# Guía para la Capacitación en el Curso de Crianza con Conciencia +

###### PRIMERA EDICIÓN MAYO 2024

**Versión Híbrida por:** Deepali Barapatre, Nancy Amador, Guadalupe Ramírez, Anna Booij, Jamie M. Lachman, Francesca Stuer, Britta Baer, Julieta Alegos, María Ortiz, Betzabe Riveros, Annielle Aguilar, Alberto Flórez, Luis Gutierrez, Matias Irarrázaval, Anilena Mejía, Lucía Loria, Viviana Retamal, José Parra-Cardona, Estelí Sánchez, Paulina Rincon, Paula Rodríguez, Gaudencío Juárez, Lucía Avelar, Mariella Swayne, María Fuentes, Iván Orlando, Zamora Zapata

**Ilustrado por:** Natalia Calixto

## Guía para la Capacitación en el Curso de Crianza con Conciencia +

PRIMERA EDICIÓN MAYO 2024

Crianza con Conciencia + se creó en colaboración con el Instituto Nacional de Psiquiatría Ramón de la Fuente Muñiz, UNICEF México, la Universidad de Oxford, IDEMS Internacional y Parenting for Lifelong Health (PLH). Crianza con Conciencia + está disponible para su uso bajo la Licencia Atribución-NoComercial-SinDerivadas 4.0 Internacional de Creative Commons (CC BY-SA 4.0 DEED).



Las condiciones de la Licencia incluyen lo siguiente:

* ATRIBUCIÓN: Usted debe dar [crédito de manera adecuada](https://creativecommons.org/licenses/by-sa/4.0/?ref=chooser-v1#ref-appropriate-credit) e indicar si se han realizado cambios a su adaptación. Puede hacerlo en cualquier forma razonable, pero no de forma tal que sugiera que usted o su uso tienen el apoyo del licenciante.
* CompartirIgual: Si remezcla, transforma o crea a partir del material, debe distribuir su contribución bajo la [misma licencia](https://creativecommons.org/licenses/by-sa/4.0/?ref=chooser-v1#ref-same-license) del original.
* No hay restricciones adicionales: No puede aplicar términos legales ni [medidas tecnológicas](https://creativecommons.org/licenses/by-sa/4.0/?ref=chooser-v1#ref-technological-measures) que restrinjan legalmente a otras a hacer cualquier uso permitido por la licencia.
* Cualquier desviación de los términos de la Licencia está estrictamente prohibida.

## Agradecimientos

Crianza con Conciencia + se fundamentó en el análisis del aprendizaje en programas de crianza basados en evidencia y en las mejores prácticas actuales, como las descritas por Frances Gardner en las directrices de la OMS sobre intervenciones parentales para prevenir el maltrato y mejorar las relaciones entre padres e hijos de 0 a 17 años, el Informe del Centro de Investigaciones Innocenti 2017-10 de UNICEF y la guía INSPIRE de la OMS con las siete estrategias para poner fin a la violencia contra los niños y las niñas. También agradecemos las aportaciones recientes del Instituto Nacional de Psiquiatría Ramón de la Fuente Muñiz y de la Universidad de Oxford en cierta selección de módulos de Crianza con Conciencia +.

También queremos extender nuestro agradecimiento a las instituciones, a las y los funcionarios públicos, madres, padres, y personas cuidadores y a las y los científicos y académicos que creyeron en este proyecto y contribuyeron amablemente con su tiempo y experiencia al aportar sus comentarios y enriquecer el Programa Crianza con Conciencia +.

La estructura y el contenido del programa actual fue recuperado y adaptado de los siguientes materiales y recursos clave:

* Lachman J.M. & Hutchings J. (2018). Parenting for Lifelong Health Programme for Young Children – European Version. Facilitator Manual. Fifth Edition
* Lachman J.N. & Hutchings J. (2017). Parenting for Lifelong Health Programme for Young Children. Parent Handbook. Fourth Edition
* Doubt J., Tsoanyane S., Lachman J.M., Ward C. & Cluver L. (2015). Sinovuyo Caring Families Programme for Mothers, Fathers, Caregivers and Teens. Facilitator Manual. Parenting for Lifelong Health for Teens. Third Edition
* Doubt J., Tsoanyane S., Lachman J.M., Ward C. & Cluver L. (2016). Sinovuyo Caring Families Programme for Mothers, Fathers, Caregivers and Teens. Family Guidebook. Parenting for Lifelong Health for Teens. First Edition
* Education Endowment Foundation. (2018). Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. London: Education Endowment Foundation.
* Education Endowment Foundation. (2021). Working with Mothers, Fathers, and Caregivers to Support Children’s Learning. London: Education Endowment Foundation.
* Save the Children. Ready to Learn Program. Evidence-driven, play-based response to the global learning crisis in which millions of children are not gaining the skills they need to succeed in school and life.
* Linehan, Marsha M. DBT skills training manual: for the therapist. Marsha M. Linehan ; Pablo Gagliesi. - 1st ed - La Plata : EDULP, 2020. Digital book, EPUB
* Del Barrio V. (2007). El Niño Deprimido. Causa, evaluación y tratamiento. Ed. Ariel. Barcelona, España
* Friedberg R. & McClure J. (2005). Práctica Clínica de Terapia Cognitiva con Niños y Adolescentes. Ed. Paidós. Barcelona, España
* Mandil J., Quintero P., Maero F. (2017). ACT Terapia de aceptación y compromiso con adolescentes. Ed. Librería Akadia. Argentina
* American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Washington, DC
* Fondo de las Naciones Unidas para la Infancia, UNICEF. (2022). El Enfoque Basado en los Derechos de la Niñez. Serie de formación sobre el enfoque basado en los derechos de la niñez. Santiago, Chile.
* Organización Mundial de la Salud [OMS]. (2023, 21 de febrero). Estrés.

## Índice

[1 | Introduction 7](#_3dy6vkm)

[1.1 Welcome 7](#_1t3h5sf)

[1.2 What is Crianza con Conciencia+? 9](#_2jxsxqh)

[1.3 Who developed the Programme? 10](#_2xcytpi)

[1.4 Techniques for Coaching](#_tj1dva7vkbhm) 11

[2 | Programme Structure 17](#_2bn6wsx)

[2.1 Crianza con Conciencia+ Chatbot 17](#_qsh70q)

[2.2 In-person Session and WhatsApp Chat Sessions: 20](#_vx1227)

[2.3 Accessing the chatbot and the app 21](#_s0xf7z4rbir8)

[2.4 Role of Facilitators, coaches, and trainers 23](#_c9c51zvk0iza)

[3 | Coaching Support for the Facilitators 25](#_xv8y46y6y269)

[3.1 Overview of Coaching 25](#_madznvap5opu)

[3.2 Before the coaching session 26](#_ekqvc2k9wmrq)

[3.3 During the Coaching session 27](#_cwi91cmtq7nw)

[3.1. Coaching session agenda 27](#_7kbpj4shvn2m)

[3.2. Delivering the coaching session 29](#_q31uz1uc0og7)

[Starting the coaching session 29](#_pxrpqtocnx48)

[Discussing feedback with each facilitator 34](#_slq98r79e8nc)

[Additional Activities 36](#_cqfy1jjcsan0)

[Ending the coaching session 37](#_w0czk3si7i1w)

[3.4. After the coaching session 39](#_8wbn6jpcqqrx)

## 1 | Introducción

Enlaces rápidos

[1.1 Bienvenida](#_1t3h5sf)

[1.2 ¿Qué es este Programa Híbrido de Crianza Positiva llamado Crianza con Conciencia +?](#_2jxsxqh)

[1.3 ¿Quién Desarrolló el Programa?](#_2xcytpi)

### 1.1 Bienvenida

#### ¡Te damos la Bienvenida a Crianza con Conciencia +!

#### ¿Qué podrás encontrar aquí?

* ¡Este manual es para TI!
* Recursos para que puedas capacitar a los facilitadores del programa Crianza con Conciencia+.

#### Habilidades Requeridas

Las habilidades básicas de un capacitador consisten en proporcionar supervisión y apoyo para los facilitadores que imparten el programa. Las habilidades que necesitas incluyen el comprender las etapas del desarrollo infantil; conocer sobre derechos humanos; saber halagar y animar a las y los facilitadores; usar la habilidad de escucha activa; mostrar constancia y compasión; explorar los problemas y practicar diversas soluciones. Mediante estas habilidades, las y los capacitadores modelan las mismas habilidades que necesitan los facilitadores para impartirle el programa a las madres, los padres y las personas cuidadoras.

Gracias por tu compromiso y dedicación a la promoción de los derechos humanos y el bienestar de la niñez mediante una crianza positiva y, como consecuencia, a la reducción de la violencia contra las niñas y los niños.

¡Eres como una estrella brillante que ilumina el camino!

| Recuerda  Así como les decimos a las madres, los padres y las personas cuidadores: "**Lo que haces en casa hace la diferencia**", lo mismo aplica para tus facilitadores: "**La manera en que interactúas con las madres, los padres y las personas cuidadoras durante la sesión, hace la diferencia.**" y para ti: "**La manera en que interactúas con las y los facilitadores de tu grupo, es lo que hace la diferencia.**"  ¡Practica, practica, practica! Practicar tus habilidades de capacitación, antes de una sesión, te dará más confianza y serás capaz de impartir el programa de manera efectiva. También, ayuda a modelar los comportamientos que queremos ver en las y los facilitadores (y en las madres, los padres y las personas cuidadoras). Si hay algo que no recuerdes o que todavía no te sientas muy agusto enseñando, practícalo con los demás capacitadores que están contigo. |
| --- |

| Nota  Sabemos que muchas niñas y niños están al cuidado de alguien que no necesariamente es su madre o padre biológico. Cuando hablamos de "madres, padres y personas cuidadoras", así como de "crianza", nos referimos a las personas cuidadoras principales o tutores de la niña o el niño, aunque no sean madres, padres, o personas cuidadoras con alguna relación biológica. |
| --- |

En este manual, los siguientes íconos señalan orientación y consejos específicos para

****Apoyo Virtual a través de Formando Conciencia+

**** Crianza con Conciencia + chatbot

### 1.2 ¿Qué es Crianza con Conciencia +?

Crianza con Conciencia + es un programa para fortalecer a las familias cimentado en prácticas basadas en evidencia que han sido recopiladas a lo largo de décadas de investigación. El programa adopta un enfoque basado en los derechos humanos, es sensible a las cuestiones de género y fue diseñado para y con las familias mexicanas que tienen niñas, niños y adolescentes de 2 a 17 años. Se imparte a madres, padres y otras personas cuidadoras mediante una combinación de sesiones presenciales y chats automatizados de apoyo para la crianza a través de WhatsApp.

El tema central de Crianza con Conciencia + es "Construir un Hogar de Amor y Apoyo para Tu Niña, Niño, Adolescente y Tú". Al ayudar a madres, padres y personas cuidadoras a construir un hogar que brinde apoyo para sus niñas, niños y adolescentes y para sí mismos, les preparamos para: fortalecer los vínculos con sus niñas, niños y adolescentes; comprender y apoyar los derechos humanos de niñas y niños; y enseñarle habilidades sociales y emocionales a sus niñas, niños y adolescentes.

Este manual es una guía para ayudarte a apoyar a los facilitadores que imparten el programa. Debes asistir a un curso de formación para facilitadores y capacitadores en la impartición del programa antes de comenzar a impartir el programa.

El objetivo general de Crianza con Conciencia + es proporcionarle a madres, padres y personas cuidadoras las habilidades necesarias para promover el desarrollo infantil saludable, los derechos humanos, el aprendizaje y el bienestar.

### 

### 1.3 ¿Quién Desarrolló el Programa?

¡Muchas personas distintas!

Crianza con Conciencia + se creó en colaboración con el Instituto Nacional de Psiquiatría (INP), UNICEF México, la Universidad de Oxford, la Asociación de Trabajadores Sociales de Malasia (MASW, por sus siglas en inglés), IDEMS Internacional y Parenting for Lifelong Health.

En el 2022, la Organización Panamericana de la Salud (OPS) comisionó y financió la adaptación del programa de "Parenting for Lifelong Health for Young Children" (PLH-YC, por sus siglas en inglés) al contexto de América Latina y enfocado en niñas y niños en etapas tempranas del desarrollo. PLH-YC es una intervención para la crianza desarrollada por Parenting for Lifelong Health como parte de una colaboración entre la OMS, la UNICEF y las Universidades de Oxford, Cape Town, Bangor y Stellenbosch. Maira Rebeca Álvarez Loyo Bárcenas dirigió la adaptación cultural de PLH-YC bajo la dirección general y la orientación de Jamie Lachman y Frances Gardner, del Departamento de Política e Intervención Social de la Universidad de Oxford. La organización de Payasos sin Fronteras de Sudáfrica proporcionó apoyo adicional.

En 2020, Parenting for Lifelong Health (PLH) colaboró con la Universidad de Oxford, la Universidad de Cape Town, la UNICEF, Payasos sin Fronteras de Sudáfrica, IDEMS International y otras organizaciones para adaptar sus programas presenciales en respuesta a las restricciones impuestas a los programas presenciales de crianza durante la pandemia de COVID-19 y a las dificultades para realizar programas a gran escala en entornos de bajos recursos señaladas por los colaboradores encargados de implementar el programa. Una de las adaptaciones de PLH es Crianza con Conciencia + (ParentText, en inglés), un chat automatizado interactivo y autoguiado que se envía a través de plataformas de mensajería instantánea como WhatsApp a madres, padres y personas cuidadoras de niñas y niños de 2 a 17 años.

Crianza con Conciencia + se desarrolló mediante una amplia adaptación cultural, pruebas con usuarios y pruebas piloto con madres, padres, personas cuidadoras y proveedores de servicios. El contenido principal del programa se basa en los programas presenciales de PLH para Niñas y Niños y PLH para Adolescentes. Se ha desarrollado contenido adicional para brindar apoyo y mejorar los resultados en materia de salud mental, educación, derechos humanos, violencia de género y transformaciones de género.

Dada la escasa participación de los usuarios en las intervenciones de crianza que solo tienen el componente virtual, hemos desarrollado un paquete de entrega híbrido para Crianza con Conciencia + que incluye el chat automatizado de Crianza con Conciencia +, supervisión por parte de los facilitadores en grupos de apoyo de WhatsApp y sesiones presenciales. Esta versión también se ha probado en Malasia y Sudáfrica.

### 

### 1.4 Técnicas de Capacitación

#### Enfoque de Aprendizaje Activo Participativo

You will deliver coaching as part of the Crianza con Conciencia+ Programme using specific techniques based on a participatory active learning approach. As coaches, you will provide supportive supervision to facilitators to help them identify and practice solutions to challenges they experience while delivering the programme. This will help facilitators build the necessary skills and knowledge to deliver the programme independently.

| Nota  It is helpful to think of the facilitators as the experts who know their own context and the families they are working with best. |
| --- |

**This approach mirrors how the facilitators deliver the programme to parents.** It involves participants learning together as a team, sharing experiences and solving problems. This approach also strengthens participants’ confidence and shows them that their opinions matter and are valuable. It also creates a sense of belonging, support, mutual understanding and respect within the group. Participants learn that they are not alone, others have faced similar experiences and challenges, and they can learn from each other.

**Your job is to help facilitators learn for themselves.** This sometimes means we have to work harder to ask the right sort of open-ended questions that will help parents work out the benefits of positive parenting and nonviolent discipline for their children. When facilitators teach themselves, they learn a skill that will help them long after the programme ends.

**Learning by doing:** You will help facilitators learn how to encourage discussions about parenting skills in their chat session. Evidence on effective parenting programs strongly suggests that practising new skills is a critical element of successful parenting programmes.

#### Basic Facilitation Skills for Coaches (And Facilitators)

The following are some basic “best practice” skills for you as a coach. They are the same as those for facilitators when delivering the programme to parents. **We call this the modeling principle!**

* Prepare the session beforehand so that you are familiar with the session content and have all necessary materials at hand;
* Always praise punctuality, participation, enthusiasm and any behavior you appreciate and would like to continue;
* Gently remind facilitators of ground rules and the agreements they have made to maintain a clear and conducive training space together when needed during in-person and online sessions;
* Have fun with your facilitators! Engage with the material and the discussions, and show how much you value the programme and its content;
* Summarise and recap the core principles and facilitation skills to ensure that facilitators are continuously understanding each module and its relevance;
* Be flexible, adaptable, and creative to respond to facilitation or parenting issues.

The modeling principle can go one step further since these principles are equally relevant for parents interacting with their children as they are for trainers and facilitators:

* Acknowledge the other’s feelings and assist in exploring solutions to problems together through reflective listening and acceptance of those feelings;
* Be positive and non-judgmental when discussing any issues or challenges;
* Maintain continuous eye contact with the person you are discussing with;
* Always encourage facilitators/ parents/ children to assist and support each other, rather than providing the solution (such as, finding others who have experienced similar challenging situations and know how to deal best);
* Communicate professionally and use language that is simple and acceptable;
* Be aware of tone of voice, age of participants and their education level;
* Be cognizant of the morale and mood of the group; have the ability to bring in confidence and specific support when needed;
* Be approachable and make an effort to notice things that are not directly said (moods, conflicts, issues).

#### 

#### Overview of A-E-C-P for Coaching

The Accept, Explore, Connect, and Practice (A-E-C-P) method is the main facilitation technique used in delivering the Crianza con Conciencia+ programme. It involves active listening, collaborative facilitation, building self-awareness, emphasizing core principles, and allowing opportunities to practice skills.

Note: Although A-E-C-P is mostly used during in-person delivery, it can also be applied to providing remote support through WhatsApp groups.

We introduce facilitators to the A-E-C-P approach using an active learning exercise that also models the A-E-C-P process. It is also important that you model this approach throughout the coaching session.

##### ACEPTAR

Facilitators feel encouraged and empowered to share when you **ACCEPT** whatever is said during a discussion. **ACCEPT** shows that you are paying attention to them and acknowledge that they are important and respected.

**ACCEPT** is also an important skill to model for the facilitators with the parents.

There are several ways you can demonstrate acceptance:

* **Reflect back, repeat, or reword what she/he says to the entire group**: This shows that you heard and understood what the facilitator is saying and feeling. This is also useful for summarizing and clarifying the main point of the facilitator to the rest of the group.
* **Praise the facilitator’s contribution to the discussion:** Thank the facilitator for the courage and commitment it took to share, especially if it was a difficult or negative experience. Highlight the aspects of the sharing that are helpful for the learning of the group.
* **Use non-verbal gestures and body language** to convey that you are paying attention, acknowledging, and respecting the contribution of the facilitator. Name the facilitator by his or her name, lean towards the speaker, establish eye contact, nod and attend to all the parents in your group to maintain their inclusion and engagement in the discussion.

##### EXPLORAR

Take the time to **EXPLORE** the experience fully with the facilitator. In order to help facilitators solve challenges (or to highlight positive experiences), we need to know exactly what happened during the chat session.

**EXPLORING** helps us understand more about the situation and identify the specific issue the facilitator experienced.

**EXPLORING** also helps develop observation skills for the facilitator. It helps them understand how their actions are related to their caregiver’s behavior. .

To fully understand an event or experience that the parent is sharing, ask questions and really learn the relevant details.

If the facilitator is sharing a challenging experience, having more information can help you and the group consider the best possible solutions to that situation.

Ask what, where, when, who, and how of the event or experience. Bring a sense of curiosity to your questioning.

Explore the feelings of the facilitator and the parent (if appropriate). You may also want to explore whether the facilitator explored with the parent their child’s emotions.

##### CONECTAR

La parte de **CONECTAR**  puede llegar a ser la parte más difícil del método **AECP**. Its purpose is to help facilitators connect their experience to one of the core facilitation skills in delivering the programme.

**CONNECT** also helps facilitators identify potential solutions for the challenges they encounter. Remember, it is very important to allow facilitators to identify these solutions instead of giving them the answers.

##### 

##### 

##### PRACTICAR

PRACTISE allows facilitators to experience skills directly before having to apply them at their next chat session. You and your facilitators can practise applying the solution during the coaching session.   
  
Practise is important because

* Fomenta la confianza a la hora de poner en práctica habilidades nuevas;
* It allows facilitators to rehearse new skills with the support and guidance of a coach;

## 

2 | Estructura del Programa

Enlaces rápidos

[2.1 Crianza con Conciencia+ Chat Automatizado](#_qsh70q)

[2.2 Sesión Presencial y Sesiones de Chat por WhatsApp](#_vx1227)

[2.3 Resumen General sobre Cómo Impartir el Programa](#_1mrcu09)

El programa Crianza con Conciencia + que impartirás es un programa "híbrido". Esto significa que algunos contenidos se imparten en persona, otros a través de grupos de chat de WhatsApp y otros a través del chat automatizado de Crianza con Conciencia +. 

2.1 Crianza con Conciencia + Chat Automatizado

El componente principal del programa es el chat virtual y automatizado de Crianza con Conciencia +. Este chat automatizado les envía a los participantes contenidos diarios sobre crianza a través de WhatsApp.

Madres, padres y personas cuidadoras interactúan por primera vez con el chat automatizado de Crianza con Conciencia + al responder a una serie de preguntas sobre su persona.

Tras este acercamiento inicial, se les presenta la primera habilidad de crianza positiva: "Hacer una pausa". Hacer una Pausa les enseña a las madres, los padres y las personas cuidadoras a ver por su persona antes de enfocarse en ayudar y mantener a sus niñas y niños.

Once the mothers, fathers, and caregivers are successfully on boarded onto Crianza con Conciencia+ Chatbot, they go through the core course, which consists of five lessons on improving parent-child relationships delivered through a combination of tips, comics, quizzes, and home activities. Estas 5 sesiones son:

1. Pasar Tiempo Uno a Uno con Mi Niña, Niño o Adolescente.
2. Dar Reconocimiento y Halagar.
3. Crear una Rutina para el Tiempo Uno a Uno.
4. Identificar Emociones y Sentimientos durante el Tiempo a Uno a Uno.
5. Mantener la Calma Cuando Haya Estrés.

Una vez que las madres, los padres y las personas cuidadoras completan las 5 sesiones, reciben una insignia por haber completado el curso como reconocimiento a sus esfuerzos. Posteriormente, se les ofrece una lista de cursos abiertos entre los que pueden elegir en función de la edad de su niña, niño o adolescente:

| Nombre del curso | Edades |
| --- | --- |
| Entender el Desarrollo de mi Niña o Niño | 2 a 9 |
| Guiar el Buen Comportamiento de Mi Niña o Niño | 2 a 9 |
| Seguridad y Salud de Mi Niña o Niño | 2 a 9 |
| Preparar a Mi Niño o Niña para el Aprovechamiento Académico | 2 a 9 |
| Cuidar del Bienestar de Mi Adolescente y del Mío | 10 a 17 |
| Guiar el Buen Comportamiento de Mi Adolescente | 10 a 17 |
| Seguridad y Salud de Mi Adolescente | 10 a 17 |
| Apoyar a Mi Adolescente en su Aprendizaje | 10 a 17 |
| Being a More Responsible and Involved Caregiver (for Male Caregivers Only) | 2 a 17 |

Las madres, los padres y las personas cuidadoras pueden llevar todos los cursos abiertos que cumplan sus requisitos. These open courses focus on creating a safe, loving and respectful environment for the children, strengthening the bond between the parent and child, understanding the development of their children and adolescents, and providing violence-free strategies to manage behavioral problems. There is also a course offered to fathers and male caregivers that focuses on being an engaged and supportive parent.

Note: Caregivers may take these courses in any order they like and at their own pace. This means that the facilitators need to be aware that caregivers in their group may be interacting with different courses.

**Cada Habilidad se presenta utilizando un conjunto similar de actividades:**

|  |  |  |  |
| --- | --- | --- | --- |
| Un **cuestionario breve** para despertar el interés de los participantes (para la mayoría de las habilidades) | Una **historieta** para mostrar situaciones relevantes entre madres, padres, personas cuidadoras y sus niñas o niños con las que los participantes puedan identificarse. | **Estrategias** clave que explican cómo usar una habilidad nueva. Dependiendo de su nivel escolar y de la disponibilidad de datos móviles, los participantes pueden elegir recibir estas estrategias como mensajes de texto, audio y/o video. | Una **Actividad para Casa** que impulse a los participantes a aplicar la habilidad nueva en casa. |

### 

### 2.2 Sesión Presencial y Sesiones de Chat por WhatsApp:

Además del contenido que se ofrece directamente a través del chat automatizado de Crianza con Conciencia + todos los días, los participantes reciben el siguiente apoyo adicional:

* **Una sesión de integración presencial:** En esta sesión se presenta el programa de Crianza con Conciencia + a todas las madres, los padres y las personas cuidadoras y se les ayuda a empezar a interactuar con el chat automatizado de Crianza con Conciencia + en WhatsApp.
* **WhatsApp chat sessions:** Before beginning the onboarding session, facilitators will create a WhatsApp group with the mothers, fathers, and caregivers. Over the course of four weeks, facilitators lead chat sessions on WhatsApp, using prewritten messages from the Formando Conciencia+ app. These messages are under ‘Chat Sessions’ in the Formando Conciencia+ App. These messages cover various topics to support parents and caregivers in taking care of themselves and managing parenting stress. To share the messages in the WhatsApp group, facilitators will click on the 'share' button and choose the WhatsApp option in the app.

Aquí tienes la agenda semanal del programa:

|  | Sesión Presencial | WhatsApp  Sesiones de Chat | Crianza con Conciencia + Chat Automatizado |
| --- | --- | --- | --- |
| Start of the Programme | In-person Session 1 (onboarding) | After Onboarding | ✅ |
| Semana 1 |  | Sesión de Chat 1 | ✅ |
| Semana 2 |  | Sesión de Chat 2 | ✅ |
| Semana 3 |  | Sesión de Chat 3 | ✅ |
| Semana 4 |  | Sesión de Chat 4 | ✅ |

### 2.3 Accessing the chatbot and the app

#### How to access Crianza con Conciencia+ Chatbot?

Abre o desbloquea tu teléfono.

Save the Crianza con Conciencia+ chatbot phone number (+6-012-292-7434) as a contact.

FOR FACILITATORS AND COACHES ONLY:

Open WhatsApp, search for ‘Crianza con Conciencia+’ and start a chat by typing FACENTRENAR.

To begin the next lesson, type: FACNUEVO.

If you run into any issues, you can restart the chatbot with FACREANUDAR.

**❗These triggers are for facilitators, and coaches only.** Caregivers have a different trigger word which facilitators can find in their facilitator manual.

#### 

#### How to access the Formando Conciencia+ App?

Formando Conciencia+ is an online app designed especially for facilitators to deliver Crianza con Conciencia+ and simplify their efforts in providing remote WhatsApp support to the parents. Al usar Formando Conciencia+, los facilitadores podrán compartir el contenido semanal y reunir toda la información necesaria de manera eficiente y sin complicaciones. El diseño estructurado e intuitivo de Formando Conciencia+ asegura que todas las funciones esenciales son fáciles de encontrar.

A key feature of the Formando Conciencia+ App is the scripted message that provides the structure for the WhatsApp chat session. Los grupos de WhatsApp guiados por los facilitadores capacitados están diseñados para fomentar la interacción entre padres, madres y cuidadores en el chatbot de Crianza con Conciencia +. El rol del facilitador es conectar a los padres, las madres y los cuidadores al chatbot y crear un espacio seguro que les incite a compartir experiencias y mensajes significativos entre ellos. Para esto, se requiere que los facilitadores compartan los mensajes programados que se encuentran en la App de Formando Conciencia+.

The Formando Conciencia+ App also contains a Facilitator Guide that provides guidance to facilitators on how they should conduct the in-person session and report attendance and safeguarding issues.

Click here for Formando Conciencia+ in Google Play Store.   
Click here for Formando Conciencia+ in App Store.

### 

### 

### 2.4 Role of Facilitators, coaches, and trainers

#### Facilitators

* + Deliver the in-person onboarding session and weekly WhatsApp chat sessions to the caregivers
  + Receive in-person facilitator training from the trainers
  + Receive remote coaching support from the coaches

#### Coaches

* + Participate in in-person facilitator training from the trainers
  + Receive additional in-person coach training from the trainers
  + Provide remote coaching support to the facilitators
  + Receive remote mentoring support from the trainers

#### Trainers

* + Provide in-person training to facilitators and coaches
  + Provide remote mentoring support to the coaches

#### 

#### Schedule of training, coaching and mentorship

|  | Sesión Presencial | WhatsApp  Sesiones de Chat | Coaching Session | Mentorship Session |
| --- | --- | --- | --- | --- |
| Before the programme | Facilitator Training and Coach Training |  |  |  |
| Start of the Programme | Sesión 1 Presencial (integración) Cómo Usar Crianza con Conciencia + | After Onboarding | Coaching Session 1 | Mentoring session 1 |
| Semana 1 |  | Sesión de Chat 1 | Coaching Session 2 | Mentoring session 2 |
| Semana 2 |  | Sesión de Chat 2 | Coaching Session 3 | Mentoring session 3 |
| Semana 3 |  | Sesión de Chat 3 | Coaching Session 4 | Mentoring session 4 |
| Semana 4 |  | Sesión de Chat 4 |  |  |

## 

## 3 | Coaching Support for the Facilitators

### 3.1 Overview of Coaching

The goal of the coaching session is for you to support the facilitator in:

* Preparing for their WhatsApp chat sessions
* Discuss the challenges that the facilitators are facing
* Guide the group to finding the solutions together
* Practicing the solutions as a group

You should be prepared to lead the online coaching sessions using a video-conferencing platform. Your coaching session will use a collaborative social learning approach to facilitate group-based learning. You will conduct 4 coaching sessions with the 9 facilitators, each 1 hour long:

|  | Sesión Presencial | WhatsApp  Sesiones de Chat | Coaching Session |
| --- | --- | --- | --- |
| Before the programme | Facilitator Training |  | Coach Training |
| Start of the Programme | Sesión 1 Presencial (integración) Cómo Usar Crianza con Conciencia + | After onboarding day | Coaching Session 1 |
| Week 1 |  | Sesión de Chat 1 | Coaching Session 2 |
| Semana 3 |  | Sesión de Chat 2 | Coaching Session 3 |
| Semana 3 |  | Sesión de Chat 3 | Coaching Session 4 |
| Semana 4 |  | Sesión de Chat 4 |  |

### 3.2 Before the coaching session

#### Before the first coaching session

* Ensure you have created a WhatsApp group with the facilitators at the programme's start. This group will be essential for communication and coordination. It also allows facilitators to chat with each other about preparation and challenges they may have experienced.
* Schedule a specific time for your weekly coaching session with the facilitator.
* Set up a Zoom link for the coaching session and share it with the facilitators in the WhatsApp group. This will allow everyone to join the session easily and on time.

#### Before every coaching session

* Encourage each facilitator to:
  + Review their WhatsApp chat session with the parents
  + Select a challenge or issue from their chat session that they want to receive support from during coaching. A challenge is a specific issue or difficulty the facilitators faced during their chat session.
  + Think about what coaching skills they want to improve. For example, they could build a stronger sense of community amongst the caregivers or improve their facilitation skills.
* Remind facilitators to have a quiet and distraction-free environment for the coaching session to maximize focus and engagement.
* Review the WhatsApp chat messages of the previous week and the upcoming week.

### 3.3 During the Coaching session

#### 3.1. Coaching session agenda

Each coaching session follows the same agenda:

| Starting the coaching session | |
| --- | --- |
| 1 | [Welcome facilitators](#_i854bvam067e) |
| 2 | [Haz una pausa](#_xlxj3ycjswzj) |
| 3 | [Emotional check-in](#_uy9g46up1nwb) |
| 4 | [Set/Remind the group of the ground rules for the session](#_1afl46bvy18v) |
| 5 | [Ask each facilitator to share a positive highlight briefly](#_ae59ybp6hsv5) |

| Discussing feedback with each facilitator | |
| --- | --- |
| 6 | [Allow facilitator to present their challenge](#_fvxirxwm8hd7) |
| 7 | [Clarify the facilitator’s goal when presenting the challenge](#_olqmxbdp8kdc) |
| 8 | [Explore the challenge and the chat session with the facilitators](#_lax5ux38bdhj) |
| 9 | [Discuss alternative solutions for handling the challenge](#_sddk71pdhzia) |
| 10 | [Help the facilitator choose a solution or alternative way of handling the situation](#_xugnzdicnpan) |
| 11 | [Practise the solution or alternative way of handling the situation](#_2njwbmndehao) |
| 12 | [Debrief with the facilitator about their experience practising the solution](#_4nxpnnjefhll) |
| 13 | [Ask other facilitators what they learned from the coaching](#_n71tg5p0o1av) |
| 14 | [Praise the facilitator and encourage to try the solution in the next session](#_hl2knueh5bg9) |
| 15 | [Repeat with other facilitators in the group](#_bjsy25rplt1j) |

| Additional activities | |
| --- | --- |
| 16 | [Discuss any need for extra support or referrals](#_llqyf1inv2tm) |
| 17 | [Discuss and practice potentially challenging activities from the next chat sessions](#_j9doipw2qmi7) |

| Ending the coaching session | |
| --- | --- |
| 18 | [Have facilitators review key learning principles from the session and whether/how they will try to use them](#_7fswwqofc9g2) |
| 19 | [End the session on time with a compliment circle](#_fboyfipxuhgi) |

#### 

#### 3.2. Delivering the coaching session

##### Starting the coaching session

###### Welcome Facilitators

When the facilitators arrive at the session, welcome them warmly and enthusiastically and praise them for coming to the coaching session.

###### Haz una Pausa

Taking a Pause is the same exercise the facilitators do with the parents during the onboarding session. It is also part of the CC+ programme.

You can read the following script to guide the facilitators through a short relaxation exercise. This simple activity helps reduce stress by connecting participants to the present moment through their breath.

Paso 1: Preparación

* Siéntate y encuentra una posición cómoda, con los pies apoyados en el piso y las manos sobre tu regazo. [Pause]
* Si sientes la suficiente comodidad, cierra los ojos. [Pause]

Paso 2: Concientizarse

* Pregúntate: "¿Cuál es mi experiencia en este momento?" [Pause]
* Identifica qué pensamientos estás experimentando. Fíjate si son negativos o positivos. [Pause]
* Identifica cómo te sientes emocionalmente. Fíjate si tus sentimientos son agradables o desagradables. [Pause]
* Nota cómo se siente tu cuerpo. Identifica cualquier molestia o tensión. [Pause]

Step 3: Gathering Attention

* Bring your focus to your breath. [Pause]
* You may want to place one hand on your stomach and feel it rise and fall with each breath. [Pause]
* Follow your breath all the way in, how it pauses, and how it exhales out. [Pause]
* If you notice that you have started to think about something, this is completely natural. [Pause]
* If you notice that you are feeling very stressed, you may want to reassure yourself by saying “It’s okay. Whatever it is, I am okay.” [Pause]
* Then bring your awareness back to the feeling of your breath. [Pause]
* Keep your focus on your breath for a few moments. [Pause]

Paso 4: Expandir la Conciencia

* Permite que tu atención se extienda a todo el cuerpo. [Pause]
* Permite que tu atención se extienda a los sonidos del cuarto en el que estás. [Pause]

Paso 5: Reflexionar

* Taking a moment to reflect whether you feel any different from before Taking a Pause.
* Cuando sientas que ya has terminado, abre los ojos. [Pause]

###### Emotional check-in

The emotional check-in is similar to the activity facilitators do with their parents during the WhatsApp chat sessions. It is a valuable way to start the session, ensuring everyone feels acknowledged and connected. Follow these steps to conduct an effective emotional check-in at the beginning of the session:

* Begin by explaining the purpose of the emotional check-in. Remind facilitators that this is a safe space for everyone to express their feelings and that the check-in is optional, with no pressure to share more than they are comfortable with.
* Explain the format of the emotional check-in. Each participant will have the opportunity to share a brief statement about how they're feeling emotionally at that moment. Encourage them to use just a few words or a sentence to describe their emotional state.
* As the coach, start by sharing your own emotional state. This helps to model vulnerability and set the tone for the activity. Keep your sharing concise and authentic.
* Begin the emotional check-in by inviting the person to your left (or any systematic order) to share their emotional state. Remind participants that they can choose to "pass" if they don't want to share at this time.
* Continue around the circle until all participants who wish to share have done so. If someone passes, simply move on to the next person.

Once everyone who wishes to share has done so, thank the participants for their openness.

###### Set ground rules during the first coaching session

Establecer reglas básicas que ayuden a hacer del programa un lugar seguro en donde puedan aprender juntos. Es importante que el grupo establezca reglas básicas para garantizar que su tiempo juntos y sus experiencias compartidas sean productivas. Estas reglas deben elaborarse en grupo y pertenecer al grupo.

Las reglas básicas también son útiles para ayudarte a dirigir estas sesiones como facilitador. Pueden ser útiles al recordarle a los participantes que **ellos** crearon las reglas para las sesiones.

For the chat session to be a safe and comfortable space for everyone, ask the participants to think about what is important to them to feel comfortable, respected, safe and supported in the group.

Al hablar de las Reglas Básicas, puedes usar el siguiente formato:

* Open a word document or any note taking document and write at the top: Ground rules.
* Make sure you are sharing screen with the participants.
* Pídele a los participantes que compartan sus sugerencias.
* Escribe las reglas y los comentarios en el rotafolio para conservarlos como referencia.
* **Make sure Ground Rules describe positive behaviour.** You can prompt for rules on specific issues like cell phone use, respect, etc.
* Puedes repetir lo que oyes y explorar las reglas para asegurarte de que todos los miembros del grupo están de acuerdo y entienden.
* Por ejemplo, si alguien menciona "Respeto", pregúntale qué significa para él o ella. ¿Qué tipo de comportamiento demuestra "Respeto"?
* Asegúrate de que todo el mundo está de acuerdo y tiene la oportunidad de contribuir antes de pasar a otra sugerencia.

Algunas reglas básicas útiles pueden incluir:

* Respeta la privacidad de las fotos y videos personales que se envíen al chat grupal.
* Cada persona es diferente y tendrá distintas experiencias que compartir.
* Respétense mutuamente prestando atención y tomando turnos para compartir y escuchar.
* Lo que decimos en el grupo se queda en el grupo, tanto en persona como en línea.
* Comparte solo aquello con lo que te sientas cómodo.
* El debate o la discusión en el grupo de WhatsApp se centrará únicamente en criar a un niño o niña, adolescente.
* ¡Siéntente libre de hacer cualquier pregunta!

Remind the facilitators that the group has ground rules to ensure everyone feels comfortable sharing and keeps a positive environment.

After the group sets the ground rules that have been set up during the first onboarding session, remind the group of the ground rules at the beginning of each coaching session.

| Nota  Take a picture of the Ground Rules so you can share with the WhatsApp group. |
| --- |

###### Ask each facilitator to share a positive highlight

Some questions you can ask the facilitators:

* What is one success story from this week's chat session?
* What was your favorite part of this week's chat session?
* Is there a particular discussion or activity that stood out as especially impactful this week?

##### Discussing feedback with each facilitator

The goal of the coaching session is not to go through every facilitator’s challenge, The goal of the coaching session is to discuss 3-4 facilitator challenges in detail. As a coach, you can rotate which facilitator’s challenge is discussed each session so everyone gets a turn. If a facilitator’s challenge is not discussed, encourage them to share it in their WhatsApp group with other facilitators.

###### Allow the facilitator to present their challenge

Guide the facilitator to share their challenge by asking the following questions:

* What is the challenge you faced during the chat session?
* Describe the context so everyone can understand the situation and setting of the challenge.
* Describe how the challenge affected the session and the parents involved.

Thank the participant for sharing. It is not easy to share something that is challenging!

Notice and comment on how the facilitator is feeling or was feeling when they experienced the challenge. It is important to affirm the facilitator’s emotions.

###### Clarify the facilitator’s goal when presenting the challenge

Help the facilitator clarify what they want to learn from bringing this challenge to the coaching session. You can ask the following questions:

* What do you hope to learn from this challenge?
* What specific support or input are you seeking from the other facilitators and the coach?

###### 

###### Explore the challenge with the facilitators

Ask open-ended questions using who, what, where, when, how, and why to help you understand exactly what happened. This will also help develop their own observation skills.

If a facilitator has screenshots from the chat, they can share them with the group. A recap of the last chat session might also benefit the group.

Make sure you understand the challenge. Explore from the perspective of the facilitator, parent, and child.

###### Discuss alternative solutions for handling the challenge

Ask the other facilitators for possible solutions to the challenge. You should already have one or two solutions in mind to guide the group to identify. You can write these solutions on the virtual whiteboard or the group chat. *Only write down solutions that might work!*

###### Help the facilitator choose a solution of alternative way of handling the situation

Ask the facilitator to choose one of the solutions or a combination of a few.

###### Practice the solution or alternative way of handling the situation

Practice the solution together. Use the chat function in your meeting to help the facilitator lead the WhatsApp chat session. Ask another facilitator to role-play as the parent in the session. Other facilitators can also pretend that they are parents in the session.

###### Debrief with the facilitator about their experience practicing the solution

Some questions to ask the facilitator:

* How did it feel to practice the solution during the session?
* What went well when you tried the solution?
* Were there any parts of the solution that didn’t work as expected?
* What would you do differently next time?

###### Ask other facilitators what they learned from the coaching

Some questions to ask the facilitator:

* What did you learn from observing the coaching session?
* How can you apply what you learned to your own sessions?
* Did you notice any strategies that were particularly effective?
* Are there any questions you have about the approach used?

###### Praise the facilitator and encourage them to try the solution in the next session

###### Repeat with other facilitators in the group

##### Additional Activities

###### Discuss any needs for extra support or referrals

Some questions to ask the facilitators:

* Based on the challenges faced, do you think any of the parents or participants need additional support?
* Are there specific issues that would be better addressed by a referral?
* What resources or contacts do we have available for making these referrals?

###### Discuss and practice potentially challenging activities from the next chat sessions

Some questions to ask to discuss potentially challenging activities:

* What activities are planned for the next chat session that might be challenging?
* Why do you think these activities could be challenging for you or the participants?
* What specific aspects of these activities concern you the most?
* Have you encountered similar challenges in the past? If so, how did you handle them?

Practice potentially challenging activities:

* Make sure you allow facilitators to practice/rehearse challenging activities.
* Ask them to focus on the parts that they think will be most difficult.
* Help them identify strategies to manage these challenges.
* Debrief with facilitators after practicing.
* Remember to praise them for working so hard to prepare for their chat sessions!

Follow-up and reflection:

* How confident do you feel about handling these activities in the next session after practicing?
* What additional support or resources do you think you might need?

##### Ending the coaching session

###### Have facilitators review key learning principles from the session and whether/how they will try to use them

Some question to ask the facilitators:

* What is the main thing you learned from today’s session?
* Can someone summarize the key takeaways from our discussion?
* Why are these principles important for our work as facilitators?

###### 19. End the session on time with a compliment circle

Each facilitator compliments another facilitator or themselves. The compliments can be about anything as long as they are sincere.   
  
Ask the facilitators to reflect on what it was like to be praised and what it was like to praise.

| Nota  What to do when you have a participant who talks too much?  Sometimes we have participants who want to share their thoughts and experiences too much. While it is important to be open to everyone, facilitators must also make sure everyone has a chance to talk. Here are some tips to use if someone is taking all the time during a group discussion:   * Thank the participant for sharing * Explain that it is important for others to have a chance * Tell the participant that we all appreciate how much we can learn from him or her * Offer to talk more during break time or after the session * Refer back to what the participant said so that she or he feels heard and respected |
| --- |

### 

### 3.4. After the coaching session

After completing your coaching session, complete the following form:

| SESSION SUPERVISOR REPORT SESSION NO: | | | | |
| --- | --- | --- | --- | --- |
| Coach name | |  | | |
| Date of supervision | |  | | Preparation time: |
| Location of supervision meeting | |  | | Start time: |
| SECTION 1: SUPERVISION UPDATE | | | | |
| COACHING SESSION ATTENDANCE | | | | |
| ID | Name of facilitator | | Attended (Y/N) | |
|  |  | |  | |
|  |  | |  | |
|  |  | |  | |
|  |  | |  | |
| If any facilitator did not attend, please state name and reason: | | | | |
| REFLECTIONS ON COACHING | | | | |
| What was the specific challenge and goal for each facilitator? What were the main building blocks or principles that you explored? What was the outcome of the supervision? | | | | |
| Facilitator 1: | | | | |
| Facilitator 2: | | | | |
| Facilitator 3: | | | | |
| Facilitator 4: | | | | |
| FOR YOUR MENTORING SESSION | | | | |
| What is one challenge that a facilitator brought to you that you need support with? | | | | |
| What was the situation? | | | | |
| What was the challenge? | | | | |
| How did you respond? | | | | |
| What do you need support with? | | | | |

This reflection form will be shared with your mentors. Just like the facilitators receive support from the coaches, you will receive support from the trainers through your weekly mentoring session.   
  
Your trainers will be in touch with you through a WhatsApp group where all other coaches and the trainers are present.