## In-Person Facilitator Training Workshop Overview

### Overview of the Workshop

| **Goals of the workshop** | * Participants can articulate the purpose of Crianza con Conciencia+ * Participants are familiar with the Crianza con Conciencia+ chatbot technology * Participants can lead the in-person onboarding session for Crianza con Conciencia+ * Participants can use the Formando Conciencia+ App to share messages, connect mothers, fathers and caregivers’ unique identifiers and report attendance * Participants can lead the WhatsApp Chat Sessions with the caregivers * Participants can support mothers, fathers and caregivers with their challenges with home activity * Respond to potential challenges that may arise during programme delivery * Understand how to respond to girl, boy and teen protection issues and other referrals | | | | |
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| **Materials** | * Flipchart, Flipchart paper, markers * Projector and screen * Laptop or computer * Phones with WhatsApp and Formando Conciencia+ App loaded * Attendance register * QR Code to join the A-E-C-P WhatsApp Group * Notebook and pen (1 per participant) * Name Tags * Adhesives to stick papers on the wall * Certificates of Participation (1 per participant) * Materials for Refreshment (if applicable) | | | | |

| **Day 1 Session Agenda** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Module** | | **Activities** | | **Time** | |
| **Module 1: Introduction to the Programme** | | * Welcome and Introductions * Overview of Facilitator Training Workshop and Crianza con Conciencia+ | | **40 min** | |
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| **Module 3: Live Demonstration of Onboarding Session** | | * Introduction to onboarding session * Live Demonstration: Getting Started with Crianza con Conciencia+ WhatsApp Course | | **1 hour 20 min** | |
|
| **Break (15 min)** | | | | | |
| **Module 3: Formando Conciencia+ App** | | * Setting up Formando Conciencia+ App * Setting up the WhatsApp Group * Setting expectations for the facilitator role * Adding Parents to Formando Conciencia+ * How to Report Attendance * Introduction to WhatsApp Chat Session | | **45 min** | |
|
| **Module 4: A-E-C-P** | | * Accept * Explore * Connect * Practise | | **45 min** | |
|
| **Closing** | | * Assignment of Home Activity * Share One Thing You Learned * Circle of Appreciation * Take a Pause | | **10 min** | |
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| **Day 2 Session Agenda** | | | | | |
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| **Module** | | **Activity** | | **Time** | |
| **Beginning of the Day Two Activities** | | * Welcome * Emotional Check-in * Reflection and Discussion of Day One | | **25 min** | |
|
| **Module 5: Practising WhatsApp Chat Session** | | * Structure of the Chat Session * Share key concepts * Small group practice * Practice: Handing over to group moderators | | **1 hour 45 min** | |
| **Break (15 min)** | | | | | |
| **Module 6: Safeguarding** | | * What is safeguarding? * Understanding abuse, neglect, and exploitation * Safeguarding in Crianza con Conciencia+ chatbot * Safeguarding in in-person and online sessions * Role of Facilitator in safeguarding | | **10 min** | |
| **Module 7: Dealing with Potential Challenges during Programme Delivery** | | * Listing Potential Challenges * Exploring and Practising Solutions * Discussion on problem solving as a group * Referrals * Coaching Support for Facilitators | | **1 hour** | |
| **Closing** | | * Questions * Loving Kindness Exercise * Circle of Appreciation * Next Steps | | **25 min** | |
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### Preparation Needed

* Read through the Crianza con Conciencia+ Facilitator Guide in the Formando Conciencia+ App.
* Review the PowerPoint slides.
* Make sure that the Crianza con Conciencia+ WhatsApp Course and Formando Conciencia+ are loaded on your phone and/or computer.
* Prepare and print out the attendance sheet.
* Prepare and print the QR Code for facilitators to join the A-E-C-P WhatsApp Group.
* Confirm arrangements for food and refreshments, if needed.
* Arrive at least 30 minutes early to make sure the space is set up correctly so that you can welcome the facilitators, modelling how they will welcome the mothers, fathers and caregivers to their sessions;
* Prepare the space for the session with chairs in a semicircle. In the centre along the edge of the semicircle, place a chair for the lead trainer and another chair for the co-trainer next to the flipchart.
* Ensure that any necessary technology is prepared: your phones are charged, and your internet connection is secure. Make a backup plan for any technology failures.
* Ensure you and your co-trainer have conducted a test run of the workshop.
* **Using a Notice Board:** It is likely that participants will ask important questions or bring up new topics that need time for discussion. If the particular exercise does not pertain to the topic raised or if there is not enough time to discuss the issue at that moment, write the question/topic on a flipchart called the ‘Notice Board’ to save for later.

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## Day 1: Facilitator Workshop

### Session Overview

#### Goals of the Session

* Participants can articulate the purpose of the Crianza con Conciencia+ Programme.
* Participants are familiar with the Crianza con Conciencia+ chatbot technology.
* Participants can lead the in-person onboarding session for Crianza con Conciencia+ Programme.
* Participants can use the Formando Conciencia+ App to share messages, connect mothers, fathers and caregivers’ unique identifiers and report attendance.
* Participants can use A-E-C-P while leading WhatsApp chat sessions.

#### Materials Required

* Flipchart, Flipchart paper, markers
* Projector and screen
* Laptop or computer
* Phones with WhatsApp and Formando Conciencia+ App loaded
* Attendance register
* QR Code to join the A-E-C-P WhatsApp Group
* Blank Sheets and pen (1 per participant)
* Name Tags
* Adhesives to stick papers on the wall
* Materials for Refreshment (if applicable)

| **Day 1 Session Agenda** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Module** | | **Activities** | | **Time** | |
| **Module 1: Introduction to the Programme** | | * Welcome and Introductions * Overview of Facilitator Training Workshop and Crianza con Conciencia+ | | **40 min** | |
|
| **Module 3: Live Demonstration of Onboarding Session** | | * Introduction to onboarding session * Live Demonstration: Getting Started with Crianza con Conciencia+ WhatsApp Course | | **1 hour 20 min** | |
|
| **Break (15 min)** | | | | | |
| **Module 3: Formando Conciencia+ App** | | * Setting up Formando Conciencia+ App * Setting up the WhatsApp Group * Setting expectations for the facilitator role * Adding Parents to Formando Conciencia+ * How to Report Attendance * Introduction to WhatsApp Chat Session | | **45 min** | |
|
| **Module 4: A-E-C-P** | | * Accept * Explore * Connect * Practise | | **45 min** | |
|
| **Closing** | | * Assignment of Home Activity * Share One Thing You Learned * Circle of Appreciation * Take a Pause | | **10 min** | |
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### Module 1: Introduction to Crianza con Conciencia+ (40 min)

#### Welcome and Introductions (25 min)

##### Group Welcome (5 min)

###### Overview

Welcome each participant warmly and enthusiastically when they arrive at the session. Praise them for their effort in finding the time to attend the workshop. Many of them will have a lot of other work and responsibilities. It is not easy to set aside two days for an intensive workshop!

Each participant should also get a name tag. Encourage them to write their name large enough so everyone can read it.

###### Instructions ([Slide](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p6))

Begin by inviting each facilitator to introduce themselves.

Ask each facilitator to share the following:

* Their name, their organisation, and their position within the organisation.
* The number of girls, boys or teens they are parenting, if any.
* One activity they enjoy doing with their girls, boys, or other family members.

Encourage everyone to participate and ensure everyone has the opportunity to share.

It might be helpful to explain that there will be many other opportunities to share. You and your co-trainer should also share a little background about yourselves!

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##### Getting to know each other (5 min)

###### Overview

This activity will help the facilitators appreciate the diversity in the room and discover their connections with each other. This activity is similar to the activity facilitators will do with the caregivers during the in-person onboarding session.

###### Instructions [(Slide)](https://docs.google.com/presentation/d/1rno2ReWU3s16SOG4nCkzjS287vZoK81c_btTElRgOks/edit#slide=id.g2bb847491d1_0_1192)

* Share with the facilitators that this is a silent exercise. The trainer will read some of the statements one at a time.
* At the end of each statement, the trainer will pause.
* Instruct that if the statement is true for a facilitator, they should step forward into the circle.
* Take a moment for each participant to look around to see who is in the circle with them and who is not.
* Then, step back into the circle to listen for the following statement.
* When all of the questions have been read, invite the participants to add, one at a time, a statement that is true for you that hasn’t been mentioned already.

Read the following statements out loud:

1. I have only one awesome girl or boy.
2. Some mornings, I really want to sleep in till noon.
3. Dancing is my favourite activity.
4. I am a parent to a teen.
5. I feel being an adult is hard, but I try my best.
6. Singing helps me relieve my stress.
7. I am a parent to a little girl or boy.
8. I enjoy drawing or painting.
9. I have a pet animal.
10. I want to learn from the successes and mistakes of my mum or dad.
11. I scream while watching a scary movie.
12. I love cooking.
13. I work with families of girls and boys between the ages of 2 and 11.
14. I work with families of teens.
15. Working with families is one of the hardest jobs and also satisfying.

After reading the statements, encourage the facilitators to reflect on their connections with everyone in the room. Share with the facilitators that our experiences may vary, but our diversity makes our community rich and vibrant. Despite our different backgrounds and journeys, we can learn valuable lessons from each other.

##### Setting Ground Rules (10 min)

###### Overview

The activity establishes ground rules that model the delivery of the programme to mothers, fathers and caregivers. Use the same format as in the programme. During this training, you will make ground rules for in-person sessions. However, during the in-person onboarding session conducted by the facilitators, the facilitators will create ground rules for the WhatsApp Support Groups.

###### Instructions (Slide)

* Put up one flipchart and write at the top: Ground rules.
* Ask the participants to think about what is important to them so they feel comfortable, respected, safe, and supported in the group.
* Invite each participant to share one ground rule.
* One of you should lead the discussion while your co-trainer writes rules on the flip chart. **Make sure Ground Rules describe positive behaviour.**
* You can prompt for rules on specific issues, such as cell phone use and respect. You can repeat what you hear and explore the rules to ensure everyone agrees and understands.
  + For example, if someone mentions “Respect”, ask what that means to them. 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 the following:**

*You can add these after the participants have shared their rules (now or later in the session when participants learn more about the programme components).*

* Please try to come on time.
* Cell phones are in silent mode during the session;
* Accept diversity of opinions!
* Everyone is different and will have different experiences to share from the programme;
* Everyone will have an opportunity to speak and practice;
* Respect each other by taking turns to speak, listening to and paying attention;
* What we say in the group stays in the group;
* Share only what you feel comfortable to be shared;
* Accept and respect that people hold different rules;
* Please ask the trainers any questions you might have.

##### Discussion on Ground Rules (5 min)

**After leading the activity on setting ground rules, ask participants:**

* Do you have any questions about the activity?
* How did you feel when experiencing the activity of setting the ground rules?
* What different facilitation skills did you notice while I was delivering this activity?
* What aspect of this activity are you concerned about delivering as a facilitator?

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#### Overview of Facilitator Training Workshop and Crianza con Conciencia+ (15 min)

##### Share your community experience and challenges (5 min)

###### Overview

This section is designed to help facilitators establish a meaningful connection between their personal experiences and the overarching objectives of the programme. By sharing insights, challenges, and reflections, facilitators can align their journey with the broader goals of our community-building initiative.

###### Instruction [(Slide)](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p9)

* Ask the facilitators to reflect on their engagement with the mothers, fathers and caregivers in their community.
* Ask them to take a moment and think about their personal experiences engaging with the mothers, fathers and caregivers in their community. How have these interactions resonated with them on a personal level?
* Ask participants to share in pairs any moments that left a lasting impact on them (give each about 30 seconds to share).
* Ask a few participants to share with the wider group.
* Ask participants to think of some of the challenges they faced while engaging with the community's mothers, fathers and caregivers.
* Ask participants to share in pairs (give each about 30 seconds to share).
* Ask a few participants to share with the wider group.
* Thank the group for sharing.

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##### Connecting Participant’s experiences to Crianza con Conciencia+ objectives (10 min)

###### Instruction ([Slide](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p9))

As you review the background of Crianza con Conciencia+ objectives, connect it to the participants' experiences and challenges.

Use the slides in the Facilitator Workshop PowerPoint to introduce participants to the theoretical background, structure, and content of the Crianza con Conciencia+ programme.

The PowerPoint covers the following topics:

* Background on girl, boy or teen development and violence against boys, girls, or teens.
* Background and description of Crianza con Conciencia+ Programme.
* Overview and agenda of the Facilitator Training Workshop.

| **Note**  This might be their first exposure to the programme, so go through each slide slowly, making sure that everyone understands you. You should also allow participants to ask questions after each slide and at the end of the presentation. |
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### Module 2: Live Demo of Onboarding Session (1 hour 20 min)

#### Introduction to the onboarding session (5 min)

###### Overview

You and your co-trainer will now lead a live demo for the onboarding session with facilitators. During this demo, you'll be the "facilitator," and the facilitator will act as the "mothers, fathers and caregivers."

Remember to follow the A-E-C-P approach during the demonstration.

###### Instruction ([Slide](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p47))

Share with the facilitators that you will now be demonstrating the in-person onboarding session, in which you will play the role of “facilitators”, and they will play the role of “mothers, fathers and caregivers.”

During the demonstration, ask the mothers, fathers and caregivers to reflect on:

* The facilitation skills used by the trainer and co-trainer
* How was their experience as mothers, fathers and caregivers?
* What are the areas that mothers, fathers and caregivers might find challenging during the onboarding session?

Using the PowerPoint slides, share the following:

* Objectives of the onboarding session
* Agenda of the onboarding session

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#### Live Demonstration: Getting Started with the Crianza con Conciencia+ WhatsApp Course (1 hour 15 min)

##### Demonstration: Introduction to Phone Use (5 min)

###### Overview

The overview and instructions for this activity can be found in Getting Started with the Crianza con Conciencia+ WhatsApp Course in your Facilitator Guide.

###### Instructions ([Slide](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p49))

Share with the participants that:

* The facilitators should model all the basics of operating a mobile phone (even if they can already do it).
* This activity will help mothers, fathers and caregivers understand the basics of operating a mobile phone and start interacting with the Crianza con Conciencia+ Chatbot chatbot.

Share the checklist of the demonstrations that facilitators should make

* Switching the phone on and off
* Navigating through phone settings - brightness, installing/uninstalling apps, taking and sharing screenshots
* Navigating through WhatsApp Settings - responding to messages
* Take a screenshot and share it in a WhatsApp Group
* Charging the phone
* Switching the data bundle on and off
* Managing internal phone storage
* Digital safety
* Preventing damage from the phone

Remind the participants to provide assistance based on individual needs, especially for those who may not be familiar with using a mobile phone.

Ask the participants if they have any questions.

##### Demonstration: Crianza con Conciencia+ WhatsApp Course Onboarding (30 min)

###### Overview

The overview and instructions for this activity can be found under Getting Started with Crianza con Conciencia+ WhatsApp Course in “Guide for In-Person Onboarding” in your Facilitator Guide on Formando Conciencia+ App.

This section helps participants access Crianza con Conciencia+ Chatbot via WhatsApp.

| **Note**  A trigger word is a special word that you type in the WhatsApp course to start the chatbot or ask the chatbot to do a specific action.  Facilitators and mothers, fathers and caregivers have different trigger words to start the chatbot, and facilitators should not share the trigger words used in the training with the caregivers. This could lead to confusion and data issues.  Facilitators will find the trigger word to be used during the onboarding session in their facilitator guide. |
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**Demonstration (10 min):**

Follow the instructions in the “Guide for In-person onboarding” for “Crianza con Conciencia+ in WhatsApp Onboarding”. Then, model to the facilitators how to begin interacting with the Crianza con Conciencia+ WhatsApp Course.   
  
Use the trigger word to start the course from the slides, not the manual.

**Questions to ask after demonstrating the activity (5 min):**

* How did you feel when experiencing the onboarding as mothers, fathers and caregivers?
* What different facilitation skills did you notice while I was delivering these activities?
* What aspects of these topics are you concerned about delivering as a facilitator yourself?

**Note**: You only have to ask a few of these questions. The main point is to get them to start thinking about their role as a facilitator!

###### Practise in Small Groups (15 min):

* This will be the facilitators’ first practice in small groups as facilitators and mothers, fathers and caregivers. It is important that you and your co-trainer model how to help mothers, fathers and caregivers practise skills using the following steps:
* Divide the group into small groups (4 to 6 participants each). Ask each group to select a facilitator to go first.
* The first facilitator will lead the group the “Introduction to Phone Use”.
* Rotate facilitators before moving on to “Crianza con Conciencia+ WhatsApp Course Onboarding.”
* Make sure the groups STOP before moving on to the next activity.

Things you should do during group practice:

* Describe exactly what “facilitator” and “parent” will be doing during the practice
* Give support to participants during group practice (shadow)
* Debrief with “facilitators” about experiences and feelings
* Debrief with “mothers, fathers and caregivers” about their experiences and feelings
* Ask the participants what possible challenges they might experience when delivering this activity to mothers, fathers and caregivers

Thank and praise participants for completing their first practice activity

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##### Demonstration (continued) of Onboarding Session (40 min)

**Demonstration (20 min)**

Follow the instructions in the “Guide for In-Person Onboarding”. Model to the facilitators through:

* First Parenting Skill: Self-care: a short relaxation exercise.
* Walk through the first lesson of the Crianza con Conciencia+ chatbot, where the caregivers will understand what is typically included in a lesson in the chatbot.
* Resolving challenges in Crianza con Conciencia+ chatbot.

**Questions to ask after demonstrating the activity (5 min):**

* How did you feel when experiencing the onboarding as mothers, fathers and caregivers?
* What different facilitation skills did you notice while I was delivering these activities?
* What aspects of these topics are you concerned about delivering as a facilitator yourself?

###### Practise in Small Groups (10 min):

* Use the same small group from the previous activity.
* Ask the facilitators to explore the following in the WhatsApp Course:
  + Typing MENU and changing their settings
  + Typing HELP and exploring the resources in the chatbot
  + Typing PLAY and exploring the playful activities available in the chatbot.
* Make sure the groups STOP before moving on to the next activity.

###### Discussion after group practice (5 min):

* Debrief with “facilitators” about experiences and feelings
* Ask the participants what possible challenges they might experience when delivering this activity to mothers, fathers and caregivers.

**Note**: You only have to ask a few of these questions. The main point is to get them to start thinking about their role as a facilitator!

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### Break (15 min)

### Module 3: Formando Conciencia+ App (45 min)

###### Overview

You have demonstrated to the facilitators how to guide mothers, fathers and caregivers through onboarding into the WhastApp course.

Formando Conciencia+ is designed especially for facilitators to deliver Crianza con Conciencia+ and simplify their efforts in providing online support to the mothers, fathers and caregivers. 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 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+ WhatsApp Course. The role of the facilitator is to draw mothers, fathers and caregivers into the WhatsApp course and create a safe space that encourages meaningful sharing among them. This requires facilitators to share pre-scripted messages via the Formando Conciencia+ App.

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

Formando Conciencia+ on Google Play Store

Formando Conciencia+ on Apple App Store.

In this section, you will walk the facilitators through the steps to prepare for the weekly chat sessions:

* Setting up their Formando Conciencia+ App
* Setting up the WhatsApp Group
* Setting up Ground Rules for WhatsApp Group
* Setting expectations of the Facilitator’s role
* Connecting Formando Conciencia+ with Parent’s UID
* Reporting attendance on Formando Conciencia+ App

#### Setting up Formando Conciencia+ App (10 min)

**Instructions (**[**Slide**](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p58)**)**

* Introduce the Formando Conciencia+ App to the facilitators:
  + Formando Conciencia+ App is designed to support facilitators during the Crianza con Conciencia+ Programme Delivery.
  + Facilitators will use the Formando Conciencia+ App to:
    - Add mothers, fathers and caregivers to Formando Conciencia+ App.
    - Access the Facilitator Guide for delivering the in-person session.
    - Conduct chat session.
    - Handle safeguarding issues.
* Play the video of setting up the profile of the facilitator on the App. Ask the facilitators to follow the video (Slide)
* Ask all the participants to open the app on their phones.
* Guide the participants in setting up their profile on the App.
* Provide an overview of the Formando Conciencia+ App interface, covering the following key sections
  + The three buttons at the bottom of the App for Reporting Attendance, Home, and Profile:



* + The five sections of the home screen
    - Facilitator Guide
    - Chat Sessions
    - Frequently Asked Questions
    - Common Challenges
    - Safeguarding
  + The Menu bar on the top right is for giving feedback.
* Share things to keep in mind when using Formando Conciencia+.
  + **Device Usage:**
    - Ensure you use Formando Conciencia+ on only one mobile phone throughout the programme. Your mothers, fathers and caregivers' information does not automatically transfer from one device to another.

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#### Setting up the WhatsApp Group (3 min)

###### Instruction ([Slide](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p75)):

Remind the participants that they should aim to set up their WhatsApp Group before the onboarding session.

Please make sure you have done the following before the onboarding session starts:

* Save the names and WhatsApp numbers of the mothers, fathers and caregivers assigned to you on your phone (if available) so you can easily confirm details during the onboarding session.
* Create your WhatsApp group (with a temporary group name, icon, and description). The name of each WhatsApp group has the same structure:
  1. “CC+
  2. Local identification, like the community name. For example CC+ Irapuato”

When you create your temporary group name, you will use “CC+ Irapuato”

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#### Setting Expectations for Facilitator’s Role (2 min)

###### Instruction [(Slide)](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p79)

After the onboarding session, the facilitator’s role is to:

* Engage caregivers in the weekly chat sessions according to the schedule.
* Support caregivers with any challenges they face.
* Make sure all the mothers, fathers and caregivers are following the ground rules discussed earlier .
* Report any case of abuse of girls, boys, adolescents, and adults.
* Choose a group admin at the end of the programme (if possible).
* Leave once the programme is completed. However, mothers, fathers and caregivers can continue learning through Crianza con Conciencia+.

#### Adding mothers, fathers and caregivers to Formando Conciencia+ (20 min)

##### Demonstration (5 min)

* Facilitators can find the information on how to add a parent and a co-parent in Formando Conciencia+ under “How to Add mothers, fathers and caregivers & Report Attendance” in the Facilitator Guide section.
* Demonstrate how to add the parent and co-parent profiles from the slide.
* Instructions on adding a parent and co-parent
  + How to Add a Parent:
    - Select the profile icon from the bottom navigation bar.
    - Choose “Add Parent”
    - Enter parent details in the form. To enter the parent’s unique identifier (UID), ask them to text “ID” on the Crianza con Conciencia+ WhatsApp Course.
    - You will collect parent’s unique identified (UID) during the onboarding session using [this attendance register](https://docs.google.com/document/d/1xKsDVExSdgKn1IoO8a_soWWwfio1Zti6/edit).
    - Alternatively, you can ask them to screenshot or copy the 6 digit number and send it you.
    - Type the 6-digit number into the parent profile.
  + How to Add a Co-Parent
    - If two mothers, fathers and caregivers are participating in the programme, together, you must link their accounts.
    - Once you have added the first parent profile, to add a second parent, select “Add Parent.”
    - Enter parent details in the form. To enter the parent’s unique identifier (UID), ask them to text “ID” on Crianza con Conciencia+ WhatsApp Course. Copy the 6-digit number into the parent profile.
    - Select “Add Co-Parent”
    - Select the co-parent from available parent user profiles.
    - Select “Save.”
    - Both parent profiles will be updated to note the co-parent.
  + Give the participants a few minutes to follow the video.

##### Practise in Small Groups (10 min)

* Use the same small group from the previous activity.
* Ask one person to act as a “facilitator” while others act as mothers, fathers and caregivers.
* The facilitator should add the mothers, fathers and caregivers to their Formando Conciencia+ App.
* Ensure that the group includes at least one example of a co-parent.
* Ask the group to include at least one co-parent.
* Repeat the activity with another person acting as the facilitator.

##### Discussion after group practice (5 min):

* Debrief with “facilitators” about experiences.
* Ask the participants what possible challenges they might experience when delivering this activity.

| **Note**  Remind the facilitators to delete the mothers, fathers and caregivers and co-mothers, fathers and caregivers added during the training |
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#### How to Report Attendance (5 min)

* Demonstrate the following on the Formando Conciencia+ App:
  + Select the pencil icon from the bottom navigation bar.
  + Select whether you are reporting on an in-person or WhatsApp session with your mothers, fathers and caregivers.
  + Remind the participants that they must report attendance for their mothers, fathers and caregivers after every in-person and WhatsApp session.
  + Complete the report.
  + In case the facilitator wants to edit the report:
    - Select the pencil icon from the bottom of the navigation bar.
    - Select whether the session you want to edit was an in-person or WhatsApp session.
    - Select the session that you want to edit.
    - Your previous selections will appear. You can now edit your selections and select “Save”.
  + Ask the participants if they have any questions about reporting attendance.
  + Tell facilitators that there will also be a checklist where they can report whether they have done all the activities.

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#### Introduction to WhatsApp Chat Session (5 min)

I**nstructions (**[**Slide**](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p84)**):**

* Explain to facilitators that the WhatsApp groups in Crianza con Conciencia+ are to provide mothers, fathers and caregivers with additional support on parenting skills during the programme.
* Share that there are 4 WhatsApp chat sessions.
* Ask the participants to look for the "Chat sessions" section on the Formando Conciencia+ homepage.
* Demonstrate or play a video of how facilitators share messages using the Formando Conciencia+:
  + Once you're on the content for that week, locate the "Share" icon. It's typically represented as an arrow pointing upward or a box with an arrow, and it's used to share content.
  + Click on the "Share" icon.
  + In the menu that appears, select "WhatsApp" as your sharing option. Choose your WhatsApp group from the list.
  + Before you hit the "Send" button, make sure to add any necessary information.
  + Finally, click the "Send" button to share the content with your WhatsApp Group.

### Module 4: Accept, Explore, Connect and Practise (45 min)

The Accept, Explore, Connect, and Practice (A-E-C-P) method is the main facilitation technique used in the delivery of the programme. It involves active listening, collaborative facilitation, building self-awareness, emphasising core principles, and allowing opportunities to practise skills.

We introduce trainees to the A-E-C-P approach with an active learning exercise that also models the A-E-C-P process. It is also important that you model this approach throughout the training of facilitators!

#### Preparation

Prepare the flipchart in the following way:

| **A**ccept |  | **E**xplore | **C**onnect | **P**ractice |
| --- | --- | --- | --- | --- |
| How? |  |  |  |  |
| Why? |  |  |  |  |

*Example of how to set up the flipchart for facilitating Accept, Explore, Connect, and Practise.*

On the top half of the flipchart, write **HOW** the trainees can use the specific technique. These should describe specific behaviours or skills – guide the trainees to be as specific as possible. For instance, if a trainee suggests that they can ACCEPT a participant’s responses in a WhatsApp chat session, you should ask them to describe in detail what specific words would show Accept. This also models EXPLORE for them in an explicit way!

On the bottom half of the flipchart, write **WHY** the specific technique might be useful for the trainees to achieve the programme's objectives. Encourage the trainees to be as specific as possible here, too. For example, if a trainee suggests that Explore will help them know more about a parent, ask the trainee to describe what they would like to know more about in more detail. WHY also is a modelling of CONNECT!

#### 

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#### How to Deliver the A-E-C-P Training

The following is a suggestion on how to deliver the A-E-C-P training. Start the activity with trainees by telling them that they will now be introduced to the main facilitation technique used in the programme: Accept-Explore-Connect-Practice, or A-E-C-P.

##### ACCEPT

1. **HOW**: Ask the participants to describe **HOW** they can show that they **ACCEPT** the participation and contributions of the mothers, fathers and caregivers in a WhatsApp chat session. You can prompt them to describe ways to show ACCEPT.
   1. Possible questions include:
      1. How can you show that you **ACCEPT** the responses of participants?
      2. How do you show that you **ACCEPT** and appreciate or welcome their opinions, views, or thoughts?
      3. How can you do this through words or emojis?
   2. Possible suggestions from trainees can include:
      1. Verbal statements: Using the participant’s name, thanking the participant, praising the contribution, etc.;
      2. Using reflexive statements: Paraphrasing or repeating back what the participant has said to show that you really heard them. This is a key aspect of active listening!
   3. Write these suggestions in the section in the top half of the flipchart under ACCEPT.
2. **WHY:** Ask the participants to describe **WHY** they should **ACCEPT** the participation and contribution of mothers, fathers and caregivers during the programme.
   1. Possible questions to help with the discussion include:
      1. What would this help them achieve in terms of participation and learning?
      2. Why could this be helpful to mothers, fathers and caregivers who are shy or hesitant to engage in the programme?
      3. What would the effect of praising mothers, fathers and caregivers’ contribution be?
      4. Why is it important to use reflexive statements or paraphrasing?
   2. Possible suggestions from the trainees include:
      1. Makes mothers, fathers and caregivers feel welcome;
      2. Encourages people to participate more, especially those who are shy;
      3. Shows that you respect and value their responses and contributions as important;
      4. Builds trust and a positive relationship between you and the mothers, fathers and caregivers;
      5. Manages the participants' responses so that they only talk for 30 seconds or less (Note: this may be difficult for the participants to identify, so you really have to show them how you do it!).

**IMPORTANT NOTE:** Throughout this discussion you should be actively demonstrating, or modelling, how to **ACCEPT** the trainees' contributions. If they are having difficulties suggesting **HOW** and **WHY,** you can ask them to pay more attention to how you are behaving, notice what you are doing to **ACCEPT** their responses, and how it makes them feel. This might make it easier for them to connect to something more tangible because you are doing it in front of their eyes!

1. Demonstrate ACCEPT in a WhatsApp chat session.
   1. Share the QR code to join the A-E-C-P WhatsApp Group and ask everyone to join the WhatsApp Group.
   2. The trainer will act as a the facilitator for demonstration.
   3. Identify 5 facilitators and ask them to act as mothers, fathers, and caregivers. The rest of the facilitators will observe the interaction.
   4. The “facilitator” will share the first message “Message 1: Home Activity Check-in”, from chat session one .
   5. The “facilitator” practices showing **ACCEPT** while the “caregiver” briefly shares;
   6. Pause after demonstrating ACCEPT.
   7. Ask the participants to highlight how the “facilitator” used ACCEPT
   8. Ask the participants how the “facilitator” handled the group dynamic.
2. Trainees practise **ACCEPT** using the following steps:
   1. Ask the facilitators to create another temporary WhatsApp group with the others in their small group.
   2. If any participant feels uncomfortable sharing their phone number, they can simply choose to observe their peers.
   3. Each group should choose a facilitator to go first. Other participants should pretend that they are mothers, fathers and caregivers who are experiencing the Crianza con Conciencia+ WhatsApp Course. “Mothers, fathers and caregivers” can share positive and negative experiences.
   4. The “facilitator” will share the first message “Message 1: Home Activity Check-in”, from chat session one .
   5. The “facilitator” practices showing **ACCEPT** while the participant briefly shares;
   6. Make sure that the “facilitator” remembers the following  **main building blocks** for **ACCEPT**:
      1. Praises the contribution of the participant;
      2. Paraphrase or reflect back on what they heard the participant say.
   7. Switch roles so each participant can practise being a “facilitator” and a “participant.”
3. Lead a group discussion after the practice to explore the trainees’ experiences and thoughts about practising **ACCEPT:**
   1. What was it like to practise **ACCEPT** as a facilitator?
   2. What was it like to praise their contribution? What was it like to paraphrase their responses?
   3. How did it feel to be praised as a participant? How did it feel to hear your contribution paraphrased or reflected back to you?
   4. What was difficult about this activity, and why was it difficult?
4. The trainees might come up with additional ways **HOW** to use **ACCEPT** and reasons **WHY** it might be important to do. Write these down on the flipchart!

##### EXPLORE

1. **HOW:** Ask the participants to describe **HOW** they can **EXPLORE** the experiences, attitudes, feelings, and challenges shared by mothers, fathers and caregivers.
   1. Possible questions include:
      1. How can you **EXPLORE** the responses of participants?
      2. What kind of questions would help you **EXPLORE**?
      3. What kind of things would you want to **EXPLORE**?
      4. Whose experience should you **EXPLORE**?
   2. Possible suggestions from trainees can include:
      1. Open-ended questions: Who, what, when, where, why, and how;
      2. Questions that elicit more details: Tell me more…. Can you be more specific? What do you mean?
      3. Perspective of the girl, boy and teen as well as the parent;
      4. Emotions of mothers, fathers and caregivers and girl, boy and teen;
      5. Challenges that they experience at home;
      6. Write these suggestions in the section in the top half of the flipchart under **EXPLORE**.
2. **WHY:** Ask the participants to describe **WHY** they would want to explore in detail the mothers, fathers and caregivers' responses or contributions.
   1. Possible questions to help with the discussion include:
      1. Why is it important to **EXPLORE** the experiences, attitudes, and feelings of mothers, fathers and caregivers?
      2. Why is it important to **EXPLORE** the perspective of the girl, boy and teen?
      3. How would **EXPLORE** help the mothers, fathers and caregivers? What skill does it build for them?
   2. Possible suggestions from the trainees include:
      1. Gives you a more complete picture of what exactly happened at home or what a parent is thinking;
      2. Helps mothers, fathers and caregivers describe their experience and see it from a different perspective;
      3. Helps mothers, fathers and caregivers understand why they or their girl, boy and teenren responded in a specific situation;
      4. Helps mothers, fathers and caregivers become more aware of the impact of their decisions and behaviours and think critically about their parenting;
      5. Helps mothers, fathers and caregivers share their challenges, understand why the challenge occurred, and identify possible solutions to their challenges.

**IMPORTANT NOTE:** Throughout this discussion, you should actively demonstrate or model how to EXPLORE the trainees' contributions. Ask open-ended questions and explore how they feel about something emotionally.

1. Demonstrate EXPLORE in a WhatsApp chat session.
   1. Identify 5 new facilitators to continue the conversation as “caregivers”
   2. The “facilitator” practices showing **EXPLORE** while the “caregiver” briefly shares;
   3. Pause after demonstrating EXPLORE.
   4. Ask the participants to highlight how the “facilitator” used EXPLORE
   5. Ask the participants how the “facilitator” handled the group dynamic.
2. Trainees practise **EXPLORE** using the following steps:
   1. Continue the same conversation about the home activity check-in:
   2. The “facilitator” practices **EXPLORING** the experience of the “participant”;
   3. Make sure that the “facilitator” uses the following 3 main building blocks for **EXPLORE**:
      1. Ask open-ended questions;
      2. Explores the emotions of the participant;
      3. Explores the perspective of others in the participant’s story.
   4. Give trainees about 2 minutes of practice before switching roles, allowing each trainee to practise both being a “facilitator” and a “participant.”
3. Lead a group discussion after the practice to explore the trainees’ experiences and thoughts about practising **EXPLORE:**
   1. What was it like to practise **EXPLORE** as a facilitator?
   2. What was it like to have to think of questions to ask the participant?
   3. What made it easier for you to think of these questions (i.e., a sense of curiosity or attentive listening)?
   4. What was it like to still practise **ACCEPTING** the responses of the participants?
   5. How did it feel to be a participant in the activity?
   6. What was difficult about this activity, and why was it difficult?
4. The trainees might come up with additional ways **HOW** to use **EXPLORE** and reasons **WHY** it might be important to do. Write these down on the flipchart!

##### CONNECT

1. **CONNECT** is sometimes the hardest part of the **AECP** method. It aims to help mothers, fathers and caregivers connect their experience to a principle or lesson about positive parenting or parent-girl, boy and teen interaction.
2. **CONNECT** also helps participants identify reasons **WHY** something is important. You have already been modelling this activity during the previous discussions about **ACCEPT** and **EXPLORE.**
3. **HOW:** Ask the participants to describe **HOW** they can help mothers, fathers and caregivers identify reasons for why something might be helpful to them as mothers, fathers and caregivers by **CONNECTING** their experiences, attitudes, feelings, and challenges to the overall principles of positive parenting or improving parent-girl, boy and teen relationships.
   1. Possible questions include:
      1. How can we help participants **CONNECT** their experiences or challenges to positive parenting principles?
      2. How can we help them identify reasons why these principles might be important?
      3. What kind of questions would help you **CONNECT** how their experience relates to their lives?
   2. Possible suggestions from trainees can include:
      1. Explore how their experience might relate to their lives or relationship with their girl, boy and teenren;
      2. Explore how their experience might relate to some of the principles or skills that they are learning during the programme;
      3. Explore why this might be important or beneficial to them as mothers, fathers and caregivers;
      4. Explore why this might be important or beneficial to their girl, boy and teenren;
      5. Write these suggestions in the section in the top half of the flipchart under **EXPLORE**.
4. **WHY:** Ask the participants to describe **WHY** they would want to **CONNECT** in detail the responses or contributions of mothers, fathers and caregivers.
   1. Possible questions to help with the discussion include:
      1. Why is it important to **CONNECT** the experiences, attitudes, and feelings of mothers, fathers and caregivers to the principles of positive parenting?
      2. Why is it important to **CONNECT** to help the mothers, fathers and caregivers understand why a specific principle would be beneficial to then and their girl, boy and teenren?
      3. How would **CONNECT** help the mothers, fathers and caregivers? What skill does it build for them?
   2. Possible suggestions from the trainees include:
      1. Helps mothers, fathers and caregivers understand the reasons why they might want to try using a specific skill in their own words;
      2. Helps mothers, fathers and caregivers understand the benefits to themselves and their girl, boy and teenren;
      3. Strengthens buy-in or acceptance of a specific parenting skill.

**IMPORTANT NOTE:** Throughout this discussion, you should actively demonstrate or model how to connect the trainees' contributions. Make sure you ask open-ended questions and also ask trainees how they might feel about something emotionally.

1. Demonstrate EXPLORE in a WhatsApp chat session.
   1. Identify 5 new facilitators to continue the conversation as “caregivers”
   2. The “facilitator” practices showing **CONNECT** while the “caregiver” briefly shares;
   3. Pause after demonstrating CONNECT.
   4. Ask the participants to highlight how the “facilitator” used CONNECT
   5. Ask the participants how the “facilitator” handled the group dynamic.
2. Trainees practise **CONNECT** using the following steps:
   1. You will continue the same conversation about the previous weekend that you did with **ACCEPT** and **EXPLORE**;
   2. The “facilitator” practices **CONNECTING** the experience of the “participant” to a larger positive principle;
   3. Make sure that the “facilitator” continues to use the main building blocks for **ACCEPT** and **EXPLORE;**
   4. Give trainees about 2 minutes of practice before switching roles, allowing each trainee to practise both being a “facilitator” and a “participant.”
3. Lead a group discussion after the practice to explore the trainees’ experiences and thoughts about practising **CONNECT:**
   1. What was it like to practise **CONNECT** as a facilitator?
   2. What made it easier to help participants **CONNECT** to reasons why they might want to do something fun or relaxing during the weekend?
   3. What was it like to still practise **ACCEPTING** and **EXPLORING**?
   4. How did it feel to be a participant in the activity?
   5. What was difficult about this activity, and why was it difficult?
4. The trainees might come up with additional ways **HOW** to use **CONNECT** and reasons **WHY** it might be important to do. Write these down on the flipchart!

##### PRACTICE

1. The last step of A-E-C-P is **PRACTICE.** The trainees have already been practising during this entire activity, so they should be able to identify the **HOW** and **WHY**.
2. **PRACTICE** allows participants to experience skills directly before having to apply them either at home, as is the case for mothers, fathers and caregivers, or during sessions, as is the case for trainees.
3. **HOW:** 
   1. Share this slide showing a WhatsApp chat session between the facilitator and a parent
   2. You can read the facilitator’s message while your co-trainer reads the parent’s message.
   3. Ask the facilitators to highlight the ways in which the facilitator used **PRACTICE**.
   4. Ask the facilitators if there are other ways they could practice.
4. **WHY:** Ask the participants to describe **WHY** they would want to **PRACTISE** skills before applying them at home or during a session.
   1. Possible questions to help with the discussion include:
      1. Why is it important to **PRACTICE** skills before applying them in the real world?
      2. How would **PRACTICING** skills help mothers, fathers and caregivers, or you for that matter?
   2. Possible suggestions from the trainees include:
      1. Builds confidence in applying new skills;
      2. Allows mothers, fathers and caregivers to rehearse new skills with the support and guidance of facilitators;
      3. Allows facilitators a chance to verify whether mothers, fathers and caregivers understand new skills before having to apply them at home;
      4. Strengthens buy-in or acceptance of a specific parenting skill.

### 

### Closing (15 min)

#### Assignment of Home Activities (5 min)

**Instructions**

Review what you have covered in the workshop so far:

* Background, overview, and structure of Crianza con Conciencia+ Programme.
* Setting up Formando Conciencia+ App .
* Live Demo of the onboarding session (the rest of the demo will continue tomorrow) .
* Preparing for the Chat Session.
* Accept, Explore, Connect, and Practise as facilitation skills.

Assign the following home activities to the facilitators:

* Review the facilitation skills you learned today - especially the AECP method.
* Ask participants to read the other 3 Chat Sessions in their Formando Conciencia+ App.
* Ask the participants to go through all the lessons in the first course Crianza con Conciencia+ - “Improve My Relationship with My Girl, Boy, or Teen”. At the end of each lesson, ask them to type FACNUEVO to start a new lesson.
* If the participants face any issues, they can restart their chatbot by typing FACREANUDAR.
* Remind the participants that these triggers are only for them during the training and are NOT to be shared with the mothers, fathers and caregivers during the onboarding session.
* Share the agenda of Day 2 of the workshop.

Ask the facilitators if they have any questions about the workshop.

#### Share One Thing You Learned (5 min)

Ask each participant to share ONE thing they learned during the session in under one minute.

#### Circle of Appreciation (3 min)

###### Instructions

* Model the Circle of Appreciation for participants before they do it in pairs.
* Participants find a partner sitting next to them.
* Each person complements their partner. The compliments can be about anything as long as they are sincere.
* Each person praises themselves.
* Ask the participants to reflect on what it was like to be praised and what it was like to be praised.

#### Take a Pause (2 min)

###### Instructions

Take a Pause with the participants. You can make it brief (about a minute):

* Close eyes
* Focus on thoughts, feelings, and body sensations (15 seconds)
* Focus on breath (30 seconds)
* Expand focus to the entire body and sounds (15 seconds)
* Open eyes

End the session by congratulating the participants for their hard work and attention during the session. You should also thank them for the commitment they have made to helping mothers, fathers and caregivers build a House of Love and Support for their families.

## 

## Day 2: Facilitator Training Workshop

### Overview of the Session

#### Goals of the Session

* Participants can lead the WhatsApp Chat Sessions with the caregivers.
* Participants can support mothers, fathers and caregivers with their challenges with home activity.
* Participants can respond to potential challenges that may arise during programme delivery.
* Participants understand how to respond to girl, boy and teen protection issues and other referrals.

#### Materials Required

* Flipchart, Flipchart paper, markers
* Projector and screen
* Laptop or computer
* Phones with WhatsApp and Formando Conciencia+ App loaded
* Attendance register
* Blank Sheets and pen (1 per participant)
* Name Tags
* Adhesives to stick papers on the wall
* Materials for Refreshment (if applicable)
* Certificates for facilitators

| **Day 2 Session Agenda** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Module** | | **Activity** | | **Time** | |
| **Beginning of the Day Two Activities** | | * Welcome * Emotional Check-in * Reflection and Discussion of Day One | | **25 min** | |
|
| **Module 5: Practising WhatsApp Chat Session** | | * Structure of the Chat Session * Share key concepts * Small group practice * Practice: Handing over to group moderators | | **1 hour 45 min** | |
| **Break (15 min)** | | | | | |
| **Module 6: Safeguarding** | | * What is safeguarding? * Understanding abuse, neglect, and exploitation * Safeguarding in Crianza con Conciencia+ chatbot * Safeguarding in in-person and online sessions * Role of Facilitator in safeguarding | | **10 min** | |
| **Module 7: Dealing with Potential Challenges during Programme Delivery** | | * Listing Potential Challenges * Exploring and Practising Solutions * Discussion on problem solving as a group * Referrals * Coaching Support for Facilitators | | **1 hour** | |
| **Closing** | | * Questions * Loving Kindness Exercise * Circle of Appreciation * Next Steps | | **25 min** | |
|
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### Beginning of Day Two Activities (25 min)

#### Welcome (5 min)

###### Instructions ([Slide](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p67))

Begin Day Two of the Facilitator Training Workshop with the following activities:

1. Welcome each participant as they arrive – try to learn their names!
2. Welcome the entire group to begin the session:
   * Praise the participants for making the effort to come to the session amidst their busy lives;
   * Try to start on time to model this for their own groups.
3. Begin the session by taking the pause - play the Take a Pause video.

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#### Emotional Check-in (5 min)

An emotional check-in is a valuable way to start the session, ensuring everyone feels acknowledged and connected.

###### Instructions (Slide)

Follow these steps to conduct an effective emotional check-in at the beginning of the workshop:

* Begin by explaining the purpose of the emotional check-in. Emphasise 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 can share a brief statement about how they're feeling emotionally at that moment. Encourage them to use just a few words or sentences to describe their emotional state.
* As the facilitator, 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.

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#### Reflection and Discussion of Day One (15 min)

###### Overview

At the beginning of day two of your training workshop, engaging participants with thoughtful reflection and discussion questions can help consolidate learning from Day One, encourage active participation, and resolve any concerns or questions.

###### Instructions (Slide)

Begin by inviting participants to reflect on their experiences from the previous day. Ask about their key takeaways and any concepts or skills that particularly resonated with them. You can use the following questions as a guide:

* What were your main takeaways from yesterday’s session?
* Do you have any questions about the demonstration of the in-person onboarding session?
* Was the setup and walkthrough for the Formando Conciencia+ App clear? Are there any challenges you faced?
* How comfortable do you feel navigating the app after yesterday’s session?
* Are there any specific aspects you would like input or advice on regarding leading these activities?
* How do you see the skills and techniques we've covered fitting into your role as a facilitator?
* Are there any concerns or challenges you anticipate as you continue integrating these strategies into your interactions with mothers, fathers and caregivers?
* Would you like to reflect on or discuss anything from yesterday’s session or the overall training? This is an open space for any thoughts or insights you want to share.

| **Note**  These questions are meant as a guide; you don't have to reflect on every point. Share what feels relevant and valuable to you. |
| --- |

**Tips to discuss concerns and issues raised during the reflection:**

* Begin by actively listening to the concerns or issues raised by participants. Give them your full attention and show empathy for their perspectives.
* Ask follow-up questions to ensure you fully understand the nature of the concern. Seek clarification on any unclear points.
* Engage participants in brainstorming solutions. Encourage them to share their ideas on how the concern could be addressed. For example, what should be done if a parent does not follow a ground rule?
* Go over some of the instructions from Day One if that might help clarify the concern. E.g., how to navigate the Formando Conciencia+ App?

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### Module 5: Practise WhatsApp Chat Sessions (1 hour 45 min)

###### Overview

The Crianza con Conciencia+ programme includes a WhatsApp support group for caregivers. Facilitators will lead weekly chat sessions in this WhatsApp Group. Formando Conciencia+ App contains pre-scripted messages that the facilitators can share to guide the chat sessions. The goal of this group is to provide caregivers with extra support during their Crianza con Conciencia+ journey.

In this module, the facilitators will gain hands-on practice in managing and facilitating WhatsApp chat sessions effectively. This will help them build confidence and competence in leading the chat sessions.

#### Structure of the Chat Session (5 min)

###### Instructions (Slide):

* During the onboarding session, facilitators should have created a WhatsApp Group with the caregivers and identified the ground rules for the WhatsApp Group.
* Share the structure of their chat session from the slide:
  + At the beginning of the programme: Welcome, introductions, and reminder of home practice.
  + Week 1: Thoughts, feelings, and actions
  + Week 2: Kind self-talk
  + Week 3: Character strengths
  + Week 4: Building pleasant emotions
* Share with the facilitators that:
  + Facilitators and their groups will decide a time to chat during the onboarding session.
  + Before each chat session, facilitators will send a reminder message a few hours before the chat session. They can set alarms on your phone to remind them when to send messages.
  + Facilitators should send the remaining messages during the scheduled chat time.
* Goal of the chat sessions:
  + Support Caregivers: Give caregivers a safe space to learn more about positive parenting practices and how to improve their own well-being.
  + Troubleshooting: Provide support for identifying successes and solutions to their practices.
  + Build Community: Help caregivers feel part of a community where they can share experiences, support each other, and learn together.
  + Keep Engagement High: To keep caregivers interested and motivated, offer live, interactive sessions in addition to the self-paced WhatsApp Course content.
* Identify the materials Facilitator might need:
  + Chat Sessions from the Formando Conciencia+ App.
  + Common Challenges from the Formando Conciencia+ App.

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#### Share key concepts (10 min)

###### Instructions (Slide)

* Share the key concepts of how thoughts, feelings, and actions are connected.
  + Connection between thoughts, feelings, and actions.
  + Identify how emotions, feelings, and actions impact their and their girls’, boys’, and teen’s well-being.
* Share the key concepts of self-talk
  + How the way they talk to themselves can change how they feel.
  + Identifying unkind self-talk and replacing it with kind self-talk.
* Share the key concepts of building character strengths
  + Understand how to identify strengths in themselves. T
  + Learn about the connection between strengths and well-being and practice identifying how to incorporate strengths into their daily lives.
* Share the key concepts of building pleasant emotions
  + Celebrate with them the positive changes in their lives and for their girls, boys, and teens.
  + Help parents understand how they can use pleasant emotions to improve the well-being of themselves and their child or teen.

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#### Small group practice (1 hour)

###### Instructions (Slide)

* Break the participants into small groups of 4-5 facilitators.
* In their small groups, ask the participants to practise the first chat session.
* Each group should choose a facilitator to lead the chat session. Other facilitators should pretend they are caregivers who are experiencing the programme. “Caregivers” can share positive and negative experiences.
* Remind participants to use Accept, Explore, and Connect.
  + Accept responses by…
    - Using emojis and thumbs up to acknowledge mothers, fathers and caregivers.
    - Paraphrase responses to double-check that they understand mothers, fathers and caregivers correctly.
  + **Explore** challenges with simple questions to understand the situation before…
  + **Connecting** mothers, fathers and caregivers to positive parenting practises.
* Ask the participants to begin with Message 2, as they have already practised the home activity check-in for the previous session.
* After practice of each chat session (10 min), stop to lead the discussion (5 min):
  + How did you feel when leading as a facilitator and experiencing as a parent?
  + What aspects of these topics are you concerned about delivering as a facilitator yourself?
* Rotate through so each facilitator can practise leading a WhatsApp group session.
* Repeat with all 4 chat sessions.

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#### Practice: Handing over to group moderators (30 min)

* Share with the participants:
  + At the end of the Week 3 chat session, facilitators will ask volunteers to take over moderating duties for the WhatsApp groups.
  + Once the volunteers are selected, facilitators will schedule a call with the mothers, fathers and caregivers to guide them.
  + Ask the participants to read “How to hand over to Group Admin” in the Facilitator Guide section of the Formando Conciencia+ App.

##### Demonstrate (10 min)

* Demonstrate a call with the mothers, fathers and caregivers where they are handing over the WhatsApp Group.
  + Thank the parent for volunteering to lead the WhatsApp group
  + While engaging with other mothers, fathers and caregivers in the group, keep the following in mind:
    - Greet mothers, fathers and caregivers when engaging with them.
    - Respect what participants share and be aware of different ages, genders, values and circumstances.
    - Encourage mothers, fathers and caregivers to share and respond to each other - and praise them for it.
    - Remind mothers, fathers and caregivers of ground rules when needed.
    - Model the behaviour you want to see among the mothers, fathers and caregivers.
  + If the parent needs any prompts for discussion, share the following:
    - Let us celebrate our successes! What was something positive you experienced when you tried one of the parenting skills with your girl, boy, or teen?
    - Trying out new skills can be hard at first. What was something difficult that you experienced when you tried a parenting skill with your girl, boy, or teen at home?
  + Remind the parent that they are not obligated to respond to messages at all times. Participants may send messages at any time during the week. To keep your workload manageable, you can respond to messages once or twice daily, depending on your schedule.
  + Ask them if they have any questions.
  + Remind the parent that, unfortunately, you will no longer be able to participate in the WhatsApp group.

##### Practice (10 min)

* Divide the participants into pairs.
* Ask one person to be the facilitator and another person to be the volunteer caregiver.
* Ask them to role play the call where the facilitator guides the mothers, fathers and caregivers.
* Ask them to reverse the roles.

##### Discussion (10 min)

* At the end of role plays, ask the whole group:
  + How did you feel when experiencing the handover as a parent?
  + What aspects of these topics are you concerned about delivering as a facilitator yourself?

### 

### Break (15 min)

### 

### Module 6: Safeguarding (10 min)

###### Overview

In this section, you will walk the facilitators through ensuring a safe and supportive environment for all the mothers, fathers and caregivers in Crianza con Conciencia+.

You will cover:

* What is safeguarding?
* Understanding abuse, neglect, and exploitation
* Reporting Sexual Exploitation and Abuse allegations against PLH employees
* Safeguarding in Crianza con Conciencia+ chatbot
* Safeguarding in in-person and online sessions
* Role of Facilitator in safeguarding

###### Instruction ([Slide](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.g2b6ebb0ae01_0_178))

Follow the slides to cover the following information:

Safeguarding means protecting the health, well-being, and human rights of people and enabling them to live free from harm, abuse and neglect. Regardless of age, gender identity, disability, sexual orientation, religious or ethnic origin, everyone we come into contact with has the right to be protected from all forms of harm, abuse, neglect and exploitation by any person associated with this programme.

**Understand abuse, neglect and exploitation:**

* Abuse refers to a deliberate act of maltreatment that can damage a girl, boy and teen’s security, well-being, dignity and development. Abuse includes all forms of physical, sexual, psychological and emotional maltreatment. (Save the Children definition, 2012).
* Violence against girl, boy and teenren is defined as forms of physical or mental violence, damage and abuse, neglect or neglectful treatment or maltreatment or exploitation, including sexual abuse. (Office of the High Commissioner for Human Rights, 1990, Article 19).
* Girl, boy and teen exploitation refers to using the girl, boy and teen for economic or sexual benefit, for gratification or profit, often resulting in unjust, cruel and harmful treatment of the girl, boy and teen. (Save the Children definition, 2012)

**Safeguarding Support in the Crianza con Conciencia+ WhatsApp Course:**

Crianza con Conciencia+ WhatsApp Course is automated to recognise high-risk keywords and detect disclosure of dangerous and violent situations. After detection, an empathetic and empowering response is offered along with the contact details of where to access professional or urgent help (e.g., police, ambulance, hotline). It also includes information on local support resources and hotlines to further support user self-referral. Mothers, fathers and caregivers can also access safeguarding support by typing HELP in the Crianza con Conciencia+ WhatsApp Course.

**Safeguarding Support in in-person and online sessions:**

It is also important for you and the facilitators to know the following guidelines for handling disclosures of abuse, neglect, and violence from participants during in-person and online sessions:

Know your organisation’s girl, boy and teen safeguarding policies and referral procedures.

* All organisations should have or develop girl, boy and teen rights safeguarding policies and referral procedures, including details on how to respond appropriately when a parent or girl, boy and teen discloses abuse.
* You and the facilitators should have accurate knowledge of all protocols and response plans. These will tell them what to do within your organisation if a parent or girl, boy and teen reports abuse (e.g. who to report to, internal resources for supporting the girl, boy and teen), as well as how to engage outside resources (e.g. local referral pathways, when to engage with authorities).
* It is the facilitators’ responsibility to act regardless of whether they are responding to disclosures of past and/or present abuse. However, they are not responsible for resolving the situation on their own. They must discuss the situation with their supervisor to agree on what steps to take next.

Ensure mothers, fathers and caregivers know that you are someone who can help.

* Mothers, fathers and caregivers participating in the sessions need to know that they can come to the facilitators for help, regardless of when the abuse occurred.
* Facilitators should make sure that the mothers, fathers and caregivers know that they can trust them and that they will listen and support the mothers, fathers and caregivers without judgement or any further harm.

**What should the Facilitator do during the disclosure of abuse, neglect, or exploitation?**

* Provide a safe environment in which the participant can find support.
* Listen carefully to the participant and take notes. to avoid re-victimizing the person, ask questions just to clarify or gather information when necessary.
* Determine if the participant is in immediate danger and what help is available.
* Make sure that the participant feels that the facilitator believes them.
* Let them know they have done the right thing by sharing their story with the facilitator.
* Be supportive and judgement-free in their responses – avoid blaming at all times!
* Let the participant know that the facilitator will share what he/she told them with their supervisor to find a way to support and protect him/her.
* Explain what the facilitator is going to do next.
* Notify their supervisor.

### Module 7: Dealing with Potential Challenges during Programme Delivery (1 hour)

###### Overview

This module provides participants with a detailed overview of the different aspects of delivering the programme.

It can be helpful to facilitate this activity collaboratively, asking participants to identify the different important parts of the programme. This will give you an idea of how much they have learned about how the programme is delivered.

It is also very helpful to have a programme coordinator or supervisor present during this part of the session, if possible, for two reasons:

* First, there may be specific logistical issues that you are not familiar with and require the input of a manager.
* Second, it is very important that the people who are managing the facilitators are also aware of the logistical issues of delivering the programme so that they have reasonable expectations for their employees.

#### 

#### Listing Potential Challenges (10 min)

###### Instructions

* Ask the participants to share any potential concerns or challenges they might have about delivering Crianza con Conciencia+ to families.
* Participants should focus on challenges delivering both the in-person and WhatsApp parts of the programme.
* Make a list of all these challenges of the flipchart.
* You can refer to the list of questions and concerns that came up during the training and were saved for later in the “Notice Board” on a flipchart paper.

The following are typical challenges (also mentioned in the Formando Conciencia+ App’s FAQ) that often occur during programme delivery. They are real-life issues that facilitators have raised during their coaching sessions:

* Technological issues:
  + A mother, father or caregiver needs support accessing the WhatsApp course, and I'm not sure how to answer their question;
  + A mother, father or caregiver struggles to participate in WhatsApp groups.
* Facilitation issues:
  + Explaining the programme to mothers, fathers and caregivers;
  + Gaining and improving facilitator skills;
  + Group members are from different educational and socio-economic backgrounds;
  + When a mother, father or caregiver triggers you emotionally (in person or on WhatsApp);
  + When you feel anxious or nervous about delivering the programme.
* Group Management issues (in-person and in WhatsApp):
  + A mother, father or caregiver cannot commit to the ground rules;
  + Mothers, fathers and caregivers who do not want to share;
  + Mothers, fathers and caregivers who bring girls, boys and teens to sessions;
  + Being challenged for not being a mother or father;
  + Mothers, fathers and caregivers who talk too much boss other Mothers, fathers and caregivers around;
  + Mothers, fathers and caregivers who do not participate in activities;
  + A mother, father or caregiver starts crying when sharing something personal;
  + When a mother, father or caregiver comes to the session intoxicated;
  + A parent is personally messaging me or calling me with lots of questions on their parenting habits or girl, boy and teen’s misbehaviours.
* Safety and protection issues:
  + A mother, father or caregiver discloses issues about girl, boy and teen safety and health;
  + A mother, father or caregiver discloses abuse, neglect or exploitation.
  + A mother, father or caregiver wants to know how to report abuse, neglect or violence;
  + A mother, father or caregiver wants to know free and confidential services to discuss their crisis;
  + Conflict between mothers, fathers and caregivers during a session;
  + A mother, father or caregiver reports that she or he is getting beaten by an intimate partner.

#### 

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#### Exploring and Practising Solutions (25 min)

###### Overview

You have about 30 minutes to discuss and practise solutions. This usually allows for two or three rounds of challenges. The last 5 minutes are for discussion on problem-solving as a group.

###### Instructions

* Divide participants into groups of 4 to 5 people each.
* Give each group a challenge to explore further, discuss possible solutions, and choose one solution to present to the larger group.
* Each group shares their challenge and solution with the larger group.
* Ask if there are any questions or concerns about the consequences of the solution. You may have to help the participants identify a more effective solution.
* Invite at least 2 participants from the group to practise the solution.
* Some challenges may involve more people, such as when two facilitators have to work together to intervene in a conflict between two mothers, fathers and caregivers.
* Debrief with participants, asking ‘mothers, fathers and caregivers’ and ‘facilitators’ to reflect on their experience.
* Praise participants for practising.
* Give each group another challenge.

#### Discussion On Problem Solving As A Group (10 min)

* How did it feel to work together as a group to solve challenges that might arise?
* What other concerns do you have at this point about delivering the programme?
* What do you need to help you feel confident and supported while delivering the programme?

#### 

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#### Referrals (10 min)

The referral process will vary by sector and organisation, so you need to familiarise yourself with the specific processes where you are training. Remind participants that Crianza con Conciencia+ only focuses on positive parenting and parent-child relationships. It will not solve all of the mothers, fathers and caregivers’ problems and issues. Sometimes, families need help beyond what the programme can provide.

* Write “Referrals” at the top of a flipchart and draw a line vertically down the middle.
* Discuss possible topics that might require referrals, either legally or ethically, including girl, boy and teen protection issues. Ask participants if they can think of situations which families may require additional help or support.
* Write down these ideas on the left side of the flipchart.
* Ask participants what services they might need to refer their participants to, considering the situations they have provided. Ask the participants to refer to the Safeguarding section of the Formando Conciencia+ App. For example, if a caregiver discloses to the facilitator that they are being beaten by their partner, what service do you think they want, and where would you refer them?
* Possible services may include:
  + Clinics;
  + Police;
  + Girl, boy and teen protection services;
  + Sexual and gender-based violence support services;
  + Mental and physical health services;
  + Government financial support
* Remind facilitators that they should know what services are available and how to contact those services (phone number, etc).
* Discuss possible situations which facilitators may legally need to report potential girl, boy and teen protection issues. Discuss the organisational protocols for dealing with girl, boy and teen protection issues and other emergency situations.
* Ask the participants if they have any further questions regarding how to do referrals.

#### Coaching Support for Facilitators (5 min)

###### Overview

In addition to the in-person training, each facilitator will receive remote coaching support. If a facilitator is faced with any challenge that they are unable to resolve, they can bring this challenge to the coach and the group during their coaching session.

###### Instructions

Share with the facilitators:

* Who is a coach?
  + Each group of facilitators will have a coach who will 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
* How will coaching be provided?
  + Coaches will meet with the facilitators using a video-conferencing platform. The coaching session will use a collaborative social learning approach to facilitator group-based learning.
  + Each coach will conduct 1 hour long coaching session with the group of 9 facilitators.
  + The coach will get in touch with the facilitators through a WhatsApp group comprised of the coach and other facilitators from the state.
  + The coach will share important information with you through this group.
  + Here is the schedule of the coaching session:

|  | **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 |  |

* How should facilitators prepare for the coaching session?
  + Review your WhatsApp chat session with the parents.
  + Select a challenge or issue from your 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 you want to improve. For example, you could build a stronger sense of community amongst the caregivers or improve their facilitation skills.

#### 

### Closing (25 min)

#### Questions (10 min)

Ask the participants if they have any questions about:

* WhatsApp Chat Sessions
* Using A-E-C-P in the chat session
* Safeguarding
* Addressing potential challenges
* Any other questions about the programme

#### Loving Kindness Exercise (5 min)

**Overview**

At the end of the session, participants learn one last stress reduction activity—a Loving Kindness exercise. This activity helps participants connect with a sense of loving kindness towards themselves and their families. It brings closure to the culminating activity while reconnecting participants to a sense of well-being and calmness.

###### 

| **Note**  Use the text below as a guide for leading the activity. At each [Pause] in the text, you can pause for about 5 seconds. It is helpful to follow your own instructions during the pause. |
| --- |

###### 

###### Instructions [(Slide)](https://docs.google.com/presentation/d/1EXuJBIEbd-WohBCFeso0FmL0TNwOnl8fi36HQT_hrsE/edit#slide=id.p124)

Step 1: Preparation

* Sometimes, when we are experiencing stress, feeling alone, or just needing support, it can be helpful to send thoughts of loving kindness to ourselves.
* This exercise helps us to become more grounded and present – which increases well being and balance - helping us to manage stress, illness and difficulty. [Pause]
* 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 pleasant or unpleasant. [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: Opening to Loving Kindness

* Connect to your heart in a kind and gentle way. You may want to place one hand on your heart or chest. [Pause]
* You can then say the following words silently to yourself [Pause]

May I be peaceful. [Pause]

May I be safe. [Pause]

May I be healthy. [Pause]

May I be happy. [Pause]

May I feel loved. [Pause]

*Repeat slowly once or twice taking your time between each phrase.*

* If you feel comfortable, you can also send thoughts of loving kindness to your girl, boy, teen, your partner, your family, and anyone else who is close to you in your life. [Pause]

May you be peaceful. [Pause]

May you be safe. [Pause]

May you be healthy. [Pause]

May you be happy. [Pause]

May you feel loved. [Pause]

*Repeat slowly once or twice taking your time between each phrase.*

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

* Take a moment to reflect on your experience.
* When you are ready, open your eyes. [Pause]

*Remember that you can do this activity at any time whenever you feel like you need extra support.*

##### 

##### 

#### Circle of Appreciation (5 min)

**Instructions**

This is the final Circle of Appreciation.

* Model the Circle of Appreciation for participants before they do it in pairs.
* Participants find a partner sitting next to them.
* Each person complements their partner. The compliments can be about anything as long as they are sincere.
* Each person praises themselves.
* Ask the participants to reflect on what it was like to be praised and what it was like to praise.

#### Next Steps (5 min)

Praise the participants for attending the workshop and share the next steps with them:

* You will receive a certificate for completing the training;
* You will receive an email with link to the Formando Conciencia+ App and the WhatsApp Course;
* You will conduct the onboarding session and report attendance on the onboarding session;

Thank all the facilitators for participating in the workshop! Praise them for their efforts and contributions!

##### 

#### 

#### Assignment of Home Activities for Coaches

This is the end of the facilitator training workshop. Coaches will receive additional training for the next two days.

**Instructions**

Assign the following home activities to the coaches:

* Read the coach manual
* Complete another course in Crianza con Conciencia+ WhatsApp Course

## Day 3 and 4: Coach Workshop Curriculum

#### Goals of the Coaching Workshop

* Participants will be able to articulate how the Crianza con Conciencia+ programme works.
* Participants have an in-depth understanding of the role and benefits of the coaches in the programme.
* Participants can effectively use ACCEPT, EXPLORE, CONNECT and PRACTISE in their coaching session.
* Participants can effectively deliver the coaching session.

#### 

| **Day 3: Coach Workshop Session Agenda** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Module** | | **Activities** | | **Time** | |
| **Module 1: Welcome** | | * Welcome and Pause * Emotional Check-in * Overview of coach workshop and logistics * Reflection and Discussion of the Facilitator Workshop | | **45 min** | |
|
| **Module 2: Group rules, goals, roles, and coaching plan** | | * Trainees’ goals and expectations * Mapping Activity   + How does the Crianza con Conciencia+ programme work?   + The overall goal of the programme * Core skills for effective facilitation and coaching * Benefits for coaching * Steps for conducting coaching session | | **1 hour** | |
| **Break (20 min)** | | | | | |
| **Module 3: A-E-C-P during coaching** | | * Refresher of A-E-C-P for coaching session | | **30 min** | |
| **Module 3: Modelling Coaching Session** | | * Model the coaching session * Feedback with observations from the group | | **1 hour 10 min** | |
|
| **Closing** | | * Reflection of the session * Questions from the session * Share one thing you learned * Circle of Appreciation * Take a Pause | | **15 min** | |
|
|

#### Day 4: Coaching session

| **Day 4: Coach Workshop Session Agenda** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Module** | | **Activities** | | **Time** | |
| **Beginning of Day Activities** | | * Welcome and Pause * Emotional Check-in * Reflection on previous day’s coach training | | **30 min** | |
|
| **Module 4: Practice Coaching Session** | | * Practise coaching sessions in small groups. * Feedback from observations from the group | | **1 hour 15 min** | |
| **Break (20 min)** | | | | | |
| **Module 5: Troubleshooting** | | * Identify potential challenges * Discuss possible solutions * Practise solutions in a group | | **1 hour** | |
|
| **Module 6: Delivering coaching remotely** | | * Discuss how to adapt to remote delivery platform * Troubleshooting potential challenges using remote delivery platform (e.g., Zoom)   + Logistical issues: Poor internet connectivity   + Participation   + Poor/no engagement   + People talking at the same time   + Managing kids   + Distraction | | **40 min** | |
|
|
|
|
|
|
| **Closing Reflection** | | * Reflection on the training workshop * Loving-kindness exercise * Circle of Appreciation * Next Steps | | **15 min** | |

#### 

#### 

## 

## Appendix

### List of Triggers for Crianza con Conciencia+ Chatbot

#### For Facilitator Training

| FACENTRENAR | Initiates programme |
| --- | --- |
| FACNUEVO | New Day |
| FACREANUDAR | Restart |
| SIGUIENTE | Next |
| MENÚ | Menu |

#### For Users

| FORMANDO | Initiates programme for all states, except Chihuahua |
| --- | --- |
| AFECTIVA | Initiates programme for Chihuahua |
| ID | Share research ID |
| SIGUIENTE | Next |
| MENÚ | Menu |
| AYUDA | Help |

**Note:** Facilitators should not use the triggers intended for users, and vice-a-versa. It could lead to complications in engagement data.