • SSISTA: Systematic, Strategic, Integrated, Synergistic and Tested Approach to ensure we get what we intended.
	7. Facilitator comments: <i>We need to be clear about the change we hope to achieve, and several important outcomes that will promote that change. In other words we need to think logically.</i>
	8. Energizer to think about program logic: Imagine you are facilitating a workshop session and some participants are yawning. The facilitator may be tempted to jump

<p><i>approach.</i></p>	<p>to some conclusions and make changes in the workshop that do not relate to the problem. Participants identify all reasons someone may be yawning in a workshop – and a potential reaction or solution to each.</p> <p>9. Idea Wrap-up: There may be a number of reasons why people are yawning. Or maybe in fact there is only one or two people yawning. If we don't clearly understand the why we can do things that are inappropriate and do not solve the problem.</p> <p>10. Ask participants: What are some essential questions we should ask when developing our program logic?</p> <p>11. Show flipchart with program design questions. (See Tools and Resources Box below.)</p> <p>12. If you are clear on the change you are looking for, this guides you to information you need. What needs to happen for that change to occur? You sift out what is realistic and not. As we design our program, we think about what will give us a sense of the outcomes and effectiveness of our program, as well as what we need to do. Design, implementation and evaluation go hand in hand.</p> <p>13. In the next activity we will think about those key changes we want to see.</p> <p>Discussion Guidelines</p> <p>5. Do we sometimes draw conclusions from one or two people's behavior and inappropriately apply that observation to a whole group?</p> <p>6.</p> <p>7.</p> <p>Ideas for Reflection and Action</p> <p>1.</p>
<p>Tools & Resources</p>	<p>Program Logic Questions</p> <ol style="list-style-type: none"> 1. Why? (Thinking Level or Espoused Level) – Why is an action needed? What do I hope to achieve and why? 2. What? (Design Level) – What programs, curriculum, and training tools and structure is needed to achieve this goal and objective? Examine the materials that are designed. Are they compatible with the goal? Will they lead to the goal? 3. How? (Implementation Level) – What are people actually doing on the ground? What is their understanding of the rationale and the curriculum tools? How are they prepared and evaluated? Does the implementation structure enable the field staff to carry out the design and is the implementation compatible with the design and the goal? 4. How will you know? (Measuring) What kind of data is needed? How often? Who will collect? How will the data feed into the reflection and action cycle? Is the program designed to enable changes based on knowledge? Is the program having an impact on the beneficiaries?

Module Session 2	What changes do we want to see?
Time:	2 hours 15 minutes
Materials	
Take Away Message	<p>Activity:</p> <ol style="list-style-type: none"> How would we describe the change we want to see in children as a result of early childhood interventions? [Participants share ideas and group decides on a summative statement such as: <i>Improved child wellbeing (birth to 8 years) in targeted high poverty communities through effective and holistic early childhood supports.</i>] Participants reflect back to Plan International Four Cornerstones. It is widely accepted that four major things contribute to this child –level outcome. [flipcart] <ul style="list-style-type: none"> Strengthened parenting Attending high quality early learning programs in year or two before primary school Support for transition into primary school and during the first three years of primary school Policies are in place and formal/non-formal sectors work in collaboration to ensure equitable education opportunity in preschool and primary school, and that key services such as health, nutrition and protection are in place in every community. Participants develop some initial ideas about changes in four areas that will contribute to improved child outcomes: a) parents b) quality early learning centers for every child in targeted area; c) transitions to primary supports d) policy level and formal/non-formal sector collaboration to ensure education equity. Method: Brainstorm specific elements of the change you want to see in each area. Use one flipchart paper for each of the 4 cornerstones. Example: Strengthened Parenting – [Provide child with health and nutrition needs; make sure child has friends and time to play; ensure safety.] Divide into 4 groups according to the four areas. Provide each with a flipchart paper divided in half. Label left side – “Current Situation” and label right side – “vision for the future.” Activity: each group draws graphic pictures to complete each side of the flip chart. If they are not familiar with the current situation they can make a list of things that they would need to find out: [Cornerstone 2/Quality preschool – Current situation: How many preschools exist? What is the quality of these programs? Etc.] Note: May use child wellbeing index as a resource tool. Ask each group to think about what “influences” change from the current situation to the future vision. These can be listed on a separate flip chart page. Facilitators provide support to each group to ensure that the concept of “outcome” and “influences” is understood. Refer back to the child wellbeing index. “A child is safe and protected” is the outcome. What is an influence? “Parents and teachers use positive discipline rather than corporal punishment.”

	<p>8. Facilitator tapes a large poster to the wall describing the major goal for children. Beneath that the facilitator tapes four posters with the four key outcomes (4 cornerstones) that lead to the goal. In this way, we are starting to build the Results Framework on the Wall.</p>
	<p>9. Below these 4 key outcomes, participants Post graphics to show current situation and vision for change.</p>
	<p>10. View as gallery walk present and discuss. During presentation each group also explains what “influences” the change in parents, preschool opportunity, effective transitions, and policy/collaboration.</p>
	<p>11. Plenary sharing and feedback (10 minutes per group).</p>
	<p>12. Wrap-up: Note that several ECCD supports (Parenting, quality preschool, effective transitions and policy/partnership support for child services) are required and the framework helps you see how they each contribute. In this workshop we will pay special attention to the parenting outcome. In other workshops we will look at early learning centers and transitions. We will discuss cornerstone #4 throughout because it will be essential to achieve Cornerstones 1-3.</p>
	<p>Discussion Guidelines</p>
	<p>1. Are these changes we can actually achieve? Sift through the list. Look for what is doable with effective strategies and activities.</p>
	<p>2. How might we measure each of these outcomes?</p>
	<p>3. What does the list of “influences” tell us about what we need to do in our program? For example, we might decide that the parenting program and teacher training should target positive discipline rationale and practices.</p>
	<p>4.</p>
	<p>Ideas for Reflection and Action</p>
	<p>1. Finalize the parenting major outcome and intermediate outcomes.</p>
	<p>2. Outcomes should be measurable; addressed throughout life of the project (not one-off activities); anything that requires financial and human resources will be described as an outcome. [e.g. Money is allocated for training materials and training. An outcome that describes the use of these funds for improved parenting is: Plan staff and community members with knowledge and skills to implement a parenting program.]</p>
	<p>3. What assumptions are in place that will ensure that this activity/strategy will work? What makes the difference in understanding the underlying problem?</p>
Tools & Resources	<p>Goal:</p> <p>Improved child wellbeing (from birth to eight years) in targeted high-poverty communities through effective and holistic early childhood supports</p> <p>Indicators:</p> <p>1. Changes in primary school on-time enrolment; completion of each grade; and enrolment in subsequent grades toward primary school completion.</p> <p>2. Changes in child wellbeing indicators (health/growth; development/learning; and protection/participation) for children aged five to eight years in targeted communities against</p>

the baseline.			
Objective 1	Objective 2	Objective 3	Objective 4
Parents take action to improve child wellbeing in the home and community	All targeted children in targeted communities participate in quality ELPs in the year or two before primary school	All targeted Grade 1 and 2 children participate in school- and community-based activities that improve performance and retention in school	Formal and non-formal sectors work collaboratively to improve early childhood wellbeing outcomes (from birth to eight years)

Module 3 Session 3	Program Logic Framework Presentation
Time:	30 minutes
Materials	
Objectives:	Activity:
	1. Explain previous activity as a methodology for understanding the important changes and pathways to change. This enables us to have a blueprint or roadmap for the project. This is called Program Logic Framework.
	2. If organization has developed a Program Logic Framework, present this. Ask they listen, participants can think about how previous activity helps to further flesh out the framework.
	3. If Framework has not been developed, the outcomes and influences listed in Session 2 will help them to develop a program logic framework.
	4. It is advisable for programs to have only 3 or 4 outcomes and 4 or 5 intermediate outcomes for each. This is as much as most can manage.
	5.
	Discussion Guidelines
	1. Did this activity help us understand that there are several components to an ECCD program and that they work together to achieve the major outcome – improved child wellbeing of vulnerable children
	Ideas for Reflection and Action

Tools & Resources	
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Module 4 Principles of Effective Parenting Education Programs

Total Time: 4.5 hours

Module 3 helped participants develop a vision / goal regarding the changes they want to see in children. Parenting Education is seen as a core strategy to bring the changes in children because parents have the most influence over the child. This workshop builds skills to develop an effective parenting education strategy. Module 4 asks participants to consider the principles that should shape the strategy. Parenting Education principles are the main beliefs and basic values and assumptions that guide the way one works.

Session 1 Select an Effective Parenting Education Approach Time: 45 minutes

Participants will become familiar with several popular parenting education approaches. Of these, the Strengthening Families CG recommends a holistic and multi-sector approach that builds parenting empowerment, or parenting “capital”.

Session 2 Use Facilitation Methods that Change Knowledge, Attitudes and Practice (KAP) Time: 90 minutes

It is easier to change knowledge, than beliefs and practices. There are PG facilitation techniques and session routines that promote positive changes in KAP. It is important to train, monitor and mentor facilitators to consistently use best practices. To explore this topic participants think about interactions that have helped them to win a friend, and then what more is required for development of significant life-long relationships.

Session 3 Target most vulnerable families and children Time: 45 minutes

Parenting education has the potential to build bottom-up leadership among people who are normally excluded from participation, such as women and the extremely poor. Selecting members to reach the most marginalized requires new ways of working with communities. Participants explore this topic and produce an information sheet about how to promote participation of people who are often left out.

Session 4 Design for Scale-up**Time: 45 minutes**

In designing a parenting program it is important to think strategically and design for scale-up from the start. Participants think about a criterion for community selection that explains how the initial groups can continue to consolidate and share knowledge; and how these groups lead to other groups. How can partnerships and multi-sector collaboration enable program to reach others? What role does geographical selection play in scaling up to other areas and regions?

Session 5 Commit to a Principles-Based Parenting Program**Time: 45 minutes**

In this wrap-up session, participants consolidate what they learned about parenting principles and begin to prioritize what principles they are most committed to incorporate in program design, implementation and evaluation.

Module Session 1	Select an Effective Parenting Education Approach
Time:	45 minutes
Materials	<p>Prepare 1 set of cards - Parenting Education Approaches. On front write title, and short definition. Leave backside of card blank for group work response. These cards can be computer generated by copying content below and enlarging print of each to fit on one A-4 paper. Card content is as follows:</p> <ol style="list-style-type: none"> 1. Child survival /maternal –child health Focuses on the health and nutrition prerequisites for the child to survive and develop. What are the pros and cons? 2. Child development Teaches parents how to stimulate 4 domains of development; focus is primarily on learning. 3. 0-3 or birth to 8? Programs may focus on one age cluster. What are the pros & Cons? 4. Holistic Approach The concept of the whole child is based on the principle that human growth and developments are inter-related. The emphasis is to understand how health, development and protection are connected. 5. Home Visits A trained parent coach visits each home to discuss parenting and provide tips to the parent. Parents receive one-on-one coaching. They do not meet in a group with other parents. 6. Parenting Discussion Groups Parents meet in a group to discuss topics of childcare, rather than having a parenting educator come to the home. 7. Telling Key Messages with picture charts Parents attend organized “mini-lectures” where a specialist tells parents

	<p>what they should do regarding a specific topic. Often the specialist uses large flipchart pictures that show good and bad health, protection, and child development practices. Facilitator asks parents questions about the picture.</p> <p>8. Media and Advocacy Campaigns Television, radio, newspaper and community functions are vehicles for getting parenting messages out to parents.</p> <p>9. Appreciative Inquiry – Builds on strengths, rather than focusing on what parents are doing wrong. Promotes in-depth dialogue between members as well as members to facilitator. Relaxed, accepting atmosphere.</p> <p>10. Parenting Empowerment Emphasizes the need to help parents analyze and solve own parenting problems. “Knowing what I want for my child and having skills and resources to effectively support these goals.”</p> <p>11. Parenting Capital Approach Develops broader set of skills that impact on how well the family can provide for the child, goes beyond child development. For example building interpersonal skills and connections between families; training in micro-credit schemes; kitchen gardens, etc. as well as child development.</p>
<p>Take Away Message</p> <p><i>There are several parenting education methods. It is important to know the pros and cons of each. A new conception of parent education proposes that effective parenting groups are not “lesson driven” but</i></p>	<p>Activity:</p> <ol style="list-style-type: none"> 1. Module 3 helped participants develop a vision / goal regarding the changes they want to see in children. Parenting Education is seen as a core strategy to bring the changes in children because parents have the most influence over the child. This workshop builds skills to develop an effective parenting education strategy. One of the first decisions is to select the parenting education approach. 2. Various parenting education methods have been used. See cards. 3. Provide opportunity for participants to weigh in on pros and cons of several popular methods through the following activity. 4. Distribute cards for participants to work in pairs. Instructions: Read card. On back list a few pros and a few cons of using this method. (Note: if more than 22 participants, then increase size of group from 2 members to 3.) 5. Plenary – Participants explain understanding of the method; and then views about pros and cons; and others offer feedback. [Save Parenting Empowerment and Parenting Capital Cards for last.] 6. Facilitator adds additional information about the strategy called “Building Parenting Capital” <ul style="list-style-type: none"> ○ <i>Knowledge capital</i> – Training, skills and knowledge about child development or skills that have an impact on how well the family can provide for the child ○ <i>Social Capital</i> – Interpersonal skills and connections between neighbors is often missing in high poverty families; social capital is required for an individual to access services ○ <i>Political Capital</i> – Skills to use and motivate systems to create more supportive environments for children and families.

<i>“capital producing”.</i>	Discussion Guidelines
	8. How does parenting empowerment approaches address some of the cons and embrace the pros mentioned?
	9. What kind of preparation is required for facilitating “parenting empowerment?”
	Ideas for Reflection and Action
	Read the section “Principles to Guide Effective Parenting Education.” Each principle has a section called “Implications for action”. For each principle, identify the action that was most helpful to you for understanding how this principle is practically implemented?
Tools & Resources	For more information see following principles in Parenting guide: <ul style="list-style-type: none"> • Principle #1 Parenting as a core activity • Principle #3 holistic focus • Principle #5 capital producing

Module Session 2	Use Facilitation Methods that change knowledge, beliefs and practice (KAP)
Time:	90 minutes
Materials	Parenting – Monitoring Tool #1 Parenting Education Monitoring Tool #2
Take Away Message	Activity:
<i>There are PG facilitation techniques and session routines that promote positive changes in KAP. It is important to train,</i>	14. The new approach requires highly effective facilitation methods and a structure for parenting that achieves maximum results. In this activity participants will explore the kinds of interaction and session routines that promote KAP.
	15. First, generate some ideas about effective facilitation techniques and demonstrate through “role-play”. <i>Pretend there is a woman you want to pursue and have her fall in love with you, but she is not interested in you in what you have to offer. What are some techniques you might use?</i>
	16. Work in 2 groups to list some things the young man might do that lead to the girl falling in love with him. Prepare to act out a short skit that shows of some of the techniques. Time: 30 minutes = discussion, planning “skit”, and performing.
	17. Plenary activity/facilitation skills: participants list the facilitation methods or “principles” used to “get the girl to fall in love with you”. One could think of a parenting class in the same way. What kind of facilitation methods makes the parenting sessions attractive, make people want to come; and finally make them

<i>monitor and mentor facilitators to consistently use best practices.</i>	want to adopt this style of parenting. (10 minutes)
	18. Participants are now asked to think about what makes a woman not just go out on a date with a man, but to stay with him for twenty years; or what causes a casual friend to become a dear, life-long friend? What principles would you advise? Think about your own personal experience with spouse or long-held friend. [Use think/pair/share method. List ideas on flip chart. (10 minutes)]
	19. From research and experience we now know there are effective facilitation techniques that attract people to the parenting session; and there are techniques that cause people to commit to attending the session and become influenced over time to take own new parenting practices due to PG membership.
	20. Comment on Monitoring Tools # 1 (Routine that contributes to KAP) and Tool #2 (Facilitation skills that contribute to KAP). Each has interactions and practices we want to encourage in our parenting facilitators.
	21. Participants will have opportunity to examine one monitoring tool Count off 1-2. All #1 participants look at PG monitoring tool #1 and all #2 participants look at Monitoring Tool #2. Activity is conducted individually, not in groups. <u>Question:</u> “How do some of the principles you identified (in making a friend; to becoming a life-long friend) come through in these two monitoring forms? (10 minutes)
	22. Plenary Wrap-up /Session Routine (Monitoring Tool #1). This tool shows the routine that contributes
	23. Plenary Wrap-up / facilitation skills (Monitoring Tool #2)- Do you find any of the same techniques? Do you see something here that might have been useful for the young man to apply in his attempt to get the girl to fall in love with him?
	24. Conclusion: If we know there are certain things we can do that bring better results in our parenting sessions, then we want to establish these as principles to live and work by. We want to train others to use them and we want to monitor to ensure that every PG group is benefiting. The type of facilitation we use and the way we structure the PG sessions influences outcomes.
	Discussion Guidelines
	1. Participants reviewed two PG monitoring tools. Why is it important for all evaluators to use the same monitoring tools? Why do you think it is important for the trainer and other technical staff to monitor and evaluate PG facilitators’ sessions rather than an M&E specialist who has no technical role?
	2. What kinds of support will the team need to develop these skills and train others?
	3.
	Ideas for Reflection and Action
	1. Review the CLAC Parenting Monitoring Tool #1. Look at the routine. Think about how it promotes parenting capital. Compare this routine with the one that your group produced during the group work activity.
	2. Read Principle #2: Respect culture values and traditions. What are implications for action?
	3. Read principle #6: Building on existing strengths. What are implications for action?
	4. Read principle #7: Approach- In depth dialogue in discussion groups. What are implications for action?
	5. Read principle #8: Session Structure – priority concerns- review, discuss, demonstrate

	and practice
	6. Read principle #10: Modeling new practices; modeling how children should be treated. What are implications for action?
Tak	7. Taking into consideration these principles, do you have the “capital” needed to facilitate the program? What skill building will you need?
Tools & Resources	Principles # 2, 6, 7, 8, and 10 in the Parenting Curriculum Guide

Module Session 3	Session 3 Prioritize most vulnerable populations
Time:	45 minutes
Materials	5 Flip chart papers with headings for the groups mentioned in #1.
Take Away Messages	Activity:
<i>Most activities planned for most vulnerable and excluded often reach and serve those with less need. Finding and serving the poorest requires a new approach.</i>	1. A core principle of the parenting program is to prioritize most vulnerable populations. Most non-governmental organizations work with vulnerable communities. However, these efforts do not always reach the poorest and most excluded segments of the vulnerable community. In developing the parenting program think about how to reach the most excluded and why it is so important.
	2. Consider some ways the parenting program can promote the following and why important: <ul style="list-style-type: none"> • Participation of the poorest and most excluded families • Gender equality • Child protection • Disability inclusion • Fathers as caregivers
	3. Divide into 5 groups. Each group takes one topic. What are some initiatives we could take to make sure they are included in the S/A and in the focus groups? Plan to also tell others why it is important to do so. In other words, what would you say is your take away message related to this topic?
	4. Group Work presentations. The work from each group will be compiled into Draft 1 of an information sheet on “How To Promote Inclusion”
	5. Concluding remarks related to the take-away-message.
	Discussion Guidelines
	1. How can the parenting program contribute to gender equality? Child protection? Promote disability inclusion? Promote fathers as caregivers?
	2. How can you build leadership qualities in those who are extremely poor and down-trodden?
	3. Can each group tell their key take away message (principle) related to promoting the group? Facilitator may provide a mini-summary of key principles that were explored in the activity.

	Ideas for Reflection and Action
	1. Read principle #4: bottom up leadership from those normally excluded. Which of the implications for action helped you to understand this concept?
	2. Read principle #9: Parents with low literacy levels can promote –with effective tools. Which of the implications for action helped you to understand this concept?
	3. Read principle #11: promote disability inclusions. What are implications for action? Which of the implications for action helped you to understand this concept?
	4. Read principle #12: promote child protection. What are implications for action? Which of the implications for action helped you to understand this concept?
	5. Read principle #13: promote gender equality. What are implications for action?
	6. Which of the implications for action helped you to understand this concept?
Tools & Resources	Parenting curriculum guide section: Principles #4, #9, #11, #12, and #13

Module Session 4	Design for Scale-up
Time:	45 minutes
Materials	Blank flip chart paper
Take Away Message	Activity:
<i>All pilots should be developed to go to scale. It is important to serve “every vulnerable child” because if some children are served and others are not, the</i>	1. Discuss meaning of “designing for scale-up” and what things we need to consider when we want the initial pilots to become large scale models?
	2. An exercise that might help participants to think about how to design for scale-up. Draw a big circle on the paper. You want to build a house in a community. Draw the house you have built. But now think of this: It is going to be a special house that shows energy saving devices such as rainwater catchment and solar energy. Where will you build this house? How will your selection change if you actually plan to build multiple houses? If you plan for this to be a model where the people in the houses get together to work on improving their models and be able to share their knowledge with others.
	3. Discuss criteria for community selection & explain rationale
	4. Ask participants to tell how they have selected communities or will select communities with scale up in mind.
	5. Discuss plans for scale up and how monitoring and evaluation will inform the scale-up process.
	6. Who will conduct monitoring and evaluation; how will it be reviewed and findings addressed?
	Discussion Guidelines

<i>intervention may increase vulnerability of school failure for those not served.</i>	1. Why should we design for scale-up?
	2. What are the things we must consider if we plan to design for scale up?
	3. What community selection criteria did you use or will you use that incorporates the scale-up plan?
	4. How does the concept of M&E change if we are designing for scale up? [ongoing; conducted by the field team, as well as outside experts; reflection and revising sessions; case studies collected by all field team members regarding most challenging issues; M&E is central and essential along with design and implementation]
	Ideas for Reflection and Action
	1. See Principle #14 – Design for Scale-up – What are the implications for action?
	2. See Principle #15 – Prioritize Rigorous monitoring and evaluation – What are the implications for action?
	3. See Principle #16 – Prioritize time for professional reading, reflection and documentation – What are the implications for action?
Tools & Resources	

Module Session 6	Commit to a Principles-Based Parenting Program
Time:	45 minutes
Materials	Marker and paper strip for each participant to write one principle of parenting education
Take Away Message	Activity:
<i>Principles explain what you are doing and why. They explain the strategy that will enable you to bring the change in parents and families that you hope to see in this vulnerable</i>	1. Each participant was assigned one principle to read as homework. If not provide time for each participant to read one of 16 principles found in the CG.
	2. Each participant should capture the main idea on a card or strip of paper cut from a flip chart pad.
	3. Work in two groups to prioritize the principles from highest to lowest priority. How to prioritize: One method for prioritizing is for each to say why the principle is most important. Conduct silent voting in this way. Give 6 beans to each participant. Use beans to vote for highest priority principles. To identify highest priority count beans and order principles according to those with most to least number of beans.
	4. Groups Share findings with each other
	Discussion Guidelines
	1. Why is it important to establish principles for the parenting program?
2. How does prioritizing help us to think more deeply about beliefs?	

<i>community.</i>	Ideas for Reflection and Action
	1. How does talking about our beliefs with others help us to clarify own understanding of principles?
	2. What is required to convince others to accept the principles one believes in?
Tools & Resources	

Module 5 Conducting and Using a Situational Analysis;

Total time: 3 half-day sessions

Step 1 Modules 1-3 are conducted before field practice. TIME: HALF DAY

Step 2 Participants practice S/A methods in nearby community. TIME: HALF DAY

Step 3 Modules 4-6 Participants practice analyzing and using S/A findings. **TIME: half day**

Module 5 Overview

Session 1 S/A Data collection Plan -What do we need to find out and from whom?

Time 45 minutes

Session 2 Data collection Methods: Tips and Trouble-shooting

Time: 90 minutes

Session 3 Data Collection Preparations

Time: 2 hours

FIELDWORK

Time: 4 hours

Session 4 Reflections About S/A Data Collection Methods

Time: 60 minutes

Session 5 Analyzing and Using S/A Data

Time: 90 minutes

Session 6 Reporting Data to the Community

Time: 60 minutes

Module 5 Session 1	S/A Data Collection Plan – What do we need to find out and from whom?
Time:	45 minutes
Materials	Flip chart; Child Wellbeing Index Suggested SA Questions (Plan ANO S/A guidebook)
Take Away Message <i>The situational analysis is the first program implementation activity in the community. Think of it as a conversation with the community, not a quantitative survey. It should be conducted in a way that creates participant demand for further discussions about what communities can and should do for children. The S/A should generate interest in joining a parenting group. The S/A is the first step in promoting the concept.</i>	Activity: 1. The adapted child wellbeing index is the umbrella for the program. It represents what we are trying to achieve with children in this context so that they can fully reach their potential. We need to find out the status of children against this CWI.
	2. In Module 2, we worked to adapt the CWI for local context we highlighted some extremely challenging issues in this context.
	3. Now it is time to go to each of your communities and find out more about these priority concerns and the status of child wellbeing indicators and supports for child development?
	4. What methods could you use to gather data about the situation that exists on the ground? [Write responses on flipchart]
	5. Facilitator may suggest other methods for data collection commonly used. <ul style="list-style-type: none"> • Village Profile • Transect Walks • Focus groups and interviews with parents • Focus groups with children. • Interviews with health clinic specialists • Primary school classroom observations and interviews with teachers & children in lower primary or dropouts from lower primary • Early childhood center observations and interviews with teachers • Conduct child development assessments & Interview children
	6. Consider S/A questions. Discuss importance of asking same questions to all informants and to use the index or child development indicators as a lens for all observations. Participants may brainstorm some ideas about essential questions and discuss why they are essential. Provide participants with list of suggested S/A questions (CLAC). What questions would you keep, eliminate and add?
	7. Emphasize the importance of selecting questions that are important and allow a succinct but focused interview. Whatever methodology used, all should ask the same questions. This will enable you to cross reference views about child wellbeing and it will be helpful when comparing data during the analysis phase
	8. Produce adapted list of S/A questions. Methodology: Participants may consider Recommended Questions found in the Plan ANO S/A guide.
	9. Highlight Take Away Message.
	Discussion Guidelines 1. Many participants have experiences with S/A data collection. They will benefit from opportunities to think about lessons learned. 2. What are the important lessons that we can take forward as we prepare the S/A

	data plan?
	3. How does this approach ensure that the S/A data is focused and useful?
	4. Is all the information relevant? How might the information be used?
	Ideas for Reflection and Action
	<p>1. Make sure that field teams see the S/A as the first program activity in the community. Consider benefits for program facilitators to collect situational analysis data rather than outside consultants. <i>Examples include: opportunity to develop rapport with community; helps field team to develop concern about the problems and interest/commitment to support change; builds expertise; during the S/A data collection, one can identify potential program facilitators and potential PG members; build relationships, etc.</i> <i>We are not extracting information for the program we are building a relationship with the community, a “courtship” with the community.</i></p>
	<p>2. In some cases, studies and researchers by outside consultants may be conducted, but they do not replace an S/A conducted by the field teams. These studies augment that information, especially when findings are organized around the child wellbeing topics of health, development/learning, and protection/participation.</p>
	<p>3. CLAC has produced a guide for conducting and analyzing situational analysis, which includes tools that can be accessed from the Plan international Australia ECCD Website.</p>
Tools & Resources	<p>Data Collection Plans generally include the following:</p> <ol style="list-style-type: none"> 1. Who do you want to interview and why? 2. What other methods will you use to gather data? 3. What are social, political and cultural considerations to keep in mind? 4. Who should collect data? How will you train? What important instructions will you provide? 5. What key things will you observe? 6. How will you use the S/A data collection process to promote parenting and ECCD; and identify potential parenting group members and facilitators? 7. How and when will you analyze and report data? 8. How will you report to the community about S/A findings and Getting started with Parenting? 9. What is the time frame for all these actions? #1-#8?

Module 5 Session 2	Data Collection Methods – Tips and Trouble shooting
Time:	90 minutes
Materials	Prepare one flipchart for each S/A method selected. Divide in thirds. Section 1 – Name of method and basic information about what it entails. Section 2 – Potential pitfalls. Section 3- Tips and Trouble-shooting. (See # 5 below).
Take Away Message	Activity:
<i>Developing S/A Information Sheets enables program facilitators to consolidate knowledge and use it to train others.</i>	1. Refer back to list of S/A methods identified in Session 2. [Agreed upon data collection plan]
	2. Make sure that participants understand what each method entails. (5 minutes)
	3. Discuss factors that influence choice of method? (5 minutes)
	4. Discuss factors that influence whether the information obtained is relevant and beneficial for program development? (5 minutes)
	5. Select <u>at least 4 methods</u> : (See session 2, #4). Divide into groups of 4 or 5 members, one group per method. Each group describes what the method entails, identifies potential pitfalls in using this method, and suggests ideas for trouble-shooting to get good results.
	6. Reporting and feedback from others
	Discussion Guidelines
	1. Should this type of Information Sheet be produced for each data collection tool? How could it be useful in training S/A data collectors?
	2. How will our discussions today inform a S/A data collection plan for this project?
	3.
	Ideas for Reflection and Action
	1. Each group formed to discuss an S/A method will actually use this method when they go to the field for the practice session. Therefore participants may have interest select one group over another.
	2. Consider this follow-on activity: Field teams develop a preliminary information sheet for each S/A method. Practice using the method. Revise the information sheet based on what was learned from the field practice.
	3. Find out more about problems that may occur when collecting S/A data such as: individuals in focus group do not represent targeted beneficiaries; noisy and public areas prevent concentration and confidential dialogue; issues of hierarchy and male /female relations may come into play; community may not be well informed about purpose and feel suspicious; insufficient time: seating arrangements; limited expertise of facilitator or poor interpersonal skills;
4. Village Profile is another tool to consider that includes data collected from other sources, both before and after the S/A.	
5. Community Maps are additional tool to consolidate information about the community in a visual way once the S/A is completed.	

Tools & Resources	
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Module 5 Session 3	Preparations for S/A Field work practice
Time:	2 hours
Materials	Each group will prepare own materials. May include Child Development cards, notebooks, pencils, cameras, child wellbeing index
Take Away Message	Activity:
<i>It is important to practice each method prior to conducting the S/A in targeted community and to develop protocols for standardizing how each method is used.</i>	1. Host provides information to participants about the upcoming community visit where participants will have opportunity to practice collecting S/A data.
	2. Participants decide on S/A methodologies appropriate for this setting and arrangements made by the host. Assign participants to a method according to interest. Each group will work together to collect the data.
	3. Participants benefit when the facilitator demonstrates one method with the whole group. The simulation helps participants focus on what to expect when they go to the community. An important method to demonstrate is how to conduct a 30-45 minute focus group with parents using the selected questions from previous session. [See suggestions for facilitating FGD below.] Whatever method is demonstrated, assign several participants as observers to critique the simulation. This method is called "Fishbowl".
	4. Afterward the S/A method simulation, participants can look back at the S/A method Information Sheet developed in Session 2. They will recognize the importance of practicing S/A methods before the actual S/A data collection in targeted communities. By doing so they can improve their ability to augment the Data Collection Information sheet and use it to train ECCD fieldworkers. Steps 3 and 4 take about 1 hour.
	5. Each group will then need to gather materials that may be required, assign roles, and discuss what approach will be needed to ensure success. [Some things to consider: If conducting focus group with parents, who will lead? Who will take notes? What are final decisions about questions for amount of available time? How will you warm up the group? What will you tell them about why you are there? How will you translate the questions into local dialect? [approximately 45 minutes]
	6. Facilitators have an important role. They should work with each group to listen to plans and provoke other ideas for consideration.
	7. Remind participants about departure time for the fieldwork.
	Discussion Guidelines

	<p>1. Why is it important to standardize S/A methods across program implementation areas?</p> <p>2. Why is it important to practice each method prior to conducting the S/A in program impact area?</p> <p>3. Why should these practice sessions be conducted in an area different from the targeted community?</p> <p>4. Besides having the skill to use a method, what other things must be considered when planning a S/A? [e.g. Anticipate the protocols to be followed such as where people in a group will set. Identify someone in the community to accompany you and assist with the interviews; make sure person is very clear about the purpose. Know something about the physical environment.]</p> <p>5.</p> <p>Ideas for Reflection and Action</p> <p>1. When selecting a site to practice S/A methods, make sure that it is no longer than 45 minutes drive. Plan to spend two hours in the field. The entire S/A practice session will thus require about 4 hours /half day. It doesn't matter if the community is not typical because the focus is on using the tools.</p> <p>2. <i>What elements are seen in effective focus group discussions?</i></p> <ul style="list-style-type: none"> • Introduce self and purpose of the discussion. • Tell how the information will be used. Ask participants to introduce self and ages of children. • Ask participants to please focus comments on children below 8 years. • Get approval from the participants about how the discussion will be structured so that all people have opportunity to share views. • One interview method is to go around the circle; ask question to 3 or 4 participants; then ask if anyone would like to add something to what was said; continue with next participant in circle and next question. • Demonstrate how and when to use probing questions to get participants to explain more about what they mean. These may be used to highlight good parenting, allowing others to learn more about why this parent uses a method that others may not be familiar with. This enables positive deviants to "teach" others. You may also use probing questions that deal with CW indicators. For example, if a parent says they feed children nutritious food, ask them to tell a bit more about what that means to them. Ask them about challenges they face regarding what they wish to promote in parenting. • Think about timing. Think about how to close the meeting. Thank parents; ask if they think parents in this community would be interested in joining a parenting discussion group; ask their views on how vulnerable families could be reached. Be clear about how you will use this data. • Do not promise to return if this is not in your scope.
Tools & Resources	

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FIELD WORK PRACTICE – 4 HOURS

Module 5 Session 4	Field work Reflections about Collecting S/A Data
Time:	1 hour
Materials	
Take Away Message <i>A data collection plan helps the field team to identify key actors who contribute to child wellbeing and key questions to understand supports that exist and those that are needed.</i>	Activity:
	25. Discuss experience using the data collection methods.
	26. Distribute the S/A method charts to the groups that used this method during the fieldwork. Ask them to use colored cards to add additional ideas about the basic approach; pitfalls and Tips. [Note: In Session 2 participants considered data collection methods. Participants worked in small groups to share ideas about the following: (name of the method and basic approach; potential pitfalls; and tips. The fieldwork experience will enable them to augment these tools.)]
	27. Share findings. (30 minutes).
	28. Finalize data collection plan
	29. Can they add additional information to help others learn how to effectively use the method?
	30. Wrap-up discussion: How will they finalize these information sheets? How will they use them as training tools?
	Discussion Guidelines
	10. How can knowledge gained from these practice sessions be consolidated into a training tool that can be used by all teams?
	11. How will you use the S/A data collection process to promote parenting and ECCD; and identify potential parenting group members and facilitators?
	12.
	Ideas for Reflection and Action
	1. How does this practice and review method, prior to official data collection, ensure that the data collected across program areas will be more reliable?
2. There will be ongoing needs for data collection when ECCD centers and transitions components are added. Each of these components may require new investigations in the community. You may use these same methods.	
3. There may be difficult and challenging issues that arise through implementation that need further investigation. An example is if parents drop out of the parenting group? Why might this be the case? Can you conduct a mini-	

	assessment on these topics that arise? It could be a component of your case study on specified issues.
	4. Along the way, new tools or new need for information may arise. Consider testing and reviewing each tool in the same manner, by practicing it in non-targeted areas, discuss, learn and refine before using.
	5.
Tools & Resources	

Module 5 Session 5	Analyzing and Using S/A Data
Time:	1.5 hours
Materials	Produce a large S/A Data Analysis template as a wall chart. The first vertical column will list S/A data source and method, one box for each method used. Across horizontally there will be four boxes with the following headings: 1) Key Findings (Code by H (health); L (learning); P (protection) and A (cross Cutting); 2) What we know for sure 3) What more we need to find out 4) Implications for action to strengthen CW
Take Away Message	Activity:
<i>After analyzing S/A data, develop a village profile. This profile is a tool to monitor changes in the community and to ensure that the supports are targeted to the needs of the</i>	1. Provide discuss S/A experiences in a general way, such as impressions, whether they think it went well, general things of interest about the experience. [10 minutes]
	2. Introduce activity to practice analyzing field data. Show Template on Wall. What methods did we use? These are listed down the side of the analysis form. What do we want to discuss and compare? Participants recognize that the S/A data findings should reveal information about the status of CW or CW supports from family, community and child services institutions.
	3. Participants practice identifying key data, analyzing and using data. Participants work in groups according to method used. Participants write findings on individual cards or flip chart squares that can be glued to the large wall template.
	6. Using gallery walk members read findings and notice how findings are alike and different.
	7. Discuss findings and implications for action.
	Discussion Guidelines
	1. What does the S/A analysis tell you about the following three things: <ul style="list-style-type: none"> • Important content for your parenting education? • Important areas to highlight in parenting discussions? • Collaborative planning in multi-sectors?

<i>community. The Village profile also serves as a reminder that resource persons and service organizations within the community should be involved in activities and periodic reviews.</i>	2. Once the data is analyzed, how do you use the findings? [S/A summary report; and Village Profiles for each targeted community]
	3. How do you share findings with the community?
	Ideas for Reflection and Action
	<p>1. The focus of analysis is related to the three areas of child wellbeing. However, some or many of the key findings may be crosscutting. The first step is to list out findings both observed and told. The next step is to think about how these might be grouped into child wellbeing areas or whether they are crosscutting.</p> <p>2. Based on the field experience, the field team may have additional ideas about why the S/A is considered the first program activity and why field staff should conduct it.</p> <p>3. Plan a community presentation: How would you report findings to the community in a way that promotes interest from the community to start a parenting education program? How would you promote the importance of including a wide variety of interested parents, but with a special focus on building inclusion and an ethos of helping every child and family to be successful?</p>
Tools & Resources	

Module 5 Session 6	Reporting S/A Findings to the Community & Planning Action
Time:	60 minutes
Materials	
Take Away Message	Activity:
<i>The purpose of the community meeting is to report findings about status of child wellbeing and to promote interest to launch</i>	1. A final step in the S/A process is to present findings to the community and use findings to promote interest to launch a parenting discussion group.
	2. Participants plan how to talk to leaders about findings. (After analyzing data, prepare short summary to present to community leaders. Discuss findings with leaders and gain their support for ECCD interventions. Ask for leaders' assistance to conduct a community meeting to discuss findings. [Pair work: Taking example of findings from field practice, what would you report to the leaders?])
	3. Participants plan how to lead a community meeting about the S/A findings. Group work: Make plans for a community meeting that shares public information about the S/A and helps parents to see some potential solutions for improving CW. Why should community be concerned about supporting most vulnerable and excluded families? Plan a speech that concludes with call for interested parents to join a parenting group. Mention potential problems and trouble-shooting tips.

<i>parenting discussion group.</i>	4. Participants discuss how to ensure that families with children birth to 8 years, most often excluded from public meetings, attend the meeting.
	Discussion Guidelines
	1. How can facilitators ensure that most vulnerable and excluded families attend the community meeting to discuss S/A findings?
	2. How does this meeting contribute to identification of PG members?
	Ideas for Reflection and Action
	1. If many present show interest in joining a parenting group, call another meeting for all who are interested to further discuss PG goals and selection criteria.
Tools & Resources	See Curriculum Guide page 63 for more information about reporting S/A data to the community.

Module 6 Selecting Parenting Group Members & Facilitators

Total Time: 5 hours

Session 1 Parenting Group Member Selection Criteria	Time: 90 minutes
Session 2 Parenting Group Facilitator Selection Criteria	Time: 90 minutes
Session 3 Helping PG Members Develop Facilitation Skills	Time: 45 minutes
Session 4 Introduction to Training and Mentoring Facilitators	Time: 60 minutes

Module 6 Session 1	Selecting Parenting Group Members
Time:	1 hour
Materials	
Take Away Message	Activity:
<i>Select PG members likely to model new practices, and mentor</i>	31. After the situational analysis the next step is to start thinking about the selection of parenting group members. Who should be in the group? What are some things that guide our thinking about parenting group membership? What should our criteria checklist look like?
	32. Use think-pair-share method to think about suggested criteria for PG membership. Think (Individually and write answer in notebook) Pair- discuss views about PG membership selection criteria with a partner

<i>others in the neighborhood. Prioritize membership of families with greatest need and actively recruit them.</i>	33. Share- each pair shares one criteria. Facilitator lists these on flipchart, without question or discussion. Continue until all ideas are exhausted.							
	34. Ask participants to comment on criteria that they disagree with and tell why. Generate discussion on each. Delete if wide consensus from group that this criteria should not be included.							
	35. Next ask participants to consider the practical problems that might arise. Select several. Ask clusters of participants to work on these in the following way: a) further elaborate on the problems; b) discuss potential solutions. [Potential problems may include: Where to meet so that priority population can access it. How to target both genders? When parents are not clear about the purpose of the group they may have expectations of receiving something such as food or money.]							
	36. Compile this work in an Information Sheet Draft 1 –PG Selection Criteria							
	Discussion Guidelines							
	1. How can we reach and prioritize the ultra-poor and marginalized?							
	2. What are the benefits of also including people in the community who already have skills or position to get things done?							
	3. How can we build principles of equity and inclusion among members so that the poor and not-so-poor members develop friendships and respect?							
	4. Why is it important to have a standardized selection criteria checklist for all program areas?							
	5. Ask yourself, is this group likely to model, mentor and expand these principles in the broader community?							
	Ideas for Reflection and Action							
	1. Further discuss the selection criteria for parenting group membership. . Finalize the parenting member selection check-list that will be used across program areas.							
	2. Think about revisiting the Information Sheets on parenting member selection at the end of year 1. What actual problems arose in selecting parenting members? What approaches were taken? What would we do differently now? What would we recommend to others when starting their program?							
Tools & Resources	<table border="1"> <tr> <th colspan="2">PG Members Selection Criteria - Information Sheet</th> </tr> <tr> <td rowspan="4">Selection Criteria</td> <td>Challenges</td> </tr> <tr> <td>Strategies</td> </tr> <tr> <td>Steps</td> </tr> <tr> <td>How will we know?</td> </tr> </table>	PG Members Selection Criteria - Information Sheet		Selection Criteria	Challenges	Strategies	Steps	How will we know?
PG Members Selection Criteria - Information Sheet								
Selection Criteria	Challenges							
	Strategies							
	Steps							
	How will we know?							

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Insert additional module

Show them how the practical routine looks like and the role of 3 parenting facilitators and understanding of the phase in and phase out

Module 6 Session 2	Selecting Parenting Group Facilitators
Time:	1 hour
Materials	
Take Away Message <i>Think of a parenting education facilitator as the child development worker of the community, similar in status and influence as the community health worker.</i>	Activity:
	1. Remember back about the changes in the home and community we are hoping to see as an outcome of the parenting program?
	2. Also remember back to the key principles of facilitation that will be required to build parenting empowerment and parenting “capital”?
	3. The ECCD model being presented recommends that a trained ECCD facilitator from a sponsoring organization or partners work alongside a community facilitator for one year both planning and implementing each parenting session. After one year, the community facilitator plays a special role to promote community action for children and to implement new parenting groups.
	4. What are some things that should guide our thinking in selecting a community facilitator who can achieve these parenting education outcomes? [
	5. Use think-pair-share method to think about suggested criteria for PG Facilitator? Think (Individually and write answer in notebook) Pair- discuss views about PG Facilitator selection criteria with a partner
	6. Share- each pair shares one criterion. Facilitator lists these on flipchart, without question or discussion. Continue until all ideas are exhausted.
	7. Ask participants to comment on criteria that they disagree with and tell why. Generate discussion on each. Delete if wide consensus from group that this criteria should not be included.
8. Next ask participants to consider the practical problems that might arise. Select several. Ask clusters of participants to work on these in the following way: a) further elaborate on the problems; b) discuss potential solutions.	

	[Potential problems may include: Pros and Cons of paying honorarium? People who may be good for the job are already busy with many commitments, etc.]										
	9. Compile this work in an Information Sheet Draft 1 –PG Facilitator Selection Criteria										
	Discussion Guidelines										
	1. What type of person will be required to promote the objectives and principles?										
	2. How might we identify these “positive deviants” while conducting the S/A? [e.g. Notice who speaks up and who is listened to; who promotes good parenting in line with the CWI?]										
	Ideas for Reflection and Action										
	1. Finalize criteria for selection of the community facilitator. What is it important that the same criteria are used across program areas?										
	2. What is a realistic Scope of Work for the Community facilitator?										
Tools & Resources	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2">PG Facilitators Selection Criteria - Information Sheet</th> </tr> <tr> <td style="width: 50%;">Selection Criteria</td> <td>Challenges</td> </tr> <tr> <td></td> <td>Strategies</td> </tr> <tr> <td></td> <td>Steps</td> </tr> <tr> <td></td> <td>How will we know?</td> </tr> </table>	PG Facilitators Selection Criteria - Information Sheet		Selection Criteria	Challenges		Strategies		Steps		How will we know?
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	Strategies										
	Steps										
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Module 6 Session 3	Helping PG members develop facilitation skills
Time:	1 hour
Materials	Parenting Group Monitoring Tool #3 Home Visits
Take Away Message	Activity:
<i>Effective parenting sessions have a model and practice component.</i>	1. In the CLAC ECCD approach a PG member assists the community facilitator each session on a rotating basis. Participants share thoughts about the benefits of this practice? [May use Number cards to identify participants to respond.]
	2. The community facilitator prepares the PG member to assist by visiting the home prior to the meeting. This also has the purpose of a monitoring and evaluation visit. Review monitoring form #3
	3. After getting feedback from PG member on recent sessions, community facilitator talks about upcoming session and asks for advice from PG member about the topic.

<p><i>When parents see a neighbor using this practice they are more likely to try it than if it is modeled by an "outsider".</i></p> <p><i>When parents develop confidence to lead within the group, it is a step toward leading in the community.</i></p>	<p>They plan something the PG member can "model" for other members to show them the meaning of the practice.</p>
	<p>4. Divide members into three groups. Look at the CWI. Select one of the indicators and come up with an example of something the parent could demonstrate to other parents. Parent will need to bring own child to meeting as this will make more of an impression on parents than if the Modeling is done in role play.</p>
	<p>5. Group Work Presentations: Each group shows what they planned.</p>
	<p>6. Concluding remarks:</p>
	<p>Discussion Guidelines</p>
	<p>1. Why is it important to nurture ECCD leadership and facilitation skills of the PG members?</p>
	<p>2. Why do you think it is helpful for the parent to model a new practice rather than the community facilitator or the ECCD facilitator from the organization?</p>
	<p>Ideas for Reflection and Action</p>
	<p>1. What are some potential pitfalls and Trouble-shooting tips related to this method?</p>
	<p>2. What would you do if several parents in the group demonstrate greater skills and commitment than the selected community facilitator?</p>
	<p>Definitions:</p>
<p>Tools & Resources</p>	<ul style="list-style-type: none"> • Plan ECCD Facilitator (Person who supervises all ECCD activities in a community. Spends two or 3 days per month in community in year 1. May supervise 5 or more communities. In year 1, the Field worker is the lead parenting facilitator, working in tandem with the community co-facilitators. • Community /Parenting Facilitator – Will take over PG facilitation in year 2 (Not advisable to pay honorarium in year 1, but in year 2 takes on responsibility for parenting facilitation and home visits and should receive honorarium. • Parent volunteer Co-facilitator – rotates monthly (no payment; chance to share leadership and develop leadership. Over course of year, a parent co-facilitator may actually demonstrate more skill & commitment than community facilitator. In that case, the parent may take on role of lead facilitator in year 2 and receive honorarium)

<p>Module 6 Session 4</p>	<p>Introduction to Training and Mentoring Parenting Group Facilitators</p>
<p>Time:</p>	<p>45 minutes</p>
<p>Materials</p>	<p>See Curriculum guide pages 70 -77 for training tips.</p>
<p>Take Away Message</p> <p><i>Effective training for facilitators</i></p>	<p>Activity:</p> <p>1. There are many things to consider in setting up an effective training program for parenting education facilitators. Participants can refer to pages 70-77 in the CG. Some things to learn about include:</p> <ul style="list-style-type: none"> • Principles of adult learning; • How to organize a training session with reflection,

<p><i>includes reflection on practice, teaching through modeling and supervision that includes mentoring.</i></p>	<ul style="list-style-type: none"> • Skill building, modeling and practice components; • Facilitation basics; how to create a positive social and emotional climate; • How to organize the parenting group; • How to provide interactions that support learning; • How to use questions that promote thinking and participation; • How to use effective feedback techniques; and • How to observe a session and provide constructive feedback to the parenting facilitator. <p>2. In this session, participants will learn one of the most essential techniques to teach parenting facilitators called scaffolding. Think of “scaffolding” as climbing a ladder to get more and more meaning about something that is said.</p> <p>3. Let’s practice with the three areas of Child wellbeing, supposing we asked the parent <u>“What do you consider a priority parenting practice that will:</u></p> <ul style="list-style-type: none"> • Help the child <u>be healthy and develop good health habits.</u> • Help the child <u>develop mentally, socially and emotionally</u> • Help the child <u>feel safe and protected</u> <p>4. Designate one participant as “parent”. The “parent” answers the question posed. The next participant asks a follow-up question to better understand the parents meaning. The “parent” responds to that question. The next participant asks a follow-up question that that response. Continue for 5 or 6 participants all asking follow-up questions to what parent says.</p> <p>5. Repeat same activity using second question related to cognitive and psycho-social development. Five or six participants practice giving follow-up questions.</p> <p>6. Repeat same activity using third question related to safety and protection.</p> <p>7. Facilitator asks participants what they learned from the activity.</p> <p>Discussion Guidelines</p> <p>1. What did participants’ learn from this activity?</p> <p>2. Why is it important to ask follow-up questions?</p> <p>3. How can this be done in a way that is not culturally offensive or feel like interrogation?</p> <p>Ideas for Reflection and Action</p> <p>1. Think of ways the facilitator can involve other PG members in asking these questions? For example: Does anyone have a question for him about what he said? Does anyone see this differently?</p> <p>2. Develop training modules to teach facilitation skills using the information in the curriculum guide.</p>
<p>Tools & Resources</p>	

Module 7 Parenting Curriculum Content and Methodology

Module 7 is designed with a set of short and fast paced sessions to introduce the content of the parenting curriculum. Plan a 2-3 minute energizer between each session. In each session, the facilitator will find ideas for additional discussion questions, reflections and action steps that can be used to expand each session for more in-depth look at the content and methods. When field teams are ready to implement the parenting program a half-day training exercise may be required to prepare for each session. Training time can be used to read the session, discuss main ideas, simulate the session, discuss pitfalls and tips, and then refine the facilitation methodology. Practice in note taking methodology is essential, as each facilitator will be required to prepare a brief report on each session conducted.

Session 1 – Introduction to the Parenting Curriculum

Time: 45 minutes

Session 2 – Stage 1 Parenting Baseline of perceptions and practices related to CW

Time: 45 minutes

Session 3 – Stage 2 Parenting Basics – What do effective parents do?

Time: 60 minutes

Session 4 – Stage 3 Parenting – Using tools to monitor and stimulate development

Time: 60 minutes

Session 5 – Stage 4 Parenting – What have we learned? What do we want to do next?

Time: 30 minutes

Session 6 - Parenting Curriculum Review Game

Time: 30 minutes

Module 7 Session 1	Introduction to the Parenting Curriculum
Time:	45 minutes
Materials	Curriculum Guide page 95-101 Flipchart – List 4 stages of parenting education with titles found in CG
Take Away Message	Activity: 1. Introduction

<p><i>Parenting sessions should focus on one developmental period. Birth to 8 is selected due to influence over entire life. Each session will require 2 hours. Twice monthly is a recommended meeting schedule. The curriculum is presented in 4 stages. Each could be presented as a stand-alone program. An abbreviated approach includes one or 2 sessions from each stage.</i></p>	<p>In developing our program logic we ask the questions – Why? What? How? How will we know? The parenting curriculum answers the question “what”, which is the design level. What programs, curriculum, and materials will enable us to achieve the major outcome? The curriculum answers the question of what you will teach and why.</p>
	<p>2. Discuss focus #1 of the sessions - to improve knowledge, attitudes and practices that enable optimal development of young children birth to 8. <u>Ask participants:</u> <i>Why do we ask parents to keep the focus of discussions on their children birth to 8, rather than raising issues related to their adolescent or older primary aged children?</i></p>
	<p>3. Discuss focus #2 of the sessions – to not only bring individual change, but also community change. <u>Discussion:</u> <i>Why is a strategic approach needed, rather than an activity approach to achieve this aim?</i></p>
	<p>4. Discuss curriculum structure: Curriculum implemented in four stages. Each could be presented alone. Stages 1-3 include 13 sessions that make up the core curriculum. Stage 4 provides an opportunity to reflect on what was learned and plan for the future. Specific steps are taken during each stage to build leadership within the group and to prepare the group for self management by year 2. <u>Discussion:</u> <i>Do you think these topic clusters are sensible? Do you think something is missing?</i></p>
	<p>5. Explain roles of 3 facilitators: Early Childhood Development Facilitator (sponsoring organization /mentor); Community Facilitator and Rotating Parent Facilitator <u>Discussion:</u> <i>What do you see as benefits to this facilitation arrangement? Do you see any practical problems? Solutions?</i></p>
	<p>6. How often should PG meet? Parenting groups may meet weekly, twice per month or monthly. Groups that meet twice per month will complete the planned program in about one year. <u>Discussion:</u> <i>Which do you think would be the best scheduling and why? What other things must be kept in mind?</i></p>
	<p>Discussion Guidelines</p>
	<p>13. What are the advantages and disadvantages of scheduling parenting groups at one week, two-week, or monthly intervals? What scheduling arrangement contributes to changing parenting practice and motivating members to continue working as a team? How do the different arrangements affect SOW of field facilitators?</p>
	<p>14. Can field teams develop their own sessions or do they need to follow the prescribed program? What things should a team keep in mind if they decide to develop their own sessions?</p>
	<p>Ideas for Reflection and Action</p>
	<p>1. Consider the purpose and actions needed for monitoring tool #1</p>
	<p>2. Consider the purpose and actions needed for monitoring tool #2</p>
	<p>3. Consider the purpose and actions needed for monitoring tool #3</p>
	<p>4. How do these monitoring tools help us to understand the important principles and</p>

	strategies of the parenting curriculum design?
Tools & Resources	

Module 7 Session 2	Stage 1 Parenting Sessions – Establishing baseline of PG Members Views and Practices related to Child Wellbeing (CW)
Time:	30 -45 minutes
Materials	Curriculum Guide pages 107 -127
Take Away Message	Activity:
<p><i>The child wellbeing indicators form a strong basis for the content of the parenting program. Find out what parents believe about parenting practices that result in positive wellbeing by the time a child reaches 8 years. This discussion establishes a baseline for changes in parenting KAP. An essential facilitation skill is the use of dialogue versus</i></p>	<p>1. Present flipchart with Stage 1 important principles and objectives. Stage 1 is a series of discussions that:</p> <ul style="list-style-type: none"> • Establish a base-line of parenting perceptions and practices related to optimal child health/ growth, cognitive and psycho-social development; and protection /participation (birth to 8) • Launch initial thinking about community issues the group may be able to address • Create a positive and respectful tone of talking and learning together • Promoter members as well as facilitators as resources for learning
	<p>37. Participants already practiced conducting a focus group discussion about child wellbeing in preparation for the S/A field practice. <u>Question 1:</u> If we have already discussed community perceptions about child wellbeing during the S/A why do you think we need to do it with the PG members? <u>Question 2:</u> What benefits would accrue from breaking this down into 3 sessions with each having one of the CW topics for discussion rather than covering all topics in one session?</p>
	<p>38. Introduce concept of “dialogue” as an effective adult education methodology. The key skill to learn for Stage 1 parenting is how to use “dialogue”.</p> <p>Activity: Explore perceptions about what dialogue means. (Is it brainstorming? Is it question and answer?) Definition: Dialogue implies conversation, exchange of ideas, discourse, discussion Practical tip: Encourage participants to talk more: “Can you explain a bit more.” Get others involved: “Does someone want to comment on what she/he said?”</p>
	<p>Activity: Practice dialogue a) Ask participant to select a likely statement that a parent will make when you ask him/her about what they see as important health practices [Examples for health are: “take them to hospital when they are sick”; “give immunizations]. Examples for</p>

<p><i>question-answer.</i></p>	<p>cognitive and psychosocial development are: “be honest; attend religious services; respect elders; get along with others; help around the house. Examples for protection are: Walk with friends to school;</p> <p>b) One participant states the selected health statement (see above.) The next person asks a follow-up question. The participant replies to that question. Then the next person builds on that comment with another question. Practice 8 questions for the health comment.</p> <p>c) One participant states the likely statement related to cognitive and psychosocial development, with 8 follow-up questions same as above.</p> <p>d) One participant states the likely child protection response, with 8 follow-up questions.</p>
	<p>39. Wrap-up: What did you learn from this?</p>
	<p>Discussion Guidelines</p>
	<p>1. What are examples of helpful follow-up questions?</p>
	<p>2. Define concept - “Positive Deviant. How do these sessions help the facilitator to identify positive deviants within the group?</p>
	<p>3. During a parenting session, what should be our guidelines for when to ask a probing question after a parent’s comment?</p>
	<p>Ideas for Reflection and Action</p>
	<p>1. Base-line findings will enable us to measure changes over time. What are the implications for how we analyze the findings in Stage 1 and how we highlight these issues in subsequent sessions?</p>
	<p>2. What are some initial ideas about how we will evaluate the success of the parenting groups?</p>
	<p>3. As you prepare your focus group discussions, think about some things parents might say and some probing questions you can ask.</p>
<p>Tools & Resources</p>	

<p>Module 7 Session 3</p>	<p>Stage 2 Parenting Sessions – Parenting Basics – What effective parents do</p>
<p>Time:</p>	<p>1 hour</p>
<p>Materials</p>	<p>See Curriculum Guide pages 132-154</p>
<p>Take Away Message</p>	<p>Activity:</p> <p>1. Present flipchart or power point slide with important principles and objectives of Stage 2 parenting curriculum.</p>

<p><i>Over these 4 sessions, parents begin to appreciate their important influence over their child's future success; become more reflective of day-to-day practice; and build on family and group assets for strengthening childrearing practices. These are what we refer to as parenting basics.</i></p>	<p>Stage 2 - a series of discussions that:</p> <ul style="list-style-type: none"> • Enable parents to appreciate their important influence over child's future success • Become more reflective of day to day practice • Build on family and group assets to strengthen child rearing practices • Create demand for child development knowledge
	<p>2. Activity:</p> <ul style="list-style-type: none"> • Stage 2 parenting attempts to identify some essential skills seen in good parents, regardless of educational and economic status? • Brainstorm list of these skills or look back at the work from day 1 - "What effective and ineffective parents do." • From the list, can you identify several essential skills that might be discussed in Stage 2 parenting sessions?
	<p>3. Advice about developing modules:</p> <ul style="list-style-type: none"> • Any of these topics could be developed into session modules using the session routine explained in Monitoring Tool #1. • Also refer to the four sessions found in the curriculum manual in making a decision about Stage 2 content.
	<p>4. Highlight Stage 2 Content found in the curriculum guide:</p> <p>Session 2A What's important to know about taking care of children (Helps parents see that their main interactions with children relates to caring for physical needs. This session helps them see importance of taking care of child's cognitive and psycho-social development, as well as physical needs and how to combine the three.)</p> <p>Session 2B What do I hope for My child's future (Discusses importance of believing that your child can have a bright future; and understanding the day to day parenting practices that contribute to that vision)</p> <p>Session 2C Should I use the same childrearing practices as my parents (Urges parents to reflect on how they were raised and use more of their parents' practices that were positive and valuable to them and use less of those practices that were hurtful)</p> <p>Session 2D what is important to know about child development? (Parents put together a puzzle of 4 pieces that form the child and identify the different ways children grow. They learn that children, like a puzzle, must have care for each of these pieces)</p>
	<p>5. Think /Pair /Share</p> <p>Experience has shown that PG members drop out during Stage 1 if the discussion is superficial (question and response) rather than deep discourse about what matters to them and how they manage these issues. How would you prepare facilitators to do an effective job?</p>
	<p>Discussion Guidelines</p>
	<p>1. Why do you think Stage 2 modules are beneficial for the targeted parenting group?</p>
	<p>2. Why do you think they may be difficult to facilitate?</p>
	<p>3. How can facilitators effectively use probing questions to expand parents understanding about child wellbeing?</p>
	<p>4. How do you define "appreciative inquiry"? How is the method used in these sessions?</p>

	5. What about each session would lead to parents feeling that they gained new insights and skills?
	Ideas for Reflection and Action
	1. What do you think are the most essential parenting skills? Could you develop a parenting session on one of these topics? How could each of these topics be dealt with in an interesting way?
	6. How to train facilitators: These topics are important and a good place to begin the parenting program but they <i>can be challenging to facilitate</i> . Experience has shown that <i>parents drop out at this point if they don't go away feeling the session provided them with useful knowledge</i> and skills. Invite participants to practice preparing themselves to facilitate one of the sessions by answering the following questions: <ul style="list-style-type: none"> • What is the meaning of this question/topic in my own life? • What is a potential outcome from this session that will make parents feel something exciting was learned? • What are the potential difficulties in facilitating this session? [E.g. In an effort to encourage each PG member to say something the output may be superficial. For example if parent says “feed nutritious foods” this is something that most PG members vaguely understand. The interesting discussion lies at another level – how do you do this? • What are some tips? [e.g. use probing questions to deepen the discussion and allow parents to describe more about why they do what they do]
	2. Practice each of the sessions in a role play. Select several participants to act as observers to critique the facilitation and suggest improvements. Ask others to practice using Monitoring Tools #1 & #2 as they observe.
Tools & Resources	

Module 7 Session 4	Stage 3 Parenting Sessions - Using Tools to Assess and Stimulate Child Development
Time:	1 Hour
Materials	Curriculum Guide pages: 160-204 Child Development and Toy Stimulation Cards produced for the parenting program
Take Away Message	Activity:
<i>Parents will receive their own pictorial child development</i>	1. Introduce <u>important principles and objectives of Stage 3 Parenting</u> . Write following on flip chart. In stage 3 sessions parents learn to use pictorial tools to: <ul style="list-style-type: none"> • Monitor own child’s development • Recognize developmental delays and know what to do • Make Toys to stimulate development • Facilitate own informal parenting discussions with neighbors and friends

<p><i>tools that can be used to monitor child development milestones. They will learn how to make no-cost toys and how to use the toys to stimulate development.</i></p>	<p>40. Over four sessions parents learn about one area of child development. Then they assess their child’s development in this area using the pictorial child development tools.</p> <p><u>Activity:</u> In pairs, identify the materials that would be required to conduct a child development assessment in all four areas for one age group cluster. (15 minutes) In plenary discuss whether all materials needed are available from the surrounding or will the facilitator need to bring some materials to help parents conduct the assessment.</p>
	<p>41. Parents are provided with toy cards to guide them in making developmentally appropriate toy. Discuss meaning of developmental toys.</p> <p><u>Activity:</u> Work in 4 teams: Assign a developmental age range 0-1; 1-2; 2-3 and 4-5. Make a toy appropriate for the age using a material provided, such as paper and crayons. (Provide 15 minutes to produce a toy]</p>
	<p>42. Discuss <i>developmental delays</i>. What is this? What are some important things to mention to parents when the child is unable to conduct the activities on the CD cards for her/his age?</p> <p><u>Activity:</u> Brainstorm and then direct participants to section in the curriculum guide that discusses developmental delays. (page 163)</p>
	<p>43. In Stage 3 parents are encouraged to share information with neighbors and friends and teach them how to assess development and make toys.</p> <p><u>Question:</u> How do you think this builds ECCD leadership and promotes the community action outcome?</p>
	<p>Discussion Guidelines</p>
	<p>1. Identify several reasons why program facilitators should field test the child development cards. How might you do this?</p>
	<p>2. Why is it important to provide parents with their own set of tools rather than teaching using a flip chart?</p>
	<p>3. How will you address the question of developmental delays? [When a child is not developing according to the pictures] [See curriculum guide page:]</p>
	<p>4. What is a developmental toy? How can toys be used to stimulate development? Why is it important for a child to have toys appropriate for age of development?</p>
	<p>5. Why should facilitators produce examples of the toys found on the toy cards?</p>
	<p>Ideas for Reflection and Action</p>
	<p>1. During toy making sessions we want to demonstrate that any materials such as old newspapers could be used, however, parents might also be exposed to other materials such as bright colored paper and yarns and how these make the toys more exciting and how they can be used these. We want to give the idea that should parents have the opportunity to get these materials they would know what to do with them.</p>
	<p>2. A fun activity to do at workshops is to give a small amount of money</p>
	<p>3. Discuss why some of these home made toys might better for children than the commercial toys. What do parents think about guns as toys.</p>
<p>3.</p>	

Tools & Resources	

Module 7 Session 5	Stage 4 Parenting Sessions - What did we learn? What do we want to do next?
Time:	30 minutes
Materials	Curriculum Guide pages 209-225
Take Away Message	Activity
<i>In stage 4 parents make the transition to self-study groups on selected topics of interest and commit to work together as a community action for children committee.</i>	1. Introduce Stage 4 Parenting Sessions. Write following on flipchart. In stage 4 parents do the following: <ul style="list-style-type: none"> • Evaluate what they learned and how they changed • Determine interest and desire to continue meeting as a self-study group sharing successes and challenges with achieving the child development outcomes • Determine interest and desire to work as a community action for children committee • Identify topics for future discussion or skill building that affects ability to parent.
	4. Activity: Simulate the process that parents will experience by asking workshop participants to think about how they have learned and grown as a result of this course. Method: Participants will discuss what they have learned from participating in this workshop, how it has inspired interest and desire to improve own practice and be a force for change; what problems in the communities they may be able to address with their new skills; how they envision working together as a team in the future; what more skills and knowledge do they want and need to be effective in this role?
	5. Wrap-up: How did this exercise help them to see what we are trying to achieve in Stage 4 parenting sessions?
	Discussion Guidelines
	1. How does this material help you to envision a phase-out process that enables the organization to move on to a new village in Year 2, providing limited support to the Year 1 communities?
	2. What about this method builds the needed sustainability?
	Ideas for Reflection and Action
	1. Design a pullout discussion guide for a topic that they are familiar with and think may be of interest to PG members. (E.g. cultural practices and child protection; child safety; emergency preparedness; folk storytelling;

Tools & Resources	
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Module 7 Session 5	Parenting Curriculum Review Game
Time:	30 minutes
Materials	4 flip chart pages on the wall. The Headings are: Stage 1 Parenting; Stage 2 Parenting; Stage 3 parenting; Stage 4 Parenting. Write questions on separate cards that can be glued to the flip chart pages using glue sticks.
Take Away Message <i>Have fun together as a team and celebrate success.</i>	Activity:
	1. Invite participants to play a review game to remember about the 4 stages of parenting.
	2. Divide into two teams. Select a runner. Give card to each team. They must come to a group decision about the answer before the runner places the card on the correct flipchart paper.
	3. Each team has opportunity to say whether they think the answer was correct. If answer was correct, fastest team gets one point for speed and one point for correct answer. Second group gets one point for correct answer.
	4. If one team determines that the other teams answer was wrong, then they can move the card and take the point from the team.
	Discussion Guidelines
	1. Are games a good way to review?
	Ideas for Reflection and Action
	1. Might parents also enjoy playing games during some parenting sessions? Would these be beneficial? Why or why not? The message is that adults like children learn from doing enjoyable things together.
Tools & Resources	Game Card Content: <ul style="list-style-type: none"> • I will make toys for my child. • I will discuss views about child wellbeing. • I will learn about the 4 domains of development. • I will assess my child’s development. • Members realize that many good parenting skills already exist in the community; and that parents can learn from each other. • While taking care of child’s physical needs, parents can also take care of child’s brain development and feelings. • I will tell how my husband or neighbors reacted when I talked to them about these new methods.

	<ul style="list-style-type: none"> • We see some things in the community that we can change together. • I am going to talk to the health worker about my child’s developmental delay. • I am ready for other learning opportunities like literacy classes or VS&L • The project facilitator is watching for positive deviants who can lead other parents by example.
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Module 8 Monitoring Progress and Evaluating Parenting Program Impact

TOTAL TIME: 4 hours

Session 1 - Introduction – What will we monitor?	Time: 60 minutes
Session 2 - How will we measure /report impact – changes in parents?	Time: 60 minutes
Session 3 – The Importance of Case Studies and MSC Stories	Time: 30 minutes
Session 4 Reporting Outcomes	Time: 90 minutes

Module 8 Session 1	Introduction – What will we monitor and how?
Time:	60 minutes
Materials	Curriculum Guide pages 38-39 and 79-83
Take Away Message	Activity:
<i>The success of a parenting program is measured by: improved parenting practices associated</i>	1. Introduction -When designing program we asked: “Why is an action needed? What is the change we hope to see?” “What strategies, curriculum, training tools and structures are needed to bring the change? Are these compatible with the goal?”
	2. Refer back to the graphic posters produced to show the changes we want to see (four cornerstones). While all four changes are needed to contribute to changes in children, this workshop focuses on parenting education.
	3. Now it is time to find out what people are doing on the ground and if the plans are properly put in place and working. We need to monitor progress and evaluate impact
	4. What indicators will tell us that the parenting program is contributing to our ECCD goal?

<p><i>with child development outcomes; increased actions in the community to improve child outcomes. Results monitoring will inform the team about the success of the strategy and any need for changes in the strategy.</i></p>	<p>Activity: Participants work in small clusters to answer this question.</p>
	<p>5. Plenary - List ideas on flip chart (as indicators # & %) [e.g. curriculum and materials developed, staff is skilled and on board, programs are running, people are attending; sessions are facilitated as designed with good participation; parents are changing practice in the home; and parents are taking action to improve the community; gender equality and disability inclusion has occurred] May use a card sort activity.</p>
	<p>1. How will we get the information we need for our program improvements? For the donor? For the community? How will we measure? Activity - Participants answer the question for one item listed on flip chart Reference: Monitoring Forms #1, #2, and #3</p>
	<p>2. Compile all ideas into a monthly/quarterly monitoring form</p>
	<p>3.</p>
	<p>Discussion Guidelines</p>
	<p>15. What are the advantages of involving the field staff in data collection and review?</p>
	<p>16. What kind of record keeping is required? Why is record keeping essential? Who is responsible?</p>
	<p>17.</p>
	<p>Ideas for Reflection and Action</p>
	<p></p>
	<p>Tools & Resources</p>

<p>Module Session 2</p>	<p>How will we measure impact – changes in parents</p>
<p>Time:</p>	<p>60 minutes</p>
<p>Materials</p>	<p>Curriculum Guide pages 79-83 Cards: See #2</p>
<p>Take Away Message</p> <p><i>The ECCD program needs a systematic</i></p>	<p>Activity:</p> <p>44. Discuss following question: How can we find out the impact of the program on changing parents’ practices? Participants suggest ways to measure impact</p> <p>45. Divide into four groups. Facilitator distributes the following cards – one per group.</p> <ul style="list-style-type: none"> ● Household interviews ● Monitoring Form #1 & Facilitator’s Notes

<i>method for documenting progress and engaging all stakeholders in the work for continuous improvement.</i>	<ul style="list-style-type: none"> • Child development cards • Toy production
	46. Participants examine the tool and think about how this tool can tell us that parents' have changed practice.
	47. Plenary – Each group reports
	Discussion Guidelines
	1. Is the program having an impact on the beneficiaries? If not, where does the problem lie?
	2. How can you use tools for monitoring? How do you handle the data? How will you analyze this information?
	3.
	Ideas for Reflection and Action
Tools & Resources	

Module Session 3	The Importance of Case Studies and Most Significant Change Stories
Time:	30 -45 minutes
Materials	Curriculum Guide page 39
Take Away Message	Activity:
<i>While outcome assessment might involve an external consultant, everyone on the team is responsible for conducting</i>	1. Case studies track solutions for complex issues for which there are no easy answers: What do you anticipate as some issues that may require special attention? Brainstorm list
	2. Participants share experiences about how to manage case studies and share with others.
	3. Provide with a case study [Uganda to send]
	4. Group makes decisions related to case studies – How will topics be selected? How many will each fieldworker manage? When will these be discussed?
	Discussion Guidelines
	1. Are we collecting the right data?
	2. How will you feed data into the reflection and action cycle?

<i>close monitoring and investigation through case studies.</i>	Ideas for Reflection and Action
	<ol style="list-style-type: none"> 1. Design a monthly monitoring report template that captures both qualitative and quantitative data related to each indicator and the special issues under investigation through case studies. 2. Practice collecting a case study
Tools & Resources	

Reporting outcomes

What do we need ourselves, community

Put it together and share findings.

Develop a reporting form which you could extract what you need for donors yourselves and community.

How do we make sure that

What is the role of the communities in collecting data

And reporting to community on a regular basis.

Mentoring co-facilitators

Consolidate a set of suggestions.

Module 8 Session 4	Reporting Findings
Time:	90 minutes

Materials	
Take Away Message	Activity:
	1. Introduction – Program managers, M& E specialists, Field staff and the community all play an important role to ensure a supply of rich data for reporting M&E data. Each member has responsibility to produce monthly and quarterly reports. Different people may need different information. In this activity decide what should be reported and develop reporting sheets to serve the organization, the donor and the community.
	2. Divide into three groups. Each group focuses on reporting needs for organization, donor or community. Develop a template to show what data is to be collected, when and by whom, both qualitative and quantitative. Decide how this information can be presented in the most attractive format.
	3. Group presentations with feedback.
	4. Each group provides a draft of the work to the facilitator to use in developing the final version of a reporting template.
	Discussion Guidelines
	1.
	2.
	3.
	Ideas for Reflection and Action
	1.
2.	
Tools & Resources	

Module 9 – Reflection and Action

Total Time: 4 hours

Session 1 – Workshop Evaluation Time: 30 minutes

Session 2 –Parenting Education Recap- What we learned (Power Point) Time: 30 minutes

Session 3 – Workshop Follow-up Actions – tool development Time: 60 minutes

Session 4- Implementation Planning Time 2 hours

Session 5 – Closing Remarks – Growing your Own Garden Time: 10 minutes

Module 9 Session 1	How Well Did This Workshop Meet our Needs and Expectations?
Time:	30 minutes
Materials	
Take Away Message	Activity:
	48. Upon arrival participants complete an evaluation form with following questions: Looking back over the workshop: <ul style="list-style-type: none"> • What troubles me –something(s) I am still not clear about? • What concept /strategy excited me? • What did the workshop do well? • What could it have done better?
	49. Pass the magic stick to participants to talk about question #1 or #2.
	50. Wrap-up remarks
	51.
	Discussion Guidelines
	18. Why is it useful to conduct the evaluation at the beginning of the final day rather than as the last activity of the day?
	19.
	20.
	Ideas for Reflection and Action
1. Collect and review these forms with the program coordinator. It will provide some evidence about whether the team is ready to undertake the work ahead? <ul style="list-style-type: none"> • What does my team feel ready to do? • Where do they want and need more support? 	
2.	
Tools & Resources	

Module 9 Session 2	Recap- What we learned about Strengthening Families
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Time:	30 minutes
Materials	
Take Away Message	Activity:
	1. Facilitator shows power point presentation on parenting education.
	2. Ask for participant comments
	3. Wrap-up: This reviews the most important take away messages from the workshop.
	4.
	5.
	Discussion Guidelines
	1. Did this enable you to realize how much you learned during the workshop?
	2. Did it clear up some of the questions you may have had when you arrived today? Do you have other questions?
	3. Does it help you see the whole picture of how parenting education contributes to early childhood outcomes and the changes we want to see in children?
Tools & Resources	Ideas for Reflection and Action
	1. Each thing that was learned, discussed and tried has implications for action. It may involve reflection and decision-making. It may include completing some of the tools or developing others.

Module 9 Session 3	Workshop Follow-Up Actions
Time:	60 minutes
Materials	Chart: Workshop Follow-up Actions (Attachment 9)
Take Away Message	Activity:
	<p>1. The workshop modules covered the most important aspects of developing a parenting program. During some sessions participants were involved in developing or adapting tools for their own program. It is time to sort through these and clarify what follow-up actions will need to be taken in the coming weeks.</p> <p>[Examples: Participants discussed the child wellbeing index and how it should be adapted for local context. This needs to be finalized, as it is the most important tool</p>

	for the program. Examples of other tools include a first draft on parenting group member selection criteria; and a first draft on a reference tool for promoting inclusion.]
	2. An illustrative list of 30 workshop follow-up actions is included in the TOT guide; and can be adapted according to the modules covered and local needs.
	3. Activity: Divide participants into 3 groups. Each group reviews one-third of the items. The group discusses the following: Accept action as important or not; Decide what action will be required; who should complete the action; and when.
	4. Plenary – Each group shares findings with others.
	5. ECCD coordinator will review suggestions, finalize list of actions and distribute to the field team, noting who is responsible, where product will be sent, and by when.
	Discussion Guidelines
	1. Which tools will we need to implement our program?
	2. Why is it important to develop a time-line for planning and implementation?
	3.
	Ideas for Reflection and Action
	1. The workshop introduced some basic principles and strategies for a high impact-parenting program. The concepts must be understood and owned by local teams; and tools adapted for local use. Involving the field teams in producing tools is a good way to engage participation, understanding and commitment.
Tools & Resources	

Module 9 Session 4	Implementation Planning
Time:	2 hours
Materials	
Take Away Message	Activity:
	1. In Module 8 - Monitoring and Evaluation, we identified key indicators that will tell us whether the parenting program has been developed, implemented and making a difference. Show these illustrative indicators. See toolbox below.
	2. It is now time to map out the major tasks ahead of you to achieve these indicators. Key questions to be addressed: <ul style="list-style-type: none"> • What inputs (financial and human) are needed to resource activities and

	<p>achieve outputs?</p> <ul style="list-style-type: none"> • What is the implementation structure? • How will field personnel be selected, trained, supervised and mentored • How the program will be managed? • How it will function in the community? • How will the program be monitored and evaluated • What is the phase out and scale-up process?
	3. Divide into six groups, one per indicator to do some preliminary thinking around the categories listed on the planning chart. See Attachment 10 Results Planning Sheets
	4. Plenary- each group presents some ideas about each indicator starting with 1.6.. Others augment and together finalize. Actions are placed on a time-line for the first two years of the project.
	5.
	Discussion Guidelines
	21. What kind of organizational and implementation structure is required (to achieve benchmarks, implement and evaluate activities)
	22.
	23.
	Ideas for Reflection and Action
	Produce a diagram of your team structures and relationships and roles. Reflection: <i>What is critical is to know how to support each other, reporting responsibilities and accountability.</i>
	Write a scope of work for each team member. How will each member work together and support each other?
Tools & Resources	Intermediate Outcome #1: Parents taking action to improve child wellbeing in the home and community
	1. # PG decisions and actions taken to address community child well-being issues
	1.2 # % PG members trying targeted new practices in the home.
	1.3 # % Targeted communities with effective parenting groups. Effective PG groups meet regularly, hold in-depth discussion about improving child well-being, provide opportunities to model and practice new skills; review experiences applying new skills; and promote community outreach
	1.4 # PG members selected and attending PG sessions
	1.5 # Trained and Effective parenting facilitators (Plan staff + community facilitator + parent co-facilitator
	1.6 #Organizational capacity, training materials and programs developed for parenting education

Module 9	Closing Remarks – Growing Own Flower Garden
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Session 5	
Time:	10 minutes
Materials	
Closing Remarks <i>Each team should leave the workshop inspired to develop their own unique way of achieving the parenting outcomes, using these principles, adapting these strategies and tools and sharing with others.</i>	Activity: 1. Share an image of a flower garden. Each country program will grow different flowers based on their soil, rain, climate, people, sun, and seasons. What we learn about growing our flower garden will have benefits to others in creating their garden. You will also benefit from sharing the skills and knowledge of growing flowers.
	2. The take away message: You create a flower; Your flower goes into a garden Our ECCCD garden in this region will have many flowers to create our beautiful garden.
	Discussion Guidelines
	1.
	2.
	3.
	Ideas for Reflection and Action 1. What are concurrent start-up and planning activities for ECCD centers, transitions and collaborative work with formal and non-formal sectors?
Tools & Resources	