



Training Guideline

Mother Volunteer

Under Child Protection

Humanitarian Play Lab
Home Based Parenting

0-3 Age Cohort



Training Guideline

Publication

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Preface

The first three years is a very important time in child's life. The mother's mental wellbeing and a safe and supportive environment for the child play a central role in promoting child's healthy development. During the early years, the mother's wellbeing will help enhancing the physical, social, emotional and cognitive development of her baby. In the context of violence, destruction and poverty, mothers and families they experience significant grief and loss. In such cases psychological support is essential to reduce psychological distress. Through BRAC Humanitarian Play Lab (HPL) model, for the holistic development of 0-3 years aged children and giving importance to mothers' mental wellbeing, play based and psycho-social support based activities have been taken which are conducted in the home of Rohingya mother.

This training module is an important part for organizing home based parenting programs for the children aged 0-3 and their mothers. The sessions are designed for 3 days in the module. The information and materials, needed for conducting the training sessions are mentioned in the training module.

To conduct home based parenting activity, mother volunteers are selected from Rohingya community who will play a vital role in this program. According to the Rohingya language and culture, trained and skilled para councilor are available to provide encouragement, guidance and support. This training module will contribute significantly to the development and transformation of the knowledge, skills and attitude of mother volunteer in conducting home based parenting programs.

Considering child protection in emergency situation, experience and situation of the Rohingya community and demand of time, we will continue to refine, modify and update the training module. Thoughtful reflections and feedback about this module will be appreciated.

BRAC

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BRAC Humanitarian Crisis Management Program, Cox's Bazar
Humanitarian Play Lab
Home Based Parenting Basic Training Outline
 (0-3 Aged Children)
 Participants: Mother Volunteer
 Duration: 03 Days

Day 1

Session	Topic	Time	Method	Material
1	<ul style="list-style-type: none"> Welcome & Introduction Expectation and Purpose of the Training Training Guideline Introduction to the Project Introduction to Home Based Parenting Program 	09:00 - 10:20	Discussion, Question-answer, Play Activity, Pair Discussion and Brain Storming	Name tag and training manual
2	<ul style="list-style-type: none"> Child and Child Right Child Protection in Emergency 	10:20 - 11:00	Discussion, Question-Answer and role-play	Training Manual
Tea Break (11:00 - 11:30)				
3	Psychosocial Support <ul style="list-style-type: none"> Active listening and Empathy 	11:30 - 01:00	Experience Sharing, Group Discussion	-
Lunch Break (01:00 - 02:00)				
4	Psychosocial Support <ul style="list-style-type: none"> Non-judgmental attitudes 	02:00 - 02:40	Group Discussion	-
5	Psychosocial Support <ul style="list-style-type: none"> Confidentiality 	02:40-03:20	Group Discussion	-
6	Psychosocial Support <ul style="list-style-type: none"> Common symptoms of psychological issues and referral 	03:20-04:00	Group Discussion	-



Day 2

Session	Topic	Time	Method	Material
1	<ul style="list-style-type: none"> • Review 	09:00-09:30	Play Activity	Ball
2	Introducing the Sessions <ul style="list-style-type: none"> • Discussion on any specific session • Breathing exercise 	09:30-11:00	Discussion, Question-answer and Demonstration	Training Manual and Curriculum
Tea Break (11:00 - 11:30)				
3	<ul style="list-style-type: none"> • Developing facilitation skills through effective questioning • Things to remember during session facilitation • The strategy of conducting Home Based Parenting session 	11:30-01:00	Discussion, Question-answer and Play Activity	Training Manual and Some Toys (rattle, pot and pans, car etc.)
Lunch Break (01:00 - 02:00)				
4	<ul style="list-style-type: none"> • Sessions demonstration by the facilitator and participants 	02:00-04:00	Demonstration and Discussion	Curriculum



Day -3

Session	Topic	Time	Method	Material
1	♦ Review	09:00-09:30	Play Activity	Ball
2	♦ Session demonstration by the facilitators and participants	09:30-11:00	Demonstration and Discussion	Curriculum
Tea Break (11:00 - 11:30)				
2	♦ Continuing ...	11:30-12:30	-	-
3	♦ Session demonstration by the facilitators and participants	12:30-01:00	Demonstration and Discussion	Curriculum
Lunch Break (01:00 - 02:00)				
3	♦ Continuing ...	02:00-03:00	-	-
4	♦ Responsibilities of Mother Volunteer during the follow-up session	03:00-03:20	Discussion and Question-answer	Training Manual
5	Roles and Responsibilities ♦ Mother Volunteer ♦ Para Counselor	03:20-03:50	Discussion and Question-answer	Training Manual and Curriculum
6	♦ Safeguarding Policy and Conclusion	03:50-04:00	Discussion	Training Manual

Topic:**Introduction**

- Welcome & Introduction
- Expectation and Purpose of the Training
- Training Guideline
- Introduction to the Project
- Introduction to Home Based Parenting Program

Time:

1 hour 20 minutes

Objectives:

At the end of this session, the participants will be able to-

- Tell the expectation of the Training
- Describe the purpose of the training
- Describe the Training guideline
- Tell the activities of the Project

Activity-1: Welcome & Introduction**Methods**

Pair Discussion

**Material**

Name tag

**Time**

30 minutes

Procedure:

- Welcome the participants to the training and introduce yourself.
- Tell the participants, "It is very important to know each other for building good rapport between the trainer and the participants. That is why we will get introduced with each other in a very interesting way."
- Tell them the next activity will be in pair, and the person is sitting next to them will be their pair. Ask them to make pair.
- Now tell, "Each of us got a friend now. Ask them to discuss with their pair about the following topics –Name, number of children they have, number of family members, favorite food, what do, they like to do. Give 5 minutes for the discussion.
- After sometimes, trainers will invite every pair to introduce each other.
- After introduction, participants' names will be written on the name tag and will be pinned on their cloth.
- Ask everyone how they feel about getting to know each other. Listen to their opinion, then by thanking them wind up the Welcome and Introduction session.

Activity-2: Expectation and Purpose of the Training**Methods**

Brain Storming,
Question- Answer and
Discussion

**Material**

Training Manual

**Time**

20 minutes

Procedure:

- At first ask the participants, what is our expectation from the training; what do we want to know from this training? Give time to think about these questions.
- Then tell everyone to share their opinion.
- Now discuss the purpose of the training in relation to participants' expectations, with the resources.

Resources: Expectation and Purpose of the Training

The participants of the training will be able to-

- Describe the activities of Home Based Program under HPL.
- Describe the ways of effective listening, how to be empathetic, how to show nonjudgmental attitude, how to maintain confidentiality and importance of it.
- Describe the symptoms of mental disorder and what to do in this situation
- Understand what child protection in emergencies is and define the responsibilities of the Mother Volunteer in this situation.
- Conduct the sessions by understanding the strategies of conducting the sessions.
- Explain the responsibilities of Mother Volunteer.

Activity-3: Training Guideline**Methods**

Brain Storming and Discussion

**Material**

Training Manual

**Time**

10 minutes




Procedure:

- ♦ Ask the participants, what can be the guideline of this training? Give them 2/1 minutes to think.
- ♦ Now listen to the participants. Take the commitment from the participant for maintaining the guidelines. Some points for guideline are given in the resources as sample.

Resources: Training Guideline

- Will come to the training venue in time.
- Will listen effectively.
- Will participate in the training actively.
- Will silent the cell phone during the training.
- Will create opportunities for others to share their thoughts.
- Will be respectful to other's opinion.
- Will ask question if do not understand anything.
- Will raise hand if want to share something.
- Will speak one by one.
- Will keep neat and clean training venue.
- Will not talk to other person unnecessarily/ Will not talk side by side.

Activity-4: Introduction to the Project

 Methods	 Material	 Time
<i>Discussion</i>	<i>N/A</i>	<i>10 minutes</i>

Procedure:

- Ask few questions to the participants, such as- what is the name of the project, what is the aim of this project, objectives, duration and for whom this project is?
- Give some time to the participants to think. After some time, ask their opinion then discuss about the aims and objectives of the project, duration, intended population of the project etc.
- After discussion, ask the participants if they have any question. If not then thank everyone and end up the discussion.




Resources: Introduction to the project**Project Title: BRAC Humanitarian Play Lab**

Project Introduction: BRAC Humanitarian Play Lab under the “Play to Learn” project is a play-based model for children aged 0-5 years with the main objective of protecting Rohingya children through play while maintaining their own traditions and culture, child well-being, psychosocial development and above all developing early child development strategies in negative situations. This program is basically implemented by dividing the children into two age-based levels, these levels are 0-3 years and 3-5 years. There are home based parenting programs for children aged 0-3 years and 3-4 years, and center based for children aged 3-5 years. The home based parenting program for children aged 0-3 years is being implemented for the mother and child where one group session per week is conducted with 10-12 mothers and their children in a home of Rohingya community. Home based program of 3-4 years old children is conducted with 15-20 children in a home of Rohingya community and the center-based program of 3-5 years old children is conducted in a center with 35-40 children. They receive the session for two hours in five days a week.

Along with receiving the regular sessions, the children of home based program of 3-4 years old and center based program of 4-5 years old also receive a home visit session after every one and a half month. The duration of home visit is 30 minutes. The home visit session is divided into two part-psychosocial support (PSS) for 15 minutes and play part for 15 minutes.

The Play to Learn project encourages the involvement of fathers as well as the mothers in child rearing. In line with that, a new initiative has been taken considering the mental well-being of fathers in Rohingya families, where fathers’ well-being, positive relationships, and the participation of fathers in child development and upbringing are ensured.

Activity-5: Introduction to Home Based Parenting Program

 Methods	 Material	 Time
<i>Discussion and Question-Answer</i>	<i>Training Manual</i>	<i>10 minutes</i>

Procedure:

- Discuss the details of home based parenting activities for the participants.
- Now ask if anyone has any question. Answer it.

Resources: Introduction to Home Based Parenting Program

The target population of Home Based Parenting program is children aged 0-3 years and their mothers. Home Based Parenting program will provide one session to the pregnant women in their third trimester and mother of 1-45 days old baby. Children aged 46 days to 3 years and their mothers will be provided group sessions once a week.

This program will be conducted mainly by mother volunteers. Every three Mother Volunteers will be under one Para Counselor for skill development and supervision. The Program Organizer (PO) will responsible for overall support and supervision of Mother Volunteers and Para Counselors. Each mother volunteer will have 4 groups. Each group will have 10-12 mothers. Mother volunteers will select one Rohingya home for each group in their area and conduct sessions with mothers in these home one day a week. The home visit session will be conducted with the pregnant women in their third trimester and the mother of 1-45 days old babies in their respective homes. Both of these sessions will be conducted by Para Counselors. Mother volunteers will identify pregnant women, conduct sessions, follow-up all mothers and refer to Para Counselors for psychosocial support if needed. Para Counselors will assist in skill building of Mother Volunteers. The Para Counselor will conduct at least one session of per mother volunteer in a month.

Topic:

Child and Child Right Child Protection in Emergencies

Time:




40 minutes

Objectives:

By the end of this session, the participants will be able to-

- Tell who are the children.
- Tell what are the child right.
- Describe what child protection in emergencies is.
- Identify the risky aspects of child in an emergency.
- Explain the working aspects of Mother Volunteer in child protection during emergency.

Activity-1: Child and Child Right

 Methods	 Material	 Time
Question-Answer, Discussion in Pair	N/A	15 minutes

Procedure:

- Ask the participants, who are children or whom do we call children. Listen to some opinions. Discuss by following resources. If anyone has any questions, explain
- Then divide the participants into pairs and ask them to discuss the likes/dislikes, interests, hobbies, interactions with others, desires, feelings of children aged 0-3 years which we usually see in children of this age
- Give some time to think. After sometime, listen to some characteristics of children aged 0-3 years from some participants and add some additions in the light of the following resources if necessary.
- Then ask the participants what needs a child might have. Listen from a few and discuss about some of the child's needs if necessary
- Now say these needs are called rights. Keeping this in mind, the Charter of Child Rights has been formulated, which has 54 clauses. Considering the implementation of child rights at all levels of the society, the articles of the charter have been divided into 5 sections
- Then describe what is in the 5 groups
- Now ask what role we as child protection workers can play in achieving these rights
- Conclude the session by listening to some opinions.

Resources: Child and Characteristics of Child

Child: According to the United Nations Convention on the Rights of the Child, all human children below the age of 18 are called child.

(According to the latest Bangladesh National Child Policy (2011) all human children below 18 years of age are called children in our country)

Characteristics of Child: Every child is different and an individual personality. Children have their own world, and this world of children is smiling and happy. To understand the children properly and keep them active, we need to explore. Some notable characteristics of children are-

- Children want to be cherished and loved and accepted by adults
- Children love to explore, do different things and express themselves
- Not all children are the same. Every child is different from one another
- Children see the world as their own, not as adults do
- Children cannot stay focused on anything for long
- Children learn by playing and doing a variety of activities
- Children are self-centered
- Children ask many questions
- Children are joyful and curious
- Children love games and toys more.

Child Right Charter

Young children who have passed through any humanitarian crisis, violence or any adverse situation have a different psychological world than those children who have grown up in a normal environment. The way a child growing up in a natural and peaceful environment sees the environment around him, a child growing up in war and conflict does not see the world in the same way. In case of a child adapting to a new situation and environment as a refugee after being deported from his/her own land and for the mental well-being of that child, psycho-social assistance is significantly needed as it plays a big role in a child's holistic growth and development.

Child: The UN's Convention of Rights of the Child (CRC) defines a 'child' as a person below the age of 18. Each child is different and an individual entity. It's not different for the children who grew up in a critical situation. If we want to truly do the best for them, we need to understand them. Like- children want to get affection and love and acceptance from adults, children like to play and like toys. A child loves to investigate and to express their own opinions. They like to ask many questions and like to follow others.

Child Rights: Children have diverse needs. But there are certain needs which are very necessary for the child to survive, live safely, grow up healthy and sound. These essential needs of the child are called the rights of the child. The Child Rights Charter has been formulated keeping these needs of the child in mind. The Charter of Child Rights in November, 1989 was unanimously adopted by the UN General Assembly and became part of international law in September 1990. Protecting children's rights is the responsibility of all those involved in one way or another with children. Keeping in view the implementation of child rights at all levels, the rights of children have been written in 54 clauses in the UN Charter. These clauses are mainly divided into five sections. Like- Right to survival, right to protection, right to development, right to participate, right to assembly.

Right to Survival: The basic needs that are necessary for the survival of the child are known as right to live. For example, the rights to satisfactory quality of life, safe shelter, food, nutrition, medical treatment, etc.




Right to Protection: This refers to a child's right to get protection from all kinds of inequalities and shocking /terrible situations like murder, neglect and exploitation.

Right to Development: This includes all the rights that help a child's holistic development. For example, the right to education, sports, rest, thought, logic, information and knowledge, musical activities, and the right to freely practice their religion.

Right to Participation: This is related to children's right to free speech, and their right to express their own experiences and opinions, their right to participate in peaceful assemblies, and their right to unionize.

Right to Assembly: Every individual in society should take part to raise awareness and to ensure the rights of children. Thus, this relates to the recognition of a child's identity alongside the implementation of the child rights convention, monitoring and observation, initiatives of non-governmental organizations along with government institutions, and fund collection to implement the convention.

Activity-2: Child Protection in Emergencies

 Methods	 Material	 Time
<i>Role Play, Question-Answer and Discussion</i>	N/A	25 minutes

Procedure:

- Ask the participants, how can we protect our children during emergency situation? Listen to their opinion. Then tell them, “Through role play, we will observe how we can protect our children in emergency situation.”
- Conduct the role play following the steps below-

Step 1:

- One participant will be stand in the middle who will be the child of emergency situation. Four participants will stand circularly in some distance keeping the child in the middle.
- One stranger will come and try to take away the child forcefully and finally the stranger can take away. The four participants who are standing circularly will not notice that the child has been taken away.

Step 2:

- Three participants will stand by holding their hand keeping the child in the middle.
- There will be more five participants who will stand by holding their hand outside the group of three participants. One stranger will try to take away the child and enter forcefully inside the group of five participants.
- These five people will stop the stranger to enter. Finally the stranger will not succeed to snatch the child.
 - Now ask the participants the following questions-
 - What happened to first role play?
- What happened to second role play? Did you see any changes?
- After hearing the opinion of the participants tell, in the step 1, the people who were standing circularly the child were not concern about the child's safety. That is why when a stranger came and snatched away the child, they did not understand. In the step 2, the people who were standing circularly the child, they were aware about child's safety, stopped the stranger and protected the child.
- Now following resources, discuss about child in emergency situation and risky aspect of child in an emergency. Answer them if they have any question.
- Ask the participants what they know about what mother volunteer can do in child protection. Listen to their opinion. Then discuss about this topic following resources.

Resources: The Risky Aspects of Child in an Emergency

Child protection in emergencies refers to protect the child from abusive behavior, negligence and all forms of torture against the child. We all need to remember, the child is at risk most in an emergency.

The risk factors are-

- Separation from their families (lost anywhere, Being separated from the family while migrating from one country to another)
- Abandonment (When child is in negligence, inattentive or in carelessness)
- Physical abuse (Victims of beating or any other physical torture etc)
- Psychological abuse (Victim of mental torture such as scolding, showing rage, forbid playing, Because of coming from one place to another, moving from one place to another, child can be deprived from various basic needs which can cause mental break down etc)
- Sexual abuse (Being victim of sexual provocative behavior)
- Deprivation from all kinds of basic needs like food, cloth, shelter, medical care and education (Every child have right to have well and safe shelter, cloths according to weather, nutritious food, proper medical care and basic education. Children are at risk if these rights are not met)
- Lack of safety and security (Safety and security risk can be taken place if the children raised without parents)
- Children become exposed to violence (Due to lack of environmental, economic and social reasons, children may exposed to increased anger, persecution and tendency to beat others)

The working aspects of Mother Volunteer in child protection during emergency-

- Create awareness among mothers about child protection (For example, trafficking children, forbid going anywhere alone, they should not go too far from the home, must not eat anything given from any stranger etc).
- Encourage parents to take health risk children to the nearest health care center.
- Find out the listed Rohingya Mother's child who are at risk and refer to PA (Para Counselor).

Topic:**Psychosocial Support**

- Active Listening
- Empathy

Time:

1 hour 30 minutes

Objectives:

After this session participants will be -

- Able to understand and tell about active listening
- Able to understand and tell about empathy

Activity: Active Listening & Empathy

 Methods	 Material	 Time
<i>Experience sharing, group discussion</i>	N/A	30 minutes

Procedure:

- Facilitator will start the session by doing a relaxation session with the participants.
- Then ask participants to share some information with big group about themselves, like their favorite flower, favorite activity, one or two quality, feelings about the job etc. Ask participants after the sharing how they are feeling now.
- Explain about psychosocial support.
- Now tell the participants to think about one happy memories of their life and invite two or three participants to share their memory with big group who are interested.
- Then ask those participants how they feel when everybody is actively listening to their stories. Listen two or three answers. Again ask, when someone does not listen to them attentively how they feel? Listen to few answers.
- Now ask, "Can they understand the shared memories? How a person was feeling during sharing her memory?"
- Then say, "This sharing session was a part of practicing active listening"
- Now discuss in details about active listening.
- Then say, now we will learn how we can effectively response to others during conversations.
- Facilitator will discuss about empathy and answer the participants if they have any questions.
- End the session with thanks.

Resources: Psychosocial support, Active listening, Empathy**Psychosocial support**

Psychosocial support is a professional way of providing support where psychosocial supporter attentively listens to client's issues with empathy and give support in a way that client feels better after sharing his/her various issues, bad feelings, sorrows, worries, thoughts.

Active listening

Active listening means listen someone's conversation with full attention. Through active listening our full attention and importance remains on the conversation and we can understand one's issues and feelings more effectively and accurately.

Techniques to be an active listener-

How to be an active listener-

- Do simple and relevant question during the conversation
- Do eye contact
- Tell verbally, i am with you, i can understand your situations
- Do not do any gesture or posture which shows ignorance to the person

Importance of being an active listener:

- Psychosocial supporter will able to understand client's issues more accurately
- Client will feel interest to share his/her issues to psychosocial supporter

Empathy

Empathy is the ability to understand and share the feelings of another from his/her situation.

For being empathetic one should-

- Notice how the person is talking,
- During the conversation on which words he or she is giving emphasize or which words or term is using to express his or her feelings
- Notice the person's sitting position
- Notice the person's facial expressions, voice tone, body language

Outcomes of showing empathy-

- We will be able to understand person's feelings from his/her situation
- Person will be interested to describe his/her issues and feelings elaborately and accurately
- Person will feel that we are giving him/her importance and listening his/her attentively
- Helps to continue the conversations smoothly
- Helps to build a friendly rapport between psychosocial supporter and client

Topic:**Psychosocial Support**

- Non-judgmental attitudes

Time:




40 minutes

Objectives:

After this session participants will be -

- Able to understand about non-judgmental attitudes

Activity: Non-judgmental attitudes

 Methods	 Material	 Time
<i>Group discussion</i>	<i>N/A</i>	<i>40 minutes</i>

Procedure:

- Ask participants what they understand about non-judgmental attitudes
- Explain non-judgmental attitudes
- Then discuss with participants about the importance and ways of practicing non-judgmental attitudes
- End the session with thanks

Resource: Non-judgmental attitudes**Non-judgmental attitudes-**

When a person does not judge the behavior of others and is open-minded about different people and ideas. In another words doesn't impose one's thought, belief, values and judgment on others opinion.

How to be non-judgmental-

- Do not show any biasness
- Do not manipulate other's expressed issues and feelings
- Do not impose own judgment to other's opinion
- Show respect to others
- Give equal opportunity to all to express themselves

Topic:**Psychosocial Support**

- Confidentiality

Time:




40 minutes

Objectives:

After this session participants will be -

- Able to understand the importance of confidentiality

Activity: Confidentiality

 Methods	 Material	 Time
<i>Group discussion</i>	<i>N/A</i>	<i>40 minutes</i>

Procedure:

- ask participants to think about one of their most confidential matter which they don't want to share with others
- Now ask how they will feel if everybody knows about the matter. Listen to few answers
- discuss about confidentiality and its importance
- End the session with thanks

Resource: Confidentiality**Confidentiality**

When a person does not judge the behavior of others and is open-minded about different people and ideas. In another words doesn't impose one's thought, belief, values and judgment on others opinion.

How to be non-judgmental-

- Do not show any biasness
- Do not manipulate other's expressed issues and feelings
- Do not impose own judgment to other's opinion
- Show respect to others
- Give equal opportunity to all to express themselves

Topic:**Psychosocial Support**

- Some common symptoms of psychological issues and referral

Time:




40 minutes

Objectives:

After this session participants will be -

- Able to know about some common symptoms of psychological issues
- Able to know where to refer

Activity: Common symptoms of psychosocial issues and referral

 Methods	 Material	 Time
<i>Group discussion</i>	<i>N/A</i>	40 minutes

Procedure:

- ♦ Facilitator will discuss about some common symptoms of psychological issues
- ♦ Give information about para-counselor, like - communication address and contact number
- ♦ Do a brief of all topics
- ♦ End the session with thanks

Resource: Some common symptoms of psychological issues**Some common symptoms of psychological issues -**

If the mother volunteer sees few of the following symptoms to a mother she will refer the mother to a para-counselor for psychosocial support-

- If the person keeps herself alone, avoid others, doesn't communicate with others
- If the person keeps shouting, verbally abuse others, destroy or throwing things, hit others
- Doesn't take food regularly
- Have sleep problem
- Doesn't able to do daily works properly
- Remembers the traumatize situation repeatedly, have night dream, over-think about the traumatic event
- Have self-hurting or suicidal tendency

Topic:**Review****Time:**




30 minutes

Objectives:

After this session participants will be -

- Share the previous session's learning

Activity: Review

 Methods	 Material	 Time
<i>Play activity</i>	<i>Ball</i>	30 minutes

Procedure:

- Now do a play activity to review the previous sessions.
- First the facilitator will hold a ball and say something about any topic from previous day's session
- Now throw the ball to any participants and let her share something from previous day's topic
- Continue the play activity until all participants receive the ball.

Topic:**Introducing the sessions**

- Discussion on any specific session
- Breathing Exercise

Time:




1 hour

Objectives:

After this session participants will be -

- Describe about the home-based parenting (0-3) sessions
- Explain the steps of the sessions
- Explain how to conduct the sessions by following the pictures of Burmese version
- Conduct breathing exercise.




Activity-1: Introducing the sessions

 Methods	 Material	 Time
<i>Discussion, question-answer and demonstration</i>	<i>Training manual</i>	<i>1 hour</i>

Procedure:

- At first, distribute the Burmese pictorial version of the curriculum (sessions for pregnant women in their third trimester, mother of 1-45 days old children, and 46 days- 3 years old children and their mothers) to the participants
- Now based on the home based parenting curriculum, discuss the four steps (Well Wishes, My Well-being, Play and Grow, and Follow-up Task) of the sessions of pregnant women in their third trimester, and 1-45 days old children and their mothers by showing the pictures of Burmese version
- Ask if anyone have any questions and assist if necessary
- Then discuss the four steps of the sessions of 46 days-3 years old children and their mothers based on the home based parenting curriculum by showing the pictures of Burmese version
- Ask if anyone have any questions and assist if necessary

Activity-2: Breathing exercise

 Methods	 Material	 Time
<i>Discussion and Demonstration</i>	<i>Training manual</i>	<i>30 minutes</i>

Procedure:

- Tell the participants, "Breathing exercise is a very easy and helpful way to keep us mentally well. This exercise keeps our mind peaceful."
- Now conduct breathing exercise with the participants following the resources
- After that ask the participants about their feelings. Ask if anyone felt any difficulties or problem during breathing exercise.

Resource: Breathing exercise**Instructions for breathing exercise**

- Close your eyes and sit comfortably.
- If anyone feel uncomfortable with closed eyes then she can keep her eyes open by staring at specific object.
- Now take a slow, deep breath through the nose and slowly breathe out through the mouth
- Do this three times.

Topic:**Important aspects of conducting session**

- Developing facilitation skill through effective questioning
- Things to remember during session facilitation
- The strategy of conducting Home based parenting session




Time:

1 hour 30 minutes

Objectives:

- After this session participants will be -
- Ask effective questioning to generate discussion and participation during the session
 - Tell the important things to remember during session facilitation
 - Describe the strategy of conducting Home based session

Activity-1: Developing facilitation skill through effective questioning

 Methods	 Material	 Time
<i>Discussion, play activity</i>	<i>Some toys (rattle, pot and pans, car)</i>	<i>30 minutes</i>

Procedure:

- ♦ Ask participants about asking effective questions during the session. Listen to them carefully.
- ♦ Tell the participants, "Now we will play a game for observing the importance of asking question."
- ♦ Now play the activity based on the following steps
 - Make two groups of 3 participants. Give some toys to each group and let them play.
 - After few minutes, ask the first group
 - Are you playing?
 - Now ask second group
 - What are you playing?
 - How to play this game?
 - Now finish the game.
- ♦ Ask the participants-
 - What was the answer of first group?
 - What was the answer of second group?
 - Were there any differences between the answer of two groups?
- ♦ Tell them, first group's question was limited within yes or no answer. But questions of second group were; what are they playing and how to play, these two questions answer are descriptive so audience cannot only say yes or no.
- ♦ Now explain how to do effective questioning with the help of resource.

Resource: Effective questioning**How to ask effective question**

To ask effective questions, we need to remember-




Closed-ended question: Questions, you may get “yes” or “no” answers, but no further discussion will ensue. For example did you take breakfast? Do you recite rhymes for your baby? Do you feed anything to your child without milk?

Open-ended question: Questions that will force respondents to talk, give information, share idea, further the discussion or to ask questions themselves. For example, what have you taken in breakfast? Which rhymes do you recite for your baby? What kind of food do you give to your children except milk?

Now give some example of open-ended and closed ended questions so that participants could make effective question by themselves.

Closed-ended question	Open-ended question
Did you cook today?	What did you cook today?
Did you play with your baby?	What did you play with your baby?
Do you wash your hand before feeding your baby?	How do you wash your hands before feeding your baby?

Activity-2: Things to remember during session facilitation




 Methods	 Material	 Time
<i>Discussion</i>	<i>Training Manual</i>	<i>30 minutes</i>

- Discuss about the noteworthy issues during session facilitation with the help of resource.
- If participants have any question, give them answer.

Resource : Things to remember during session facilitation

- One should not give any unnecessary advice. For example, you already have 5 children. You should not take anymore.
- One should not give any advice or decision to the mothers. For example: which food a pregnant mother should take
- Show respect to each mother.
- Listen to the mother attentively.
- Don't express annotation towards mother and children.
- Give attention on the children according to their need. If any mother does not want to attend the session then don't force or shout at her.
- Take notice on mother and children's need or problem.
- If any mother starts talking, don't stop her.
- Give mother a chance to talk more during the session.
- If any mother is observed any physical or mental discomfort or problem, refer her to Para Counselor.
- Don't talk irrelevant topic.
- Don't discriminate among mothers.
- Don't talk personal issues during session.
- Keep mobile silent during session.

Activity-3: The strategy of conducting home based parenting session

 Methods	 Material	 Time
<i>Discussion</i>	<i>Training manual</i>	<i>30 minutes</i>

Procedure:

- Discuss the strategy of conducting Home based session following resources.
- If anyone have any questions, answer them.

Resource : The strategy of conducting Home based parenting session

Both Mother Volunteers and Para Counselors play a key role in Home Based Parenting program (0–3 year old child and their mother). Mother Volunteers will hold the central responsibility for facilitating the Home Based Parenting sessions. A Para Counselor will train, support and supervise each Mother Volunteer, helping her to become competent and effective in facilitating the sessions.

Para Counselors have received extensive training in offering psychosocial support and also on child development and play. They have a well-developed understanding of mental health and the impacts of trauma and adversity. As the mother's well-being and mental health get priority in Home Based Parenting session, the Para Counselors are responsible for sharing their knowledge with the Mother Volunteers, helping them develop a good level of understanding.

Topic:

Sessions demonstration by the facilitator and participants

- Simulation by facilitator
- Demonstration by participants

Time:




2 hour

Objectives:

At the end of the session, the participants will be able to-

- Conduct the sessions




Activity-1: Demonstration by facilitator

 Methods	 Material	 Time
<i>Demonstration and discussion</i>	<i>Curriculum</i>	<i>30 minutes</i>

Procedure:

- Ask some participants to participate in demonstration as mothers and conduct a simulation of of session 1 and 2 as Mother Volunteer.
- After the simulation, ask if anyone have any questions and answer them.

Activity-2: Demonstration by participants

 Methods	 Material	 Time
<i>Demonstration and discussion</i>	<i>Curriculum</i>	<i>1 hour 30 minutes</i>

Procedure:

- Divide the participants in two groups.
- Give participants 10 minutes for preparation.
- One facilitator will help in each group.
- Now participants from each group will demonstrate the session
- After demonstration, participants will give their feedback and facilitator will share his feedback.
- Facilitator will demonstrate of each session and then participants will simulate.
- Ensure demonstration of all participants

Topic:**Review****Time:**

30 minutes

Objectives:

After this session participants will be able to-

- Share the learning of previous sessions

Activity: Review

 Methods	 Material	 Time
<i>Do a play activity to review the previous sessions</i>	<i>Ball</i>	30 minutes

Procedure:

- Learning of previous sessions
- First the facilitator will hold a ball and tell a topic from previous day session
- Now throw the ball to any participants and let her say something from previous day's topic
- Continue the game until all participants receive the ball.

Topic:

Sessions demonstration by the facilitator and participants

- Simulation by facilitator
- Demonstration by participants




Time:

2 hours 30 minutes

Objectives:

- At the end of the session, the participants will be able to-
- Conduct the session




Activity-1: Demonstration by facilitator

 Methods	 Material	 Time
<i>Demonstration and discussion</i>	<i>Curriculum</i>	30 minutes

Procedure:

- Ask some participants to participate in demonstration as mothers and conduct a simulation of of session 3 and 4 as Mother Volunteer.
- After the simulation, ask the participants if anyone have any questions and answer them.

Activity-2: Demonstration by participants

 Methods	 Material	 Time
<i>Demonstration and discussion</i>	<i>Curriculum</i>	2 hours

Procedure:

- Divide the participants in two groups.
- Give participants 10 minutes for preparation.
- One facilitator will help in each group.
- Now participants from each group will demonstrate the session
- After demonstration, participants will give their feedback and facilitator will share his feedback.
- Facilitator will demonstrate of each session and then participants will simulate.
- Ensure demonstration of all participants

Topic:

Sessions demonstration by the facilitator and participants

- Simulation by facilitator
- Demonstration by participants

Time:




1 hour 30 min

Objectives:

At the end of the session, the participants will be able to-

- Conduct the session




Activity-1: Simulation by facilitator

 Methods	 Material	 Time
<i>Demonstration and discussion</i>	<i>Curriculum</i>	<i>30 minutes</i>

Procedure:

- Ask one participant to play a role as mother and conduct a simulation the session of pregnant and lactating mother as a Mother Volunteer
- After the simulation, ask the participants if anyone have any questions and answer them.

Activity-2: Demonstration by participants

 Methods	 Material	 Time
<i>Demonstration and discussion</i>	<i>Curriculum</i>	<i>1 hour</i>

Procedure:

- Divide the participants in two groups.
- Give participants 10 minutes for preparation.
- One facilitator will help in each group.
- After preparation, invite two participants to play a role of mother volunteer and mother to demonstrate the session of pregnant women in their third trimester.
- After presenting the session, ask for the feedback from the participants and share yours.
- Now, invite another two participants to play a role of mother volunteer and mother to demonstrate the session of 1-45 days old children and their mothers.
- Ask for the feedback from the participants and share yours after presenting the session.
- Ensure demonstration of all participants

Topic:**Follow-up session of mother volunteer****Time:**




20 min

Objectives:

At the end of the session, the participants will be able to-

- Explain the duties and responsibilities of a mother volunteer during follow-up.

Activity: Responsibilities of Mother Volunteer during the follow-up session

 Methods	 Material	 Time
<i>Discussion and question-answer</i>	<i>Training manual</i>	20 minutes

Procedure:

- ♦ Ask the participants, how mother volunteer will conduct the follow-up session with the mother and what conversation will take place during follow-up. Listen to their answers
- ♦ Describe the concerns regarding follow-up with the help of resource.
- ♦ Now ask the participants if anyone have any questions, answer them.

Resource: Follow-up concerns of mother volunteers

- Greet the mother.
- Ask about her family members.
- Inform the date of next session and if it changed, inform earlier.
- Ask if she faces any problem which she wants to talk about before coming to the session.
- If any mother had missed any session, visit her home, try to know the reason of her absence and discuss briefly the content of that session
- If any mother has health issue, advise her to go to nearby health center
- Advise to maintain hygiene practice.
- Identify mental health issues and refer to the Para Counselor.
- Follow-up mother's mental health condition after receiving psychosocial support.
- Identify pregnant and lactating mothers
- Encourage pregnant mother to take service from health center for health check-up and child birth.
- Follow up the practice of homework part.

Topic:

- The role and responsibility of mother volunteer
- The role and responsibility of Para Counselor

Time:




30 minutes

Objectives:

At the end of the session, the participants will be able to-

- Explain the roles and responsibilities of mother volunteer
- Explain the roles and responsibilities of Para counselor.

Activity-1: Roles and responsibilities of mother volunteer

 Methods	 Material	 Time
<i>Discussion and question-answer</i>	<i>Training Manual and Curriculum</i>	20 minutes




Procedure:

- ♦ Ask the participants; what will be the roles and responsibilities of mother volunteer in parenting program. Listen to them attentively.
- ♦ Describe the roles and responsibilities of mother volunteer with the help of resource.
- ♦ If they have inquiries, clear them.

Resource: The role and responsibility of mother volunteers

- Look for possible areas for pockets for parenting session and assist Program Organizers (PO) to find out pockets
- Help Para Counselor (PC) and Program Organizer (PO) to decorate pockets
- Look for mothers with children of 46 days to 3 years and help Para Counselor (PC) to search for and register them
- Identify pregnant mothers and help Para Counselor to register them
- Arrange home based parenting sessions (mothers with children of 46 days to 3 years) in specific pockets and ensure necessary materials (mat, toys etc.) are available during the session
- Follow Para Counselor while conducting sessions
- Conduct specific sessions assigned by the Para Counselor
- Arrange one to one sessions with pregnant women and the mothers of 1 to 45 days old babies
- Conduct follow-up with listed mothers at least once in a week
- If necessary, refer mother to Para counselor for psychosocial assistance.
- Encourage children to play and join with them spontaneously in all types of play activities suitable for the child
- Participate in all types of training
- Conform to all rules and regulations set by authority.

Activity-2: Role and responsibilities of Para counselor

 Methods	 Material	 Time
<i>Discussion</i>	<i>Training Manual and Curriculum</i>	10 minutes

Procedure:

- Ask the participants; what will be roles and responsibilities of Para counselor in parenting program. Listen to them attentively
- Describe the roles and responsibilities of Para counselor with the help of resource
- If they have inquiries, clear them.

Resource: The role and responsibility of Para counselor

Roles and responsibilities of Para counselor

- Facilitate one to one session (home visit) with pregnant women in their last trimester and the mothers of 0 to 45 days old babies
- Conduct home based parenting sessions with the mothers of 46 days to 3 years old children in pockets
- And the mothers of 0 to 45 days old new born babies once a month
- Give psychosocial assistance to children and the mothers of 0 to 3 years old children and if needed, refer them
- Show respect to mothers, children and community people and keep good relation with them
- Provide practical knowledge to the mother volunteer about facilitating the session and help them to become skilled
- To be present while mother volunteer conducts her session.
- Play all kinds of suitable games spontaneously with children.
- Ensure the active engagement of children in child appropriate play during the session
- Pay a home visit to the listed mothers at least once a month with mother volunteers
- Help PO and mother volunteer to decorate pockets
- Provide strategic advice to improve the quality of the program
- Participate in all meetings, workshops and training

Topic:

Safeguarding Policy and Conclusion

Time:

10 minutes

Objectives:

At the end of the session, the participants will be able to-

- Learn and follow safeguarding policy
- Express opinion about receiving training

Activity: Safeguarding Policy and Conclusion

 Methods	 Material	 Time
<i>Discussion</i>	<i>Training manual</i>	<i>10 minutes</i>

Procedure:

- Discuss safeguarding policy by following resources. Explain further if anyone has any question.
- Now ask the participants if they have any questions on today's topic and discuss if necessary
- Get feedback from the participants about the training
- Finally conclude the training by thanking them for their active and spontaneous participation in the training.

Resource:

Safeguarding Acknowledgment

I have received, read and agreed to BRAC's Safeguarding Policy. I will follow the policy in all of my work.

As an employee of BRAC, I agree to abide by the following code of conducts:

1. I shall maintain strict confidentiality regarding the identity of all beneficiaries.
2. I shall not use or discuss with anyone about the information provided by beneficiary unless necessary.
3. I shall not place the child or their family in any situation that makes them vulnerable to abuse or misconduct.
4. I shall not engage in any behavior that is contrary to my organization's values and code of conduct.
5. I shall not use any information of beneficiaries for any of my personal purposes. I shall not frighten him and don't pressure him.
6. I shall not act/do anything that harm any beneficiaries or anyone associated with it.
7. I shall respect and honor all religion, caste, culture and values practices in all stage of my work.

Signature:

Name:

Date:



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