# Crianza Con Conciencia+ Coach Guide

###### FIRST EDITION MAY 2024

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FIRST EDITION MAY 2024

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## Acknowledgements

Crianza con Conciencia+ was informed by the analysis of learning from evidence-based parenting programmes and current best practices, such as described by Frances Gardner in the WHO guidelines on parenting interventions to prevent maltreatment and enhance parent-child relationships with children aged 0–17 years, the UNICEF Innocenti Research Brief 2017-10 and UNICEF, and the WHO’s Seven Strategies to End Violence Against Children in low- and middle-income countries. We are also grateful for the new contributions of the National Institute of Psychiatry Ramón de la Fuente Muñiz and the University of Oxford in selected modules of the Crianza con Conciencia+.

We also want to thank the institutions, public officials, mothers, fathers, caregivers, scientists, and academics who believed in this project and kindly contributed their time and experience to provide feedback and enrich the Crianza con Conscience+ Program.

The structure and content of this current programme were drawn and adapted from the following key resource materials:

* 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, and 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, and 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's Ready to Learn programming. 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.
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* American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC
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## 1 | Introduction

Quick Links

[1.1 Welcome](#_1t3h5sf)

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### 1.1 Welcome

#### Welcome to the Crianza con Conciencia+!

#### What’s Inside?

* This guide is for YOU!!
* Resources for you to deliver coaching support to the facilitators of the Crianza con Conciencia+ programme.

#### Skills You Will Need

The core skills of a coach involve providing supportive supervision to the facilitators delivering the programme. The skills you need include understanding the stages of child development and human rights, praising and encouraging facilitators, using active listening skills, being consistent and compassionate, exploring problems, and practicing solutions. Through these skills, coaches model the same skills that facilitators need in delivering the programme to the parents.

Thank you for your commitment and dedication to promoting child human rights and well-being through positive parenting and consequently reducing violence against children.

You are a shining star!

| Remember  Just as we say to the mothers, fathers, and caregivers, “**It is what you do at home that makes the difference**,” the same thing applies to your facilitators: “**It is how you interact with the parents during the sessions that makes the difference,”** and to you: “**It is how you interact with the facilitators in your group that makes the difference.**”  Practice, practise, practice! When you practice coaching skills before a session, you will be more confident and able to deliver the programme effectively. It also models the behaviors we want to see in facilitators (and parents). If there is anything that you cannot remember or feel unsure of, practice it with other coaches. |
| --- |

| Note  We know that many children are cared for by someone other than their biological mother or father. When we talk about ‘mothers, fathers, and caregivers and primary caregivers’ and ‘parenting,’ we mean the primary caregivers or guardians of the child, whether they are biological mothers, fathers, and caregivers or not. |
| --- |

In this manual, the following icons highlight specific guidance and tips for

****Online support via Formando Conciencia+ App

**** Crianza con Conciencia+ chatbot

### 1.2 What is Crianza con Conciencia+?

Crianza con Conciencia+ is a family-strengthening program rooted in evidence-based practices, drawing from decades of research. It adopts a human rights and gender-sensitive approach and has been designed with and for Mexican families with children aged 2 to 17. It is delivered to mothers, fathers, and other caregivers through a combination of in-person sessions and chatbot parenting support through WhatsApp.

The core theme in Crianza con Conciencia+ is “Building a Home of Love and Support for You and Your Child.” By helping mothers, fathers, and caregivers build a home of support for themselves and their children, we prepare them to strengthen their bonds with children, understand and support the human rights of girls and boys, and teach their children social and emotional skills.

This manual is a guide to help you support facilitators who deliver the programme. It is expected that you will have attended a facilitator and coach training in programme delivery prior to delivering the programme.

The overall goal of Crianza con Conciencia+ is to provide mothers, fathers, and caregivers with the skills to promote healthy child development, human rights, learning, and well-being.

### 

### 1.3 Who developed the Programme?

Lots of different people!

Crianza con Conciencia+ was created in collaboration with the National Institute of Psychiatry (NIP), UNICEF Mexico, the University of Oxford, the Malaysian Association of Social Workers (MASW), IDEMS International, and Parenting for Lifelong Health.

In 2022, the Pan American Health Organization (PAHO) commissioned and funded the adaptation of the Parenting for Lifelong Health for Young Children (PLH-YC) to the context of Latin America. PLH-YC is a parenting intervention developed by Parenting for Lifelong Health as part of a collaboration between WHO, UNICEF, and the Universities of Oxford, Cape Town, Bangor, and Stellenbosch. Maira Rebeca Alvarez Loyo Barcenas led the cultural adaptation of the PLH-YC under the overall direction and guidance of Jamie Lachman and Frances Gardner from Oxford University’s Department of Social Policy and Intervention. Clowns Without Borders South Africa provided additional support.

In 2020, Parenting for Lifelong Health (PLH) collaborated with the University of Oxford, University of Cape Town, UNICEF, Clowns Without Borders South Africa, IDEMS International and others to adapt its in-person programmes in response to restrictions placed on in-person parenting programmes during the COVID-19 pandemic and challenges reported by implementing partners in delivering programmes at scale in low-resource settings. One such PLH adaptation is ParentText, an interactive self-guided chatbot sent via instant messaging platforms like WhatsApp to mothers, fathers, and caregivers of children aged 2-17 years.

ParentText was developed through extensive cultural adaptation, user testing, and piloting with mothers, fathers, caregivers, and service providers. Its main programme content was derived from the PLH for Young Children and PLH for Teens in-person programmes. Additional content has been developed to support mental health, educational, human rights, gender-based violence, and gender transformative outcomes.

Given the low engagement of users in digital-only parenting interventions, we have developed a hybrid delivery package for Crianza con Conciencia+ that includes Crianza con Conciencia+ Chatbot, check-in by facilitators in WhatsApp support groups, and in-person sessions. This version has also been tested in Malaysia and South Africa.

### 

### 1.4 Techniques for Coaching

#### Participatory Active Learning Approach

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.

| Note  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.

##### ACCEPT

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.

##### EXPLORE

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.

##### CONNECT

**CONNECT** is sometimes the hardest part of the **AECP** method. 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.

##### 

##### 

##### PRACTISE

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

* It builds confidence in applying new skills;
* It allows facilitators to rehearse new skills with the support and guidance of a coach;

## 

2 | Programme Structure

Quick Links

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

[2.2 In-Person Session and WhatsApp Chat Sessions](#_vx1227)

[2.3 Overview of How to Deliver the Programme](#_1mrcu09)

The Crianza con Conciencia+ programme that you will deliver is a ‘hybrid’ programme. This means some content is delivered in person, some via WhatsApp chat groups, and some content via the Crianza con Conciencia+ Chatbot. 

2.1 Crianza con Conciencia+ Chatbot

The main component of the programme is the online Crianza con Conciencia+ Chatbot. This chatbot sends daily parenting content to participants via WhatsApp.

Mothers, fathers, and caregivers begin Crianza con Conciencia+ Chatbot by answering a series of questions about themselves.

After this initial setup, they are introduced to the first positive parenting skill: “Take a Pause.” Take a Pause teaches mothers, fathers, and caregivers to take care of themselves before focusing on supporting their children.

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. The 5 lessons are:

1. Spend one-on-one time with my child or teen.
2. Give praise.
3. Create a routine for one-on-one time.
4. Noticing feelings during one-on-one time.
5. Keeping calm when we are stressed.

Once the mothers, fathers, and caregivers complete all 5 lessons, they receive a completion badge as a recognition of their efforts. Subsequently, parents are offered a list of open courses to choose from, depending on the age of their girl, boy, or teen:

| Name of the course | Ages |
| --- | --- |
| Understand My Girl’s or Boy’s Development | 2 to 9 |
| Manage My Girl or Boy’s Behaviour | 2 to 9 |
| Keep My Child Safe and Healthy | 2 to 9 |
| Prepare My Girl or Boy for Success in School | 2 to 9 |
| Care for My and My Teen’s Well-being | 10 to 17 |
| Manage My Teen’s Behaviour | 10 to 17 |
| Keep My Teen Safe and Healthy | 10 to 17 |
| Support My Teen’s Education | 10 to 17 |
| Being a More Responsible and Involved Caregiver (for Male Caregivers Only) | 2 to 17 |

Parents can choose to take any number of open courses that meet their requirements. 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.

**Each Skill is presented using a similar set of activities:**

|  |  |  |  |
| --- | --- | --- | --- |
| A **short quiz** to spark participants’ interest (for most skills) | A **comic** to show relevant parent-child scenarios that participants can relate with. | Key **Tips** explain how to use a new skill. Depending on their literacy level and mobile data availability, participants can choose to receive these tips as text, audio, and/or video messages. | A **home activity** assignment that helps participants apply the new skill at home. |

### 

### 2.2 In-person Session and WhatsApp Chat Sessions:

In addition to the content that is offered directly through the Crianza con Conciencia+ Chatbot every day, participants receive the following additional support:

* **In-person onboarding session:** This session introduces the Crianza con Conciencia+ programme to all mothers, fathers, and caregivers and helps them get started with the Crianza con Conciencia+ Chatbot on 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.

Here is a weekly schedule for the programme:

|  | In-person Session | WhatsApp  Chat Sessions | Crianza con Conciencia+ Chatbot |
| --- | --- | --- | --- |
| Start of the Programme | In-person Session 1 (onboarding) | After Onboarding | ✅ |
| Week 1 |  | Chat Session 1 | ✅ |
| Week 2 |  | Chat Session 2 | ✅ |
| Week 3 |  | Chat Session 3 | ✅ |
| Week 4 |  | Chat Session 4 | ✅ |

### 2.3 Accessing the chatbot and the app

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

Open your phone.

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. With Formando Conciencia+, facilitators can efficiently deliver weekly content and gather the necessary data with minimal hassle. The structured layout and intuitive design of Formando Conciencia+ ensure that all essential functions are easily accessible.

A key feature of the Formando Conciencia+ App is the scripted message that provides the structure for the WhatsApp chat session. The WhatsApp groups led by trained facilitators are designed to support parent engagement in the Crianza con Conciencia+ chatbot. The role of the facilitator is to draw parents into the chatbot and create a safe space that encourages meaningful sharing among them. This requires facilitators to share pre-scripted messages via the Formando Conciencia+ App.

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

|  | In-person Session | WhatsApp  Chat Sessions | Coaching Session | Mentorship Session |
| --- | --- | --- | --- | --- |
| Before the programme | Facilitator Training and Coach Training |  |  |  |
| Start of the Programme | In-person Session 1 (onboarding) Getting started with ParentText | After Onboarding | Coaching Session 1 | Mentoring session 1 |
| Week 1 |  | Chat Session 1 | Coaching Session 2 | Mentoring session 2 |
| Week 2 |  | Chat Session 2 | Coaching Session 3 | Mentoring session 3 |
| Week 3 |  | Chat Session 3 | Coaching Session 4 | Mentoring session 4 |
| Week 4 |  | Chat Session 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:

|  | In-person Session | WhatsApp  Chat Sessions | Coaching Session |
| --- | --- | --- | --- |
| Before the programme | Facilitator Training |  | Coach Training |
| Start of the Programme | In-person Session 1 (onboarding) Getting started with ParentText | After onboarding day | Coaching Session 1 |
| Week 1 |  | Chat Session 1 | Coaching Session 2 |
| Week 3 |  | Chat Session 2 | Coaching Session 3 |
| Week 3 |  | Chat Session 3 | Coaching Session 4 |
| Week 4 |  | Chat Session 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 | [Take a Pause](#_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.

###### Take a Pause

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.

Step 1: Preparation

* Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap. [Pause]
* Close your eyes if you feel comfortable. [Pause]

Step 2: Becoming Aware

* Ask yourself, “What is my experience at this moment?” [Pause]
* Notice what thoughts you are experiencing. Notice if they are negative or positive. [Pause]
* Notice how you feel emotionally. Notice if your feelings are pleasant or unpleasant. [Pause]
* Notice how your body feels. Notice any discomfort or tension. [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]

Step 4: Expanding Awareness

* Allow your focus to expand to the whole body. [Pause]
* Allow your focus to expand to the sounds in the room. [Pause]

Step 5: Reflecting

* Taking a moment to reflect whether you feel any different from before Taking a Pause.
* Xa sele ukulungele, vula amehlo akho. [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

Establishing ground rules to help make the programme a safe place to learn together. It is important that the group sets ground rules on how they will ensure that their time and experiences together are fruitful. These rules should be developed as a group and owned by the group.

Ground rules are also useful for helping you to run these sessions as a facilitator. They can be helpful when reminding participants that **they** created the rules for how the sessions should be run.

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.

When discussing Ground Rules, you can use the following format:

* 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.
* Ask participants to share their suggestions.
* Writes rules and comments on the flip chart to keep for later reference.
* **Make sure Ground Rules describe positive behaviour.** You can prompt for rules on specific issues like cell phone use, respect, etc.
* You can repeat what you hear and explore the rules to ensure everyone in the group agrees and understands.
* For example, if someone mentions “Respect”, ask what that means to her or him. What sort of behaviour shows “Respect”?
* Make sure everyone agrees and has the opportunity to contribute before moving on to another suggestion.

Some helpful ground rules may include:

* Respect the privacy of personal pictures and videos that are sent to the chat group.
* Everyone is different and will have different experiences to share.
* Respect each other by paying attention and taking turns to share and listen.
* What we say in the group stays in the group – both in-person and online.
* Share only what you feel comfortable to share.
* Discussion on the WhatsApp group will focus on parenting only.
* Feel free to ask any questions!

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.

| Note  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.

| Note  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 |
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### 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.