

Circles of Support Project

Train the Trainer Curriculum

CIRCLES OF SUPPORT

TRAIN THE TRAINER WORKSHOP

Overall purpose

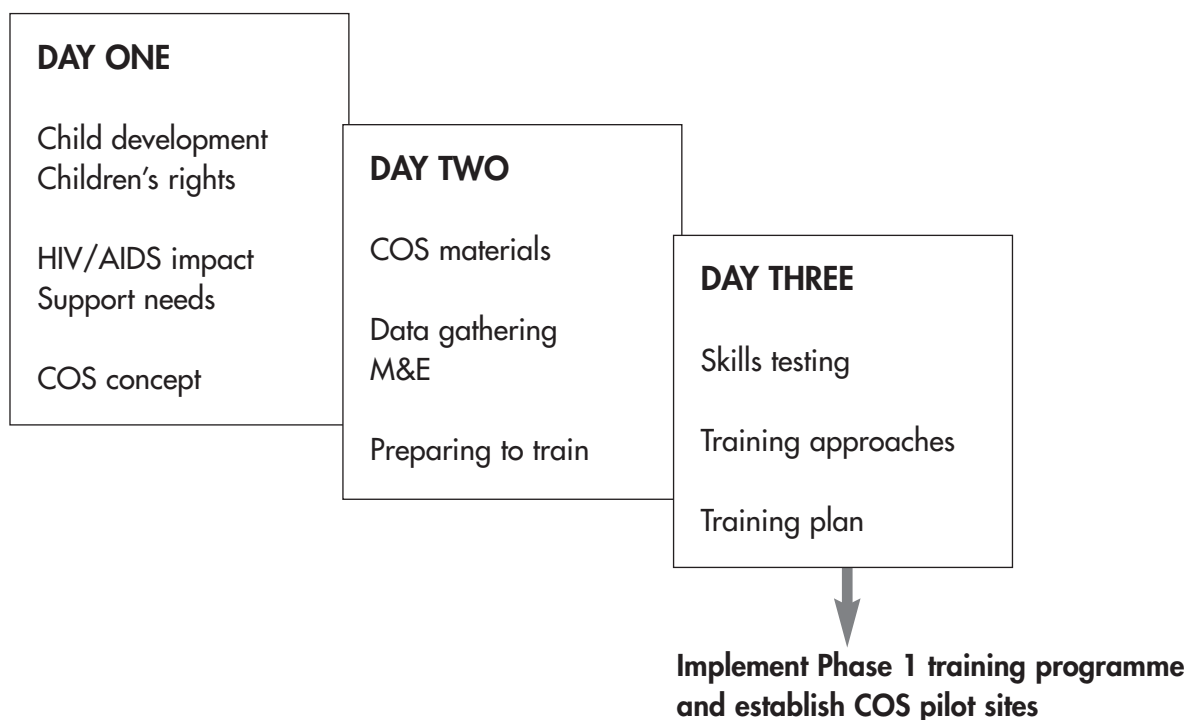
The overall purpose of the workshop is to prepare the participants (trainers) from Botswana, Namibia and Swaziland to conduct the first phase of training (of Neighbourhood Agents and School Convenors) in each of their countries; and to facilitate setting up the Circles of Support project in each pilot site.

Learning outcomes

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

- ◆ Demonstrate an understanding of the growth and development of children;
- ◆ Describe the rights of children in key international, African and national conventions and laws;
- ◆ Explain the impact of the HIV/AIDS epidemic on children – social, economic, cultural, educational, health, etc;
- ◆ Identify areas where orphans and other vulnerable children (OVC) need support – at home and at school – in order to realise their rights;
- ◆ Explain the concept, history and approach of the Circles of Support project to different target groups;
- ◆ Conduct information gathering processes to inform and monitor the COS project, such as a situation analysis and resource identification;
- ◆ Use, and teach others to use, the COS materials;
- ◆ Use newly acquired skills to transfer information and skills to others; and
- ◆ Complete a country-level training plan for a COS training session.

Workshop process map



PROGRAMME AND FACILITATOR'S NOTES

Methodologies:

Participatory and interactive, using group work, worksheets, COS materials, video, presentations, plenary discussions and participant practice sessions

Materials:

- ◆ Pack of COS materials and Facilitator's Guide
- ◆ Worksheet/s (#1 – #4)
- ◆ Handouts:
 - Policy Review, 1 copy per country group
 - Save the Children stigma research, 1 copy per participant
 - UNICEF OVC document, 1 copy per participant
 - Presentations
- ◆ Paper and pens
- ◆ Coloured cards
- ◆ Flipchart paper and coloured pens

Equipment:

- ◆ Flipchart stand
- ◆ Video and TV
- ◆ Computer and LCD projector
- ◆ Screen

Seating:

Around three tables/circular arrangement



DAY ONE

Objective of Day One:

To develop common understandings of the context for and the components of the COS project.

08h30 – 09h30 ***Who are we and why are we here?***

Welcome and introductions
Ground rules
Expectations
COS HIV/AIDS Quiz
Question Box

1. Do introductions in a creative way
2. Brainstorm and record the group's ground rules
3. Brainstorm expectations, then present the purpose, the learning outcomes, the schematic representation of the course, and an overview of the programme
4. Administer the COS HIV/AIDS Quiz, turned into a questionnaire with closed and open questions, Worksheet #1
5. Introduce the Question Box and invite participants to put in any questions that they want answered; hand out 4 coloured cards to each participant for this purpose

09h30 – 10h30 ***Our children; their future***

Child growth and development
Children's rights

1. Present the stages of child growth and development
2. Present the international and African child rights frameworks
3. In country groups, identify key child rights in national legislation, and record on Worksheet #2, using the policy review handout as a reference – this will be used in the last session of the day

10h30 – 11h00 ***TEA and COFFEE***

11h00 – 12h30 ***Childhood challenged***

Impact of the HIV/AIDS epidemic
Children's support needs
Identifying vulnerable children

1. Show CNN video extract
2. In plenary brainstorm the impact of the epidemic on the children in the video
3. Then, instruct participants, in groups, to discuss and depict the impact of HIV/AIDS on a child/children at home and at school, using the card game and extra blank cards, i.e. narrowing the focus (COS Session 1 *Understand Children's Lives*)
4. In the report back, build up the feedback to create a composite picture
5. Hold a plenary discussion to identify signs of vulnerability in relation to children and their schooling (COS Session 2 *Talk and Listen to Children*)
6. Then identify ways to support vulnerable children at home and school, using the poster and puzzle

12h30 – 13h30 **LUNCH**

13h30 – 15h00 ***Introducing Circles of Support***

Concept, history and approach

Key messages about COS

Introducing COS to different target groups

1. Give a brief presentation about the project
2. Discuss, in plenary, and record the key messages that should feature in all interactions about the project
3. Groups to discuss and then present how they would introduce the COS project to (i) education stakeholders; (ii) chiefs and/or community leaders; (iii) a potential COS group of community members

15h00 – 15h30 **TEA and COFFEE**

15h30 – 16h30 ***Putting it all together***

The countries and the pilot sites

The similarities and differences

1. In country groups, prepare and record on Worksheet #3, a brief presentation that describes key features about (i) the group's country (the HIV/AIDS epidemic, the position of children in society, the legal and policy environment (using Worksheet #1 which was completed previously) and the national social and education services available); and (ii) the pilot sites where the COS project will be implemented
2. Present each country summary
3. In plenary, draw out the similarities and differences between the three countries, as well as any significant ones between different pilot sites
4. Reflect on the challenge to develop a model that can be applied across significantly different contexts

DAY TWO

Objective of Day Two

To familiarise participants with the COS materials, information requirements and processes.

08h30 – 09h30 ***Taking stock before moving forward***

Reflections on Day One/Evaluation

Q&A about HIV/AIDS

1. Complete an evaluation of Day 1
2. Present the composite group HIV/AIDS Quiz results and clarify any misinformation
3. Answer any questions in the Question Box
4. Facilitate a plenary discussion on community perceptions about HIV/AIDS and attitudes towards children affected by HIV/AIDS

09h30 – 10h30 ***Getting to grips with the “what”, “how” and “when”***

Introduction and orientation to selected COS materials

Use these in country-level contexts

1. Present each COS item (not the Facilitator’s Guide) in turn, identifying what its purpose is and how and when it can be used
2. Allocate a selected COS item (poster, pamphlet and game) to each group
3. Instruct the groups to review and reality check their item, and prepare feedback as below, within a typical scenario that they are likely to encounter in their particular country
4. Facilitate a plenary feedback that (i) describes the scenario; (ii) identifies what the COS item is, and when and how it could be used in the scenario; and (iii) any context scenario-specific issues that, as trainers, should be kept in mind when using it

10h30 – 11h00 ***TEA and COFFEE***

11h00 – 12h30 ***Guiding the facilitators***

Introduction to the Facilitator’s Guide

Using the Facilitator/Session Guides

1. In plenary present an overview of the Facilitator’s Guide; overview of content, teaching styles, layout, teaching points, worksheet pages
2. In pairs participants review 2 session guides: Reporting on the content of each guide, teaching methodology, points of clarity (leave out Session Guide 5 and Session Guide 9 – these are to be discussed after lunch)
3. Summary of the approach to implementing COS discussed in the Facilitator’s Guide

12h30 – 13h30 **LUNCH**

13h30 – 15h00 ***The situation analysis and keeping records***

Introduction to the data needs (e.g. situation analysis)
Using the diary

1. In country teams complete a map of one pilot school & identification of organisations that support children (COS Guide Session 5)
2. Discuss and record on a flip chart the advantages of completing this exercise
3. Introduce the importance of monitoring and evaluation
4. Give participants the COS diary to review
5. Complete Step 2 in Guide Session 9
6. Review the completion of all the sheets in the diary including the role of the numbered stickers and duplicate pages

15h00 – 15h30 **TEA and COFFEE**

15h30 – 16h30 ***Where can we get help and what is next?***

Identification of support (material and other)
Preparation for Day Three

1. Instruct the country groups to use the Session 6 *Know Who to Ask for Help and Support* and complete the required parts for ONE pilot site
2. Allocate materials, one to each of the participants, for sessions on Day Three. (*Know Who to Ask for Help and Support* is not included as this has been worked on in country groups):
 - o Know the community that your school serves
 - o Understand children's lives
 - o Talk and listen to children and caregivers
 - o Decide what action to take to help children
 - o Setting up a Circles of Support group to help children
 - o Help others to find out more about HIV and AIDS
 - o Find ways to get the resources that you and others need
 - o Diary and facilitator's guide
3. As there is not sufficient time for participants to use the COS materials in detail, instruct them to prepare a 15 minute session on one or more parts of their allocated COS material

DAY THREE

Objective of Day Three:

To practice newly acquired skills, using COS materials in simulated training sessions; and to develop approaches and plans for in-country training.

08h30 – 09h00 ***Taking stock again before moving forward***
Reflections on Day Two/Evaluation

1. Complete an evaluation of Day 2
2. Answer any questions in the Question Box

09h00 – 10h30 ***Practice makes perfect***
Practice with COS materials x 5 (15 mins each, with Q&A)
Interim consolidation of approaches

1. Participants take turns to conduct a session using their allocated COS item, with the other participants acting as COS group members/community members
2. After the practice sessions, discuss, in plenary, possible approaches that countries can adopt

10h30 – 11h00 ***TEA and COFFEE***

11h00 – 12h00 ***Presentations and practice***
Practice with COS materials x 3 (15 mins each, with Q&A)
Summary for the way forward

1. Practice exercise continued
2. At the end of the sessions, summarise the strengths, weaknesses and key points from the sessions, and agree on approaches

12h00 – 13h00 ***Future plans and friendly farewells!***
Developing our country training plans
Way forward resolutions and recommendations, incl. support required in the implementation phase
Workshop/Day 3 evaluation

1. Using Worksheet #4, develop country-level training plan for the first COS training
2. Each country then presents their outline and provisional time-lines
3. Agree on the way forward and record key points
4. In plenary, evaluate the workshop

13h00 **LUNCH**

WORKSHEET # 1

HIV/AIDS QUIZ

Instructions

Complete the following quiz anonymously.

- In Part One, put a mark in the TRUE or FALSE column that matches your answer.
- In Part Two, write down your answer to each question.

Then fold up the quiz and put it in the Question Box.

PART ONE

	TRUE	FALSE
Young and old people can get infected with HIV		
If you have just one partner you are safe from HIV/AIDS		
If you have many sexual partners you have a higher risk of getting HIV		
HIV is mostly spread by sex		
One way to prevent getting infected with HIV is to wear a condom		
You can see when a person is HIV positive		
An HIV test is the only way to know if you are infected		

PART TWO

How is HIV spread from one person to another?

How does HIV affect the body?

If you are HIV positive, what can you do to stay healthy?

WORKSHEET #2

CHILD RIGHTS

Instructions

In your country groups, discuss and record the key provisions for children that are contained in your national laws and policies. Use the COS policy review as a guide and record the points (a maximum of FOUR points for each) under the following headings:

COUNTRY: _____

1. Basic needs and rights

(e.g. A child's right to food and shelter)

2. Education

(e.g. Free primary education or special provision for orphans)

Keep this worksheet, as you will need the information when you prepare Worksheet #3.

WORKSHEET #3

ABOUT THE COS PROJECT IN MY COUNTRY

Instructions

In your country groups, prepare a 5 minute presentation to brief the other groups about your country.

Record 2 or 3 points about each of the topics listed below, and use these notes to guide your presentation.

COUNTRY: _____

1. The HIV/AIDS epidemic in my country

(e.g. What is the impact on families and communities?)

2. The position of children in my country

(e.g. What is the traditional role of children and how is it changing because of HIV/AIDS?)

3. The legal and policy environment related to children

(e.g. What are the provisions for children? Use Worksheet #2)

4. The COS pilot site/s

(e.g. Where is it / are they; and what are the important features of the school/s?)

WORKSHEET #4

COUNTRY TRAINING PLAN

Name _____

Pilot site area _____

Date _____

Who is to be trained?	Number of trainees	Names of trainers	Dates for training	Activities to be completed prior to training