Module 2: Preparing an Action-Training Workshop

Objective of the Module: To ensure quality training through preparation and monitoring.

Where does this fit in the CFA methodology?

This module should help you, the facilitators, prepare for each of the action-trainings and report to project managers on how they went. As such, the preparation and reporting tools in this module should be used before and after Modules 3 - 14.

What are we trying to achieve?

The success of Child-friendly Accountability activities largely depends on how well you are able to work with and support participating children and youth. Experience and best practice suggest that preparation and monitoring are critical. This module provides you with preparatory tools and guidelines.

What is Action-Training?

Action-training is based on the action-learning methodology. It places learning and problem-solving at the center of training and is founded on the principle that adults and youth bring to training workshops their own set of knowledge and skills that can be shared with others to increase the groups' knowledge base overall.

In Child-friendly Accountability programs, facilitators will use the action-training methodology to increase youths' knowledge and learning, and work to support them in applying this knowledge to Child-friendly Accountability activities. Action-training sessions should continue until the activity has been concluded.

The training activities in each action-workshop should move participants through the following three steps:
- *Knowledge-sharing*: This set of workshop activities introduces participants to relevant information, both by encouraging information-sharing between participants as well as interactive knowledge-building activities led by the facilitator.
- *Learning:* This set of workshop activities will support participants in using their knowledge to analyze, discuss and understand their local context.
- *Realization:* This set of workshop activities will support participants in directly applying their knowledge to Child-friendly Accountability activities undertaken during the workshop (e.g. child-friendly documents produced during the workshop through guiding activities and with support from the facilitators, etc.).

Tips for Good Facilitation

Encourage participation: People are more likely to participate if they are comfortable and relaxed. As a facilitator, you should ensure that there is a relaxed environment. Paying attention to cultural and learning needs and expectations are important.

Listening and learning: Encouraging participants to reflect on their own experiences, exchange ideas, and debate issues will help build a 'learning' environment.

Objective-setting: Before each action-workshop, make sure that you have clearly identified your objectives for each training activity. Though discussions are essential, don't get sidetracked.

Getting it right from the beginning: Take time with introductions. Ensure that the participants have a clear understanding of the purpose of the training and the objective for each activity. Establish ground rules regarding participants' expectations from you and from each other during the action-workshop. Identify what the participants want to get out of the action-workshop and what they are concerned about.

Tips on Communication[1]

Non-Verbal Communication	Verbal Communication
· Maintain eye contact with everyone in the group when speaking · Stand in front of the group at the beginning of the session · React to what participants are saying by nodding, smiling or engaging in other actions that show you are listening · Avoid pacing around or addressing the group from a place where you cannot be easily seen	· Ask open-ended questions that encourage responses · Ask other participants if they agree with a statement someone else makes · Be aware of your tone of voice. Speak slowly and clearly · Let participants answer each other's questions · Encourage participants to speak and provide them with positive reinforcement · Paraphrase participants' statement in your own words · Keep the discussion moving forward in the direction you want. Watch out for disagreements and draw conclusions

Checklist for the Facilitator[2]

✓ Have you established clear objectives for the action-workshop and explained these objectives to the participants?

✓ Is the atmosphere of your action-workshop friendly and encouraging?

✓ Is your facilitation approach encouraging participants to share their previous experience and knowledge?

✓ Do participants feel rewarded for their participation in the sessions?

✓ Have you made it clear that you are available for additional help if any of the participants are having difficulty with the sessions?

✓ Are you factoring in enough group work and exercises?

✓ Are you avoiding lecturing directly or at least limiting it to 10 minutes?

✓ Have you built in regular feedback sessions?

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[1] Taken from Save the Child UK: Southern Sudan. *Child Protection Training Manual: Facilitator's Guide to Teacher Training*

[2] Taken from Save the Child UK: Southern Sudan. *Child Protection Training Manual: Facilitator's Guide to Teacher Training*

Preparing an Action-Workshop

Steps to Prepare an Action-Workshop

Step 1 - Read the relevant Module in the CFA Toolbox. The Toolbox will help you identify training objectives, provide you with ideas for activities, some training tools, and some background information.

Step 2 - Identify and discuss workshop objectives with the project team. It is important that everyone on the project team fully understands why they are doing each training-workshop and what they are trying to achieve through the workshop.

Step 3 - Double check your information and find answers. We all have subjects that we are less familiar with. If you need additional information or have questions about the subject matter of the training, make sure that you take time to complete your own understanding. Don't be ashamed to ask colleagues or experts for more information or an explanation.

Step 4 - Prepare your training. Using the template below, decide on which activities you want to do during your workshop and what resources you will need.

Step 5 - Get input from other people. Share your training plan with the project manager and with other project staff for their thoughts and feedback. If you have time, you may even want to run through some of the activities with them.

Template for Preparing an Action-Training

For each workshop, the template below should be completed. Three types of activities should be identified for each training: knowledge building (introducing participants to information), learning (ensuring that the participants understand the information and can discuss, analyze and apply the information), and realization (helping participants to apply the information to project activities). Complete the template by identifying the following:

1. **Pedagogic objectives for each workshop activity**: What do you want participants to know or do? Why are you doing this training activity?
2. **Desired output:** What will be the result of this training activity? The result should be directly tied to the next training activity. Training activities should build on themselves, towards 'realization' of project activities.
3. **Training activity:** What are you going to do during the training activity? To the extent possible, there should be as few 'presentations' as possible. Training activities should involve the participants, engaging them in discussion and movement.
4. **Description of activity:** The more completely you describe the training activity, the easier it will be to implement later. What training activities will the participants do? What questions will you use to stimulate discussion? etc.
5. **Tools:** What tools will you need for this training activity? This could range from material you will need to develop or pull from the CFA Toolbox (e.g. case studies, handouts, etc) to materials you will need to bring (e.g. flipchart paper, pens, computers, etc.).
6. **Required time:** Estimate how long each training activity will take. Try to be as realistic as possible, remember that working with youth usually takes more time than we estimate.

Preparing an Action-Workshop

	Pedagogic objective	Desired output	Training Activity	Description of the activity	Tools	Required time
Knowledge building						
Learning						
Realization						

Monitoring and Reporting on Action-Workshops

After each Action-Workshop, you should complete the Reporting Form (below) and submit it to the Project Manager. The results should be discussed with the project team and project activities adjusted accordingly.

Facilitator's report (part 1)

Location	Area or city where the activity took place and where the participants come from	Participants (disaggregated)	Example - 20 youth (10 boys/10 girls)
Type of Activity	Example - Mapping child protection systems workshop, Child-friendly materials workshop, Sharing information with the community, etc.	Facilitators	Name of facilitators
Duration	Example - Workshop held on 5 afternoons over 3 weeks, etc.		

Type of Activity: *A brief description of the type of activity (example - workshop with youth to develop child friendly materials held over 2 weeks, advocacy campaign over 2 months, etc.).*

Participants: *Brief description of the participants, including who they are (i.e. are they the core group of engaged youth; peers not directly engaged in the project; community members? etc.), how many, and disaggregated information (as pre-established by program manager).*

Description of Activity: *Brief description of the content covered during the activity and what happened during the activity.*

Outcome of the Activity: *What was the result of the activity? A copy of the supporting documents (e.g. child-friendly laws, advocacy documents, etc.).*

Next Steps: *What will the group do next and how was this decided?*

Analysis and Recommendations: *Facilitator's analysis of the activity, progress and participants. What could be improved? What changes need to be made? Is progress being made? What aspects can be capitalized on during the next activity?*

Facilitator's Report (part 2): Monitoring Chart

This chart should be updated after each activity and should be annexed to your report (template above).

Results	Outputs	Indicators	Data (disaggregated)	Data completed
Result 1: Children, youth, their communities and duty-bearers have a deeper understanding of child rights, child protection, and negative social norms and praxis that contribute to violence against children.	1.1 Children have been trained in VAC and CP	1.1 # of children trained in VAC and CP		
	1.2 Community and duty-bearers have been trained on VAC and CP	1.2 # of adults trained in VAC and CP		
Result 2: Children and supportive adults have access to and produce child-friendly information about actions, policies and laws put in place by duty-bearers towards building an available, accessible, and quality child protection system focused on prevention, detection, reporting, response and rehabilitation.	2.1 Child-friendly information (laws, policies, news related to CP and VAC) has been produced and is available on the CFA App	2.1 # of child-friendly CP related laws and policies produced and available of the CFA App		
	2.2 Community, duty-bearers, and youth not directly engaged in CFA have been introduced to the material	2.2.1 # of adults introduced to CP related laws and policies through FGD		
		2.2.2 # of youth introduced to CP related child-friendly laws and policies through youth-led events		
Result 3: Children and supporting adults collaboratively map formal and information child protection actors, mechanisms and services.	3.2 Community, duty-bearers and youth not directly engaged in CFA have been introduced to CP mapping	3.2.1 # of adults introduced to CP mapping through FGD		
		3.2.2 # of youth introduced to CP mapping through FGD		
Result 4: Children, supportive adults, communities and national and international actors collect, and disseminate evidence on children's concerns and experiences of child protection systems, in the context of SDG 16.2.	4.3 At-risk children are referred to services providers	4.3 # of youth referred to services through the CFA referral system		
Result 5: Children engage with peers and supportive adults to build and interpret evidence from children's own voices about the child protection systems and to make recommendations for remedial action to address protection gaps.	5.1 Children, their communities, and duty-bearers discuss protection systems and identify gaps	5.1 # and type of gaps in the CP system identified by youth and their communities		
	5.2 Children, their communities, and duty-bearers identify remedial actions to improve child protection systems	5.2 # and type of remedial actions to improve the CP system identifies by youth and their community		
Result 7: Children and their communities work collaboratively with duty-bearers to put in place measures that will strengthen child protection at the local level.	7.1 Children and supporting adults mobilize the community and duty-bearers around direct action to address protection gaps	7.1 # of people directly engaged in the direct action agenda		
	7.2 Children, their communities, and duty bearers take direct action to address a child protection gap	7.2.1 # and type of direct actions take to address protection gaps		
Result 8: Children and their communities are supported to develop advocacy campaigns focused on encouraging social change and/or duty-bearers to address a protection gap.	8.1 Children and their communities put in place advocacy or media actions addressed to gaps in the child protection system	8.1.1 # of advocacy actions taken		
	8.2 International and national actors (including the ChildFund Advocacy Task Force) support advocacy/media initiatives	8.2 # of people directly supporting advocacy campaign (disaggregated by role)		